

**Introductory statement**

Attached is an Expert Report prepared at the request of the NTEU in relation to these proceedings. I adopt this Report as my evidence.

## SECTION 1: MY PERSONAL EXPERIENCE

### A recent telling experience

In order to write this statement, I switched on my computer, configured by my university (UNSW), and accessed the university IT network. The following statement appeared:

‘By logging into this machine I acknowledge and agree that I have read and understand the UNSW Acceptable Use of UNSW ICT Resources Policy ( ‘The Policy’) and the ‘Acceptable Use of UNSW ICT Procedures’ (the Procedures)...(there are several more paragraphs)

Every casual/sessional academic who accesses the university network (an essential job requirement), reads this screen and must sign agreement to its statements, in order to enter any part of the university network. Without indicating understanding of, and agreement to, the university’s ICT policy, the casual academic will have no access to the library and internet services, or to the ‘MyUNSW’ portal through which classes and student contacts are managed, university policies are accessed, training and other support services are advertised, and HR interactions (including pay claims) are undertaken.

Searching for this ICT policy on a browser, the casual academic is brought to a standard ‘MyUNSW’ page that reads:

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the ‘Acceptable Use of UNSW ICT Resources’ policy. [View the full text of this policy here.](#)

**Note: You are agreeing to the full policy and NOT just this summary.**

The full policy is 9 pages long. It covers use of the University network (including wireless access), desktop and laptop computers, PDAs, software and peripherals, telephone equipment (including mobile phones) and contains references to 17 other policies, some such as the ‘paid outside work’ policy that are not hyperlinked but must be separately searched. That is the policy; then there are the procedures to read and agree to. If the academic casual then searches for ‘Acceptable Use of UNSW ICT Procedures’, there are nine more pages, outlining penalties and practicalities such as procedures governing continuity of access and procedures on staff exit.

This is just one example of the web of policies which the casual academic is required to search out, study, understand and apply. But requirements extend well beyond explicit policies and procedures. Additionally, the structure of knowledge required in professional work requires high levels of skill and tacit knowledge, which is difficult to specify into rules. Subsequently, following orientation, academic casuals need support and paid time for ongoing professional learning in order to:

- Navigate, access to and make effective professional use of
  - library resources,
  - campus, faculty and school facilities and resources,
  - web-based learning and communication modalities and classroom teaching technology
- Acquire and exercise capabilities, specific to cultures, learning styles and developmental levels, for interpreting, mediating and assessing the understanding and application of course content and relating this to the requirements of the professions which learners are preparing to enter.

### **Experience in working as a casual academic and in managing casual academics**

The requirement to gain and maintain familiarity with the regulatory and disciplinary requirements of professional academic work seem to have expanded since the early 1990s, when I began combining elder care with casual university work and PhD research. While investigating the interaction of skill, labour market/employment flexibility and gender in the restructuring of work in Australia, I undertook casual teaching in Education in a 'sandstone' university and in Sociology and Research Methods at a 'gum-trees' university. I was required to write course material and deliver large- and small-class lectures, as well as run tutorial discussions and assess student work, across an array of subject specialisations. These specialisations changed from session to session, and so I had first-hand experience of the time demands of building disciplinary and professional competence across the wide and fragmented spectrum that often characterises hourly-paid academic work.

I then worked as a salaried full-time and part-time continuing university lecturer and senior lecturer between 1995 and 2009. From 1995, my first continuing appointment as a lecturer, through to 2009, when I took a pre-retirement research contract, I was responsible for recruiting academic casual tutors and ensuring that they had a strong and up-to-date disciplinary knowledge, and that before they were 'let loose' on classes, they were able to access, read, and understand the set texts and supplementary readings set for each week, as well as the background reference material set for each assessable assignment.

I expected the sessional teachers whom I managed to acquire and maintain sufficient depth of disciplinary background in order to understand how the elements of the course 'fitted together'. They also needed a grasp of adult learning theory and of the methodologies of action learning, so that they could guide students in discussion and application of theory. The faculty's Education Development Unit provided specific professional development programs for casuals, but it was hard to ensure that attendance was paid. I felt reluctant to enforce too much unpaid participation. I also felt myself to be in a 'bind' over calling on casual tutors to attend too many meetings or lectures, as it was difficult to ensure they were paid to do so, in the absence of any regulatory or industrial requirement to this effect. And without this attendance, quality suffered.

I placed heavy demands on casual academic tutors, for example in the use of 'living case methodologies', where students designed and staffed their own virtual businesses. Tutors had to be able to guide this experiential learning and lead students in applying each week's new theoretical concepts to it. They had to manage small group and whole class learning (and class sizes were getting bigger each year). I quickly found that, in order to be effective, casual tutors needed to understand: the theoretical basis of each week's topic, how to 'fold' this theoretical understanding into the building of cumulative insight, and ways of involving students from diverse cultural backgrounds and with diverse English language abilities in effective learning.

In undertaking course and teaching evaluations at the end of sessions, I was acutely aware that student ratings depended crucially on the performance of the sessional tutors who were the main point of face-to-face contact for many students, and who played a significant role in determining student grades. I can attest to the damage to student morale that occurred on the (fortunately one-off) occasion when a tutor tried to run his own 'tried and true' (actually 'tired and untrue') alternative lectures in tutorials that I had designed as interactive. He was acting in good faith, but was not up to date with student-centred and small-group learning methodologies. He clearly had not read the new edition of the textbook assigned for the course, and had not followed-up the extensive list of reference materials, available on-line and in Library Special Reserve. He did not seek to read and think his way into the objectives and design of the course and to involve students in the exploration of ideas and debates. He suffered a severe penalty: I did not re-engage him. Perhaps I could have done more to encourage him to take part in staff development programs, but he would not have been paid for this additional work.

I can also attest to the errors that arose on the occasion when I hired a sessional tutor who gave grades inappropriately because she had not fully immersed herself in the theoretical reading required to understand the disciplinary basis of the assignments. Again, as it seemed an uphill struggle to also get this casual academic to familiarise herself with the methodological and theoretical bases for providing

students with developmental feedback grounded in deep understanding of course concepts, I simply did not re-engage her.

Fortunately these cases were the exception, and I was able to 'rescue' the quality of both sessions' courses, but only by the most rigorous weekly oversight and by re-doing many of the assessments. The tutors in question were not however, paid for participating in this work of 'getting up to speed'.

The importance of involving causal academic staff in quality assurance procedures particularly of the assessment process, came home to me when I worked with a team to prepare the extensive documentation required to gain accreditation for my university's suite of undergraduate and postgraduate Human Resource Management courses with the industry professional body, The Australian Human Resources Institute.

Since my retirement, it is my observation that the demands on academic casuals have increased significantly, as a result of the need to integrate an ever-growing range of on-line platforms and social media into the organisation and administration of the learning and teaching process. The wider cultural backgrounds of students make it essential to search out current examples as 'touchstones', and to find new and varied ways of communicating.

### **Experience of research into casual academic work**

Since 1999 I have been studying casual university work in Australia, the UK and New Zealand, either intensively or by closely following the excellent research of academic colleagues (Percy et al, 2008; Bexley et al., 2011; May et al., 2013).

My most intensive research into casual work in the tertiary education sector occurred between 2001 and 2004, when I was lead Chief Investigator in, and published findings from, an Australian Research Council funded project entitled 'Casual professionals? Impact of new work time and contractual arrangements in the education industry', which flowed on from one of my PhD case studies.

In 2004 I studied the policy context of university and further casualisation in interview-based fieldwork in the UK, funded by ARC Discovery Grant DP0344391. This work, which examined the relationship between funding policies and the regulation of work-time arrangements, was followed up in 2015 by analysis of administrative by-product data a conference paper (O'Brien and Junor, 2015).

In 2006-2008, I led a team in interview-based research for the New Zealand Department of Labour into the work processes and tacit skills of workers who included university and further education staff.

In 2007-2008, to ascertain the ongoing currency of the 2001-2003 casual academic survey findings, I undertook some coding and quantitative analysis of de-identified responses to a web-survey of casual academics undertaken by the NTEU. In 2012, I contributed to a submission to the Independent Inquiry into Insecure Work, by writing a comparison of open-ended responses to the 2001-2003 survey and the 2007-2008 survey (Briar and Junor, 2012).

I was an invited web interface guest for 2007 in the *Recognition, Development and Enhancement of the Contribution of Sessional Teachers to Teaching & Learning*, a project of the Carrick Institute for Learning and Teaching in Higher Education Ltd (an initiative of the Australian Government Department of Education, Science and Training). In 2011-2013 I was a member of the Reference Group for the Australian Learning and Teaching Council funded project 'Benchmarking leadership and advancement of standards for sessional teaching'.

From 2011 to 2014 my research focus was on the tacit professional skills of IT and other non-academic technical and professional staff, in a project called 'Building Professional Skills', funded by the UNSW Division of Finance and Operations. This involved research into the nature of the tacit skills required for the smooth and effective operation of a complex organisation – skills of building awareness of contexts and consequences, skills of interaction, relationship-building and intercultural communication, and skills of coordination. Out of this research came a website and handbook for including these skills in recruitment, position descriptions, and performance development. Whilst this work was based on 80 in-depth interviews with non-academic staff, it shed light on the substantial framework of university policies, procedures, practices and obligations within which casual academic

work is embedded. It showed that professional credibility is based on a capacity to solve problems and keep projects on track by overcoming organisational 'silos', by acquiring and constantly updating a contextual understanding of university norms and communication channels, by building awareness of linkages upstream and of impacts downstream in the organisation, by and monitoring reactions, forging relationships and contributing to workflow coordination.

Such organisational learning is yet another way in which academic casuals are tacitly and explicitly expected to build up the currency of the organisational knowledge without which they cannot apply their disciplinary currency.

## **SECTION 2: THE CLAIM FOR A DISCIPLINE CURRENCY PAYMENT**

Based on my academic research and my own experience of working in casual academic teaching roles and supervising casual sessional staff:

1.

Casual employees play a central in university teaching and a key role student assessment, particularly at undergraduate level, in Australian universities.

2. Academic teaching and assessment at university level is a highly skilled professional occupation, and indeed is the basis for the accreditation of a wide range of other professions.

3. Only a small number of hourly paid casual academics are casuals in the genuine sense that their work is intermittent and of short duration. Most employment is not to meet short term ad hoc or occasional need. Most casuals are engaged in core ongoing functions. Most casual academic engagements involve a specific commitment to work specified hours of teaching work at specified times, typically over a semester and often for each semester of the year. Many academic ‘casuals’ are in fact career academics or at least expect to be employed for a number of years.

4. There are no exact figures on the break-down of types of work done by casual academic staff. A small but not insignificant minority of employees not engaged directly to teach at all who are employed in research (e.g. casual research assistants), and a small number employed in curriculum design or other support roles. There is also a small number of employees who are paid to assess students’ work but do not teach those students. These categories of staff are entitled, like other casuals in the workforce, to be paid for the actual hours worked (under the Award and virtually all enterprise agreements).

4. Among those who are engaged to teach, there are those (sometimes undergraduates) who are engaged as demonstrators, typically in the sciences or medicine. This would (in money terms) be only small minority of casual academic employment. These casuals are also entitled to be paid for hours actually worked under the Award or agreements.

5. The unusual feature of most academic casual employment is that, in respect of the majority of work – lecturing and tutoring - payment is not made for the hours actually worked.

6. In some cases, employers use casual academic employment to obtain special skills which cannot be gained from their usual workforce such as in areas of professional practice like Law and Nursing. Moreover, casual employment is also used to provide PhD students with income and some developmental opportunities.

7. It is inherent in the nature of academic work, and to the requirements of the employer, that employees with professional responsibility for the teaching, assessment and support of students, have an obligation to those students (ethical) and an obligation to the employer (contractual) to be aware of significant policies of the employer which affect their work.

8. When full-time academic staff are reading and familiarising themselves with relevant university policies they are engaged in work for their employer and are being paid for that work.

9. Universities have extensive policies and procedures, running to hundreds and sometimes thousands of pages of text. A large part of this is relevant to the responsibilities of academic staff.

10. It is inherent in the nature of academic work, and required by the employer, that academic employees responsible for providing quality higher education to students through teaching, assessing and supporting those students, have an obligation to those students (ethical) and an obligation to the employer (contractual) to maintain adequately up-to-date knowledge of the academic discipline or disciplines relevant to that teaching.

