

I, Professor Mark Peter Wooden, of [REDACTED], Victoria, state as follows:

Acknowledgements

1. I acknowledge that I have read and understood Practice Note CM 7 of the Federal Court of Australia and agree to be bound by it.
2. The opinions provided in this report are mine and are wholly or substantially based on my specialised knowledge obtained from my qualifications, skills and experience, as detailed below.
3. I acknowledge that I have viewed a blog-post dated 6 May 2015 contained on the NTEU website (located at <https://www.nteu.org.au/article/Have-you-completed-the-State-of-the-Uni-Survey%3F-17611>) and that I clicked on the "Click here to participate" link embedded in that post and viewed the "2015 State of the Uni Survey" poster attached to the post. I also verify that what I observed aligns with the screenshots enclosed with the letter of instruction to me.

Experience and Expertise

4. I have over 30 years' experience in applied research in the social sciences.
5. For most of the period from December 1981 until March 2000, I was employed at the National Institute of Labour Studies, Flinders University, Adelaide. At the time of my resignation I was Professor of Labour Studies and Acting Director.
6. Since March 2000 I have been employed as a Professorial Fellow at the Melbourne Institute of Applied Economic and Social Research, University of Melbourne. Since July 2000 I have been director of the Household, Income and Labour Dynamics in Australia (HILDA) Survey project.
7. I am the author (or co-author) of 4 books, 24 chapters in edited books, over 160 articles in academic journals, and many other reports and papers.
8. Central to my career has been the collection and analysis of survey data.
 - a. I first became involved in the collection of survey data at the National Institute of Labour Studies in 1985, where I was involved in the design of questionnaires administered to samples of employees of firms in the textiles, clothing and footwear industry, as part of a project commissioned by the Industries Assistance Commission examining the effects of employment consequences of changes in assistance to textile, clothing and footwear industries.

I further developed and honed my skills in the area of survey sampling and questionnaire design on a range of subsequent research and consulting projects, including (among others) studies of: employee relations and workplace performance; employment of young people in the fast food and supermarket industries; and employee attitudes at a range of firms, including ANZ Bank, Australia Post, McDonald's Restaurants, and Woodside Offshore Petroleum.
 - b. In 2000, after joining the Melbourne Institute of Applied Economic and Social Research, I prepared the winning tender to design and manage the Household, Income and Labour Dynamics in Australia (HILDA) Survey.

Funded by the Australian Government through what is now the Department of Social Services, the HILDA Survey is Australia's premiere household panel

survey. The survey is currently in the field for its 16th wave. It regularly achieves response rates (i.e., annual re-interview rates) of over 96%, and in the latest wave (wave 15, conducted mostly in the latter half of 2015) the responding sample comprised 17,606 people from 9631 households.

The HILDA Survey has a data user community which, over its life, numbers over 2800 individuals. This research community has generated more than 700 peer-reviewed journal articles and countless other papers and reports within both academia and government.

Further details about the HILDA Survey can be found on the study website (www.melbourneinstitute.com/Hilda), and especially in the survey manual (Summerfield *et al.* 2015).

As the Director of the HILDA Survey throughout its life, I take direct responsibility for many aspects of the survey, including the design of all survey instruments.

- c. I was also the Director of the Journeys Home project (from 2010 until 2014), another interviewed-based panel survey (also funded by what is now the Australian Government Department of Social Services), but this time following a small sample of highly disadvantaged persons drawn from Centrelink customer registers, almost all of whom had a history of homelessness. Despite the highly mobile nature of the population, the study interviewed 62% of its initial sample, and by the final wave (wave 6) were still interviewing 84% of the original responding sample.
9. While I have very strong credentials, expertise and experience in the area of survey design and methodology, my main areas of academic research have been where industrial relations and labour economics intersect, which includes, among other things, the analysis of working time. My papers in this area (that is, on working time) have appeared in some of the world's leading journals in both industrial relations (*Industrial & Labor Relations Review* and *British Journal of Industrial Relations*) and public health (*Social Science & Medicine* and *Journal of Epidemiology and Community Health*).
10. Reflecting my expertise in the collection and analysis of data, I have served on a number of advisory committees focussed on survey data and statistics. Include here are:
 - a. Australian Bureau of Statistics Labour Statistics Advisory Group (1997-2004).
 - b. Australian Bureau of Statistics Analytical Community Reference Group (2008-2011).
 - c. Scientific Committee, MOLS (Methodology of Longitudinal Surveys) Conference, University of Essex, 2004-2006.
 - d. Australian Government Longitudinal Studies Advisory Group (coordinated by the Department of Social Services), 2007-present.
 - e. Longitudinal Surveys of Australian Youth Strategic Advisory Committee (coordinated by the Department of Education and Training), 2007-present.
 - f. Cross-National Equivalence File (CNEF) Advisory Board, 2011-present.
11. In 2010, in recognition of my contribution to the social sciences, I was elected a Fellow of the Academy of Social Sciences in Australia.

12. I also hold honorary appointments with the Institute for the Study of Labor (IZA) in Bonn, and the Deutsches Institut für Wirtschaftsforschung (DIW) in Berlin.
13. A copy of my CV can be viewed online at http://www.melbourneinstitute.com/downloads/staff/Staff_CV_2016/Mark%20Wooden%20CV%20Oct16.pdf

Instructions / Questions

14. I have been asked to prepare a Report seeking my expert opinion on a variety of matters relating to the content and administration of the NTEU State of the Uni Survey (**Survey**), as well as the expert commentary on that survey provided by Associate Professor Graham Hepworth. This includes:
- a. the appropriateness and clarity of the questions included in the survey, and especially those about working hours;
 - b. the structure of the Survey;
 - c. the distribution of the Survey; and
 - d. survey response.
15. For the purposes of preparing my report, I was provided the following documents (which are "**Attachment 1**" to this report):
- a. Letter from Clayton Utz lawyers on behalf of the Group of 8 Universities and the Australian Higher Education Industrial Association dated 13 October 2016;
 - b. Federal Court of Australia's Practice Note CM7, "Expert Witnesses in Proceedings in the Federal Court of Australia" (marked as **Document 1**);
 - c. a copy of the report of Associate Professor Graham Hepworth dated 26 August 2016 (marked as **Document 2**) and its attachments which include:
 - i. a copy of the letter of instruction to the Associate Professor, also dated 26 August 2016 (marked as **Document 3**);
 - ii. a copy of the statement of Michael Evans dated 26 August 2016 (marked as **Document 4**) which attaches:
 1. a copy of the Survey (marked as **Document 5**);
 2. a flowchart depicting the structure of the Survey (marked as **Document 6**); and
 3. a copy of an email sent to participants describing the Survey (marked as **Document 7**);
 - d. an additional print-out of questions 41 to 45 of the Survey (marked as **Document 8**), identifying the numbering of these questions (as referenced in the letter of instruction from the NTEU to Associate Professor Graham Hepworth), given that the Survey attached to the statement of Michael Evans has no question numbering appearing;
 - e. screenshots of a blog-post dated 6 May 2015 (marked as **Document 9**) and link to the Survey Monkey website contained on the NTEU website (marked as **Document 10**), which can be located at <https://www.nteu.org.au/article/Have-you-completed-the-State-of-the-Uni-Survey%3F-17611> and a copy of the embedded "2015 State of the Uni Survey poster" (marked as **Document 11**);

- f. the "State of the Union Survey: Report #2 Workloads", dated July 2015 (marked as **Document 12**) for the purposes of the "Introduction" (Page 5) and Appendix A (page 21), which describe survey methodology; and
- g. a copy of the most recent version of the Hours of Work clause proposed by the NTEU (marked as **Document 13**), provided as contextual background.

Assumptions

16. This report is based on the following assumptions:
- a. that the contents of Associate Professor Hepworth's statement are predicated on the accuracy of the witness statement of Michael Evans;
 - b. that the contents of Michael Evans' witness statement are accurate;
 - c. that a blog post on the NTEU website (at: <https://www.nteu.org.au/article/Have-you-completed-the-State-of-the-Uni-Survey%3F-17611>) (document 9) was publicly available to be viewed on the NTEU website (and its contents able to be shared) during the period over which the Survey was conducted;
 - d. that the "follow-up email" sent to NTEU members on 8 May 2016 (referenced on page 21 of Document 12) reflected the same or similar content as this blog-post; and
 - e. that the survey questions attached to the witness statement of Michael Evans appear substantially as they did to participants who engaged in the survey.

The NTEU Survey: Appropriateness and Clarity of Questions on Work Hours

17. I have been asked to comment on the appropriateness, clarity and intent of the questions asked about working hours in the NTEU Survey. These appear on pages 26 and 27 of Attachment A to the Statement of Michael Evans.

It needs to be recognised that I have only seen the paper representation of the survey instrument. The survey, however, was delivered online and hence its appearance to survey participants may have differed from how it appears on paper.

18. The sequence on working hours begins with a question that requests respondents to indicate how many hours per week they work on average on university work (Q41). Precise hours are not sought; just an indication of which among six banded categories their work hours falls into.
- a. The question is reasonably straightforward, though the concept of "university work" is not defined and may therefore be the source of some confusion and uncertainty. It may also mean that responses from different individuals are not strictly comparable given different individuals may interpret what is meant by "university work" differently.
 - b. The question begins with the restriction "If you are a full-time staff member", raising the question of how a part-time staff member responds. Typically we would expect, especially in an online survey, that persons who were not required to answer a particular question would be sequenced past that question based on answers to earlier questions (in this example, an earlier question establishing whether they worked on a full-time or part-time basis). The statement by Michael Evans, however, refers to the use of filters in the questionnaire (his point 7), so perhaps such filters were used here, although this is not identified in the Survey.

