

Session 3

REASSESSING SCHOLARSHIP: IMPLICATIONS FOR REWARD AND RECOGNITION OF ACADEMIC STAFF.

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The academic workforce in Australia and internationally, is both aging and dwindling. The move of some professional disciplines into higher education has led to an emphasis on pure research as the measure of productivity and significance. This emphasis has given rise to expectations which are often in contradiction to the reality of life as an academic, who must juggle teaching theory and skills with research excellence and professional relevance. This places stress on individuals and on faculties as staff are increasingly expected to perform in multiple roles, and can lead to difficulties with staff recruitment, retention and capacity building.

A new project at the University of Wollongong seeks to address these problems by adapting a system already well utilised in the United States, which would fundamentally change the way in which some schools can appoint, manage and promote staff. Building on the foundations of the work of Ernest Boyer and the Carnegie Foundation for Teaching and Learning, the project will articulate new and expand on existing criteria for promotion across a number of different scholarly functions. Originating in the School of Nursing, Midwifery and Indigenous Health, the project has now been funded to address promotion criteria across the entire University. In this paper, we outline the project, its methods, aims and projected outcomes, and discuss some of the implications for support and management of staff.

Presenter Biography

Dr Kylie Smith is a research associate and project officer in the Faculty of Health and Behavioural Science at the University of Wollongong. In 2008 she graduated from the Faculty of Arts with a PhD in the psychosocial theory of risk behaviour. Since 2009 she has worked closely with Professor Patrick Crookes, the Dean of the Faculty of Health and Behavioural Science, on a number of projects aimed at improving academic practice and policy in the health sciences.