11. When full-time academic staff are maintaining adequately up-to-date knowledge of the academic discipline or disciplines relevant to their teaching work, they are engaged in work for their employer and are being paid for that work.

12. The obligations (as a question of fact) to be aware of university policies and to maintain discipline currency applies to all long-term employees, whether full-time or casual.

13. The amount of time which might realistically be required to establish a knowledge of and familiarisation with university policies upon initial appointment varies from workplace to workplace but would rarely be less than ten hours.

14. The amount of time which might realistically be required for an academic to maintain adequately up-to-date knowledge of the academic discipline or disciplines relevant to their teaching work will vary significantly from employee to employee and discipline to discipline and will in part depend on the nature of the teaching duties and discipline undertaken. However, a reasonable estimate can be made, indicating the order of magnitude. A very typical example of such an estimate is as follows:

An academic in industrial relations might spend about 10 hours per week pursuing her general academic interests. This might be more than would be strictly necessary to maintain the discipline currency to support the teaching in Industrial Relations and Human Resources Law. However, she could not competently teach within the discipline, without doing the following over a 12 month period:

- Reading two new books in the field (30 hours)
- Reading one journal article in most weeks, (say) 40 per year (30 hours)
- Reading Workplace Express for half an hour per week (25 hours)
- Reading one major Court, FWC or other leading decision, and commentaries, per fortnight (10 hours)
- Attendances at Conferences or Seminars for two days (15 hours)

Total: 120 hours

15. Most or all academics engaged as full-time or part-time salaried employees to undertake both teaching and research, will to some or a large extent, maintain discipline-currency as an incident of undertaking research within their academic discipline. However, for academic staff not employed to do research, the maintenance of discipline currency (scholarship) must be done by the employee as a distinct and necessary activity.

16. It will only be in unusual circumstances that an academic employee engaged only to teach (but not to do research) would need to work for less than 40 hours per year to maintain up-to-date knowledge of an academic discipline.

## SECTION 3: MY OWN RESEARCH

This section covers two aspects of my research into casual academic work:

- A survey of casual academics conducted initially in 2001 but mainly in 2002, with the final element conducted in early 2003; with findings published in 2004 and 2005.
- Coding analysis done in 2008 on data generated by a 2007 NTEU survey, focusing here on the 2012 publication of a selection of qualitative findings.

### 1. **ARC SPIRT (Strategic Partnerships with Industry Research and Training - now called Linkage) Project C00002483: ‘Casual professionals? Impact of new work time and contractual arrangements in the education industry’**

In this project I was lead Chief Investigator. Associate Investigators were Iain Campbell RMIT University and Jennifer Curtin. The Research Partners were Sydney Institute of TAFE, Kangan Batman and Canberra Institutes of Technology, the NTEU, the AEU and the ACTU.

The overall project aim was to develop and apply a theoretically-informed approach to explaining, documenting and exploring the consequences of regulatory changes governing work time arrangements and employment contracts or modes, across the school and tertiary education sectors in Australia. My interest grew out of my PhD research, finalised in 1998, into the changing forms and hours of part-time, casual and contract work in the finance, airline call centre and vocational education sectors, with a gender equity-motivated focus on the skills of people employed under flexible work arrangements. I was particularly interested in debates at the time over views of casuals as low-skill, low-commitment, high-turnover workers, over elements of choice and the distribution of risk in flexible work arrangements, over the family-friendliness of flexible work arrangements, and over whether hours and forms of employment seen as ‘non-standard’ constituted a labour market ‘bridge’ or ‘trap’.

Altogether surveys were conducted of:

- University academic staff employed casually/sessionally (1337 responses)
- University general (research, technical and professional) staff (1154 responses)
- Control groups with 195 responses from academic and general staff on contracts of less than a year, and 197 from continuing staff or staff on longer fixed-term contracts
- Casual TAFE teachers (510 responses).

The schools section of the research was undertaken via semi-structured cross-sectional interviews of teachers and union office-bearers in rural, regional and city schools in two states. By contrast, the university and TAFE studies were conducted primarily via surveys, consisting of structured questions and space for open-comments.

Only the casual academic findings are reported here, with some comparative cross-referencing to the small samples of academics on short and longer term contracts.

### **Methodology**

The survey methodology was designed to meet the conflicting objectives of breadth, depth, reliability, validity and confidentiality. The purposes were:

- Verification on a wider scale of interview evidence concerning the attitudes, expectations and preferences of university staff employed on casual and very short contracts;
- Derivation of longitudinal work history data;
- The cross-referencing of individual case-based data to show the strength of relationships amongst demographic, situational and attitudinal factors;



- Test theories of types and dimensions of flexibility and insecurity
- Development of a typology of casual university employment.

### ***Questionnaire design***

The survey questions were designed to explore concepts that emerged from a review of the national and international literature on casual/non-continuing employment. This literature covered the fields of labour force statistics, economic and social policy; labour law, industrial relations, human resource management, training and development, and the sociology of work.

The questions were also designed to explore, clarify and test a range of issues that emerged from previous casual university staff surveys, or that had been identified through scoping interviews and discussions. These questions were drawn from transcripts of a series of preparatory consultations, interviews and focus group discussions with university managers and staff across the education sectors. A further set of scoping discussions was then conducted with partner organisations at national level and in three states and territories, and with six focus groups of casual, fixed-term and continuing staff in three states/territories. This procedure afforded feedback on research design and emerging evidence. Exploratory findings were presented at university sector conferences to gain feedback from across Australia.

### ***Research Questions – Casual academics survey***

The questionnaires were designed to provide answers to the following questions (those in italics are relevant to this submission):

- *What are the temporal patterns of casual university work – its regularity, intermittency, frequency and duration?*
  - What are the processes of casual recruitment and selection, and their possible equity implications?
- What are the *hours, work roles*, remuneration and conditions of casual employees?
  - What are the dimensions of service work and *professionalism* involved?
- Pay and conditions; *other income sources and time commitments*
- What are the *professional qualifications, skills and experience* of casual university employees?
- *Preferences, aspirations and satisfaction*
  - What strategies and choices are involved in casual and short-contract university employment?
  - To what extent is casual university work providing a *bridge to the attainment of casuals' career aspirations*?
- What flexibilities does the work provide and whose are the costs and benefits?
  - Which forms and *elements of insecurity* are of concern to casual and short-term contract university employees?
- *Demographic characteristics*
  - What are some demographic characteristics of staff employed casually in universities, and how do they compare with university staff employed under other contractual and temporal arrangements? Are there any potential equity issues arising from these characteristics?

### ***Sampling design and data collection procedure***

Given the difficulty of surveying casual university employees, the chosen research design was based on depth over breadth — a survey of populations rather than samples, using lengthy and detailed questionnaires, across a narrow range of institutions, carefully selected by type, as set out in Table 1.

**Table 1 Participating universities – sampling coverage**

<i>Participating universities</i>	Five – ‘U1’ to ‘U5’
<i>University types</i>	‘Redbrick’/‘Sandstone’, ‘Gumtree’/Pre-1987, ‘Technology’/ATN’, ‘New’/Post-1987
<i>Locations</i>	4 mainland eastern states/territories Rural , regional, inner city, suburban, international Networked, multi- & single campus
<i>Specialisations</i>	Research and scholarship, technology, professional education, distance and international education

A mail, rather than a web-based, survey method was chosen, because of the intermittent access of casual academics to university IT systems, and their possible fears concerning confidentiality. The management of each participating university advise the researchers of the number of academics employed casually and on contracts of less than a year, on a date during semester at which the optimal number would be on the payroll. The researchers then prepared mail out envelopes containing appropriate numbers of each questionnaire, covering letters complying with privacy and ethics standards, and reply-paid envelopes addressed to the researchers’ home university. The un-addressed envelopes were then freighted to the participating universities, where home-addressed labels were affixed and mail outs were processed and invoiced to the project. By contrast, for the control group mail out of continuing and fixed-term staff, the researchers drew random samples of names from participating university websites, stratified by gender and discipline/work area. The arms-length nature of the mail out process meant that researchers were unable to provide advance notice of the survey, or to send follow-up reminders. Under these circumstances the 29.1% response rate for casual academics was very acceptable and at the upper end expected for mail surveys.

#### ***Data analysis methods***

Altogether 1337 usable responses were received from academic casuals, of whom 70% of answered at least one of the open-ended questions, often writing with some eloquence. All responses these comments were coded into fifteen main categories. All responses were given unique identifying numbers, and the responses were coded and entered the into SPSS program, accompanied by transcriptions of the comments in the open-ended questions.. Through extensive use of conceptual recoding, and the coding of the open-ended responses, conceptual answers to the research questions were derived. These were tested through descriptive statistics, cross-tabulations, and some elementary decomposition analysis. Quantitative results for relevant research questions are summarised below.

#### ***Findings***

##### *Demographic characteristics, qualifications and career aspirations of casual academic staff*

Rather than simply reporting demographic characteristics, qualifications and career aspirations separately, Table 2 cross-references them in order to develop a typology of casual academic workers.

**Table 2 Typology of Casual Academic Survey Respondents (n=1337)**

Shorthand Term	Abbreviation	Number	%	Definition
‘Academic Apprentice’	AA	222	16.6%	Enrolled full-time or part-time in a postgraduate degree; seeking an academic career
‘Industry Professional Apprentice’	IPA	142	10.6%	Enrolled full-time or part-time in a postgraduate degree, seeking a career in an industry outside education
Qualified Academic Jobseeker	QAJ	161	12.0%	Already hold a higher degree; has a preference for continuing full-time or fractional academic work
Outside Industry Expert	OIE	247	18.5%	Holds a full-time position in an industry other than education; provides practitioner expertise
Cross Sectoral Non-Casual Education Worker	XS	83	6.2%	Holds a full-time position in a non-university education sector (mainly TAFE); provides some university teaching as a sideline
Self-Employed	SE	267 *	21.6%	Own business is a main or further source of income in addition to casual academic job
Retiree	R	95 *	7.7%	Aged over 54; income from superannuation or pension, and agreed that ‘as a retiree I like this work’
Multiple Part Time/Casual Jobholder	MPC	558	41.7%	Holds one or more other part-time and/or casual positions, but no full-time continuing position (overlap of 146 with SE)
Casual Academic Only	CAO	401	30.0%	Holds no other paid employment

5 universities; n=1337 unless otherwise stated; \* 4 universities; n=1236

**Source: *Casual Professionals Casual Academic Staff Survey 2001-2003***

Tables 3 and 4 indicate the immediate and longer-term employment mode preferences of the survey respondents. In other survey-based studies, preferences for casual employment tend to be inferred from responses to questions about reasons for working casually, or about satisfaction with casual. By contrast, the present survey asked directly, ‘If you could choose your mode of employment in this university, which of the following would be your first preference?’ Only 28% of casual academics wanted to be working on their current hourly basis (Table 3). A minority 6 per cent of casual academics used the open-ended question to indicate that they were very happy with their casual jobs. Amongst academic and staff on contracts of less than a year, well over 80% wanted continuing work, either part-time or full-time (Table 3).

**Table 3 Present versus currently preferred employment mode – academic survey respondents employed casually and on contracts of less than one year**

Employment mode	Casual Academic		Academic on Contract of <1 year	
	Number	Per cent	Number	Per cent
Preferred				
Casual	366	28%	0	0%
Fractional continuing	452	35%	15	22%
Full time continuing	276	21%	43	64%
Part time contract	176	14%	5	8%
Full time contract	34	3%	4	6%
Total	1304	100%	67	100%

5 universities; Casuals n=1337 (33 non-responses to question)

Source: *Casual Professionals Casual Academic Staff Survey 2001-2003*

**Table 4 Five-year employment preference – academic staff survey respondents employed casually and on contracts of less than one year**

Present Employment Mode	Casual Academic		Academic – Contract <1 year	
	No.	Per cent	No.	Per cent
Preference in 5 years' time				
Continue current employment mode	398	30%	6	9%
University career	425	32%	34	52%
Career in other education sector	90	7%	11	16%
Career in non-education industry	281	21%	3	5%
Leave paid work	57	4%	7	11%
Other	69	5%	5	8%
Total	1320	100%	66	100%

5 universities; Casuals n=1337 (33 non-responses to question)

Source: *Casual Professionals Casual Academic Staff Survey 2001-2003*

Longer -term preferences for casual and short-contract work were similar (Table 4). Casual academics who wanted to have academic jobs in five years' time were evenly divided between a preference for ongoing casual academic work (30 per cent) and a non-casual university career (32%), (Table 4). Thus only a minority of survey respondents felt that their present employment mode corresponded with their preferred employment status, and thus can be seen as identifying as casuals, in terms of the work they were currently doing, and the work they aspired to do. Only if the concept 'casual' is confined to one of its many dictionary meanings, 'relaxed or nonchalant', can it be taken as signifying an identity that approximates the antonym of 'professional' ('amateur'), and in such cases the academic manager is likely to step in for university reputational reasons.