- c. The question asks respondents to estimate the number of hours per week they work on average. For persons whose working hours are highly variable over the year, this can be difficult to answer and hence answers provided may vary significantly from the true average. I would, for example, expect little accounting to be made for periods of leave. That is, the average respondent will answer with respect to a week that is unaffected by leave. Nevertheless, many other surveys of work outcomes follow a similar approach (including both the Labour Force Survey, run by the Australian Bureau of Statistics (ABS), and the HILDA Survey).¹
 - d. Very different to both ABS Surveys and the HILDA Survey is that Q41 does not require respondents to provide a precise estimate of average weekly hours worked, and instead only requires selection of one of six banded categories.² While this might seem a fairly innocuous difference, and indeed might even be seen as desirable given it is less demanding of respondents, it could also have the effect of “leading” respondents. In this specific case, inclusion of a number of high-ended hours categories might lead respondents to believe that long hours are the norm which may, in turn, influence the way they answer.
19. While Q41 is about the number of hours worked on average, the statement that immediately follows this question refers to a “normal working week”. That is, it states: “The next two questions are about how many hours you work in a normal working week.” It is not obvious why this change in terminology was needed. More confusing, Q42 then goes on to refer to activities in an “average teaching week”, which is not necessarily the same as a normal work week.
20. Q41 is followed by two much more complex questions, which ask respondents to estimate the exact number of hours they are required to work, in an average teaching week and then in an average non-teaching week, on four different types of activities (Q42 and Q43).
- a. These two questions are distinct from Q41 in that they ask respondents not to estimate the number of hours they actually work on average, but instead to estimate how many hours they need to work in order “to meet the work and performance requirements expected of you by your employer”.
 - b. In his expert witness statement, Associate Professor Hepworth makes the point that “Some questions relied on certain assumptions for clarity, which may be entirely legitimate but are difficult to verify”. As his only example of this, he points specifically to the questions on required working hours. I agree that these questions rely on the acceptance of an assumption, but in my opinion, and in contrast to Associate Professor Hepworth, the assumption required is not one that is legitimate.

¹ The Labour Force Survey also asks about hours actually worked in a specific week (usually the last 7 days). Responses to this question will thus reflect taking of leave and other absences, as well as public holidays. Provided data are collected over a 12-month period (in order to deal with the marked seasonality in working hours), this approach provides a superior method for measuring average hours of work within a population. It is far less useful, however, for identifying associations between working hours and individual characteristics and behaviours.

² Even the question on working hours included in the self-administered Census of Population and Housing, questionnaire, which every Australian household is required to complete every five years, asks persons in paid employment to provide an estimate of the precise number of hours worked (though in this case only for one specific week in the year).

For the responses to these questions to be useful requires accepting the assumption that respondents know how many work hours are expected and required of them by their employer. My contention is that many respondents will have no clear idea what the number of hours of work that are expected of them by their employer are. Unless the number of expected hours is written down or specifically articulated to them, perhaps as part of an employee's induction and / or annual review process, it is difficult to see how they could know the answer to this question. Thus, at best, the question is collecting data on worker perceptions of what they think is expected of them or required of them by their employer.

This conclusion is in contrast to that reached by Associate Professor Hepworth, who states: "Most of the questions about hours were essentially factual, eliciting quantitative rather than opinions." I agree that most of the questions about hours are eliciting quantitative information, but the information being sought at Q42 and Q43 is still only opinions.

- c. The questions also seem designed to obtain the incorrect information. If the aim was to collect data on perceptions of expected or required hours, then I strongly doubt that objective was achieved. Rather, in many cases what will have been collected is a more detailed breakdown of respondents' estimates of average hours usually worked.

This is partly a result of the sequencing of the questions, where respondents are first asked how many hours per week they spend on university work, and then how many hours they are required to work on four different activities. Answers to the first question will lead at least some respondents to think the subsequent questions are also about average hours of work. Only those respondents who carefully read every word in the question, will realise there has been a significant shift in emphasis. And in a survey of this length, I doubt every respondent will be reading every question very closely.

It is also partly a result of the fact that Q42 and Q43 are both quite long, and reference is only made to "work and performance requirements" at the end of each question, and hence easily overlooked.

- d. The criticisms outlined above could have been avoided if the question on hours worked on average (Q41) had been immediately followed by a virtually identical question asking about expected hours (but presumably differentiated by teaching and non-teaching weeks). The sequence here might have looked something like the following:

[Filter: Only if full-time staff member]

Q42a [If has teaching duties] How many hours a week on average do you spend on university work in a normal TEACHING WEEK?

Q42b [If has teaching duties] And how many hours a week on average do you spend on university work in a normal TEACHING WEEK in order to meet the work and performance requirements of your employer.³

³ And the added emphasis "in order to meet the work and performance requirements of your employer" is deliberate, and should be reflected in the way this question is presented to survey participants.

- Q42c. [If has teaching duties] And of these hours, how many are required to be spent on:
- a. teaching and teaching-related duties?
 - b. research and scholarship-related activities?
 - c. administration?
 - d. university or community service?
- Q43a How many hours a week on average do you spend on university work in a normal NON-TEACHING WEEK?
- Q43b And how many hours a week on average do you spend on university work in a normal NON-TEACHING WEEK in order to meet the work and performance requirements of your employer.
- Q43c And of these hours, how many are required to be spent on:
- a. teaching and teaching-related duties?
 - b. research and scholarship-related activities?
 - c. administration?
 - d. university or community service?⁴

Such an approach would have:

- (i) better ensured that respondents when asked about required hours, are in fact answering about required hours (rather than actual hours);
 - (ii) provided a more direct and unambiguous test of the hypothesis that average hours worked differ from hours expected to work by the employer; and
 - (iii) provided a question sequence that was easier for respondents to understand and hence answer.
- e. In summary, my opinion is that the NTEU survey may be able to provide an indication about the estimated number of hours worked by academic staff (at least, among those that responded), but not about required or expected hours. This is a concept that will be difficult for many academic staff to answer with any accuracy. And even if we ignore the concern that respondents will not have sufficient knowledge to answer this question, the approach used in this survey likely means many respondents are not reporting about required hours anyway. That is, many will simply be taking the number of hours they estimate that they usually spend on university work and dividing that number between the four activity categories.
- f. Associate Professor Hepworth also drew the conclusion that “The wording of questions did not reflect a desire to elicit particular responses.” I cannot know what the desire of the questionnaire designers were, but the way questions Q42 and Q43 have been designed does not support this conclusion. That is, the questions here do indeed seem designed (intentionally or unintentionally) to lead respondents to overstate the number of required working hours.

⁴ And, of course, the questions on distribution of hours across activities would need to be supported by the inclusion of relevant definitions and other instructions.

The NTEU Survey: Appropriateness and Clarity of Other Questions

21. I have also been asked to comment on the appropriateness and clarity of other questions in the NTEU survey.

Generally other parts of the survey are more neutrally framed and far less problematic than the sections relating to working hours. Nevertheless, there are some notable exceptions. Examples here are:

- a. P.3, item 2 – “Excessive reliance on casual staff is unfair on the casuals and puts pressure on workloads of other staff.”

This is a very badly worded item. “Excessive” in this instance is a pejorative, and hence it will be difficult for respondents to disagree. Respondents are clearly being led towards agreeing with this statement.

It is also a double-barrelled item, seeking opinions about two separate concepts – whether casual employment is unfair on the casual staff member, and then whether casual employment puts pressure on workloads of other (non-casual staff). It thus does not allow for respondents who might agree with the first part of the statement but disagree with the second part.

- b. P.8, item 4 – “Universities are under too much pressure to make money and this is reducing the quality of education being provided”.

This is effectively a two-part question combined into the one: (i) are universities under too much pressure to make money? and (ii) if yes to (i), is this pressure reducing the quality of education? A better designed question would not combine these two concepts into a single item.

- c. P.9, item 6 – “General / Professional staff are under resourced in many work areas.”

This item is vague. In particular it is not clear “what is meant by under resourced”. Does it mean that professional staff do not receive enough material support, or is this actually about staffing levels?

- d. P.9, item 7 – “The impact of insecure employment, such as casual contracts, is affecting the quality of education being provided”.

Again, the statement contains a pejorative (“insecure”) which will likely have the effect of eliciting more agreement.

22. I also think that the questions on the Higher Education Sector (pp. 8-9) were not neutrally worded. They were generally slanted towards the perspective that university education should be funded by Government and that universities in Australia are under too much financial pressure to raise income from students and other sources.

NTEU Survey: Questionnaire Structure

23. Associate Professor Hepworth states that: “The structure of the survey was satisfactory”. I disagree. While this may be a fair assessment of parts of the survey instrument, it is not in my opinion a fair assessment of the structuring of the questions concerning working time, for the reasons set out above.

The NTEU Survey: Distribution

24. Participants in the NTEU survey were recruited through emails sent to staff of Australian universities in mid-April 2015. A follow-up email was then sent just to NTEU members on 8 May 2015 (NTEU 2015, p. 21).

- a. The initial email is fairly straightforward, though is unusual in encouraging persons who receive the email to forward it on to others, meaning it is possible that some staff would receive multiple invitations from multiple sources.
- b. The initial email made it clear that the survey was, among other things, about working conditions, which is likely to mean the survey will be more successful in encouraging response from those staff with concerns about working conditions. However, it is difficult to see how this potential source of bias could have been avoided given ethical requirements to ensure consent to participate is informed.
- c. The follow-up email appears far more unusual. First, and most obviously, it was only sent to NTEU members, and hence is one of the factors contributing to the over-representation of NTEU members in the sample.⁵

Second, the second email may have been more explicit in making it clear that an aim of the survey was to collect evidence in support of the argument that university workplaces are not the best places to work. I cannot know this for certain, since I have not seen the actual follow-up email. Instead, I am inferring this from the information contained in the blog post on the NTEU website, dated 6 May, by Lachlan Hurse, titled “Have you completed the State of the Uni Survey?” This post encourages response by stating that: “The results of the survey ... will provide the union with data which we can use to make our universities even better places to work.” This may be an entirely accurate statement, but nevertheless such exhortations have the potential to encourage both non-random response and biased responses. That is, it could potentially: (i) induce greater participation rates from university staff members who most strongly agree with the view that universities need to become better places to work; and (ii) encourage respondents to provide answers that would more strongly support the case that university workplaces are not the best places to work.

25. A key requirement of all surveys is the need for control over the sample.

- a. It is important that: (i) controls are in place to help ensure that the survey can only be completed by the designated sample members; (ii) each sample member can only return the completed questionnaire once; and (iii) breaches of the above protocols (e.g., multiple survey completions by the same person) can be identified and removed from the data.
- b. Meeting these requirements is inherently more difficult in an online survey. Typically it would require either providing every individual sample member with: (i) a unique ID number that is also recorded on the completed survey instrument; or (ii) a unique log-in link. It appears that neither was a feature of the NTEU Survey. Respondents were provided with a link to a log-in in the initial email, but there is no evidence that it was person-specific. Indeed, the fact that in the blog-post participants are directed to a clickable link suggests these links are generic. In other words, anyone who finds these links could complete the survey.

⁵ The other major contributor here is the fact that the survey is sponsored and administered by the NTEU.

- c. Further, anyone who finds the survey could respond a number of times, completing multiple questionnaires. This concern about receipt of multiple questionnaires from the same individual is greatly ameliorated by the requirement that only one response can be received from the same IP address (as stated in point 12 of the witness statement of Michael Evans). That said, this does not prevent multiple responses (for example, from a work computer and from a home computer); it just precludes receiving more than one response from the same computer / device.

