BLASST Bibliography: the decade in review

This is a selected annotated bibliography of scholarly literature that has contributed to the development of the BLASST Sessional Staff Standards Framework.

Papers from the BLASST Special Issue of the *Journal of University Teaching and Learning Practice* are indicated with an asterisk.

AAUP (2005). *Background facts on contingent faculty*. **American Association of University Professors. http://www.aaup.org/Issues/part-time/Ptfacts.htm Accessed 28 April, 2005.**

A short (4 page) fact sheet incorporating American definitions and demographics. Overall, the dot-points argue that there are disadvantages to an over reliance on contingent faculty, that these appointments should be limited and that tenured staff should be increased.

AFT Higher Education (2002). *Standards of good practice in the employment of part-time/adjunct faculty: A blueprint for raising standards and ensuring financial and professional equity*. **AFT Higher Education. A Division of the American Federation of Teachers. www.aft.org. Accessed May, 2004.**

Includes a succinct summary (in point form) of the standards of compensation; employment standards, standards of professional responsibility and support, and ensuring full rights for part-time/ adjunct faculty within their unions. Acknowledge the difficulty in defining part-time (p. 4) and is inclusive of our casual and short-term contract positions. These standards are developed for American organisations, but could be useful in informing any local policy development. Well structured, easy to follow paper.

AFT Higher Education (2003). *The growth of full-time nontenure-track faculty. Challenges for the union*. **AFT Higher Education. A Division of the American Federation of Teachers. www.aft.org. Accessed May, 2004.**

Report focuses on American faculty who work full-time but are on one year or multiyear contracts. Covers the growth of the number of these staff and the subsequent decline in numbers of tenured staff; propensity to be located in areas such as education, humanities, health sciences, natural sciences, business and engineering; hiring and working conditions, the roles of gender and race, years worked as a non-tenured staff member; entitlement to job benefits, payment and professional development and, of course, the role of the union.

AFT Higher Education (2003). The growth of full-time nontenure-track faculty. Challenges for the Union. AFT Higher Education. A Division of the American Federation of Teachers. www.aft.org. Accessed May, 2004.

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Anderson, V. (2007). Contingent and marginalised? Academic development and part-time teachers. *International Journal for Academic Development*, *12*(2), 111-121.

An action research project that examined the experiences of non-permanent 'contingent' teachers in a UK business school is reported in this paper. Suggests (p.118) that informal reflective processes are as important as more formalised professional development policies for sessional staff, and recommends the inclusion of sessional staff in 'formal and informal departmental review and development policies' as a priority. Also argues (p.118) that the marginal position of sessional staff impinges on them actively developing

their teaching practice, and also means that the skills and expertise they bring to the role are often overlooked.

Andrew, S., Halcomb, E.J., Jackson, D., Peters, K., & Salamonson, Y. (2010). Sessional teachers in a BN program: Bridging the divide or widening the gap? *Nurse Education Today*, *30*(5), 453-457.

Australian Universities Teaching Committee (AUTC) (2003). *Training, support and management of sessional teaching staff.* **Teaching and Educational Development Institute (TEDI), University of Queensland Australia.**
www.olt.gov.au/system/files/resources/sessional-teaching-report.pdf Accessed 4 April 2013

Baldwin, Roger G., & Wawrzynski, Matthew R. (2011). Contingent faculty as teachers: what we know; what we need to know. *American Behavioral Scientist*, *55*(11), 1485-1509.

Beaumont, R., Stirling, J., & Percy, A. (2009). Tutors' forum: Engaging distributed communities of practice. *Open Learning, 24*(2), 141-154.

Reports on the use of a 'Tutors Forum' (an online communication space for tutors) as a way of engaging, supporting and developing tutors at multiple locations, and developing a cohesive teaching team, in a context where geographically dispersed tutors experienced a sense of isolation and poor systems of communication by the university. Data was gained via interviews with sessional staff. Argues that this type of tool has potential for use as a quality assurance mechanism which encourages reflective practice, and that development of this type of online community of practice 'not only facilitated

professional development but also facilitated a more ethical and satisfying professional experience' (p.152).