Reasons why thoroughly professional (expert, specialist, proficient) workers might prefer hourly casual status are indicated by the typology – they may be outside experts, or retired, or on their way to employment in other professions. In all these cases, the necessity that they maintain academic and pedagogic proficiency remains, in order to assure the quality of the education and assessment practices that they are undertaking..

By cross-tabulating the employment mode preference data to demographic, occupational and employment mode characteristics data, it was possible to derive the typology are set out in Table 5.

**Table 5 Typology of casual academics – demographic features, employment mode preferences and preferred hours**

	AA	IPA	AJ	OIE	XS	SE	R	CAO	MPC	All
	222	142	161	247	83	267	95	401	558	1337
<b>Average Age</b>	36	30	40	39	42	44	62	40	42	38
Per cent										
<b>Gender: Female %</b>	60	53	55	37	62	49	22	55	57	54
<b>Caregiver %</b>	50	37	53	39	60	52	63	53	55	51
<b>Children &lt;11 %</b>	34	15	39	36	46	43	15	33	33	42
<b>Highest Qualif'n</b>										
PhD %	6	2	<u>40</u>	11	6	11	25	11	13	13
Master's %	33	20	<u>60</u>	32	30	29	28	255	30	29
Other PG %	17	12	0	21	23	19	14	16	20	19
Bachelor's %	39	45	0	30	31	31	14	40	25	30
Other %	5	20	0	6	10	10	21	8	11	9
<b>Enrolled</b>	<u>100</u>	<u>100</u>	43	21	22	25	13	53	68	40
<b>Preferred Contract</b>										
Fract continuing %	50	12	63	16	24	12	7	33	21	34
Casual %	8	15	0	42	29	28	48	27	23	28
F/time continuing %	32	31	37	24	27	36	28	23	42	21
Fixed term %	10	42	0	18	20	24	17	17	14	16
<b>Career Aspirations</b>										
As now %	<u>0</u>	<u>0</u>	<u>0</u>	45	43	43	48	24	27	30
University career %	<u>100</u>	0	<u>100</u>	19	30	21	1	33	36	32
Other ed. career %	0	0	0	4	14	7	1	8	6	7
Other ind. career %	0	<u>100</u>	0	23	6	17	7	25	22	21
Leave paid work %	0	0	0	4	5	3	22	5	4	4
Other or N/A %	0	0	0	6	1	8	21	6	5	5
<b>Preferred Hours (4 unis; n=1198)</b>										
More %	56	43	68	40	43	49	46	45	55	47
Fewer %	5	2	2	2	1	2	2	4	3	3
Same %	39	55	30	58	56	49	51	51	41	49

**N=1337**

*Note: Underline signifies defining characteristics of the typology groups.*

**Source: Casual Professionals Casual Academic Staff Survey 2001-2003**

30 per cent of casual academic respondents (34% of men, 27% of women) indicated that they hoped to continue their present casual association with the university over the next five years. On the other hand, a higher proportion of women (32% compared with 27% of men) hoped for permanent academic careers. These gender differences in employment mode preference and aspirations were age-related: 22% of male casual academics, compared with 9% of female, were aged 55 or over. The 48% preference for present and continued casual employment amongst the academic Retiree group reflects these gendered age differences. The real surprise is that, even amongst Retirees, as few as 48% preferred casual work.

Casual academics were on the whole less qualified than non-casual academics, reflecting the fact that the Academic and Outside Industry 'Apprentice' groups were all enrolled in higher degrees whilst teaching. Industry experts might also be called in for reasons other than academic excellence. About 44% of male and 39% of female casual academic survey respondents held higher degrees (the figure was between 80% and 90% at the time for continuing academics). Those with higher degrees were

more likely to be in the Qualified Academic Jobseeker and Retiree groups (Table 5). None of the Qualified Academic Jobseekers wanted to be casual: 63% wanted continuing fractional work and 37% wanted continuing full-time work. Only 8% of Academic Apprentices, currently enrolled in higher degrees, preferred their present work to be casual, and none wanted to be employed casually in five years' time.

Present and future casual academic engagements were somewhat more acceptable to those whose career aspirations lay outside the university. These included 'Industry Professional Apprentices' enrolled in higher degrees but planning to move into outside careers, and groups with lower than average propensities, either to have higher degrees or to be enrolled. This pattern suggests that casual status was more acceptable to people whose vocational orientation lay outside the university, whilst pursuit of a higher degree was strongly linked to the desire for non-casual academic work (Table 3).

Nevertheless, around half of those who wanted to continue an association with the university other than a full-time career, would actually have preferred a permanent part-time or a fixed term contract to hourly casual work. This suggests a strong element of restricted choice in the apparent "preference" for casual employment.

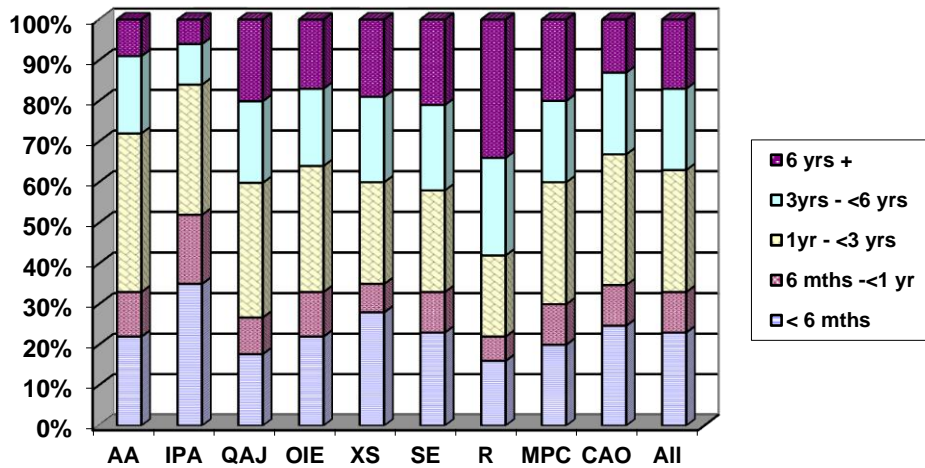
It is interesting that even amongst 'Outside Industry Experts' with secure outside jobs, a quarter would have preferred full-time continuing university jobs, and a third wanted a more secure form of part-time university contract (Table 3). By contrast 42 per cent of the large group of "Multiple Part-Time Casual Jobholders" actually wanted full-time continuing academic work now, and 36 per cent wanted to be in academic careers five years hence. This group was slightly more feminised (57%) and older (average age 42) than casual academics overall, and much more likely to be enrolled (68%). The fact that 36% of the Self-Employed group wanted full-time university careers, and another 36% wanted greater employment security, suggests that this group included a proportion of under-employed academic jobseekers

In summary, Table 5 shows that preference for casual academic employment was concentrated amongst retirees, and amongst people who held, or aspired to hold, other continuing full-time jobs. Amongst those seeking academic careers, there was a strong demand (63%) for a fractional continuing career option. Amongst the majority not interested in academic careers, but hoping to continue their present arrangements with the university, there was nevertheless a strong demand for more secure contractual arrangements, or at least for some of the conditions associated with permanent part-time or fixed-term contract work. This suggests that stated preferences for casual academic employment are related to its being less than full-time and to its entry-port potential.

While the data on which this typology is based are now over ten years old, it still serves a useful analytical purpose. I am aware of, and endorse, more recent updates of both the data and the typology, particularly in the PhD thesis of Robyn May.

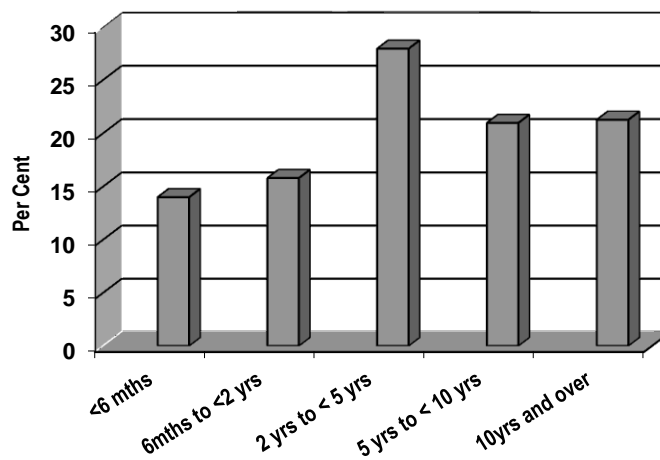
The assumption that short-term duration is a defining feature of 'genuine' casual employment was tested through the research. The findings are set out in Figure 2. This shows that overall, approximately 20% of casual academics had been working in this way at their current university for over six years, and 40% for more than 3 years.

n: 222 140 159 234 72 236 95 498 370 1221



**Figure 2 Casual academics – employment duration in current university - four survey universities by typology groups**

Figure 3 sets out survey respondents’ patterns of employment duration in the university sector overall. It indicates a depth of experience that appears at odds with remuneration (Table 6). Long-term employment duration may also be an indicator of the need for professional currency maintenance.



**Figure 3 Casual academic survey respondents – overall employment duration in the university sector (n=1337)**

**Table 6 Estimates of casual academics' earnings per semester, 2002, indexed to 2011 prices**

	Average reported earnings in the survey semester by typology group									
	IPA Outside- Industry Oriented Postgrads n=118	XS Working across Uni/ TAFE n=72	OIE Outside Industry Experts n=210	All n=1136	SE Self- Employe d n=236	CAO Casual Acad- emic as Only Job n=338	MPC Multiple Part Time Casual Job Holders n=483	AA Academic Apprent- ice Postgrads n=205	R Retir- ees n=76	QAJ Qualified Academic Jobseekers n=138
<b>Q1</b>	\$1,276	\$2,094	\$2,504	\$1,872	\$1,872	\$1,955	\$1,897	\$2,286	\$1,914	\$2,290
<b>Median</b>	\$2,527	\$3,729	\$3,827	\$4,188	\$4,253	\$4,567	\$4,710	\$4,945	\$5,071	\$6,445
<b>Q3</b>	\$4,547	\$6,616	\$7,308	\$8,062	\$8,238	\$8,327	\$8,637	\$8,419	\$9,333	\$8,982

**No response: 201**

**Source: *Casual Professionals Casual Academic Staff Survey 2001-2003***

Table 6 provides an estimate, calculated from responses to the 2001-2003 surveys, of earnings from a semester's casual academic work, for members of the different typology groups. It was derived as follows. Respondents reported their contracted paid hours of various kinds, such as lecturing, tutoring, demonstrating, and marking, per semester. Individuals' hours in each category were multiplied by a weighted average of the hourly rates paid by the participating universities in late 2001 and early 2002. All lectures were assigned a 'developed lecture rate', which was the most common rate indicated by respondents. All tutorials were assumed to be neither repeat nor involving full coordination, and to be paid at the average base hourly contact rate, multiplied by 3 to reflect two hours of associated non-contact work. Each individual's unique combination of hours was used determine total rate of pay for the semester at the university from which the questionnaire had been received. These pay rates were then ranked into percentiles and quartiles. The results, indicating a roughly estimated median total remuneration per semester in the survey universities, netting out ELICOS and clinical supervision rates. These amounts included the casual loading, then 20%. The 2001-2003 figures were indexed by 35% to 2011 prices.

This exercise suggested that all types of casual academics were low-paid relative to qualifications and professional responsibilities. The groups to the left of the 'All' column were not seeking ongoing academic careers: those to the right of Multiple Part Time Casual Jobholders were either retired academics or seeking to become academics. The interquartile range Q1 to Q3 contained 50% of all respondents for whom salaries were estimated: 25% in each typology group were paid above the Q3 amount for that group and 25% had lower pay than the Q1 rate for the semester. The only groups who could have held other well-paying full-time jobs were the Outside Industry Experts and some cross-sectoral education industry workers, employed in both Universities and TAFE.