The NTEU Survey: Drop-outs

26. Just over 10,000 persons (10,105) were reported to have commenced the online survey, but only 6979 persons actually completed it, giving a drop-out, or break-off, rate of 31% $([10105-6979]/10105)$.⁶
27. Such high drop-out rates are not unusual for web-based surveys. The review of the literature by Galesic (2006), for example, concluded that a 30% rate was about the average. That said, individually targeted web surveys, which use lists to directly recruit respondents (as the NTEU survey does), typically do better – about 15%.
28. High drop-out rates are widely recognised as a problem with web-based surveys. In particular, they lead to concerns about sample representativeness, especially if the persons that terminate early are systematically different from those that complete the survey.
29. While high drop-out rates are a feature shared by many online surveys, it is also widely recognised that this is often the outcome of a survey that is poorly designed or administered. The NTEU (2015, p. 21) report, for example, suggests the high drop-rate could be due “to a range of factors including survey length, a faulty question at the end of the survey, as well as the complexity of subject matter and question construction”. All of these suggest flaws in the design process.

The NTEU Survey: Response

30. The survey was reportedly distributed to over 126,000 university staff. However, only 6979 completed responses were received. This provides a response rate of just 5.5%.
31. Low response rates are quite common in online surveys. Nevertheless, meta-analyses of better-quality studies (as reflected in being published in peer-reviewed journals) suggest an average response rate in web-based surveys of almost 40% (Cook *et al.* 2000), but with a very wide variance around this. Similarly, Manfreda *et al.* (2008) report response rates that vary from 11% to as high as 82%, and average (by my calculation) 37%. None of the studies covered by these reviews, however, were attempting to reach a population anywhere near as large as that being targeted by the NTEU study.
32. The low response rate to the NTEU Survey means that it is very unlikely the sample will be representative of the broader population of university staff in Australia. As noted previously, and is clear from the NTEU (2015) report, the responding sample is over-represented by union members. That Report also admits that responses rates are highly variable across institutions (though without reporting any actual numbers).
33. The bigger concern is that the persons responding are those who are most concerned about their workloads. This might be expected if the survey was marketed as a study of workloads and working conditions. In the email sent to employees inviting participation

⁶ These numbers are sourced from Appendix A of NTEU (2015).

(Attachment C to the witness statement by Michael Evans), “work and working conditions” was the first among a short list of four topics provided to indicate what the purposes of the survey were, suggesting that the survey may well have resonated most with university staff who were most dissatisfied with their working conditions.

Declaration

I, Professor Mark Wooden, have made all the inquiries that I believe are desirable and appropriate and no matters of significance that I regard as relevant have, to my knowledge, been withheld from the Fair Work Commission.



Professor Mark Wooden

Date: 21 October, 2016

References

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National Tertiary Education Union [NTEU] (2015). *State of the Uni Survey: Report #2 Workloads*. Downloaded from: <http://www.nteu.org.au/library/view/id/6308>

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ATTACHMENT 1

Email

13 October 2016

Professor Mark Wooden
Professorial Research Fellow and
Director of the HILDA Survey
The University of Melbourne
Melbourne VIC 3010
m.wooden@unimelb.edu.au

Dear Professor Wooden

**Four Yearly Review of Modern Awards - Education Group
Higher Education Industry - Academic Staff - Award 2010 (AM 2014/229) and
Higher Education Industry - General Staff - Award 2010 (AM 2014/230)**

We act for the eight research intensive universities in Australia, comprising the University of Western Australia, University of Adelaide, University of Melbourne, Monash University, Australian National University, University of New South Wales, University of Sydney and University of Queensland (**the Group of 8**), in the abovementioned proceeding in the Fair Work Commission.

We write to you on behalf of the Group of 8, and the Australian Higher Education Industry Association (**AHEIA**).

1. Your retainer

- 1.1 We are instructed to retain you to act as an independent expert in relation to the abovementioned proceeding to:
- (a) prepare an expert report on the matters set out in this letter on behalf of the Group of 8 and AHEIA; and
 - (b) if necessary, give evidence at the hearing of the proceeding in connection with the matters set out in your report. The likely hearing dates on which you will be required to give evidence are either 1 December 2016 or 2 December 2016.
- 1.2 Your report should set out your expert opinion in response to the questions set out in paragraph 6 below.
- 1.3 In providing your expert opinion in response to the questions set out in paragraph 6 below, could you please make the assumptions set out in paragraph 5 below.
- 1.4 Please let us know if your connection to any of the Group of 8 Universities, or any other party to the proceeding, will preclude you from providing your opinion in an independent and objective manner.

2. Federal Court of Australia's Practice Note for expert witnesses

- 2.1 In addition to the terms of this retainer set out in this letter, your retainer is governed by the Federal Court of Australia's Practice Note CM7, "Expert Witnesses in Proceedings in the Federal Court of Australia" (**Practice Note**). A copy of the Practice Note is enclosed. Your report should be prepared in accordance with the Practice Note. Whilst the Practice Note is not intended to address all aspects of an expert witness' duties, they are intended to facilitate

the admission of opinion evidence, and to assist experts to understand in general terms what the Court expects of an expert witness giving opinion evidence.

- 2.2 In addition to outlining the expert witness' general duty to the Court (at paragraphs 1.1 to 1.3), the Practice Note outlines the form in which the expert evidence should be presented (at paragraphs 2.1 to 2.8). You should ensure that your report follows substantially this form, and complies with the requirements of Rule 23.13 of the *Federal Court Rules 2011* which is as follows:

23.13 Contents of an expert report

- (1) An expert report must:
- (a) be signed by the expert who prepared the report; and
 - (b) contain an acknowledgement at the beginning of the report that the expert has read, understood and complied with the Practice Note; and
 - (c) contain particulars of the training, study or experience by which the expert has acquired specialised knowledge; and
 - (d) identify the questions that the expert was asked to address; and
 - (e) set out separately each of the factual findings or assumptions on which the expert's opinion is based; and
 - (f) set out separately from the factual findings or assumptions each of the expert's opinions; and
 - (g) set out the reasons for each of the expert's opinions; and
 - (h) comply with the Practice Note.
- (2) Any subsequent expert report of the same expert on the same question need not contain the information in paragraphs (1)(b) and (c).

Please let us know if you have any queries in relation to the Practice Note or Rule 23.13.

3. Background

- 3.1 The Group of 8 Universities and AHEIA are participating in the four yearly review of modern awards currently being conducted by the Fair Work Commission.
- 3.2 As part of this review, the National Tertiary Education Union (**NTEU**) has requested a number of changes to the Higher Education Industry-Academic Staff-Award 2010 and the Higher Education Industry-General Staff-Award 2010 (**Awards**) on behalf of employees covered by those Awards. Amongst others, the claims include a claim to regulate hours worked by academic staff. The clause proposed by the NTEU in its submissions provided to the FWC Full Bench is included in your brief for reference (see paragraph 4.1(f) below). Also, a link to the NTEU submissions is provided merely for reference at:

<https://www.fwc.gov.au/documents/sites/awardsmodernfouryr/am2014224andors-sub-nteu-020315.pdf>

3.3 In support of its claims, the NTEU has filed evidence of a survey it conducted known as the "State of the Uni Survey" (**Survey**). The evidence filed now includes a witness Statement of Michael Evans who was involved in preparing the survey, and an expert report on the appropriateness and clarity of the questions, and the structure of the survey from Associate Professor Graham Hepworth (also at the University of Melbourne).

3.4 The NTEU has conceded at hearings before the Full Bench(es) and in its letter of instruction to A/P Hepworth that the Survey does not provide certainty as to representativeness in order to permit statistically significant conclusions to be drawn as to the quantitative answers provided.

4. Documents enclosed

4.1 For the purposes of preparing your report, we enclose copies of the following documents:

- (a) the Practice Note (**Document 1**);
- (b) a copy of the report of Associate Professor Graham Hepworth dated 26 August 2016 (**Document 2**), the relevant attachments to which are:
 - (i) a copy of the letter of instruction to the Associate Professor, also dated 26 August 2016 (**Document 3**);
 - (ii) a copy of the statement of Michael Evans dated 26 August 2016 (**Document 4**) which attaches:
 - A. a copy of the Survey (**Document 5**);
 - B. a flowchart depicting the structure of the Survey (**Document 6**); and
 - C. a copy of an email sent to participants describing the Survey (**Document 7**);
- (c) an additional print-out of questions 41 to 45 of the Survey, showing the numbering of these questions (as referenced in the letter of instruction from the NTEU to Associate Professor Graham Hepworth), given that the Survey attached to the statement of Michael Evans has no question numbering appearing (**Document 8**); and
- (d) screenshots of a blog-post dated 6 May 2015 (**Document 9**) and a link to the Survey Monkey website contained on the NTEU website (**Document 10**), which can be located at <https://www.nteu.org.au/article/Have-you-completed-the-State-of-the-Uni-Survey%3F-17611> and a copy of the embedded "2015 State of the Uni Survey poster" (**Document 11**). We ask that you visit this website yourself to view the post. Please also click on the "*Click here to participate*" link embedded in the post, and download and view the "2015 State of the Uni Survey poster" attached to the blog post. Please confirm that you have done this in your report and verify if what you observed aligns with the screenshots enclosed with this letter;

- (e) the "State of the Union Survey: Report #2 Workloads", dated July 2015 (**Survey Report**), for the purposes of the "Introduction" (Page 5) and Appendix A (page 21) which describe Survey Methodology and response rates (**Document 12**);
- (f) a copy of the most recent version of the Hours of Work clause proposed by the NTEU, referenced above at paragraph 3.2 (**Document 13**).

5. Assumptions

5.1 You are instructed to make the following assumptions for the purposes of preparing your report:

- (a) that the contents of Associate Professor Hepworth's statement (Document 2) are predicated on the accuracy of the witness statement of Michael Evans (Document 4);
- (b) that the contents of Michael Evans' witness statement are accurate except when specifically requested otherwise;
- (c) that the blog post referenced above at paragraph 4.1(d) (Document 8) was publicly available to be viewed on the NTEU website (and its contents able to be shared) during the period over which the Survey was conducted;
- (d) that the "follow-up email" sent to NTEU members on 8 May 2016 (referenced on page 21 of the Survey Report) contained the same or similar wording as the blog-post dated 6 May 2016 (Document 8); and
- (e) that the Survey questions attached to the witness statement of Michael Evans, and referenced above at paragraph 4.2(b)(ii)(A), appear substantially as they did to participants who engaged in the Survey.