Bexley, E. James, R. & Arkoudis, S. (2011). *The Australian academic profession in transition: Addressing the challenge of reconceptualising academic work and regenerating the academic workforce. Commissioned report prepared for the Department of Education, Employment and Workplace Relations* **September 2011. Melbourne: Centre for the Study of Higher Education, The University of Melbourne.** Accessed 16 January 2013 www.cshe.unimelb.edu.au/people/bexley_docs/The_Academic_Profession_in_Transition_Sept2011.pdf

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Blackwell, R; Channell, J. & Williams, J. (2001). Teaching circles: a way forward for part-time teachers in higher education? *The International Journal for Academic Development***, *6*, 40-53.**

Programs have been initiated for use with full-time 'novice' academic staff, but part-timer teaching staff are not included. Concern expressed about the lack of control in terms of quality when there are increasing numbers of part-time teachers. As continuing staff work on research there is a trend to allocate teaching to part-time or casual staff. Teaching circles are seen as one strategy, which have at their core open and public discussion about teaching (plus seminars, peer observation). The term 'action learning sets' is adopted.

Research on 4 schools where most members of the new TCs were post graduates providing seminars and tutorials. Each school already had a different range of support strategies for casual staff (ranging from very little to formalised programs).

Fact sheet on teaching circles included as an appendix.

Brown, T., Goodman, J. & Yasukawa, K. (2010). Academic casualization in Australia: class divisions in the university. *Journal of Industrial Relations, 52*(2), 169-182.

This paper reports on a qualitative study which addresses the experience of casual academics and documents it in terms of industrial relations and class analysis - shows 'a sharpening class divide among academics, which has become institutionally embedded.' The authors outline the context of a huge growth in the reliance on sessional staff in Australian universities (p.171) and other issues, such as 'clash between flexibility and quality' highlighted by the Bradley Review (pp.171-2).

Some of the themes drawn from the interviews include:

- Lack of clarity around contracts (p.174)
- Strong levels of commitment to their vocation and job satisfaction derived from relationship with students (p.175)
- Physical and intellectual isolation from the university community (p.177)
- 'The paradox of casual permanency' due to universities increasing their reliance on sessional staff.

Brown, T, Goodman, J. & Yasukawa, K. (2008). Casualisation of Academic Work: Industrial Justice and Quality Education. *Dialogue: Journal of the Academy of the Social Sciences in Australia, 27*(1), 17-29.

A qualitative approach is adopted for exploring the experiences of sessional staff through a series of interviews - similar research to 2010 article by the same authors. The authors argue strongly for the reform of employment status of casual staff: 'A quality education system is not sustainable unless industrial justice for all university staff is built into the quality framework.' (p.27). Highlights the way in which the exclusion of sessional staff from decision-making processes has an impact on quality because 'there is no feedback from the 'coal-face' to educational policy, either within faculties or within the sector as a whole. '(p.26).

Brown, T., Goodman, J. & Yasukawa, K. (2006). *Getting the best of you for nothing: Casual voices in the Australian academy***. Sydney: National Tertiary Education Union.**

In-depth qualitative study of the experiences of casual academic staff in an Australian University as framed by the NTEU. Particular focus is on special position of 'long-term casual' or 'permanent casual' staff. Argues that structure of academic work force today is bifurcated between continuing academics, and sessional staff who only have a limited professional status, are often highly qualified, and are expected to develop their knowledge and skills largely in their own time and using their own resources (pp.4-5). Suggests strategies for unions to engage sessional staff and better promote their cause, and the need for a more secure employment relationship between sessional staff and institutions (Also recommends changes to human resource policies to 'at least ameliorate the situation for casual staff' (p.45), including induction programs; access to infrastructure and basic resources; access to professional development programs; and improved payroll systems. Also points to the need In addition, casuals also point to the need for a more secure employment relationship. Such conditions include recognition of service and a pathway for employment security such as a conversion process, access to long service leave and other leave entitlements, and equal access to superannuation benefits.