These were rough estimates, but we can see from the median salaries that on average, 75% of all university casuals would have earned less than \$16,000 in 2011 prices for the whole year, had they been engaged both sessions. These figures cover only the earnings in the universities hosting the survey: some multiple part time casual jobholders earned more from other university work. It is important to cross-reference these findings to those of May (2013). Brown, Goodman and Yasukawa (2006) indicate types of essential casual academic work that is unremunerated and that has grown in volume since the 2001-2003 research: in particular, responding to student emails outside teaching and consultation hours; and locating and reading, listening to or viewing material in a range of media to use as resources; and using photocopying and online resources to prepare class materials. A hidden source of increased job demand

Apart from economic insecurity, casual academics in the 2001-2003 survey reported experiences of marginality in their organisation (Table 7) which, it can be inferred, affected their sense of empowerment in seeking resources or advice in maintaining disciplinary currency.



**Table 7 Feelings of insecurity: Severity and sources – casual academic survey respondents**

Issue	Respondents for whom issue was important Number (%)	Degree to which issue is a worry for these respondents			
		Very minor	Minor	Moderate	Major
Discontinuity of employment	712 (57%)	47 (7%)	155 (22%)	241 (34%)	296 (38%)
Insufficient notice of (re) engagement	599 (49%)	29 (5%)	124 (21%)	216 (36%)	230 (38%)
Impact of variable hours on family life	416 (34%)	33 (8%)	134 (32%)	146 (35%)	103 (25%)
Employment risks in refusing demands seen as unreasonable	361 (29%)	36 (10%)	80 (22%)	112 (31%)	133 (37%)

**Four universities n=1236**

**Source: *Casual Professionals Casual Academic Staff Survey 2001-2003***

Table 8 provides comparisons between the experiences of academics engaged casually, on short term contracts and on a continuing or longer fixed term basis, that go to the issue of disciplinary currency maintenance. The specific questions covered the extent to which respondents felt integrated in their department/faculty/university, and their access to various of the forms of skill development discussed in the literature review.

**Table 8 Academic survey respondents – experiences of integration and skill development**

<i>Criterion</i>	Academics		
	Casual	Contract <1 Year	Continuing/Fixed Term
	(Sample)* Agree moderately/ strongly	(Sample)* Agree moderately/ strongly	(Sample)* Agree moderately/ strongly
Finds it easy to get advice on job requirements, methods and standards	(n=1236) 577 (47%)	(n=66) 46 (70%)	(n=81) 57 (70%)
Has much contact with other staff	(n=1236) 547 (44%)	(n=66) 42 (79%)	(n=82) 77 (94%)
Gains useful performance feedback	(n=1236) 506 (41%)	(n=57) 28 (49%)	(n=82) 39 (48%)
Attends conferences and seminars	(n=1236) 409 (33%)	(n=56) 32 (57%)	(n=82) 58 (72%)
Has been advised on career options	(n=1337) 256 (19%)	(n=66) 15 (38%)	(n=80) 46 (31%)
Is included in meetings and decision-making processes	(n=1337) 201 (15%)	(n=66) 36 (54%)	(n=82) 53 (66%)

\* To reduce questionnaire length, a spine of common questions was asked in all universities, with several different supplementary questions being asked in different combinations of universities.

**2. 2012 update – Research undertaken in writing Submission to the Independent Inquiry into Insecure Work in Australia. Sydney: The University of New South Wales (Briar, C and Junor, A).**

This summary focuses on the section of the submission that set out on university employee experiences of insecurity. It drew on work done in 2008 to code open-ended responses to an NTEU survey of casual academics, comparing them with responses from the 2001-2003 survey just described.

The NTEU survey was web-based, with anonymised responses being fed automatically into an Excel spreadsheet.

The exhibits that follow bear the dates 2002 as the bulk of the 2001-2003 surveys were carried out in 2002, and it is the median year; the year 2008 is used because that is when the excel file from online responses was closed off.

The re-coding the responses to both surveys used an adaptation of a very widely-used flexibility typology developed by Guy Standing (1999).

In the submission, we offered the opinion that, without countervailing measures, the 2012 onset of the demand driven funding model was likely to increase insecurity, because it would increase the requirement for just-in-time flexible staffing.

The seven tables that follow indicate a strong continuity of experience between the two surveys.

### **Type 1 Labour market insecurity - The constant need to look for work; or to rely on multiple insecure jobs**

*It's hard to organise your life as you don't know whether you'll have any work – nothing is definite...in 'no man's land' – it's as if you don't exist anymore. Your email address is cut off between contracts and you have to go through the whole process of being 're-employed' each semester (2002)*

*I realise it is difficult to indicate hours etc until enrolments finalised but it is difficult to plan my life when I don't know if I will be required at all (2002)*

I have casual/sessional employment in 3 universities (a mix of lecturing and tutoring)...I would like to be able to work sufficient hours at one university only so that I don't have to seek employment at 3 universities simultaneously. ...I need to accumulate sufficient funds during each semester to be able to maintain myself during non-teaching periods. This is extraordinarily stressful (2008)

The shortness of the semesters leaves almost six months a year that I need to organise other work, work which in no way contributes towards my future career as an academic (2008)

The contract arrives the day before work commences (2008)

### **Type 2 Employment insecurity - Vulnerability to job loss, often at short notice**

*They keep changing casual staff every semester which makes both students and tutors suffer (2002)*

*I have co-ordinated units and been employed to do this on the basis of fractional part-time employment. Then, a semester later, the work dries up and I am a casual non fractional staff member. I'd like some fairness (2002)*

*It becomes tense at the beginning of each term as students contact me but I don't know until the week before term starts if I am employed again! (2002)*

Casuals are treated casually, like disposable people. The only plus side is that I can work part-time hours (2008)

I would prefer permanent part-time employment ... my husband has multiple health problems and is on disability support pension and is carer for elderly mother with mild Alzheimers disease, so I do not want a full time position. I am working on semester based contracts (currently my 7th semester). Despite assurances that there will be ongoing work for me, the uncertainty of how many hours I will be offered each semester (and how much income) is stressful. No income between semesters is a problem (2008)

### **Type 3 Work insecurity - Limited say over hours or work schedules**

*... at the moment I have 4 weekdays per week in which there are only two paid hours per day (2002).*

Theoretically [casual work] gives you flexibility to say no to dodgy work - but in reality it's such as small world that being labelled as fussy or choosy could damage your future ability to attract work. ...[You are] expected to be grateful for small mercies and always say 'yes' to work even if you are already over-worked (2008)

Too much work or too little - never a balance, periods of poverty that you never quite catch up on during the periods of 'plenty' (2008)

Universities hire you because you provide the organisation with flexibility benefits but in reality they expect 'predictability' from you that is over and above what I am contracted (or more appropriately not contracted) for (2008)

**Type 4 Task/workload insecurity - Limited ability to negotiate job content and boundaries; Unpaid work elements and work intensity; Lack of leave entitlements**

*You take what's given – no choices ever (2002)*

*I work at least 20 hours per week extra on my subject and get paid for 1.5 hours contact time (2002)*

*At present the pay I receive is laughable for the huge number of hours spent researching, sourcing, preparing and marking. If work is not carried out adequately, lecturers are open to immense criticism from students who are encouraged to complain and criticise (2002)*

*I work at least 20 hours per week extra on my subject and get paid for 1.5 hours contact time (2002)*

My main concern is in the time for preparation (underlining in original), negotiating curriculum, developing teaching strategies with the peer-lecturer and tutor in the same course – none of this time is paid for (underlining in original). I am also marking 4 major assignments in my time/no pay .... As a tutor – I am only paid for 2 x 1 hour contact times in the week, but spend 8-10 hours in preparation (2008)

One is often having to teach courses outside one's field; teach courses other people have developed; not having the chance to create or develop courses; having to continually write new lectures because one is assigned to a new course - this particularly is time consuming and exhausting; having to do the courses full-time lecturers don't want to do; having little say over the running of the program (2008)

Casuals are used to write course materials, run on line discussion boards, do research assistant work and help lecturers manage their huge student loads in terms of administrative work with NO assistance apart from what they can sneak through in marking payments (2008)

[The most important issue to address is] adequate pay for all work undertaken - payment for student liaison (email etc...real pay for real work trying to keep students in the courses for the Uni...without any financial rewards. Real payment for marking and feedback time for students. More assistance with planning of lessons or more pay for the planning (2008).

[The most important issue to address is] increasing rate of pay to take into account real time spent outside of face-to-face teaching, and the lack of security that comes with being a casual (2008)

[The most important problem is] being paid for administration time of student emails (2008)

A non-taxable allowance for distance education casual academics for their office expenses (2008)

**Type 5 Income insecurity in Universities - Unstable and unpredictable earnings; No buffer against earnings loss; Inability to save for future needs**

I have no money for Christmas presents for my children (2002).

It's very difficult to have your wages drop out at the middle of November and not pick up again until the beginning of March ... the best I can succinctly say is that that's very harrowing (2002)

Financial hardships become a 'nightmarish' journey, when caught between under-employment in a tertiary arena and expectations of mutual obligation from government employment policy. Add the burden of HECS debts already gained, and often ill-health is the end result (2008).

It costs money to teach casually: internet access and up-to-date software for computer so that students may access you beyond contact hours (as one has no office at university), buying books... (2008).

**Type 6 Representation insecurity - Lack of voice; Marginalisation and exclusion; Lack of respect, rights and resources**

*At the moment I feel largely invisible (2002)*

Once you sign a contract up in Orientation week you don't see or hear from anyone at the Uni (except students) until Week 12 (2002)

I would like to be able to work adequate hours to ensure I am no longer invisible in the department....'(2008)

I do not feel part of the academic community although I have been employed (as a casual academic) at this university since 1999 (2008)

Access to a good work space, not simply a desk in the photocopy room and an old slow computer (2008)

Last year when being employed casually to teach total of approx 200 students, I did not have my own phone or office even when working 17 hrs/week contact time. Couldn't have students contact me easily except at home. Had no place to have private discussions with students (2008)

The quality of my work and commitment is invisible to the institution (2008)

It can be a strange working position when you do the job without having any input in the way it is shaped (negative for me and institution); prevents participation in a variety of academic activities reserved for permanent staff (2008)

One is often having to teach courses outside one's field; teach courses other people have developed; not having the chance to create or develop courses; having to continually write new lectures because one is assigned to a new course - this particularly is time consuming and exhausting; having to do the courses full-time lecturers don't want to do; having little say over the running of the program;... and generally being exploited (usually with a smile) (2008)

The ability to network is also very useful. However given the lack of a clear career path this 'networking' has a tendency to turn into outright nepotism; a practice which fosters exploitation and works to stymie ones' political voice--who wants to be a squeaky wheel when it simply means getting the sack? (You want to be paid for marking? Sorry, no soup for you!) This environment also creates unhealthy competition between colleagues and kills cooperation (2008)

A sense of community with others who share similar circumstances, to reinforce it's not just that you are somehow unemployable (2008)

Clear statements about what are our rights and entitlements in terms of number of hours work, pay rates, timeliness of payments etc - advice on pathways to more secure academic appointments (2008)

**Type 7 Skill reproduction insecurity - Limited access to professional/career development; Limited skill recognition**

Lack of ... career prospects if people remain in the casualised work force. It is vital that young academics be supported to stay in the sector (2008).

No access to career development eg can't access research funding, but must have it to be appointed as lecture B which is now entry level position ...so casual work only develops teaching capacity (2008)

I have contributed to research grants applications only to find that as a casual I cannot be included (2008)

With university funding now being driven both by student demand and by rewards for research excellence, universities and work units will need to decide whether to invest in staff development for casual academics, and whether they will provide them with access to research support and training (2008)

At the moment, a major concern of casual academics is that their career pathways are blocked, that there is no transition to secure academic work (2008)

There is absolutely no support in any form, for a researcher's independent academic career. I feel like I am in a temping agency (2008)

I must pay \$1200 to do NVivo (qualitative data analysis) or ACSPRI (statistics) course - from my own limited pay. I have asked if I could apply for an internal research grant as a long term employee (even if casual I have been there for a number of years) but was told no. This means I must not only research in my own time, but also fund from my own resources. As a casual it is difficult to have credibility - eg I was recently offered a small research project, but must apply for it under my own name, not use the university system. This means I must buy my own insurance and legal advice - or go without, or do no research which will almost certainly mean I never get employment (2008)

## SECTION 4: EXPERT REPORT

### 4.1 PERSONAL DETAILS

#### Honorary Associate Professor Anne Junor

Anne Junor is a Senior Visiting Fellow (Level D) and Deputy Director in the Industrial Relations Research Centre (IRRC), in the UNSW Business School, UNSW Australia. She was a previously a Lecturer, Senior Lecturer and Associate Professor in the Faculty of Commerce and Economics/Australian School of Business at UNSW (2001-2010) and a Lecturer/Senior Lecturer at the University of Canberra (1995-2000). She holds a PhD from Macquarie University, a Bachelors degree in Economics from UNE and an Honours degree in Arts and Diploma of Education from the University of Sydney.