6. Questions

6.1 We would like you to prepare a report in which you address the following questions:

Appropriateness and clarity of the questions

- (1) On page 26 of the Survey, in relation to the question "*If you are a full-time staff member, how many hours a week on average do you spend on university work?*" (Question 41):
 - a. Are the specific hours options (including in some cases an hours range) from which survey participants could choose likely to induce or suggest a particular response?
 - b. Is the meaning of the phrase "university work" (in the first line) clear and unambiguous and, if not, what impact could this ambiguity have on the Survey results?
- (2) In relation to Questions 42 and 43 (on pages 26 and 27 of the Survey) regarding the estimated hours spent on activities during an average teaching and non-teaching week:

- a. Do you agree with the opinion of Associate Professor Hepworth that these questions are reliant on "certain assumptions for clarity"? If so:
 - i. what in your opinion are those assumptions?
 - ii. does reliance on those assumptions affect the utility of the Survey results (for questions 42 and 43) and if so how or in what way?
 - b. Is the phrase "*to meet the work and performance requirements expected of you by your employer*" as used to qualify the questions:
 - i. likely to have been interpreted by respondents as having a consistent meaning as between the various respondents;
 - ii. likely to have been clearly understood by respondents;
 - iii. likely to have been taken into account by respondents when assessing and inputting into Survey Monkey their estimate of hours spent on the respective activities of:
 - 1. All teaching and teaching-related duties;
 - 2. All Research and Scholarship-related activities;
 - 3. Administration; and
 - 4. University or community service;
- (3) Are there any instances you can identify where the wording of questions contained in the Survey (or the options from which a participant could choose) were likely to induce or suggest a particular response from participants either:
- a. generally; or
 - b. specifically in relation to the number of hours they claimed or estimated they worked?
- (4) Do you otherwise agree with Associate Professor Hepworth's opinion that "*the wording of survey questions did not reflect a desire to elicit particular responses*"? If not, please provide reasons for your view.

Structure of the Survey

- (5) Are there any instances where the placement or order of Survey questions was likely to induce or suggest a particular response in relation to subsequent questions about the number of hours they claimed or estimated they worked?
- (6) Do you otherwise agree with Associate Professor Hepworth's opinion that the structure of the survey was satisfactory? If not, please provide reasons for your view.

Distribution of the Survey

- (7) Having regard to the blog post referenced above at paragraph 4.1(d), and specifically to the words "*the result of the survey will provide the union with data which we can use to make our universities even better places to work*", what is the potential impact of those words on the responses of Survey participants who read this sentence prior to completing the survey?
- (8) **Without** presuming the accuracy of paragraph 12 of the witness statement of Michael Evans, and having regard to your knowledge of Survey Monkey and your review of the documents contained in your brief, were there appropriate mechanisms in place to prevent:
- a. multiple responses to the survey; and
 - b. falsified responses to the survey (e.g. responses being provided by people who do not work within the industry); and
- (9) Having regard to the email attached to the statement of Michael Evans (Attachment C to his statement), does your response to question (8) change if you presume that the words "*To participate in the survey, please click here*" are hyperlinked and, if clicked, would direct the participant directly to Survey Monkey without the need for any log-in.

Responses to Survey

- (10) Having regard to the statement at page 21 of the Survey Report that there were 10,105 final responses to the Survey of which 6,979 were completed, are you able to comment on whether this is a normal drop out rate for this kind of survey and whether you agree with the explanation given at page 21 for the drop out rate?

7. Next steps

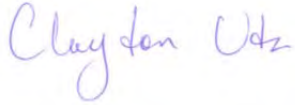
- 7.1 Could you please provide your report to us by close of business on **Wednesday 26 October 2016**. All documents prepared by you should be sent to Messrs Stuart Pill and Stephen Silvapulle at Clayton Utz, Level 18, 333 Collins Street, Melbourne VIC 3000.

8. Confidentiality

- 8.1 All documents including the material contained within this letter, notes, records, printouts and drafts created in relation to this matter must be kept strictly confidential and must not be provided to any other person without our written consent. All documents must be made available to us at the completion of your engagement with us or when requested by our client.

Please do not hesitate to contact us should you have any queries in relation to the above.

Yours sincerely

A handwritten signature in purple ink that reads "Clayton Utz".

Stuart Pill, Partner
+61 3 9286 6148
spill@claytonutz.com

Stephen Silvapulle, Lawyer (Senior)
+61 3 9286 6530
ssilvapulle@claytonutz.com

Attach

Our ref

CC: Stuart Andrews, AHEIA
stuart.andrews@aheia.edu.au

Catherine Pugsley, AHEIA
Catherine.pugsley@aheia.edu.au

FEDERAL COURT OF AUSTRALIA
Practice Note CM 7
EXPERT WITNESSES IN PROCEEDINGS IN THE
FEDERAL COURT OF AUSTRALIA

Practice Note CM 7 issued on 1 August 2011 is revoked with effect from midnight on 3 June 2013 and the following Practice Note is substituted.

Commencement

1. This Practice Note commences on 4 June 2013.

Introduction

2. Rule 23.12 of the Federal Court Rules 2011 requires a party to give a copy of the following guidelines to any witness they propose to retain for the purpose of preparing a report or giving evidence in a proceeding as to an opinion held by the witness that is wholly or substantially based on the specialised knowledge of the witness (see **Part 3.3 - Opinion** of the *Evidence Act 1995* (Cth)).
3. The guidelines are not intended to address all aspects of an expert witness's duties, but are intended to facilitate the admission of opinion evidence¹, and to assist experts to understand in general terms what the Court expects of them. Additionally, it is hoped that the guidelines will assist individual expert witnesses to avoid the criticism that is sometimes made (whether rightly or wrongly) that expert witnesses lack objectivity, or have coloured their evidence in favour of the party calling them.

Guidelines

1. General Duty to the Court²

- 1.1 An expert witness has an overriding duty to assist the Court on matters relevant to the expert's area of expertise.
- 1.2 An expert witness is not an advocate for a party even when giving testimony that is necessarily evaluative rather than inferential.
- 1.3 An expert witness's paramount duty is to the Court and not to the person retaining the expert.

¹ As to the distinction between expert opinion evidence and expert assistance see *Evans Deakin Pty Ltd v Sebel Furniture Ltd* [2003] FCA 171 per Allsop J at [676].

² The "*Ikarian Reefer*" (1993) 20 FSR 563 at 565-566.

2. The Form of the Expert's Report³

- 2.1 An expert's written report must comply with Rule 23.13 and therefore must
- (a) be signed by the expert who prepared the report; and
 - (b) contain an acknowledgement at the beginning of the report that the expert has read, understood and complied with the Practice Note; and
 - (c) contain particulars of the training, study or experience by which the expert has acquired specialised knowledge; and
 - (d) identify the questions that the expert was asked to address; and
 - (e) set out separately each of the factual findings or assumptions on which the expert's opinion is based; and
 - (f) set out separately from the factual findings or assumptions each of the expert's opinions; and
 - (g) set out the reasons for each of the expert's opinions; and
 - (ga) contain an acknowledgment that the expert's opinions are based wholly or substantially on the specialised knowledge mentioned in paragraph (c) above⁴; and
 - (h) comply with the Practice Note.
- 2.2 At the end of the report the expert should declare that "[the expert] has *made all the inquiries that [the expert] believes are desirable and appropriate and that no matters of significance that [the expert] regards as relevant have, to [the expert's] knowledge, been withheld from the Court.*"
- 2.3 There should be included in or attached to the report the documents and other materials that the expert has been instructed to consider.
- 2.4 If, after exchange of reports or at any other stage, an expert witness changes the expert's opinion, having read another expert's report or for any other reason, the change should be communicated as soon as practicable (through the party's lawyers) to each party to whom the expert witness's report has been provided and, when appropriate, to the Court⁵.
- 2.5 If an expert's opinion is not fully researched because the expert considers that insufficient data are available, or for any other reason, this must be stated with an indication that the opinion is no more than a provisional one. Where an expert witness who has prepared a report believes that it may be incomplete or inaccurate without some qualification, that qualification must be stated in the report.
- 2.6 The expert should make it clear if a particular question or issue falls outside the relevant field of expertise.
- 2.7 Where an expert's report refers to photographs, plans, calculations, analyses, measurements, survey reports or other extrinsic matter, these must be provided to the opposite party at the same time as the exchange of reports⁶.

³ Rule 23.13.

⁴ See also *Dasreef Pty Limited v Nawaf Hawchar* [2011] HCA 21.

⁵ The "*Ikarian Reefer*" [1993] 20 FSR 563 at 565

⁶ The "*Ikarian Reefer*" [1993] 20 FSR 563 at 565-566. See also Ormrod "*Scientific Evidence in Court*" [1968] Crim LR 240

3. Experts' Conference

- 3.1 If experts retained by the parties meet at the direction of the Court, it would be improper for an expert to be given, or to accept, instructions not to reach agreement. If, at a meeting directed by the Court, the experts cannot reach agreement about matters of expert opinion, they should specify their reasons for being unable to do so.

J L B ALLSOP
Chief Justice
4 June 2013

Expert's report on "2015 NTEU State of the Uni Survey", in relation to Fair Work Commission Proceedings

I acknowledge that I have read and understood Practice Note CM7 of the Federal Court of Australia. I agree to be bound by it.

Qualifications, skills, training and experience:

- PhD in Mathematical Statistics from the University of Melbourne, 1999.
- Associate Professor in the School of Mathematics & Statistics, Deputy Director of the Statistical Consulting Centre at the University of Melbourne.
- Accredited Statistician (AStat) with the Statistical Society of Australia.
- Over 70 refereed journal publications.

- Over 30 years experience as a consulting statistician.
- Involvement in projects across a wide range of fields, including education, law, medicine, dentistry, ecology, psychology, and agricultural sciences.
- Work performed for a wide range of state and federal government agencies, small and large businesses, and individual researchers.

- Particular expertise and vast experience in sampling and the design and analysis of surveys.
- Developed an intensive course on the "Design and Analysis of Surveys" which has been delivered six times to participants within and outside the University. An entire day of this 4-day course is devoted to the wording of questions in surveys.
- Developed and taught statistics courses at undergraduate and postgraduate level.

My opinion is substantially based on my specialised knowledge obtained from my qualifications, skills, training and experience, as listed above.

Assumptions:

- All of the matters in the Witness Statement of Michael Evans are accurate.
- The documents provided by the NTEU on the "2015 NTEU State of the Uni Survey" are accurate; in particular, that the survey questions appear substantially as they did to the participants in the survey.