* Brown, N.R., Kelder, J.A., Freeman, B. & Carr, A.R. (2013). A message from the chalk face – What casual teaching staff tell us they want to know, access and experience. *Journal of University Teaching and Learning Practice***,** *10***(3).**

* Bryson, C. (2013). Supporting sessional teaching staff in the UK – to what extent is there real progress? *Journal of University Teaching and Learning Practice***, 10(3).**

Bryson, C. & Blackwell, R. (2001). *Teaching quality and part-time teachers in HE.* **LTSN/HESDA. www.ltsn.ac.uk/genericcentre/projects/pt-teachers. Accessed May, 2004.**

Investigates 'hourly paid' staff. States that there are quality issues (and provides reasons for this), including the low take-up rate of professional development by these staff. Other reasons cited are lack of an integration process for these staff and lack of policy. Paper concludes with 7 policy options being presented with their associated advantages and disadvantages.

Cameron, A. Harvey, M. & Solomonides, I. (2010). The principles and practice of benchmarking in foundations of university teaching programs. A Background Paper in M. Hicks, H. Smigiel, G. Wilson & A. Luzeckyj (eds.). *Preparing academics to teach in higher education.* **Final Report (88-105), Australian Learning and Teaching Council, Strawberry Hills.** http://www.olt.gov.au/system/files/resources/GI7-643%20Preparing%20academics%20to%20teach%20in%20higher%20education%20%28Hicks%2C%20UniSA%2C%202010%29.pdf

An overview of benchmarking in the higher education sector is provided in this paper.

Chalmers, D. & Thomson, K. (2009). *The national teaching quality indicators projects. Four dimensions of teaching quality framework indicator tables.* **http://www.catl.uwa.edu.au/projects/tqi/teaching_quality_indicators_framework Accessed 12 December 2010**
http://www.catl.uwa.edu.au/projects/tqi/teaching_quality_indicators_framework

Chan, S., Crossley, P., Deer, L., Maguire, D., Samson, A. & Anaid, A. (2007). The Role of the Casual Tutor in Design and Delivery of Courses: Experiences from Teaching Geopolitics in 2006. *Synergy, 25*, **19-22.**

This article from the University of Sydney draws from the experiences of a unit coordinator and five tutors teaching a first year unit with over 500 students. There is a gap in the literature regarding the relationship between lecturers and sessional staff, and the 'institutional invisibility' of tutors, who are not positioned as an important variable within the teaching process (p.19). Relates experience of 'addressing the 'tutor variable'' through a more collective and reflective approach to teaching (e.g. through shared diary keeping, and seeking student feedback) and positive impacts of this on the teaching team. It is argued that tutors have a role in collaboration in course development and should be paid for this (p.22).

Coates, H., & Goedegebuure, L. (2010). *The real academic revolution: Why we need to reconceptualise Australia's future academic workforce, and eight possible strategies for how to go about this*. **Carlton, Victoria: LH Martin Institute.**

Cowley, Jill. (2010). *Confronting the reality of casualisation in Australia. Recognising difference and embracing sessional staff in law schools*. **QUTLJJ, 10(1), 27-43.**

D'Andrea, V. (2002). Professional Development of Teaching Assistants in the USA. London: LTSN Generic Centre. www.ltsn.ac.uk/genericcentre/

GTAs (Graduate Teaching Assistants) are discussed very separately to casual academics. Concerns have led to development of GTA teaching preparation programs. The history, starting from the 1960s, is overviewed. GTAs have identified selves as 'workers' versus

professionals. Use of unions as a support is discussed, although these unions have placed little pressure on the universities for staff development.

Nine lessons to be learned for designing GTA preparation programs from the US are listed. The America Preparing Future Faculty initiative is outlined. This initiative provides doctoral students with opportunities including observing committees, learning about institutional governance, attending faculty events, a mentoring program (which covers teaching and service in addition to research.

Two university (US) case studies are presented. University of Colorado at Boulder offers: Postgraduate level courses in teaching at post-secondary level; Professional portfolio development; Pedagogical workshops; Professional workshops; Mentorship by faculty from partner institutions; Visits to partner institutions, and an annual summer working conference on PFF.

