

Shaping solutions to the tensions associated with teaching and learning practice and academic scholarship within private, non-university higher education contexts

Michelle Muchatuta

Kaplan Australia, Sydney, Australia
Michelle.muchatuta@kaplan.edu.au

Helen Batey

Kaplan Australia, Sydney, Australia
Helen.batey@kaplan.edu.au

Most teaching within Australian universities is provided by sessional staff (May, Strachan, & Peetz, 2013), a trend mirrored in private, non-university higher education provider (NUHEI) contexts. In fact, regardless of whether a NUHEI has research and research training within its scope, NUHEIs teaching staff profiles are reviewed, amongst other measures, on the basis of discipline specific, contemporary research, scholarship and/or practice. This phenomenon presents NUHEIs with challenges this discussion will explore. Participants will consider how private, NUHEIs can **appropriately** engage academic staff in scholarship when a) research practice is often not core business and b) when most engaged staff are career academics elsewhere. Whilst the sector welcomed the introduction of scholarship quality standards and useful references such as the Standards for Sessional Teaching Framework (2014), attendees will consider implementation tensions such as; duplication of effort, financial constraints, compliance led, 'tick the box' processes and concerns around the cost vs benefit of outcomes in light of the shared, revolving nature of academic capital.

This session will interest tertiary policy makers; academic staff and governance leaders. Participants will collaboratively workshop innovative sector-wide solutions such as:

- the creation of Learning Communities of Practice (potentially a partnership between NUHEIs and universities)
- introduction of an independently managed, central scholarship budget sourced from each institution proportionate size and sessional staff engagement, and/ or
- changes to academic human resource approaches such as NUHEI academic workload models to support contemporary scholarship.

After all, the Australian tertiary sector is arguably as strong as the sum of its parts.

References

- May, R., Strachan, G., & Peetz, D. (2013). Workforce development and renewal in Australian universities and the management of casual academic staff. *Journal of University Teaching & Learning Practice*, 10 (3).
- Harvey, M., Luzia, K., McCormack, C., Brown, N., McKenzie, J., & Parker, N. (2014). *Benchmarking leadership and advancement of standards for sessional teaching*. Retrieved from http://blasst.edu.au/docs/BLASST_framework_WEB.pdf