Questions to address:

My expert opinion was required as to the appropriateness and clarity of the questions, and of the structure of the survey, for trying to elicit genuine and useful responses, as opposed to another purpose, such as for example to elicit responses with a particular slant. Without derogating from the generality of that request, my opinion in particular was sought on these matters in relation to the questions about academic working hours; and for general/professional staff working hours and additional hours worked in excess of ordinary working hours.

Expert's opinions:

The questions in the survey were pertinent and appropriate to the aims of the survey. The content was relevant to the topics outlined in the email sent to participants, and to the best of my knowledge, of interest and relevant to them. The survey content appeared entirely consistent with the expected activities and interests of a union. It did not make unreasonable demands on participants. Though not a short survey, it gave a clear estimate of the time needed to complete it. There was some repetition in the survey; for example, *Which of the following most closely describes your current job?* (with "Research" as an option) was followed soon after by *Are you primarily involved in doing research?* But this would not jeopardise the results.

The wording of survey questions did not reflect a desire to elicit particular responses. Sections of the survey for which the responses consisted of a level of agreement contained a mix of negatively-phrased and positively-phrased statements, and a mix of favourable and unfavourable statements in regard to working hours. Most of the questions about hours were essentially factual, eliciting quantitative information rather than opinions.

The structure of the survey was satisfactory. Automatic routing of pathways by the software removed the possibility of respondents accidentally answering the wrong questions. Being on the one broad topic enabled the survey to have coherence. Experts differ on details such as the placement of demographic questions, and nothing glaring stood out in terms of structure.

The wording of the questions involving opinion was generally clear, which allows confidence that the results would be interpreted appropriately. There were a few exceptions in regard to clarity, such as the following statement requiring a level of agreement:

My workload has not increased significantly over the last 5 years.

Because of the negative phrasing ("has not . . ."), some participants could be expected to choose "Disagree" because of its negative connotation, when they meant "Agree". But I did not notice any other questions like this.

Some questions relied on certain assumptions for clarity, which may be entirely legitimate but are difficult to verify. For example:

Please estimate how many hours you spend on each of the following activities in an average TEACHING WEEK, to meet the work and performance requirements expected of you by your employer.

To use the information from this question, it needs to be assumed that additional hours are to meet work and performance requirements, rather than for some other purpose, such as maintaining high standards.

Statement:

I have made all the inquiries that I believe are desirable and appropriate and that no matters of significance that I regard as relevant have, to my knowledge, been withheld from the Court.



26/8/2016

Graham Hepworth

Statistical Consulting Centre
The University of Melbourne

From: Linda Gale
To: "[Graham Hepworth](#)"
Subject: Proposal for engagement as expert witness in FWC proceedings
Date: Friday, 26 August 2016 2:28:00 PM
Attachments: [practice notes cm7.rtf](#)
[Expert Witness Letter.docx](#)
[Michael Evans statement and attachments.pdf](#)
Importance: High

Dear Associate Professor Hepworth,

Please find attached a brief in relation to the provision of expert witness evidence for Fair Work Commission proceedings, together with two other attachments – a practice note, a final signed witness statement from Michael Evans, and attachments thereto.

I look forward to receiving your signed report.

Sincerely,

Linda Gale

Senior Industrial Officer

Ph 03 9254 1910 Fax 03 9254 1915

Mobile 0414 857 392



26 August 2016

Associate Professor Graham Hepworth
Statistical Consulting Centre,
University of Melbourne

By email: hepworth@unimelb.edu.au

Dear Associate Professor Hepworth,

Proposal for engagement as an expert witness in Fair Work Commission Proceedings

1. NTEU is representing employees covered by the Higher Education Industry-Academic Staff-Award 2010, Higher Education Industry-General Staff-Award 2010 and Educational Services (Post-Secondary Education) Award 2010 in the four yearly reviews of modern awards currently being conducted by the Fair Work Commission (the Proceedings).
2. NTEU wishes to retain your services to provide an expert opinion in the Proceedings and to be cross-examined (if required).

Background

3. For the purpose of the Proceedings, NTEU has provided evidence of a survey conducted by the Union known as the State of the Uni Survey.

Scope of work

4. NTEU wishes to retain your services to:
 - a) Prepare a report (the Report), which is proposed to be an annexure to an affidavit, to be filed with the Fair Work Commission in the Proceedings, by no later than Friday 26 August 2016; and
 - b) Be available, and willing, to give evidence before the Fair Work Commission in the Proceedings.

In order to allow us to file your report and affidavit by Friday, we will require you to provide us with a copy of your report by no later than 4:00pm on Friday.

Report

5. The NTEU will be conceding in the proceedings that the Survey data set does not provide certainty as to representativeness, to permit that statistically significant conclusions can be drawn as to the quantitative answers provided. Therefore, your expert opinion is only required as to the appropriateness and clarity of the questions, and of the structure of the survey, for trying to elicit genuine and useful responses, as opposed to another purpose, such as for example to elicit responses with a particular slant. Without derogating from the generality of that request, your opinion in particular is sought on these matters in relation to the questions about academic working hours (questions 41, 42, 43, 44, 45); and for general/professional staff working hours and additional hours worked in excess of ordinary working hours (questions 52, 53, 54).
6. Your opinion contained in the Report is to be based on your consideration of the information contained in the Witness Statement of Michael Evans.
7. If you are unable to provide an opinion in relation to any of the matters set out in paragraph 5 above due to the absence of information, please write to NTEU as a matter of urgency with respect to the additional information you require in order to provide the opinion sought.
8. If there are other items which in your opinion would be desirable or necessary to provide an opinion on, in addition to those set out in paragraph 7, please write to NTEU as a matter of urgency with respect to such items, setting out the proposed additional item(s) and the reasons why you consider it desirable or necessary to provide an opinion on them.
9. The Report is required to be prepared in accordance with the Federal Court of Australia *Practice Note CM7 – Expert Witnesses in Proceedings in the Federal Court of Australia* (the Practice Note), a copy of which is enclosed with this letter.
10. The Report is required to include a section that addresses your qualifications, skills, training and experience that enables you to provide your opinion.
11. The Report is required to include a section that records any assumptions that you have made. (To this end, you should assume that all of the matters in the Michael Evans' Witness Statement are accurate.)
12. The Report is required to include a section that identifies the facts or information upon which you base your opinion, including the paragraph numbers of the Witness Statement or page numbers of associated annexures to that Witness Statement.
13. The Report is required to include a statement that your opinion is wholly or substantially based on your specialised knowledge obtained from your qualifications, skills, training and experience.
14. The Report is required to include a statement that you have read the Practice Note and that you agree to be bound by it.

15. The Report is not to be disclosed to any party without the prior written consent of NTEU.

Yours Sincerely

A solid black rectangular box redacting the signature of Linda Gale.

Linda Gale
National Industrial Officer
National Tertiary Education Union

Attachment 2

Michael Evans Witness Statement

STATEMENT OF MICHAEL EVANS

I, Michael Evans, care of 120 Clarendon Street South Melbourne in the State of Victoria, National Organiser, state as follows:

Background

1. I commenced employment with the National Tertiary Education Union (NTEU) in the Victorian Division of the Union in 2003 as Communications and Campaigns Officer.
2. Since 2008 my position has been in the Union's National Office, as National Organiser. My duties include maintaining communication infrastructure with members and non-members employed within the Union's membership coverage.
3. During 2015 a series of meetings were held in the National Office to discuss the need for the Union to collect more reliable and comprehensive data about employees in the higher education industry. These meetings were held at the behest of the Union's National Assistant Secretary Matthew McGowan who stated at those meetings that the purpose of the survey was to ensure that the Union's work was properly informed by reliable data about demographic factors, the relevant factual circumstances of staff, as well as their experiences and attitudes to their work, the sector as a whole and in particular their own workplace, and their attitudes to the Union and a number of political questions. He also stated, and it was the clear understanding of those involved in preparing the survey instrument, that the proposed survey, to be conducted in 2015, was to be the first of a series of surveys, conducted every two or perhaps three years, to obtain comparable longitudinal data.
4. Several meetings were held to plan and design the survey instrument during 2015. These involved the National Assistant Secretary (Matthew McGowan), the National President (Dr Jeannie Rea), Staff from the Union's Policy & Research Unit in the National office (Dr Paul Kniest, Dr Jen Tsen Kwok, and Dr Terri McDonald), National Union Education staff (Ken McAlpine and Helena Spyrou) and the National Industrial Co-ordinator (Sarah Roberts).
5. The final sign-off on the content of the survey and its method of distribution was by the National Assistant Secretary and me.

The Questions

6. The survey instrument is **Attachment A** to this Statement. The survey was designed to be distributed by email and used the On-line Survey software Survey Monkey.
7. Not all questions were presented to all respondents to the survey. A series of filters were used so that respondents were not given questions which were irrelevant to their circumstances. For example, once a respondent had answered that he or she was an academic rather than general staff participant, the questions relevant to general staff were excluded by the computer program, and only the questions relevant to academics were able to be answered. **Attachment B** is a diagram showing the way in which questions were filtered.
8. Prior to its general distribution, a number of staff completed a dummy version of the survey in order to see how long it would take to complete, and the general estimate was that it would take between fifteen and twenty five minutes to complete.

Distribution of the Survey to Members and Non-members of the Union

9. The National Office of the Union prepared a distribution list of members for the survey. The union has email addresses for approximately 95% of members employed in higher education institutions. The survey was distributed to each of these 26,000 members individually by email,

with a link to the survey instrument. Attachment C shows the format of the email sent to members.

10. The NTEU also collects from publicly available sources, work-based email addresses for employees in the higher education industry who are not members of the NTEU. These email addresses are characterised by the inclusion ".edu.au" in the email address and in almost every case by the name of the university being included in the email address. The list of non-member email addresses was also used to distribute emails to approximately 100,000 employees, other than members of the NTEU. Attachment C is also the format of the email sent to non-members of the Union.
11. The NTEU estimates that a significant number of these emails were blocked by university spam filters, but it is difficult to accurately estimate how many.
12. For both members and non-members, the survey was only sent by email. It was not possible to complete the survey without having access to the log-in which was included in the email. The survey was not available for completion at any social media site, website or any by any other means.

The data recorded for each individual respondent includes the IP address of the machine used to complete the survey. A random check of ten different IP addresses indicated that each of the IP addresses belong to the respective university. The survey mechanism did not allow for more than one response from the same IP address.



26/8/16.