Harvard university offers two main programs: namely, services and resources and the second being publications, research and outreach. The services and resources program includes a New Faculty Orientation, Microteaching, seminars on teaching and learning, Course consultation and more, while the publications program offers Guides, Handbooks, Tip Sheets, Journal, Videotapes, a website and more.

It is anticipated that a PFF program could become integral to the doctoral process. The UK offers New Lecturer Certificate and Diploma courses, which could be modified to meet the needs of graduate teaching assistants.

Durur, M. & Gilmore, J. (2013). Building sustainable frameworks for the engagement and development of casual teaching staff. An Australian perspective, in F. Beaton & A. Gilbert (eds.), *Developing effective part-time teachers in higher education. New approaches to professional development,* **165-184, Routledge, London.**

Ehrich, L.C., Kimber, M., Cranston, N., & Starr, K. (2011). Ethical tensions and academic leaders. *Higher Education Review***, *43*(3), 50-69.**

Epper, R. M. (1999). Applying benchmarking to higher education: some lessons from experience. *Change: The Magazine of Higher Learning*, **31(6), 24-31.**

Evans, C. (2010). Establishment of the Tertiary Education Quality and Standards Agency. Media release, Minister for Tertiary Education, Skills, Jobs and Workplace Relations. 15 November, 2010. Accessed 12 January 2011 http://www.deewr.gov.au/ministers/evans/media/releases/pages/article_101115_1444 05.aspx

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Falkner, K., & Le Lievre, K. (2010). From student to teacher: Building professional development resources for sessional teaching staff. Paper presented at the *Proceedings of the 21st Annual Conference for the Australasian Association for Engineering Education.*

Garlick , S. & Pryor, G. (2004). *Benchmarking the university: Learning about improvement. A report for the Department of Education, Science and Training.* **Canberra: Regional Knowledge Works. Accessed 4 April 2013** http://www.vnseameo.org/lhdu/document/manage%20education/benchmarking%20the% 20university%20-%20learning%20about%20improvement.pdf

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Gottschalk, L., & McEachern, S. (2010). The frustrated career: casual employment in higher education. *Australian Universities Review,* **52(1), 37-50**

Argues that the traditional profile of casual teaching staff no longer applies to sessional staff – they are now likely to hold more than one job, at more than one institution, and are seeking job security (vs. students and industry experts who made up the traditional profile

and were not as interested in ongoing employment). Shows that the result of using casual work as a career strategy is 'frustrated careers'.

Gottschalk, L., & McEachern, S. (2007). *Casual and sessional employment: Motivation and work/life balance***: University of Ballarat, Ballarat.**

Study is exploratory in nature and aims to better understand the nature of the experience of working as a casual/sessional staff member at the University of Ballarat. Explores four domains: current employment situation, income and job security, motivation to work as a sessional employees (including satisfaction with this mode of employment), and feelings about work/life balance. Recommendations include (p.102) consistency across the whole university in the 'processing of contracts, the facilities and amenities provided, in pay rates and decisions about what work is and is not included in the pay rate.'

Gunasekara, C. (2007,). It's an administrative thing: Positioning tutor identity through administrative practice in the academy. Paper presented at the *TASA and SAANZ Joint Conference 2007: Public Sociologies: Lessons and Trans-Tasman Comparisons***, 4–7 December Auckland, New Zealand.**

Notes that recent studies of casual employment tend to neglect the construction of the identity of casual workers. Argues that basic administrative practices, such as recruitment, labels used to denote sessional staff, payroll processes, the working environment and 'practices relating to continuity (or the lack thereof) of employment' all can have the effect of marginalising the identity of sessional staff, even if they are a significant part of the teaching workforce, 'moving towards the centre of program delivery'.

Halcomb, E.J., Andrew, S., Peters, K., Salamonson, Y., & Jackson, D. (2010). Casualisation of the teaching workforce: Implications for nursing education. *Nurse Education Today*, 30(6), 528-532.

* Hamilton, J., Fox, M. & McEwan, M. (2013). Sessional Academic Success: A distributed framework for academic support and development. *Journal of University Teaching and Learning Practice*, *10*(3).