#### Overview of Research

Throughout her academic career, beginning in 1995, Anne Junor has developed a body of research in four main areas:

- Insecure employment, with a particular focus on the education industry;
- Skill recognition and pay equity;
- Public sector management, funding, governance and employment relations;
- Industry development, workforce capability management and regional development.

Research in these areas was supported by four competitive Australian Research Council grants and by industry funding:

- Between 2001-04 Junor was Lead Chief Investigator in ARC SPIRT (Strategic Partnerships with Industry Research and Training - now called Linkage) Project C00002483: ‘Casual professionals? Impact of new work time and contractual arrangements in the education industry’.
- Between 2003-06 she was a Chief Investigator (with Professors Peter Fairbrother and Michael O’Donnell and Associate Professor John O’Brien) in ARC Discovery Grant DP0344391: ‘What does the new public management look like in the public sector workplace? Australia and the United Kingdom compared; as part of this she studied employment changes across education sectors in England and Wales.’
- Between 2011-2014, Junor was a Chief Investigator in two ARC Linkage Projects:
  - LP110100335 ‘The future of aircraft maintenance in Australia: Workforce capability, aviation safety and industry development’ (with Professor Michael Quinlan, Associate Professor Ian Hampson et al.)
  - LP110200888 ‘Recognising the skill in jobs traditionally considered unskilled’ (with Professors Erica and Andrew Smith of Federation University and Associate Professor Ian Hampson).

Other **funded and pro bono research projects in which Junor was lead investigator** include:

2006-08 NZ Department of Labour: Development of a methodology for better recognition of the skills in service work (resulted in a 120-page report and the *Spotlight* suite of skill recognition tools).

2011 EOWA (now the Workplace Gender Equality Agency): Better description and classification of jobs in awards:

- 2011-14 UNSW division of Finance and Operations: Building professional skills: recognising and developing the value created by the professional and technical university workforce.
- 2013-16 Regional Development Australia Sydney/Southwestern Sydney Manufacturing and Engineering Skills Task Force – survey of manufacturing and engineering SME needs
- 2015 Large NGO: Skills analysis for position description redesign and job reclassification.

Altogether Junor has been Chief Investigator in teams receiving \$1.4 million of funding from competitive research grants, government agencies and community sector organisations. Earlier funded work, undertaken while a PhD student, included oversight of the compilation for several years of the Workplace Agreements Database of the Department of Industrial Relations and its successors, and a DIR-funded study of the productivity of part-time finance sector work.

## Awards

- In 2012 the skills recognition tool developed by a team led by Junor under contract to the New Zealand Department of Labour was listed by the UNSW Research Office as one of 10 Innovations that Changed our World (<http://www.10innovations.unsw.edu.au/>).
- The tool and its research report were also rated B ('very considerable impact') in the 2012/13 ATN/G08 Excellence in Research Innovation trial - 'The adoption of research has produced significant impact in terms of the social, economic, environmental, and/or cultural benefits for the wider community, regionally within Australia, nationally or internationally'.
- In 2005 Junor was a recipient of a UNSW Vice Chancellor's Award for Teaching Excellence.

## Consultancy research

Junor's consultancy work has informed national and organisational practice. For example,

- In 2003 Junor provided written and oral evidence to the Industrial Relations Commission of New South Wales, Re: Variations on the Crown Employees (Teachers in Schools and TAFE and Related Employees) Salaries and Conditions Award re TAFE Part-Time Casual Teachers Conditions of Employment, IRC Matter 3597/2003, Sydney.
- In 2008, she made a written and oral submission to House of Representatives Standing Committee on Employment and Workplace Relations Inquiry into Pay Equity and Associated Issues relating to Increasing Female Participation in the Workforce, August. Extensively cited in House of Representatives Standing Committee on Employment and Workplace Relations (2009) *Making it Fair*. Canberra: Australian Parliament.
- In 2009, she and co-researchers completed *Spotlight: A Skills Recognition Tool*, Wellington, Department of Labour (published on CD with the Equitable Job Evaluation tool and the Job Evaluation Standard. Incl 119 page Research Report).
- In 2011 she provided witness statement and supplementary statement, ASU3 and ASU4 in the Fair Work Commission Equal Remuneration Case 2010–12, FWC FB C2010/3131. She and C. Briar Junor wrote *Community sector work: Proportion of client based care by job grade*, which was cited in and appended to the Joint Submission of the Applicants and the Australian Government on Remedy, 17 November.
- Also in 2011 she prepared a report from a pilot *study Better description and classification of jobs in awards* for the then Equal Opportunity for Women in the Workplace Agency, published on the Workplace Gender Equality website. .
- In 2012, Junor, with C. Briar, made a written submission, and Junor also gave oral evidence, entitled *Insecure work in Australia: General comments and three focal issues - Gender Dimensions: Indigenous and immigrant women, women with disabilities tertiary education casualisation*, which was extensively cited in Howe, B. Biddington. J. and Charlesworth, S. (2012) *Lives on Hold: Unlocking the Potential of Australia's Workforce*. Report of Independent Inquiry into Insecure Work in Australia.



- Junor contributed extensively to the report *The Future of Aircraft Maintenance in Australia: Workforce Capability, Aviation Safety and Industry Development* (October 2015), which has been distributed widely in government and policy circles, and wrote a submission to the Transport & Logistics Industry Skills Council Aviation Workforce Skills Study (January 2016).

## Other

### Journal editorship

Since 2006 Junor has been Editor and since 2010 Editor in Chief of *The Economic and Labour Relations Review*, a journal now in its 27th year. She led the initiative to build the journal and its international impact and to gain a publication contract Sage for 2013-2017. She has overseen the production of 30 issues of the journal to date, with a further four in the pipeline.

### Teaching and research supervision

Junor taught undergraduate and postgraduate human resource management, employment relations, management, organisational behaviour and research methods subjects at the University of Canberra (1995-2000) and UNSW (2001-2008). Between 1995 and 2013, she supervised to successful completion: 8 PhD theses, 9 Masters degree theses and 6 Honours theses (5 Hons 1, one Hons II(1)). She served as an external examiner and assessor for the Universities of Canberra, Sydney, South Australia, Wollongong, and Western Australia and for Monash, Macquarie, La Trobe, and Griffith Universities.

### International service

- 2008-9 Invited member of the International Working Group on the Comparative Perspectives Database (part of the Gender and Work Database) led by Professor Leah Vosko, York University.
- 2010 Co-Convenor, Skills Stream. International Labour Process Conference, Rutgers University New Jersey, March 16-18 and Conference of the Association of Industrial Relations Academics of Australia and New Zealand, Sydney February 4-6.
- 2011 Canada Foundation for Innovation - Assessor

### Policy/Expert Work

- 2007 Web interface guest, Recognition, Development and Enhancement of the Contribution of Sessional Teachers to Teaching & Learning, Carrick Institute for Learning and Teaching in Higher Education Ltd (an initiative of the Australian Government Department of Education, Science and Training).
- 2011-13 Member of Reference Group for Australian Learning and Teaching Council/Office for Learning and Teaching BLASST Project (Benchmarking Leadership and Advancement of Standards for Sessional Teaching)
- 2010-16 OZ Reader - Australian Research Council
- 2010-11 Member, Standards Australia Working Party on Development of a Gender Inclusive Job Evaluation and Grading Standard.
- 2012-15 Invited member, steering committee of Sydney Aerospace and Defence Interest Group and SW Sydney Manufacturing Skills Lighthouse.

## Publications (Selected)

### Scholarly Books

Total: 3

Examples:

- Fairbrother, P., O'Brien, J., Junor, A., O'Donnell, M. and Williams, G. (2012) *Unions and Globalization: Governments, Management, and the State at Work*, Routledge, London.
- Kenway, J., Wills, S. and Junor, A. (1996) *Critical Visions: Policy and Curriculum - Rewriting the Future of Education, Gender and Work* Australian Government Printing Service, Canberra.

### **Scholarly Book Chapters**

Total: 6

Examples:

Junor, A., Hampson, I. and Ogle, K.R. (2009) 'Vocabularies of skill: The case of care and support workers'. In S. Bolton and M. Houlihan (eds) *Work Matters*, Palgrave, London, 197-215.

Junor, A. and Taksa, L. (2008) 'Forward to pay and employment equity?' In J. Riley and P. Sheldon (eds) *Remaking Australian Industrial Relations*, Sydney: CCH Australia, 115-126.

### **Refereed Journal Articles**

Total: 20

Examples:

Smith, E., Smith, A., Hampson, I. and Junor, A. (2015) 'How closely do Australian Training Package qualifications reflect the skills in occupations? An empirical investigation of seven qualifications'. *The International Journal of Training Research*, 13(1): 49 – 63.

Hampson, I. and Junor, A. (2015) 'Stages of the social construction of skill: Revisiting debates over service skill recognition'. *Sociology Compass*, 9 (6): 450 – 463.

Gregson, S., Hampson, I., Junor, A.; Fraser, D., Quinlan, M. and Williamson, A. (2015) 'Supply chains, maintenance and safety in the Australian airline industry'. *Journal of Industrial Relations*, 57(4) 604 – 623.

Carney, T and Junor, A. (2014) 'How do occupational norms shape mothers' career and caring options?' *Journal of Industrial Relations* 56(4): 465-487.

O'Donnell, M., O'Brien, J. and Junor, A. (2011) 'New public management and employment relations in the public services of Australia and New Zealand'. *International Journal of Human Resource Management* 22(11), 2367-2383.

Hampson, I. and Junor, A. (2010) 'Putting the process back in: Rethinking service sector skill', *Work, Employment and Society*, 24(3), 527-545.

Hampson, I., Junor, A. and Barnes, A. (2009) 'Articulation work skills and the recognition of competence in Australian call centres'. *Journal of Industrial Relations*, 51(1): 45-58.

Hampson, I. and Junor, A. (2005) 'Invisible work. Invisible skills: Interactive customer service as articulation work'. *New Technology, Work and Employment*, 20(2), 155-181.

Junor, A. (2004) 'Casual university work: Choice, risk. Inequity and the case for regulation'. *Economic and Labour Relations Review*, 14(2): 276-304.

### **Australian Refereed Conference Papers**

Total: 12

Examples:

Smith, E., Hampson, I. Junor, A. and Smith, A (2014) What do senior figures in Australian VET and industrial relations think about the concept of skill in work? Paper to Informing changes in VET policy and practice: The central role of research, 17th AVETRA International Conference, Gold Coast, 22 -24 April 2014.

Junor, A., Hampson, I., Smith, E. And Smith, A. (2014) Views of skill in low-wage jobs: Australian security guards and cleaners. Refereed paper in *Work, Employment and Human Resources: The Redistribution of Economic and Social Power?* 28<sup>th</sup> Annual Conference of AIRAANZ. Melbourne, 5-7 February.

Junor A; Taksa L; Hammond S, (2009) 'Forward with (gender pay) fairness?'. In *Labour, Capital and Change*, Newcastle School of Business, Newcastle, presented at Proceeding of the 23rd AIRAANZ conference, Volume I, Newcastle, Australia, 4 - 6 February.

Junor, A. (2005) 'Professionals, practitioners, peripheral product-deliverers: Renegotiating casual work in TAFE'. In M. Baird et al. eds., *Reworking Work*, 19th AIRAANZ Conference, Sydney, Feb, Vol. 1 Refereed Papers: 265-274.