Attachment A – Survey Instrument

2015 State of the Uni Survey

Introduction

Dear colleague,

This is the first of our biennial "State of the Uni" surveys. This survey will be repeated every two years and is the start of an ambitious project to build longitudinal information about university staff attitudes to:

- The higher education sector
- Your university
- Your conditions at work
- Unions in the university workplace

The survey is open to all who work in universities regardless of union membership and should take no more than 15-20 minutes to complete. Individual responses are not identifiable unless you provide this detail in your responses, and all responses will be treated in the strictest confidence. Refer to the [NTEU Privacy Policy](#) for further information.

If you would like to receive a summary copy of the survey results you can leave your contact details at the end of the survey and you will be sent a copy by email when it is ready. The NTEU would also be happy to hear from researchers who may wish to access data for research purposes.

Thank you for participating.

Yours sincerely,

Matthew McGowan
NTEU National Assistant Secretary

Would you like to receive a summary copy of the results of this survey when it is ready?

- Yes (Please leave your contact details at the end of the survey)
- No

2015 State of the Uni Survey

About My Institution

Which institution is your MAIN higher education workplace?

- | | |
|--|---|
| <input type="radio"/> Australian Catholic University | <input type="radio"/> Southern Cross University |
| <input type="radio"/> Australian Defence Force Academy | <input type="radio"/> Swinburne University |
| <input type="radio"/> Australian National University | <input type="radio"/> University of Sydney |
| <input type="radio"/> Batchelor Institute of Indigenous Tertiary Education | <input type="radio"/> University of Adelaide |
| <input type="radio"/> Bond University | <input type="radio"/> University of Canberra |
| <input type="radio"/> Central Queensland University | <input type="radio"/> University of Melbourne |
| <input type="radio"/> Charles Darwin University | <input type="radio"/> University of Newcastle |
| <input type="radio"/> Charles Sturt University | <input type="radio"/> University of New England |
| <input type="radio"/> Curtin University | <input type="radio"/> University of New South Wales |
| <input type="radio"/> Deakin University | <input type="radio"/> University of Notre Dame |
| <input type="radio"/> Edith Cowan University | <input type="radio"/> University of Queensland |
| <input type="radio"/> Federation University | <input type="radio"/> University of South Australia |
| <input type="radio"/> Flinders University | <input type="radio"/> University of Southern Queensland |
| <input type="radio"/> Griffith University | <input type="radio"/> University of the Sunshine Coast |
| <input type="radio"/> James Cook University | <input type="radio"/> University of Tasmania |
| <input type="radio"/> La Trobe University | <input type="radio"/> University of Technology Sydney |
| <input type="radio"/> Macquarie University | <input type="radio"/> University of Western Australia |
| <input type="radio"/> Monash University | <input type="radio"/> University of Western Sydney |
| <input type="radio"/> Murdoch University | <input type="radio"/> University of Wollongong |
| <input type="radio"/> Queensland University of Technology | <input type="radio"/> Victoria University |
| <input type="radio"/> RMIT | |
| <input type="radio"/> Other (please specify) | |

Do you agree or disagree with the following statements:

- | | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|-------------------------------|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| My work gives me satisfaction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Job security is important if intellectual freedom is to be protected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive reliance on casual staff is unfair on the casuals and puts pressure on workloads of other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students get a high quality education at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate control over the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job feels secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can maintain a good balance between work and other aspects of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution is more focused on 'the bottom line' than on outcomes for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload is manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student to staff ratios are too high at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence in the ability of senior management at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most redundancies are aimed at getting rid of a person, rather than because their job has disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universities provide as good or better standard of education now than they did 5 years ago.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am consulted before decisions that affect me are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is sufficient staff in my workplace to get the work done effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
My workload has not increased significantly over the last 5 years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace change is handled well at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, either leave blank or enter your own.

What are the THREE MOST IMPORTANT aspects of your job that contribute to a sense of satisfaction at work?

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
Helping students develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exciting and interesting work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive work relationships with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A workplace free from bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitive salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing employment opportunities for Aboriginal and Torres Strait Islander Peoples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good superannuation entitlements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to participate in the education of young people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freedom to speak publicly about your area of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	One	Two	Three
Strong workplace rights and entitlements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for a public institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

If you were given the opportunity to move to another job at a comparable employment level regardless of the location, how likely would you be to take it?

	Very likely	Likely	Neither likely nor unlikely	Unlikely	Very unlikely
If the job was outside the higher education sector?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If the job was at another comparable higher education institution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If the job was still with my current employer but in another department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, either leave blank or enter your own.

What are the THREE MOST IMPORTANT issues that might persuade you to move to a different job?

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
Improved salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More autonomy /greater control over your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better relationships between colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More manageable workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More respectful employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interesting work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work from home more often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better workplace culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

ON a scale of 1 to 5, where 1 is "Excellent" and 5 is "Unsatisfactory", how would you rate your employer on the following?

	1 - Excellent	2	3	4	5 - Unsatisfactory
Workloads management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing change in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffing levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to promotion and progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating staff with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliance on casual staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence in senior management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2015 State of the Uni Survey

About the Higher Education Sector

Do you agree or disagree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Australian universities are under financial pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and students have an important role on university councils and senates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The government has a responsibility to invest in higher education rather than requiring universities to rely on other funding sources to fund core activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universities are under too much pressure to make money and this is reducing the quality of education being provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private providers have a legitimate role in delivering tertiary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universities are primarily about public benefit, therefore government should provide sustainable funding for the sector.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universities have become too corporate in their outlook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students derive a private benefit from a university education, so it is reasonable that they pay at least half the cost of their education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Executive staff at my university receive salaries that are appropriate for the work they do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private providers should receive similar public funding to that provided to public universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics spend too much time doing administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University education should be free for all Australians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universities must increase Aboriginal and Torres Strait Islander employment so that their employment levels are comparable to the percentage of these people in the general population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General/Professional Staff are under resourced in many work areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The impact of insecure employment, such as casual contracts, is affecting the quality of education being provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In terms of future university funding, what is the most appropriate approach for Government to take?

- Significant increase in government funding for the university sector
- Moderate increase in government funding for the university sector
- Keep things essentially as they are now
- Reduce government funding for universities and increase student fees
- No change in government funding but an increase in domestic student fees
- A cap on student places to limit demand
- Lift international student enrolments to compensate for decline in funding
- Freeze on staff salary levels
- Unsure
- Other (please specify)

Are the current federal government policy settings taking Australian universities in the right direction?

- Yes
- No
- Unsure

If you could make one change to improve Australia's university sector, what would it be?

About You

How do you identify yourself?

- Man
- Woman
- Other (please specify)

Do you identify as Aboriginal and/or Torres Strait Islander?

- No
- Aboriginal
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- I do not wish to identify

What is your country of birth?

- Australia
- Brazil
- Canada
- China
- France
- Germany
- India
- Italy
- Japan
- Mexico
- New Zealand
- Russia
- Spain
- United Kingdom
- United States

Other (please specify)

If you were not born in Australia, how many years have you lived in Australia?

- Less than one year
- 1 - 2 years
- 2 - 5 years
- 5 - 10 years
- 10 - 20 years
- More than 20 years

What is your Australian citizenship status?

- Australian citizen
- Australian permanent resident
- On an Australian work visa
- None of the above

In what language do you speak most fluently?

- Arabic
- Armenian
- Chinese
- English
- French
- French Creole
- German
- Greek
- Gujarati
- Hindi
- Italian
- Japanese
- Korean
- Persian
- Polish
- Portuguese
- Russian
- Spanish
- Tagalog
- Urdu
- Vietnamese

Other (please specify)

What is your age category?

- Under 25
- 26 - 35
- 36 - 45
- 46 - 55
- 56 - 65
- Over 65

How long have you worked in the higher education sector?

- Less than 1 year
- 1 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 - 20 years
- More than 20 years
- I have not worked in the sector

How long have you worked at your current institution?

- Less than 1 year
- 1 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 - 20 years
- More than 20 years

How long have you worked in your current position?

- Less than 1 year
- 1 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 - 20 years
- More than 20 years

Which of the following educational qualifications have you completed?

- Doctoral Degree (Phd)
- Research Masters Degree
- Coursework Masters Degree
- Graduate Diploma
- Graduate Certificate
- Bachelor Degree
- Teaching Diploma
- TAFE or Trade Certificate or Diploma

Other (please specify)

Are you currently studying for a qualification?

- Yes - full time (please specify below)
- Yes - part time (please specify below)
- No

Name of qualification:

Do you work full-time or part-time?

- Full-time
- Part-time
- I am in an academic honorary or adjunct position (not in paid employment)
- I am a post graduate student not working in any capacity within the university
- None of the above

Form of Employment

How is your work classified?

- Professional / Administrative / General / Technical staff member
- Academic staff member (including casual academic staff)
- Post graduate student (not working casually or otherwise in a university)

Type of Employment - General/Professional

What is your form of employment?

- Ongoing/permanent
- Contract/Fixed term
- Casual
- Contractor not employed by the university

Type of Employment - Academic

What is your form of employment?

- Ongoing/permanent
- Contract/Fixed term
- Casual/sessional
- Contractor not employed by the university

Contract/Fixed Term - General Staff

What is the length of your current fixed term contract?

- Less than one year
- One year
- Two years
- Three years
- Four years
- Five years
- More than five years

What reason were you advised for your employment being fixed term rather than ongoing? My job is:

- Research Only
- External Grant Funded
- Replacing another employee on leave
- Special Task or Project of limited duration
- Recent Professional Practice is required
- I am an apprentice or trainee
- I hold an Early Career Development Fellowship
- Pre-retirement contract
- I don't know
- Other (please specify)

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, either leave blank or enter your own.

Please indicate below the THREE MOST IMPORTANT issues that have had a negative impact on you as a result of fixed-term employment.

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
Planning for a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kid's schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner's job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carer responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mortgage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rental accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Income security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress and other health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak up in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear of reprisal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community, cultural and/or religious obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

How many years have you been continuously employed on fixed term contracts (without breaks of greater than 3 months)?

- Less than 1 year
- 1 - 2 years
- 2 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 - 20 years
- More than 20 years

Over this time, how many contracts have you held?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- More than 7

Contract/Fixed Term - Academic Staff

What is the length of your current fixed term contract?