Hammond, C. & Churchman, D. (2008). Sustaining academic life: A case for applying principles of social sustainability to the academic profession, *International Journal of Sustainability in Higher Education, 9*(3), 235-245.

Looks at current issues for Australia universities through five principles (Barron and Gauntlett) of social sustainability. Issues around sessional staff fall under principle of equity, as a two-tier workforce with a reliance on 'cheap, temporary' workers is seen as detrimental to long-term institutional sustainability. Argues that as social sustainability principles are not incorporated into universities' policies and practices, 'it is hard to envision universities guiding others in the ability to make decisions which are the best for future generations when they do not appear to currently operate sustainably' (243).

* Harvey, M. (2013). Setting the standards for sessional staff: Quality learning and teaching. *Journal of University Teaching and Learning Practice*, *10*(3).

Harvey, M. Fraser, S. & Bowes, J. (2005). Quality teaching and sessional staff. Paper presented at the *Higher Education in a Changing World, 2005 Annual Conference of Higher Education Research and Development Society of Australasia*

http://conference.herdsa.org.au/2005/pdf/non_refereed/277.pdf

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James, S. G. & Binder, D. A. (2011-2012). The care and feeding of part-time faculty: a model to retain community college adjuncts. *National Forum of Educational Administration and Supervision Journal*, **28(3), 21-30.**

JNCHES (2002). Fixed-term and casual employment. Guidance for higher education institutions. Joint Negotiating Committee for Higher Education Staff (JNCHES). Accessed 23 June, 2004. http://www.ucea.ac.uk/ft&cguide_aug2002.html.

As a result of the British Bett Report (1st October, 2002) institutions are required to reduce the current and future use of fixed-term and casual contracts. This guidance paper outlines good practice on use and management of these staff, after summarizing succinctly relevant legislation. Good practice includes understanding the underlying principles, reasons for fixed-term and casual contracts, management and termination of fixed-term and casual contracts.

Joiner, T. A., & Bakalis, S. (2006). The antecedents of organizational commitment: the case of Australian casual academics. *International Journal of Educational Management, 20* **(6), 439-452.**

Provides an organisational behaviour analysis of what affects the level of commitment by sessional staff to the organisation. Factors which influence the level of commitment include the relationship to supervisor, level of information about the role, access to infrastructure and resources (p.449). Argues that while a lack of access to resources may not impact on the ability of the sessional staff member to do their job, it 'can signal a lack

of organization caring and commitment to the casual academic, exacerbating the academics own organizational affective commitment' (p.449).

Jones, S. Lefoe, G. Harvey, M. & Ryland, K. (2012). Distributed leadership: a collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education*, **Policy and Management,** *34***(1), 67-78.**

Distributed leadership has underpinned the BLASST project and the approach is outlined in this paper.

Junor, A. (2003). Casual university work - stop-over, entry-port or enclave? Paper presented to the *Second Annual Conference of the Australian Society of Heterodox Economists***, The University of New South Wales, December, 2003.**

2,500 casual academic and general staff were surveyed to provide the data that informs this paper. Casuals are no longer low-skilled in high-turnover areas, but skilled and professional. The nature of casualisation is explored: is it a stop-over by young professionals on the way to employment in industry, is it an entry port for tenured positions, or is it an enclave that may suit retirees or workers with family commitments? The paper questions two assumptions, one that causal employment is not necessarily insecure and that it is a preferred mode of employment for many employees. Survey results indicate a three group typology (Stop-over, Entry-port, Enclave) with each group registering satisfaction (intrinsic qualities) and all registering dissatisfaction, with the enclave group trapped. The casual workforce has increased, e.g. for academics from 15.4% in 1994 to 19.2% in 2000; and is gendered with more females. Six reasons for the use of casuals are outlined based on Weller, Cussen and Webber (1999). Several groups of university staff are determined (but not clearly identified or listed, rather gradually & intermittently introduced).

Findings include that 20% of qualified academic jobseekers had been in casual work for over 6 years, with research indicating that would make it more difficult to gain tenure (Barker, 1998). None hoped to be working casually in 5 years time. Higher preference for casual work is found for the 'enclavers' (retirees or industry professionals).