- Junor, A. (2004) 'What explains the employment mode preferences of casual university employees?' in M. Barry and P. Brosnan eds., *New Economies: New Industrial Relations? Proceedings of the 18th AIRAANZ Conference, Noosa, 31 Jan-3 Feb, Vol. 1, Refereed Stream: 273-282.*
- Junor, A., O'Brien, J. and O'Brien, S. (2004) 'Casual teachers: Will emerging staff shortages remove their employment disadvantage?'; in M. Barry and P. Brosnan eds., *New Economies: New Industrial Relations? Proceedings of the 18th AIRAANZ Conference, Noosa, 31 Jan-3 Feb, Vol. 1, Refereed Stream: 283-292.*
- Junor, A. and Wallace, M. (2001) 'Regulating casual education work in Australia: Markets, professionalism and industrial relations' in D. Kelly ed., *Crossing Borders: Employment, Work, Markets and Social Justice Across Time, Discipline and Place.* Proceedings of the 15th AIRAANZ Conference, Wollongong 31 Jan-3 Feb, Vol. 1 Refereed Stream.

### **International Conference Papers**

Total: 15

Examples:

- Hampson, I., Fraser, D. And Junor, A. (2013) A skill shortage of a certain kind: Segmentation in the labour market for licensed and unlicensed aircraft maintenance engineers (AMEs) in Australia. Paper presented to Austerity without end? European employment in the crisis , Conference of the International Working Party on Labour Market Segmentation, Trinity College, Dublin, 12-14 September.
- Carney, T. and Junor, A. (2013) Wanted! Flexibility and security: Finding a package of terms and conditions that work for employed mothers, Presented at *Changes and Challenges in a Globalising World.* Fifth International Community, Work and Family Conference, University of Sydney, 15-19 July. Full Papers, Available at: [http://www.aomevents.com/CWFC2013/Abstracts/Full\\_Papers](http://www.aomevents.com/CWFC2013/Abstracts/Full_Papers).
- Junor, A. & Briar, C. (2012) Inequality and low paid women workers: Care, skill and value in social and community sector work. Paper Presented at Gender, Work and Organisation Conference, Keele University, June 26-28.
- Hampson, I., Junor, A. and Gregson, S. (2010) The political economy and skills of aircraft maintenance: Towards a research agenda. Paper Presented at the 28th International Labour Process Conference, Rutgers University NJ, March 15-17.
- Junor, A. Gatta, M., Hampson, I. and Taksa, L. (2009) Reducing segmentation by recognising the skills of experience. Paper Presented at the 30th Conference of the International Working Party on Labour Market Segmentation, University of Tampere, Finland, September 3-5.
- Hampson, I. and Junor, A. (2009) Employability and the substance of soft skills, Proceedings of the 27th International Labour Process Conference, Edinburgh, April 6-8.
- Junor, A. and Hampson, I. (2008) 'How skilled are service jobs? Developing a new service skills taxonomy for Aotearoa/ New Zealand'. Paper Presented at *Work Matters*, 26th International Labour Process Conference 2008, Dublin, March 18-20 (short-listed for best paper).

### **Invited Papers, Keynote Addresses etc**

Total: 20

Examples:

- O'Brien, J and Junor, A (2015) Austere expansion or incremental austerity? The case of the Australian higher education sector. Paper presented to the Public Sector Austerity Symposium UNSW Canberra 26-27 March.
- Hampson, I., Quinlan, M., Fraser, D and Junor, A. (2013) Aircraft maintenance in Australia: Issues, prospects and loose ends. Presentation to Aircraft Engineers International Annual Congress, Bayview on the Park, Melbourne, 20th. - 23rd. November.
- Junor, A. (2011) Gaining recognition for the skills of experience: Low-paid care work. Presentation Panel Session in Conference on Equity, Diversity and Inclusion in the Workplace: Assessing Progress, Issues and Gaps, Macquarie University, 22 September.
- Junor, A. (2010) Economic analysis of IR law: Then and now. Invited paper to IIR Fair Work Summit, Sydney, 17-18 May.

- Junor, A. (2010) Work value, skill recognition and pay equity. Invited presentation to Equal Opportunity for Women in the Workplace Agency, North Sydney, 1 April.
- Fairbrother, P., Junor, A., O'Brien, J., O'Donnell, M. and Williams., G. (2009) State restructuring, labour market policies and 'depoliticised' agencies: Implications for work organisation ... in the United Kingdom and Australia. Invited Paper Presented at *The New World of Work: 15th World Congress of the International Industrial Relations Association*, Sydney, August 24-27.
- Junor, A. (2009) Sustaining balance: Decent work and safe transitions, Keynote address to Public Service Association Women's Conference, Sydney, 11 September.
- Junor, A. (2008) Shining a spotlight on the hidden skills of community sector workers, Presentation and interactive workshop, Hamilton/Coromandel), November 27; Wellington, December 3, Christchurch, December 4.
- Junor, A (2008) Forward with gender fairness? Risky opportunities in the restructuring of the Australian industrial relations system. Paper presented to Gender and Policy Working Group, York University, Toronto, November 8.
- Junor, A. and Hampson, I. (2008) 'Identifying and developing 'below the line' skills to enhance organisational performance'. Invited keynote address, 'Learning Alive!' Australian Institute of Training and Development Annual Conference, Sydney, 22-23 April.
- Junor, A. (2006) Tapping your organisation's hidden talent by identifying emerging and under-recognised service skills – Presentation to Senior Public Sector Human Resource Managers, Wellington NZ, 29 Nov.

#### **Consultancy Reports, Submissions, Expert Witness Statements, Practitioner Tools**

Total: 14

Examples:

- Junor, A. et al. (2014) *Building Professional Skills: Recognising Skills at Work*. Handbook and website. Sydney: UNSW.
- Junor, A. (1998) Changes to the labour market and workplace in Australia since 1986: Implications for Gender Equity and Affirmative Action. In *Unfinished Business: Equity for Women in Australian Workplaces*. Final Report of the Regulatory Review of the Affirmative Action (Equal Employment for Women) Act 1986. June: 46-50; 58-62; 115-118; 122-127; 150.

## 4.2 : LITERATURE REVIEW

### 4.2.1 Introduction and overview

This literature review reflects the tension between the professional demands of the work required of academic casuals, and the fragmented nature of work that is sessional but hourly-paid, and that contains required elements that are assumed in a salaried pay system but currently not remunerated in pay based on loaded hours. It provides a conceptual basis for the argument that the proposal for a disciplinary currency allowance is a necessary but not sufficient safeguard of the professional quality and sustainability of casual academic teaching. By extension, given the high incidence of casual academic teaching, it is necessary to assure the disciplinary currency and expertise of academic casuals in order to maintain the standards of university work in general, with implications for the quality of expertise in other professions requiring university certification.

#### 4.2.1.1 Background

a) Since the creation of the Australian Unified National System of Higher Education in 1987, universities have been required to play three roles. The first is a human capital role in enhancing the national knowledge and skills base. The second is the provision of credentials certifying the academic disciplinary knowledge, technical competence and ethical standing of a growing spectrum of professions. The third is a social and cultural role as a site of research, scientific inquiry, critical reflection and creativity. These roles have implications for economy, equity and quality, tensions among which are being managed through a growing reliance on the work of hourly-paid sessional academics in developing and assessing learners' professionalism, at the point of classroom and online contact.

b) Quality is an essential concomitant of universities' charter to accredit professional competence through the granting of degrees. The growth of professional occupations has required the conversion of higher education from an 'elite' to a 'mass' system (Burrage, 2010), and Australia also increasingly provides professional training to international students, who contribute significantly to export income, and comprise up to and over 20% of university enrolments. As a result, the need to achieve the successful mediation of professional knowledge, skills and standards to an increasingly diverse range of learners is a challenge that calls for complex professional understanding and reflective practice, on the part of the casual/sessional academics who now comprise, in head-count terms, more than half the university teaching workforce.

c) Such understanding requires ongoing disciplinary currency, and this currency takes at least three forms (among others):

- Keeping abreast of discoveries and debates in the disciplinary field;
- Maintaining an understanding of changing contexts and professional networks and their relevance;
- Building professional practice in guiding the trajectory of reflective learning over the duration of each course.

On the one hand, casual/sessional academics must keep abreast of how the ever-changing subject matter of the course they are teaching 'fits together' into a 'line of inquiry', and how 'lines of inquiry' fit together into the overall 'arc' of a subject and a degree. On the other hand, they must learn anew, every session that they take on a program, how the coherence of its changing subject matter is to be meshed with the steps whereby a new and different group of learners can be aided, through the use of ever-developing teaching and learning technology in an evolving educational setting, to build their professional understanding and expertise. It is in the face-to-face work where casual academic teaching is concentrated that student understanding of 'lines of inquiry' is built and assessed, and where the initial development of the next generation of professionals takes place. The conclusion is the importance of ensuring disciplinary currency.

#### 4.2.1.2 Steps in the argument

a) This literature review has three main parts:

a) It begins by overviewing conceptualisations of professions, professionalism and professional work, in order to apply these concepts to academic casual/sessional work and workers, and to describe the tacit professional skills required in order to share and build professional knowledge (4.2.2).

b) It then turns to definitions of casual and sessional work, focusing on their time dimensions. It summarises some well-known contradictions - between the assumption of intermittency and the reality of regularity in the work; between work paid by the (loaded) hour /and the requirement to prepare for and undertake what is typically a ten-to-fifteen week session of work; and between the short-term engagements and ongoing duration of most academic casual work (4.2.3).

c) It concludes that there are inherent contradictions in the very notion of 'casual professional'. Casual/sessional academics increasingly carry responsibility for educating the next generation of professionals and must themselves be supported in their own professional practice by some modest payment for the time spent in maintaining professional currency, in the forms of subject matter knowledge and expertise in teaching and assessing professional learning. Evidence is provided that reliance on under-supported academic casual teaching is creating a crisis of sustainable succession in Australian universities, which will have flow-on effects to other professions (4.2.4).

## 4.2.2 Professional dimensions of casual academic work

### 4.2.2.1 *The concept of a profession: does it apply to academic casuals?*

a) The stepping-off point for conceptualising casual academic work is an exploration of academic work as a profession. Evetts (2013: 778) defines professions in terms of 'the structural, occupational and institutional arrangements for work associated with the uncertainties of modern lives in risk societies ... through the use of expert knowledge...'. She notes 'the knowledge-based' nature of professional service occupations, which are usually entered 'following a period of tertiary education and vocational training and experience' (ibid.).

b) The earliest literature on professions focused on identifying the traits or attributes characteristic of professions (Carr-Wilson and Saunders, 1933; Greenwood, 1957). The criteria were drawn from four or five original learned professions - medicine, law, academia, sometimes architecture and sometimes the clergy. Common criteria, along with esoteric knowledge, were:

- Prolonged specialised training in a body of abstract knowledge
- Vocation
- Service ideal
- Public trust
- Social cohesion based on strong lifelong role identification.

Goode (1969) saw university staff as following a code of ethics based on science and scholarship, which in turn authorised their role in accrediting all other professions. Interactionist theorists such as Freidson (1970) focused on autonomy and group self-regulation as hallmarks of professions. Jackson (1970) conceptualised professional work as a 'full-time' calling, stating that professionals are educated for life, not task; they are on duty 24 hours a day, and their role is a comprehensive lifestyle.