- Less than one year
- One year
- Two years
- Three years
- Four years
- Five years
- More than five years

What reason were you advised for your employment being fixed term rather than ongoing? My job is:

- Research Only
- External Grant Funded
- Replacing another employee on leave
- Special Task or Project of limited duration
- Recent Professional Practice is required
- I am an apprentice or trainee
- I hold an Early Career Development Fellowship
- Pre-retirement contract
- I don't know
- Other (please specify)

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, either leave blank or enter your own.

Please indicate below the THREE MOST IMPORTANT issues that have had a negative impact on you as a result of fixed-term employment.

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
Planning for a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kid's schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner's job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carer responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mortgage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rental accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Income security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress and other health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak up in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear of reprisal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community, cultural and/or religious obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

How many years have you been continuously employed on fixed term contracts (without breaks of greater than 3 months)?

- Less than 1 year
- 1 - 2 years
- 2 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 - 20 years
- More than 20 years

Over this time, how many contracts have you held?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- More than 7

2015 State of the Uni Survey

Academic Staff

Please select your main discipline area from the list below:

- | | |
|--|---|
| <input type="radio"/> 01 Mathematical Sciences | <input type="radio"/> 13 Education |
| <input type="radio"/> 02 Physical Sciences Astronomical and Space Sciences | <input type="radio"/> 14 Economics |
| <input type="radio"/> 03 Chemical Sciences | <input type="radio"/> 15 Commerce, Management, Tourism and Services |
| <input type="radio"/> 04 Earth Sciences | <input type="radio"/> 16 Studies in Human Society |
| <input type="radio"/> 05 Environmental Sciences | <input type="radio"/> 17 Psychology and Cognitive Sciences |
| <input type="radio"/> 06 Biological Sciences | <input type="radio"/> 18 Law and Legal Studies |
| <input type="radio"/> 07 Agricultural and Veterinary Sciences | <input type="radio"/> 19 Studies in Creative Arts and Writing |
| <input type="radio"/> 08 Information and Computing Sciences | <input type="radio"/> 20 Language, Communication and Culture |
| <input type="radio"/> 09 Engineering | <input type="radio"/> 21 History and Archaeology |
| <input type="radio"/> 10 Technology | <input type="radio"/> 22 Philosophy and Religious Studies |
| <input type="radio"/> 11 Medical and Health Sciences | <input type="radio"/> Not Sure |
| <input type="radio"/> 12 Built Environment and Design | |

What is your current salary classification?

- Level A (Associate Lecturer)
- Level B (Lecturer)
- Level C (Senior Lecturer)
- Level D (Associate Professor)
- Level E (Professor)
- None of the above
- Don't know

Are you on a senior executive classification?

- Yes
- No

If you are a full-time staff member, how many hours a week on average do you spend on university work?

- 35 or fewer hours
- 36 - 40 hours
- 41 - 45 hours
- 46 - 50 hours
- 51 - 55 hours
- 56 hours or more

The next two questions are about how many hours you work in a normal working week.

* Staff involved in teaching should answer both questions.

* Research only staff should skip this question and go to the next question below.

As best you can, please estimate how many hours you spend on each of the following activities in an average **TEACHING WEEK**, to meet the work and performance requirements expected of you by your employer.

Please don't double-count.

All teaching and teaching-related duties:

including for example, contact hours, preparation, curriculum development, marking, research-student supervision, thesis assessment, student consultation, preparation, on-line teaching, subject or course coordination, etc.

All Research and Scholarship-related activities:

including for example, conducting studies or trials, applying for research grants, preparing journal articles, books, chapters or conference papers, etc, reading to maintain general discipline currency, attending scholarly meetings or conferences, creative or artistic activities (if required as part of work).

Administration:

including for example, supervision of casual or other staff, attending meetings (not included elsewhere), developing budgets, assessing research grant applications, monitoring budget or other compliance procedures, etc.

University or community service:

including for example, journal editorial work, professional boards or associations, promotion assessments, community boards, pro-bono artistic or professional work related to your discipline, marketing and promotional activities.

As best you can, please estimate how many hours you spend on each of the following activities in an average **NON-TEACHING WEEK**, to meet the work and performance requirements expected of you by your employer.

Please note:

* Research-Only staff should answer this question and treat all working weeks as non-teaching weeks.

* Please don't double-count.

All teaching and teaching-related duties:

including for example, contact hours, preparation, curriculum development, marking, research-student supervision, thesis assessment, student consultation, preparation, on-line teaching, subject or course coordination, etc.

All Research and Scholarship-related activities:

including for example, conducting studies or trials, applying for research grants, preparing journal articles, books, chapters or conference papers, etc, reading to maintain general discipline currency, attending scholarly meetings or conferences, creative or artistic activities (if required as part of work).

Administration:

including for example, supervision of casual or other staff, attending meetings (not included elsewhere), developing budgets, assessing research grant applications, monitoring budget or other compliance procedures, etc.

University or community service:

including for example, journal editorial work, professional boards or associations, promotion assessments, community boards, pro-bono artistic or professional work related to your discipline, marketing and promotional activities.

In an average working year, how many "teaching weeks" are counted in the previous questions?

Do you have any comments you wish to make about working hours?

Do you agree or disagree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I feel pressure to pass full fee paying students whose work is not good enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that academic benchmarking has improved the quality of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot teach or conduct research in the way I would prefer because of financial shortages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I did not work the number of hours that I do, my performance would not be considered satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I did not work the number of hours that I do, I would run the risk of being made redundant / not having my contract renewed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you best describe your duties?

- Teaching & Research
- Teaching intensive
- Teaching only
- Research intensive
- Research only
- Academic Administration/Management
- Other (please specify)

General / Professional Staff

What is your current classification level? (HEW, HEO, etc)

- Apprentice / Trainee
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Level 6
- Level 7
- Level 8
- Level 9
- Level 10
- Above Level 10
- Other (please specify)

Which of the following most closely describes your current job?

- Library
- Technical/Scientific
- Research
- General Administration
- Student Administration
- Academic Support
- Finance
- HR (including payroll, etc)
- IT
- Management
- Security
- Hospitality
- Student Services and Support
- Maintenance, trades, buildings and grounds
- Professional (not otherwise listed). Please specify below
- Other (please specify)

Is your job faculty/school/department based, or part of a centralised role?

- Faculty/school/department based
- Centralised

Different terminology is used at different universities to describe general/professional staff. How do you describe yourself?

- General Staff
- Professional Staff
- Support Staff
- Non-Academic Staff
- Other (please specify)

This question is about what happens if you work additional hours above the standard working day or week, whether paid, unpaid, overtime, "time-off-in lieu" or "flexitime". What is the most usual arrangement in practice for you?

- I get extra pay for overtime at overtime rates (e.g. time-and-a-half).
- I get time-off-in-lieu of overtime at overtime rates (e.g. an hour and a half off for each hour of extra time worked).
- I get time off at least equal to the extra hours I work (e.g. flexitime).
- I am supposed to get time-off-in lieu of extra time or paid overtime, but in practice I lose some or all of this.
- I do not work any extra hours.
- There is no arrangement to compensate me for extra hours worked.

On average, how many hours do you work in a week above your standard hours, for which you DON'T get overtime pay or time off to compensate?

- None – I get time off or paid overtime.
- None – I do not work any extra hours.
- Number of additional hours per week (please specify)

If you answered for the previous question that you work additional "un-compensated" hours of work, which of the following best describes your reasons for working these hours?

- I prefer to work extra hours of work.
- I have to work extra hours to meet the requirements of my job.
- I might lose my job if I did not work the extra hours.
- Other (please specify)

Please consider the following statements and rate your level of agreement with them:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
My Position Description properly describes my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classification properly represents my skills & contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The application of the classification system at my University is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust management to fairly decide my classification and pay levels without union involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 5 years the volume of work that I am expected to perform has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 5 years the complexity of work that I am expected to perform has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff should receive recognition for the knowledge and skills they develop over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see my job as part of a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a meaningful career path available to me at my current university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate staff development and training available to me to enable me to develop a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you primarily involved in doing research?

- Yes
 No

Research Staff

How many years have you been employed as a researcher?

- Less than 1 year
- 1 - 2 years
- 2 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 - 20 years
- More than 20 years

Which of the following titles best describes your position?

- Research Assistant
- Research Officer
- Research Associate
- Postdoctoral Research Fellow
- Technician
- Research Manager
- Research Fellow
- Senior Research Fellow
- Professorial Fellow
- Other (please specify)

Is your position primarily funded by soft money?

- Yes, from a single grant or fund.
- Yes, from multiple grants or funds.
- No

How is your position primarily funded?

- ARC Grant
- NHMRC Grant
- Internal Funds
- Other Grant Funds
- Commercial Consultancy
- A mix of the above
- None of the above
- Don't know
- Other (please specify)

How were you first appointed to a research position?

- By nomination
- Through competitive selection

What is the level of your employer superannuation contribution?

- None
- 3%
- 9.5%
- 17%
- Don't know
- Other

Any other comments about superannuation?

2015 State of the Uni Survey

Casual / Sessional Academic Staff

Please select your main discipline area from the list below:

- | | |
|--|---|
| <input type="radio"/> 01 Mathematical Sciences | <input type="radio"/> 13 Education |
| <input type="radio"/> 02 Physical Sciences Astronomical and Space Sciences | <input type="radio"/> 14 Economics |
| <input type="radio"/> 03 Chemical Sciences | <input type="radio"/> 15 Commerce, Management, Tourism and Services |
| <input type="radio"/> 04 Earth Sciences | <input type="radio"/> 16 Studies in Human Society |
| <input type="radio"/> 05 Environmental Sciences | <input type="radio"/> 17 Psychology and Cognitive Sciences |
| <input type="radio"/> 06 Biological Sciences | <input type="radio"/> 18 Law and Legal Studies |
| <input type="radio"/> 07 Agricultural and Veterinary Sciences | <input type="radio"/> 19 Studies in Creative Arts and Writing |
| <input type="radio"/> 08 Information and Computing Sciences | <input type="radio"/> 20 Language, Communication and Culture |
| <input type="radio"/> 09 Engineering | <input type="radio"/> 21 History and Archaeology |
| <input type="radio"/> 10 Technology | <input type="radio"/> 22 Philosophy and Religious Studies |
| <input type="radio"/> 11 Medical and Health Sciences | <input type="radio"/> Not Sure |
| <input type="radio"/> 12 Built Environment and Design | |

How long have you been casually or sessionally employed on a regular basis at this university?

- 2015 is my first year of casual employment at this university
- Less than three years
- Three to five years
- Six to ten years
- Over ten years

How long have you worked in the university sector in a casual or sessional academic capacity overall?