Kimber, M. (2003). The tenured 'core' and the tenuous 'periphery': the casualisation of academic work in Australian universities. *Journal of Higher Education Policy and Management, 25*(1), 41-50.

Knight, P., Baume, D., Tait, J., & Yorke, M. (2007). Enhancing part-time teaching in higher education: A challenge for institutional policy and practice. *Higher Education Quarterly*, *61*(4), 420-438.

A qualitative study from the UK conducted with a sample group of 33 part-time teachers. Results support the idea that professional teaching practice is developed within universities 'a set of non-formal, non-intentional, social practices in workgroups, complemented, in many cases, by engagement with some formal [professional development] provision' (422-423). By drawing on interview data, the article is able to contribute to the debate around the usefulness and limitations of formal professional development for sessional staff, and of 'policy and practice implications that might be derived from that view' (p.420). These implications include the need for an approach which draws together formal and informal professional learning, and the need for sessional staff to feel part of a community of practice and where their expertise is drawn on and learned from.

Kofod, M, Quinnell, R., Rifkin,W. & Whitaker,N. . 'Is tutor training worth it? Acknowledging conflicting agenda.' In *Engaging Communities, Proceedings of the 31st HERDSA Annual Conference*, **Rotorua, 1-4 July 2008, 202-210. Rotorua, 2008.**

Retrieved 3rd September, 2013. http://www.herdsa.org.au/wp-content/uploads/conference/2008/papers/Kofod.pdf

This paper reports on a study undertaken at the University of New South Wales. Confirms the benefits of a tutor training program in encouraging sessional staff to reflect on their teaching practice and shift to a student-centred perspective, but expresses concern at number of sessional staff who do not undertake or complete this training. 'We suspect that this lack of participation is caused by a raft of pressures and agenda in the career paths of the postgraduate students, many of whom serve as our sessional staff.'

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* Lefoe, G.E.,Parrish, D.R., Keevers, L.M., Ryan, Y., McKenzie, J. & Malfroy, J. (2013). A CLASS Act: The teaching team approach to subject coordination. *Journal of University Teaching and Learning Practice*, *10*(**3**).

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* Luzia, K., Harvey, M., Parker, N., McCormack, C., Brown, N. & McKenzie, J. (2013). Benchmarking with the BLASST Sessional Staff Standards Framework. *Journal of University Teaching and Learning Practice*, *10*(**3**).

May, R. (2011). Casualisation here to stay? The modern university and its divided workforce, in R Markey (ed.), *Dialogue downunder, Association of Industrial Relations Academics of Australian and New Zealand (AIRAANZ) Conference*, **2-4 February, Auckland, New Zealand.** Accessed 2 November, 2012 http://www.nteu.org.au/article/Casualisation%3A-here-to-stay%3F-The-modern-university-and-its-divided-workforce-11182

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* 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 and Learning Practice*, *10*(3).

May, R.L., Strachan, G., Broadbent, K., & Peetz, D. (2011). The Casual Approach to University Teaching: Time for a Re-think? In Krause, K., Buckridge, M., Grimmer, C. and Purbrick-Illek, S. (Eds.) *Research and Development in Higher Education: Reshaping Higher Education*, *34*, **pp 188 – 197. 4-7 July 2011 Gold Coast, Australia.**

http://www.herdsa.org.au/wp-content/uploads/conference/2011/papers/HERDSA_2011_May.PDF

McKinnon, K. R., Walker, S. H. & Davis, D. (2000). Benchmarking: A manual for Australian universities. Canberra, HED, DETYA. Accessed 14 November 2008, http://www.detya.gov.au/highered/

Pearson, C. (2002). *Teaching circles as a response to the staff development needs of part-time teachers in higher education. A report produced for the Learning and Teaching Support Network*. **London: LTSN Generic Centre**.

Defines 'teaching circles' as any variety of 'semi-formal meetings between part-time academics staff, which aim to promote dialogue and scholarship about teaching, to enhance teaching practice and to provide a forum for professional development'. In this project 5-6 meetings held throughout the year with a focus on teaching practice and learning through peer discussion. A natural one-year cycle, otherwise established part-timers will get bored. Details provided on factors which promote effective circles. Results of small survey (N=68) and interviews (N-24) reported (although many respondents had a mandatory 2-day induction at their institution).