*Academic casuals in Australia now appear, in head-count terms, to be majority contributors to the education and certification of other professions (Percy et al., 2008; May et al., 2013). Their current marginalisation within university communities of learning is based on an unrealistic model of 'on-tap' professionalism that relies on casuals' ongoing vocational commitment even while under-recognising it and limiting opportunities for deepening it.*

### 4.2.2.2. *Professionalisation – its reliance on academic casuals.*

a) Beginning in the 1970s, there began process of extending professional status to a wider range of newly emerging occupations (examples being psychology, health, social and community services and more recently IT consultancy, human resources management and early childhood education), incidentally improving the gender balance of professions.

b) One method of professionalisation has been a standardisation of the qualifications required for professional practice (Brint, 2001): although the curriculum whereby professional knowledge and skills were imparted remained a matter of professional academic autonomy, assessment became an important academic role. Assessment of learners and the provision of effective feedback are professional skills which are themselves undergoing ongoing professional evaluation as part of pedagogic practice.

c) In the 1970s, a sociological fashion of viewing the spreading professionalisation process as a quest for occupational status and market power (Johnson 1972; Abbott 1988) was contested by others who reaffirmed that the 'social trustee' model of professionalism was alive in the new service professions. In seeking to define the tacit skills required to teach the new professionals, Halmos et al. (1973) drew a distinction between 'expert' and 'anthropogogical' authority. The former relied on a separation between professional and client (submission of patient and medical student to doctor); the latter required reflective teaching practice based on the effective sharing of knowledge, including skills that are hard to codify, acquired by experience, contingent and contextual. Such skills, defined by Boreham et al. (2002) as 'work process knowledge', must be refined constantly by referring

d) Most of the new professionals were salaried workers who had the status of employees in public bureaucracies or were creating new private organisational forms such as the private professional services firm (Larsson, 1977; Muzio and Kirkpatrick, 2011). With management emerging as one of the new professions, Hanlon (1999: 121) commented: '... the state is engaged in trying to redefine professionalism so that it becomes more commercially aware, budget focused, managerial, entrepreneurial and so forth'. Nevertheless, professionalism remains institutionalised as the model for the provision of expertise, based on the long-standing criteria of credentialised knowledge and occupational self-regulation (Muzio, Brock and Suddaby, 2013; Scott, 2008):

*To ask why societies incorporate their knowledge in professions is to ask why societies have specialised, life long experts and why they place expertise in people rather than things or rules (Abbott, 1988: 328).*

e) The higher education system is seen as having played a crucial role in widening the class basis of professional recruits (Larsson, 1977; Brint, 1994). Trow (Burrage, 2010) and others wrote of the 'massification' of higher education (Marginson and Considine, 2001). Changes in the financing of the spread of university education in Australia were accompanied by growth of casual academic work (DET, 2015a, 2015b, 2016; O'Brien: 132; O'Brien and Junor, 2015).

f) The majority of university professionals entrusted with launching the lifelong professional careers of the newly-diverse generation of professional experts are now hourly-paid casuals, currently expected to maintain their disciplinary currency and build their pedagogical expertise with very limited support from their employing university (Percy et al., 2008; May et al., 2013). Assisting casual academics in the maintenance of disciplinary currency means not only providing opportunities for professional development, but also recognising, valuing and integrating the expertise and potential quality contribution of casual teaching staff (Knight et al., 2007; Percy and Beaumont, 2008).

*Increasingly functioning as the public face of universities to students from diverse backgrounds, academic casuals are responsible for assuring professional standards, and must be integrated into the life of their universities and work units in order to maintain the currency of their own knowledge and skills.*

*Universities must be accredited, and increasingly seek international accreditation (eg CRICOS) and accreditation with professional bodies (eg AACSB, EQUIS). Quality assurance is partly governed by student satisfaction, which in turn is heavily determined by trust in the integrity of the assessment process. Course convenors constantly experiment with innovative assessment techniques, but they are they are reliant on the casual tutors who carry out class assessments to understand and apply these assessment methodologies effectively. The integrity of the assessment process depends on maintenance of methodological currency by casual tutors.*

#### 4.2.2.3 Professional work.

a) Levy and Yu (2010) argue that it is not possible to exercise professional agency without the requisite resources. In the case of academic work, resources include current IT programs, data access, institutional and organisational knowledge, knowledge of organisational, wider regulatory, institutional and social requirements, the building and mobilisation of professional networks, expertise and peer support in the management of student learning, expertise in assessment, and so on.

b) Robson (2006) argues that the activity of teaching still not well understood. Teachers in post-compulsory education must acquire both the specialist knowledge of their subject and the knowledge of how to share it. In tertiary education, a traditional neglect of pedagogy is now starting to be rectified. Academic lecturers and tutors need an overarching conception of professional knowledge, an understanding of context-specific knowledge and an understanding of how students learn through context. They need to deploy the tacit skills involved in a multiplicity of fleeting and subtle classroom interactions, complemented by an ongoing responsibility for student development (Preston, 1996). This requires depth of subject understanding, an understanding of different learning styles, and a repertoire of methods for applying these skills in communicating these ideas. This is a tall ask, and requires access to the means for building and sharing disciplinary and methodological currency. One of the required resources is paid time.

c) Walker (2001) describes the sort of reflective practice required by the ‘new professionalism’ in university teaching. Through continuing professional development, the academic must continually pursue both subject knowledge and knowledge about learner centred pedagogies and learning facilitation. Effectiveness requires complex judgements and reflective cycles of planning-action-reflection-action (Kolb 1984). Such constant rethinking is time-intensive, and explains the need for a disciplinary currency allowance for academic casuals.

*Payment for some hours of continuing academic currency work, undertaken before, during and following course delivery, will provide a more reasonable and effective basis for maintaining the sessional academics’ disciplinary and methodological currency and their capacity to contribute to that of their non-casual colleagues .*

#### 4.2.2.4 Building the professional skills of academic casuals

a) For effective teaching, academic casuals, like all academics, need to build skills in the discretionary and contextually appropriate application of a combination of theoretically based knowledge and tacit skills (Polanyi, 1976; Eraut 2000). The tacit skills, of both teaching and the professional practice being taught, involve the dynamic and reflective construction of work process knowledge in a range of contexts (Boreham et al., 2002). Such skills are learned through a combination of formal and informal knowledge-sharing and practical experience (Weick, 1995; Swart and Pye, 2002). To build these essential skills, and to share them with the work unit, academic casuals need paid opportunities for attendance at meetings conferences.

b) Professional work, including classroom teaching, entails tasks in which discretion or fresh judgment must often be exercised. This is because a central and defining feature of professions is the indeterminacy of the knowledge base of their work (Boreham, 1983: 397ff). This indeterminacy is the basis of professional autonomy, but it requires opportunities for reflection and practice, including structured opportunities for the sharing of knowledge and discussion of techniques.

c) The professional skills of casual academic work include the capacity to work simultaneously with people, data, technology and time (Spenner, 1995). A vocabulary for identifying these dynamic work process skills is provided by the ‘articulation work’ framework developed by Anselm Strauss, his co-researchers and successors (Strauss et al., 1985; Suchman, 1996). At a basic level, ‘articulation work’ involves the time-governed and coordinated process of performing multiple forms of work simultaneously. These activities may include the deployment of broad conceptual knowledge and information, as well as the application of process- and organisation-specific knowledge; use of basic technologies (including ICT); and the management of one’s emotions to produce appropriate effects on others, including learners. It involves the making of rapid decisions about flexible reallocation of resources and tasks on the basis of changing priorities. These multi-layered activities are carried out



simultaneously through the overarching 'supra' work done to integrate the job role reflexively. Thus leading classroom learning is a time-based process which manages the pace of learning, deals with interruptions and keeps work on track through contingency management and if necessary 'working around' established procedures. Teaching involves Gagné's 'higher level' skill of 'executive control', coordinating the simultaneous application of attitudinal, procedural, propositional and motor knowledge (Gagné and Medsker, 1996). Spenner's (1995) concept of 'integrative' skills is similar: the academic teacher must integrate 'lines' of work over a period of 10-15 weeks, collaborating and interacting with learners and with colleagues who are pursuing different lines of work. Such work includes improvised responses, negotiations with members of quite different 'social worlds', possibly 'managing up', and the skilled 'rectification' work needed to maintain emotional tone or restore a disrupted work order and allow the learning group to function smoothly. Teaching requires the capacity to build trust by orienting learners, managing contexts of awareness, following-up and following-through, and if necessary helping others to regain or maintain composure. These skills can be acquired only when academic casuals are given structured opportunities for reflective and iterative professional development.

*This dynamic concept of the way in which casual teaching jobs are folded into trajectories, lines and arcs of work helps to explain the necessity of ensuring that academic casual academics are integrated into the work of the academic unit via paid opportunities for discussion, meeting participation and professional development.*

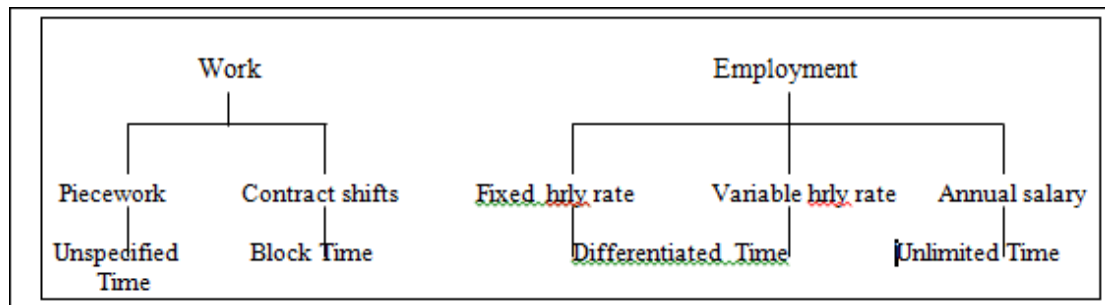
### **4.2.3 The special characteristics of casual academic work**

#### *4.2.3.1 The time dimensions of casual and other academic employment modes*

a) The move of professionals into public and private bureaucracies and firms outlined above meant a shift to salaried employment. Annual salaries, not linked precisely to hours of work, reflect the expectations of a role in which it is hard to separate working and non-working hours.

b) Until the 1950s in Australia, university staff were seen as a *sui generis* 'tenured' and 'collegial' profession, paid according to a rate set by university councils and senates; after the Murray Report the Australia Universities Commission recommended on academic salaries to the Commonwealth government; then in 1973 an Academic Salaries Tribunal was established. In 1980, the Academic Salaries Tribunal 1980 made a determination to establish the hourly paid casual academic category: the purpose was to facilitate the employment of 'industry professionals' and provide postgraduate students with an 'academic apprenticeship' (May et al., 2013). The salaries of college lecturers were differently regulated in state industrial jurisdictions, to which university staff associations could also apply. Following the 1983 Australian Social Welfare Case, which accepted professions as industries, academic remuneration was brought within the purview of the federal industrial relations system (O'Brien, 2015: 17-19). With the 1987 creation of the Unified National System and the formation of the NTEU in the early 1990s, continuing and fixed-term salaried employment modes were established in the Higher Education Contract of Employment Award 1998, which left hourly paid casual employment unregulated.

c) The historical legacy is that continuing academic work is salaried and has the qualities of a vocation. Fractional appointments are normally managed on the basis of days per week or fortnight on the basis that annual salaries are paid fortnightly, though it is hard to avoid 'spillover' of the non-teaching role. Harvey (1999) asks whether an academic who wakes up in the middle of the night to solve a work problem is doing so as part of an employment relationship. When an hourly-paid casual does the same thing, this 'spillover' work is definitely unpaid and outside the employment relationship, however much the solution may benefit the running of the next class.



**Figure 1 Economies of Paid Work Time: Based on Harvey (1999)**

d) Harvey (1999) provides a conceptual model differentiating paid work, waged employment and salaried employment (Figure 1). Work-time standards emerged when work processes were fragmented with the emergence of the factory system. The distinction between 'work' and 'employment' reflects the difference between older but still-extant forms of payment by output (piecework rates) or contracted day-labour, and waged employment, based on an hourly rate that may be fixed or variable. The differentiation between 'waged' and 'salaried' work originates in two historically distinct ways of calculating the time dimensions of an employment relationship. In each case the employer accepts responsibility for the reproduction of labour power by paying for recreation and sick leave, and perhaps a fraction of retirement, and funds professional development as part of normal duties or perhaps paid overtime. For waged workers, variable hourly wage rates include compensation for the disamenity of work scheduled in additional or unsocial hours. The annualised salary of professionals generally does not include such loadings, on the assumption of discretionary control over hours within a role (academics salaries are however based on an assumed annual number of working hours).

e) Hourly casual academic work carries a loading, mainly in partial compensation for lack of leave entitlements. But its rates are fraught with contradiction because they are calculated by the hour on the fiction that the work is of short duration, and the hours are partially loaded to reflect a portion but by no means all of the work processes undertaken by an academic casual outside the classroom. Yet the hourly rate is not reached by subdividing the annual work of the salaried academic into uniform hourly segments. The problem is finding the basis for determining an hourly casual rate. The basis of calculation is the class contact hour, which is loaded in partial recognition of some of the linked hours of preparation and follow-up. Time spent in scholarship and professional reflection and development is currently under-recognised in the calculation of the hourly casual rate.

e) One conclusion from this analysis is that bring education work into an economy of time based on discrete hourly blocks is to risk recasting the professional role of educator/academic into a series of transactions in which employees engaged on contracts lasting the length of a session but paid and terminable by the hour are required to 'deliver' education as a succession of discontinuous point-of-time 'chunks'. To try to construct a professional role from some of its disparate hourly components is to take insufficient account of two aspects of the conceptual, emotional and integrative labour (articulation work) of academic teaching. The first of these aspects is the overall work of gaining an intellectual grasp of the subject matter, of the place of each hour's or week's work within it. The second is the work of ascertaining how to marshal the resources of the university environment in order to help to develop the understanding and competence of each group of students, navigating them through the 10-14 weeks of the curriculum and its assessment tasks, and providing the follow-up, feedback, emotional support and responses to queries that will support each student in developing as a learner.

f) A second conclusion is that casual sessional staff lack the autonomy to organise the boundaries between their work-time and their non-work-time. Advice not to 'self-exploit' is double-binding advice. Unless academic casuals undertake unpaid 'spillover' work, including scholarship to maintain disciplinary currency and professional development to refine approaches to student learning and teaching, the work performed in paid hours cannot be undertaken satisfactorily. Student

dissatisfaction with under-preparation will express itself in poor evaluation ratings, leading to loss of further engagements, so the incentives to 'self-exploit' are material as well as being based on the professional ethics of doing the job well.