Advantages include assuring teaching quality; boost to part-timer's morale; integration into the department. Heads of Schools considered them more resource-friendly and less organisationally problematic. Participants saw it as better than nothing; and they offered practical advice and support; in an unthreatening manner amongst peers. Disadvantages included that they rarely provided details and depth in their analysis of teaching practice; may not be possible to organise teaching circles that fulfill the needs of all part-time teachers.

Seven steps outlined on how to set up a teaching circle:

1. Conduct a needs analysis.
2. Make sure that adequate financial resources are available for attendance payments and maybe for administrative expenses.
3. Make sure that adequate human resources are available
4. Try to get the Teaching Circle embedded in the organisational life of the department
5. Check that other features of the department's attitude to part-time staff are positive.
6. Encourage the department to strike a balance between support and control.
7. Do not expect the Teaching Circle to solve all of your part-timers staff development needs or to satisfy the needs of all of your part-time staff.

Pearson, C. (2002). *Department responses to the staff development needs of Part-time Teachers in Higher Education: Four case studies. A report produced for the Learning and Teaching Support Network*. **London: LTSN Generic Centre.**

Teaching circles used in social science (for a definition refer to their related paper). This is judged to be a successful (dependent on composition of staff, proportion of part-time - full-time, etc) strategy. Others include mentoring, text-based resources, formal representative and review processes. Four case studies of different strategies presented and critiqued) mentoring, text resources, mentoring and annual review, teaching circle). Teaching circles need 2-12 members

Each of the strategies reviewed via the case studies utilises a range of support practices including:

- Payment for a mentor for part-time staff, and office hours payment to part-time staff to meet with the mentor,
- Staff tutor to liase with part-time staff;
- Tutor notes;
- Resource book of materials related to teaching practice;
- Paid attendance at an induction session;
- Access to staff development funds for conference attendance after working 100 hours;
- Representation at department meetings;
- Annual progress review and voluntary participation in appraisal;
- Teaching circle developed into workshops led by continuing staff (e.g. sessional staff co-ordinator and held once or twice a year.

Two factors identified to be considered when planning strategies:

1. Part-time teacher resistance and
2. Ensuring effectiveness.

Therefore, when introducing new programs there is a need to be open and collegial, allow part-timers to own, flexibility in the program, adequately financed and resourced. Aim to increase kills and knowledge base as well as offering support and motivation (therefore need evaluation).

Percy, A. Scoufis, M. Parry, S. Goody, A. Hicks, M. Macdonald, I. Martinez, K. Szorenyi-Reischl, N. Ryan, Y. Wills, S. & Sheridan, L. (2008). *The RED Report, Recognition - Enhancement - Development: The contribution of sessional teachers to higher education*. **Australian Learning and Teaching Council, Sydney.**
http://www.olt.gov.au/resource-red-report-sessional-teachers-unsw-2008

The Australian Learning and Teaching Council funded a sessional staff project (2007-2008), of which Macquarie University was a linked university. The RED Report sought to answer (p.4):

- To what extent do we recognise the contribution sessional teachers make to higher education?
- What policies and practices do universities have in place to manage the contribution of sessional teaching staff?
- How can sector-wide improvements be made?

The Report's key findings confirmed that sessional staff make an important but invisible contribution to university teaching in Australia: universities rely heavily on sessional staff, who perform the full range of teaching duties, but they are for the most part unable to provide data on their sessional staff and their conditions of employment.

The RED report (and its review of existing literature) grouped the issues around Sessional Staff into five domains: systemic and sustainable policy and practice; employment and administrative support; induction and academic management; career and professional development; and reward and recognition. The accompanying RED Resource provided case studies of good practice in each of the domains.

Percy, A., & Beaumont, R. (2008). The casualisation of teaching and the subject at risk. *Studies in Continuing Education, 30* (2), 145-157.

Argues that casualisation is often understood a as a 'problem' or 'risk' related to individual teaching expertise that can be overcome through formal training, induction and teaching development (p.149). The authors suggest that while such activities are important, this approach is a political expediency which masks the 'broader systemic tensions within the culture of the university' and will not have a significant impact on 'quality' or the actual experience of staff and students (p.150) and that issues surrounding casualisation need to be dealt with in terms of a shift in policy and practice throughout institutions to incorporate and value the contribution of sessional staff at a micro level (within the teaching team).

Learning from a review of university initiatives, that those which are most likely to be successful are 'embedded in Faculty process and instigate a cultural and systemic shift in the way sessional teaching staff are engaged, supported and invited to participate in the workplace' (p.151).

Preparing Future Faculty Program

www.preparing-faculty.org

Association of American Colleges and Universities and the Council of Graduate Schools. Clusters of institutions and departments work on programs. It has a wider brief than sessional staff, although one of the core features of this program is that doctoral students should 'have multiple mentors and receive reflective feedback not only for their research activities, but also for their teaching and service activities.' An example of a campus-wide activity has been seminars on topics in college teaching and an example of an activity on partner campuses include teaching a unit and/or an entire course and receiving feedback from mentors.

Robertson, Margaret. (2002). Quality and University Teaching: Juggling competing agendas. *Quality in Higher Education*, *8*(3), 273-286.

Ryan, S. Groen, E. McNeil, K. Nadolny, A. & Bhattacharyya, A. (2011). Sessional employment and quality in universities: A risky business in K. Krause, M. Buckridge, C. Grimmer & S. Purbrick-Illek (eds.), *Research and development in higher education: Reshaping higher education*, 34, 275 – 284, 4 – 7 July, Gold Coast, Australia.
http://www.herdsa.org.au/wp-content/uploads/conference/2011/papers/HERDSA_2011_Ryan.PDF

Ryan, S., Burgess, J., Connell, J., & Groen, E. (2013). Casual Academic Staff in an Australian University: Marginalised and excluded. *Tertiary Education and Management, 19* **(2), 161-175.**

Salamonson, Y., Halcomb, E.J., Andrew, S., Peters, K., & Jackson, D. (2010). A comparative study of assessment grading and nursing students' perceptions of quality in sessional and tenured teachers. *Journal of Nursing Scholarship*, *42***(4), 423-429.**

Shah, M., & Lewis, L. (2010). Private higher education in Australia: Growth, quality and standards. *Journal of Institutional Research, 8* **(2), 80-95.**

Smith, E., & Coombe, K. (2006). Quality and qualms in the marking of university assignments by sessional staff: An exploratory study. *Higher Education*, *51***(1), 45-69.**

A study of sessional marking conducted at Charles Sturt University. The authors note that there is little in the way of published research in this area. It is argued that sessional markers are not subject to quality assurance, and that universities rely on professionalism of sessional markers being present (p.67). Recommendations emerging include the need for (p.57) comprehensive professional development for markers in order to address issues including a lack of clear and common understanding of marking issues between course convenors and sessional staff, as well as other issues such as development of a relationship with students.

* Sutherland, K. & Gilbert, A. (2013). Academic aspirations amongst sessional tutors in a New Zealand University. *Journal of University Teaching and Learning Practice*, **10(3).**

Winefield, A.H; Gillespie, N; Stough, C; Dua, J; Hapuarachchi, and Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management, 1*, **51-63.**

A large sample (c. 9000 respondents across 17 universities, both academic and general staff) provides the data. While student-to-staff ratios are increasing, Commonwealth government contributions are declining. Uses Karasek's (1979) demand-control theory of job stress and 2 main outcome measures of psychological strain and job satisfaction. Traditionally tenure provided academic freedom, but with casualisation of the workforce this is changing. Differences were found between academic (higher) and general staff for psychological strain and between old, middle and new universities (p.57). Differences were also found between academic and general staff (higher) for job satisfaction and also higher at the older universities than at the newer universities.

Investment income in academic staff negatively correlated with psychological strain in academics, cuts in government operating grants correlated with psychological strain in general staff. Both student-to-staff ratios and investment income negatively correlated with job satisfaction for academics. Percentage cuts in staff negatively correlated with job satisfaction in general staff.