*Unlike continuing and fixed-term academics, the academic casual is not assumed to be a salaried professional but is treated as an intermittent, short-term wage-earner, paid for some but by no means all work, on a differentiated wage basis for partially-loaded class-contact hours. Yet in Australian universities, academic casuals now carry the majority of the teaching load (including the assessment and certification of other professional occupations). The fact that they are not paid to maintain academic currency creates concerns, not just about fairness, but about the quality and sustainability of the university system.*

#### 4.2.3.2. Casual professional work — a contradiction in terms?

a) Casual/sessional academic work does not meet the long-standing classic criteria of casual employment — that engagements are of short duration, irregular, intermittent, and informal (Campbell and Burgess 2001: 178; Creighton and Stewart 2010). In the dominant form of academic casual employment — that based on a semester- or term-long engagement, the concept of the 'hourly sessional' is something of an oxymoron (Owens 2001). Academic casuals are assumed to be fulfilling a professional role, are engaged on a sessional contract for a fraction of the year, and tend to be paid by a regular cycle of fortnightly payments, but according to an hourly rate that 'loads in' annual leave and leave loading and payment for some notional hours of course-related preparation and marking.

b) University casualisation has probably grown as the unintended by-product of the limited budgets within which the past quarter-century's expansion of the sector took place (O'Brien, 2015: 131; O'Brien and Junor, 2015). Within universities, as elsewhere in the public sector and publicly funded organisations, as staffing budgets were devolved to decentralised work units, the budgetary time frame became shorter and as a consequence so did human resource planning (Bradley 1995; Fairbrother et al., 2012). Flexible or 'just-in-time' staffing was an inevitable consequence of the short budget cycle. Aubert-Montpeyssen goes so far as to describe flexible work arrangements as part of a 'movement to circumvent salaried status' (cited in Maruani 1998: 5). To the extent that casual hours and professional vocations are in tension, it is hard to believe that universities, the source of accreditation for other professions, would intentionally de-professionalise their own workforces. Given the acute financial constraints within which department heads manage their staffing, it is important that they allocate the funded time resources required to allow sessionally-engaged staff to maintain their professional currency.

### 4.2.4. How sustainable is it to base the development of the next generation of professionals on current university practices in managing the teaching workforce?

#### 4.2.4.1 How casualised is the Australian university teaching workforce?

a) A large-scale audit and interview based study of the contribution of sessional teachers to higher education was funded and published by the Australian Learning and Teaching Council (Percy et al., 2008). Sixteen Australian universities were involved, representing the Go8, regional, ATN), transnational and multi-campus institutions in all states and territories. The main findings were that all universities were heavily dependent on sessionals, with overall up to half of all teaching being performed by them. The universities were unable to report comprehensive and accurate data on the number of sessional teachers and their conditions of employment and hence official annual statistics based on university returns to the Department (formerly DEST, then DEEWR, now DET) are not reliable. The problem was compounded by the way in which full-time equivalent figures under-represent the contribution of sessionals and the supervisory load placed on continuing staff.

b) Important confirmation of these findings came from the research reported by May et al. (2013). They used an online survey which had 3,160 casual academic respondents, and compared their findings to departmental (by then called DIISTRE) figures. They found that in 2011, across 19

universities (2 technology, 4 'gumtree', 5 sandstone and 8 new or post-1986), the average casual academic density in headcount terms, as a proportion of all teaching and research academic staff, was 53% and ranged from 49% in new universities to 72% in technology universities.

#### *4.2.4.2 What access are academic casuals gaining to academic currency maintenance and professional development?*

a) Following Knight et al.(2007), Percy and Beaumont (2008) warned against a 'deficit' approach of seeing casual academics as constituting a threat to professional standards that can be remedied purely through induction training. They emphasised the importance of seeing academic casuals as bringing fresh perspectives from industry and feedback from the classroom. They strongly advocated an approach to the 'professional formation' of work units, by ensuring the inclusion of their casual staff, through participation in learning communities. There are significant equity and feasibility deterrents to such participation on an unpaid basis. Yet without it, sessional staff are 'out of the loop', functioning in ignorance of the theoretical and methodological basis of the programs they are delivering.

b) Percy et al. (2008) found that evidence of systemic sustainable policy and practice for supporting the professional practice of academic casuals was rare. Induction was considered important in all universities, but the ongoing academic develop of sessional teachers was not well understood or articulated; and paid participation in compulsory professional development for sessional teachers was atypical.

c) The Percy report called for employment and administrative support; improved induction and academic management; career and professional development; and new approaches to reward and recognition of sessional academics. Specifically, it recommended provision of professional development and support networks for the supervisors of sessional teachers; attention to the professional needs of sessional teachers within quality enhancement frameworks; and the development of quality enhancement processes at local levels, recognising the diversity of roles, qualifications and experience and challenges posed for relevant induction, management and professional development.

c) In 2012-2013 a follow-up project, funded by the Australian Learning and Teaching Council , the BLASST Project (Benchmarking Leadership and Advancement of Standards for Sessional Teaching), developed a conceptual framework and interactive web-based tool for benchmarking at four levels (individual, department, faculty and institution) the quality of learning and teaching, the degree of professional development support, and the sustainability of practices associated with casual/sessional academic work (Harvey et al, 2013a and 2013b). It defined as 'unsustainable' any situation in which 'professional development for Sessional Staff in learning and teaching is absent or ad hoc and unpaid'. It defined as good practice the situation whereby academic sessional staff were paid by their faculties to attend regularly-updated induction, including in online teaching and learning platforms, and whereby induction was followed up. It defined as good practice the participation of sessional staff in 'regular meetings that allow debriefing, planning, sharing of good practice, collaborative development of learning and teaching strategies as well as mentoring and team building opportunities'. It defined as unsustainable, a situation in which meetings with casual academic staff were held only at the beginning of the session. The BLASST criteria included Faculty funding allocation for paid, comprehensive and timely orientation, and ongoing two-way communication. Examples of good practice included incorporation of advice and feedback from sessional staff in decision-making processes and the paid representation of sessional staff on consultative bodies.

*There now exist well-structured criteria for use at university, faculty, departmental and individual level, in order to ensure sustainable practice in the professional development and disciplinary currency maintenance of the sessional academic workforce.*

*Failure to guarantee resources for disciplinary currency maintenance poses a threat to the sustainability of academic, and by transference, of professional quality standards. It would therefore appear necessary to mandate sessional university teachers' entitlement to a minimum standard of paid disciplinary and pedagogical currency maintenance.*

#### 4.2.4.3 What are the impacts of the concentration of casual staff in academic teaching, and of the current lack of attention to their professional development?

a) Percy et al (2008) found that sessional teachers were performing the full range of teaching-related duties, from casual marking to subject design and coordination. In two of the universities in the study, it was informally reported that 80% of undergraduate teaching was conducted by sessional teachers – a figure masked by the DEST/DEEWR/DET FTE estimate of 15%. They concluded that '[t]he “full-time, permanent, centrally-located teaching/research academic” is no longer the norm around which policy and practice can be formed.

b) In terms of individual impacts, Junor and Briar (2012) applied Standing's (1999) now very familiar itemisation of forms of insecurity to academic casuals as the basis for drawing together the empirical evidence set out in Section 4 of this submission. There was considerable evidence of task/workload insecurity, involving limited ability to negotiate job boundaries and the shifting of work elements such as professional development into the unpaid work category, with the flow-on effect of increased work intensity or extensity. Representational insecurity took the form of diminished rights and access to resources, including access to those required for disciplinary currency maintenance. Section 3 contains a more detailed summary of evidence of difficulty in gaining access to advice on job requirements, methods and standards, lack of performance feedback, lack of access to conferences and seminars, lack of advice on career options, and exclusion from meetings and decision-making processes (Junor, 2004). This all adds up to what Standing calls 'skill reproduction insecurity'.

c) May et al. (2013) concluded that individual impacts have important institutional implications. The casual teaching workforce is at the younger end of the academic workforce age distribution. They estimate that of their sample are seeking an academic career, many working across several universities at any time to put together a livelihood from the profession. Those undertaking higher degree studies, particularly in sandstone universities, are likely to derive their access to professional support through this role of 'academic apprentice'. Other academic career aspirants, however, lack access to the resources needed for disciplinary currency. May et al. (2013) note:

*It is self-evident that basic resources and amenities contribute to a sense of belonging, and assist with the performance of work to a decent standard. Second, they matter for teaching quality, and for the establishment of conditions under which this can occur. There is no doubt that provision of amenities, supports and collegial inclusion is a necessary precondition for the performance of semester-based casual academic work to a reasonable minimum standard.*

*... Universities' patchy provision of resources and supports raises a question about how university managers regard the casual academic workforce, with the lack of progress over recent years suggesting that the workforce is structured in such a way as to operate separately from the ongoing workforce, rather than as a 'training ground' for future academic staff.*

As May et al. (2013) note, this is not to suggest that casual academics are poor quality teachers. But the account, in Section 2.2 above, of the need for a thorough-going approach to the development of knowledge and expertise in the next generation of professionals, and the analysis of the complexities of the organisation of the requisite professional learning and teaching process, mean that the standards of university teaching cannot be left to chance. As outlined by Knight et al. (2007) and Percy and Beaumont (2008), all teachers, regardless of their employment status, need requirements, to maintain disciplinary currency and engage in reflection and continuous improvement in their practices for facilitating and sharing learning.

d) In terms of the institutional impacts of the current state of 'drift', Australian universities may be facing a 'renewal crisis'. Securely-employed staff are concentrated in the over-50 age bracket and moving toward retirement, and there are claims that the next generation has been 'lost' to casualisation' (Hugo and Morriss, 2010; May et al., 2011). What used to be the career entry point for higher degree graduates has been replaced by insecure employment, which does not appear to be a 'stepping stone' to ongoing work – indeed working as a casual may make the transition to secure employment more difficult (Barker, 1998). Women are entering university work in greater numbers, but are more likely to be locked into casual employment with limited career prospects. The Report of

the Bradley Review of tertiary education raised concerns about the impact of university casualisation on workforce renewal, with ‘income insecurity, workloads beyond their paid hours, and feelings of isolation from the university community’ reducing the attractiveness of the profession (Bradley et al., 2008: 23, 71). A survey in 20 universities, conducted for the then Department of Education, Employment and Workplace Relations (DEEWR) by Bexley et al. (2011) received over 5,500 responses, including from fixed-term and casual employees. It indicated that 21% were planning to retire and 50% were planning to leave the university sector or more to an overseas institution, and

- Among early career staff, 60% were dissatisfied with their job security and 40% were dissatisfied with their income;
- Almost half experienced their workload as unmanageable; and a source of considerable personal stress
- Over half of those intending to leave the Australian university sector gave reasons related to working conditions, particularly job insecurity and low pay (Bexley et al.).

*Academic casuals are not at present paid for the maintenance of disciplinary currency or knowledge of pedagogy, of teaching and assessment technologies and methods, of university policies and procedures, or of professional obligations. That this lack of professional development now characterises the dominant form of university teaching work is of concern.*

*Both the quantitative and qualitative dimensions of the contribution of sessional academics need to be accounted for at an institutional level for the sake of risk management and quality enhancement.*

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