- I have not previously worked in the university sector
- Less than three years
- Three to five years
- Six to ten years
- Over ten years

In 2014, how many casual/sessional appointments in total at all universities did you have?

- None
- One appointment
- Two appointments
- Three appointments
- Four appointments
- Five appointments
- More than five appointments

In 2014, with how many universities did you have casual/sessional appointments?

- None
- One university
- Two universities
- Three or more universities

For your MAIN casual appointment in 2014, which of the following were you employed to do? (Click on one or more boxes)

- Lectures
- Tutorials
- Demonstrations
- Research work and/or related activities
- Marking
- Other

If "Other" what were you employed to do?

For how many hours on average per week are you paid?

How many hours on average per week do you work?

If more secure work was offered to you, please indicate your preference from the list below:

- Permanent full-time
- Permanent part-time
- Fixed-term contract full-time
- Fixed-term contract part-time
- I'm happy with my current arrangements

Please add any further comments if you think your answers to the above don't adequately describe your preferences around more secure work:

In your main casual appointment in 2014, were you provided access to:

	Yes	No	Unsure
Space for student consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A personal office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A shared office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A shared computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out of hours access to an office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A landline phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any further comments about the adequacy of support in relation to physical resources:

Do you participate in any of the following as part of your employment?

	Yes	No	Not applicable	Unsure
Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student consultation outside of normal class contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff development or training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental/School/Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduation ceremonies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you PAID for attending any of the following as part of your employment?

	Yes	No	Not applicable	Unsure
Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student consultation outside of normal class contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff development or training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental/School/Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduation ceremonies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you currently a postgraduate student?

Yes

No

For Postgraduate Students

Please select your main discipline area from the list below:

- | | |
|--|---|
| <input type="radio"/> 01 Mathematical Sciences | <input type="radio"/> 13 Education |
| <input type="radio"/> 02 Physical Sciences Astronomical and Space Sciences | <input type="radio"/> 14 Economics |
| <input type="radio"/> 03 Chemical Sciences | <input type="radio"/> 15 Commerce, Management, Tourism and Services |
| <input type="radio"/> 04 Earth Sciences | <input type="radio"/> 16 Studies in Human Society |
| <input type="radio"/> 05 Environmental Sciences | <input type="radio"/> 17 Psychology and Cognitive Sciences |
| <input type="radio"/> 06 Biological Sciences | <input type="radio"/> 18 Law and Legal Studies |
| <input type="radio"/> 07 Agricultural and Veterinary Sciences | <input type="radio"/> 19 Studies in Creative Arts and Writing |
| <input type="radio"/> 08 Information and Computing Sciences | <input type="radio"/> 20 Language, Communication and Culture |
| <input type="radio"/> 09 Engineering | <input type="radio"/> 21 History and Archaeology |
| <input type="radio"/> 10 Technology | <input type="radio"/> 22 Philosophy and Religious Studies |
| <input type="radio"/> 11 Medical and Health Sciences | <input type="radio"/> Not Sure |
| <input type="radio"/> 12 Built Environment and Design | |

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, leave blank

What are the THREE MOST PREFERRED options for employment when you complete your studies?

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
Employment in industry directly associated with my discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment in industry outside my discipline of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment in higher education as an academic staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment in higher education as an general/professional staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment in a university regardless of the role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whatever I can get	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

The NTEU is planning to offer post graduate students who are not employed in a university free access to selected union benefits and discounts. Please indicate if access to any of the following that you might want to access (select more than one if appropriate)

- Union publications or journals
- Movie tickets
- Theme parks
- Gift cards
- Car buying service
- Travel services
- Travel insurance
- Car rental
- Computers/electronic equipment
- Bookshop/magazine subscriptions
- Financial or legal services
- Health insurance
- None of these
- Other (please specify)

Would you like to be contacted directly when these benefits are made available?

- Yes (Please leave your contact details at the end of the survey)
- No

Are you currently employed as a casual/sessional academic staff member?

- Yes
- No

2015 State of the Uni Survey

Attitudes to Trade Unions

Do you agree or disagree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Overall, I have had a positive experience with trade unions in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade unions have an important role in the modern Australian economy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unions have helped to make working at my institution better than it otherwise would be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pay is higher than it would be if not for a union.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A union will only be strong if its members are active.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A union is a service that members pay for and they don't need to be actively involved in its advocacy or other activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workers have better pay and conditions when they are represented by a union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone benefits from a union, it is reasonable that they financially contribute to its operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution can be relied upon to look after the interests of staff whether or not the union is involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The broad purpose of the National Tertiary Education Union (NTEU) is to advocate for, and represent the rights, interests and welfare of NTEU members in higher education in the industrial, legal, political and social spheres.

How effectively does the NTEU perform the following functions?

	Very effectively	Effectively	Not effectively	Unsure
Advice about industrial concerns and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on employment matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy on Aboriginal & Torres Strait Islander employment, education and social justice issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campaigning on policy and other issues within my university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy on policy issues affecting the higher education sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy on social justice issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication on my employment and industrial rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating salaries and conditions through enterprise bargaining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campaigning in the public arena to defend the higher education sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industrial representation during organisational change and restructures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising social events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you believe the following statements accurately describe the NTEU?

	All the time	Mostly	Unsure	Mostly not	Not at all
NTEU works hard to support members when they are in need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU is clear in its beliefs and direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU represents the views of staff in the sector effectively to government, employers and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU is effective in advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU is strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU is effective at local campaigning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU effectively represents both academic and general staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NTEU is effective at national campaigning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Write one adjective that in your view best describes the NTEU.

NTEU campaigns on industrial and public policy issues affecting higher education. Please indicate any of the following campaigns that you are aware of.

- Degree Mortgage campaign
- Dumb Cuts campaign
- Vote Smart campaign
- Democratise our universities
- Bargaining campaign
- \$100,000 Degrees campaign
- Research Security campaign
- ERA Watch campaign
- Academic Freedom campaign
- Campaign around casual academic staff
- Campaign on general/professional staff career development

Thinking about your University, what do you think are the key workplace and industrial issues the NTEU should be focusing on over the next 12 months?

What are the key issues affecting ALL universities that the NTEU should be focusing on over the next 12 months?

How would you rate the NTEU's campaign against the federal government's proposed changes to higher education, which include a 20% cut in government funding, deregulation of university fees and allowing private providers to access government subsidies?

- 1 - Terrible, waste of time
- 2
- 3 - Satisfactory
- 4
- 5 - Excellent

NTEU is looking to campaign in the lead-up to the next federal election to make higher education a significant election issue. Would you be interested in being involved in such a campaign?

- Yes (Please leave your contact details at the end of the survey)
- No

Are you a member of a trade union?

- Yes
- No

2015 State of the Uni Survey

For Union Members

Of which trade union are you a member? (Check more than one if appropriate)

- NTEU (National Tertiary Education Union)
- CPSU (Community & Public Sector Union)
- ANMF/NSWNA/QNU (Nurses Union)
- ASU (Australian Services Union)
- Together (ASU/CPSU in QLD)
- United Voice (formerly the LHMU)
- AEU (Australian Education Union)
- AMWU (Australian Manufacturing Workers Union)
- Other (please specify)

Are you a union delegate or formally elected to a union committee or position? Please indicate which:

- Union Delegate
- Elected to union committee
- Elected Office Holder
- None of the above

What originally prompted you to join the union?

- It was suggested to me by a colleague
- I was asked to join by a representative of the union
- I saw an advertisement and responded to it
- I went looking for the union when I started working here
- I needed some advice about a workplace problem
- I wanted to support a campaign being run by the union
- The union was involved in an issue that affected me
- I received a letter asking me to join
- I am always likely to join a union regardless of where I work

Other (please specify)

Have you participated in any of the following union activities over the indicated periods? (Tick more than one if appropriate)

	In the last 12 months	In the last 3 years	Not during the last 3 years
Attended a union meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a union organised event (e.g. seminar, forum, social event)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a colleague to join the union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributed union materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in industrial action (strike, stopwork, ban)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a picket line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signed a union campaign postcard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sent a letter to an MP or Vice Chancellor as part of a union campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed union matters with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, either leave blank or enter your own.

What are the THREE MOST IMPORTANT reasons for being a member of the NTEU?

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
To support the work done in bargaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its activism and advocacy when dealing with institutions and government.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support it can offer to colleagues in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its campaigning on issues of significance in the sector.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The membership benefits that are available as a union member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel to work insurance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

NTEU provides a range of union benefits and services. Please indicate whether you have used any of the following union services in the last 12 months. (select more than one if appropriate)

- Dining
- Movie tickets
- Theme parks
- Gift cards
- Car buying service
- Travel services
- Travel insurance
- Car rental
- Computers/electronic equipment
- Bookshop/magazine subscriptions
- Financial or legal services
- Health insurance
- Travel to Work insurance
- Other (please specify)

From time to time the Union tests ideas with a small representative group, including both union members and other university staff. Would you be interested in being involved in such a group at some time in the future?

- Yes (Please leave your contact details at the end of the survey)
- No

Would you be interested in being involved in any of the following NTEU campaigns (If yes, please leave your contact details at the end of the survey):

- To make higher education an important issue at the next federal election.
- Improvements for casual and contract staff.
- Local workplace issues.
- Issues affecting my institution.
- Other (please specify)

For Staff who are not Union Members

The next question is asking you to select UP TO THREE OPTIONS ONLY from the list of options on the left. To do this, pick your first choice in column 1, your second choice in column 2, and your third choice in column 3. You will not be able to select more than one in each column. If none of the options are important, either leave blank or enter your own.

What are the THREE MOST IMPORTANT for your not joining a union.

Please click on only ONE of the options in EACH of the columns headed "One", "Two" and "Three".

	One	Two	Three
I'm not employed in the sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel that I need union support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have never been asked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't need to join the union as I benefit from its work anyway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meant to but haven't got around to it yet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The union does not have a legitimate role in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had previous negative experiences of unions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am opposed to unions in principle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of membership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The union is too weak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The union is too aggressive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

From time to time the Union tests ideas with a small representative group, including both union members and other university staff. Would you be interested in being involved in such a group at some time in the future?

Yes (Please leave your contact details at the end of the survey)

No

Have you ever been asked to join the NTEU?

Yes

No

Would you like to receive more information about joining the NTEU?

Yes (If yes, please leave your contact details at the end of the survey)

No

Would any of the following NTEU activities be likely to positively influence you to join? Select more than one if appropriate.

Seeing the Union being active on a local workplace issue I think is important.

To support the Union's efforts to improve salaries and workplace conditions for staff.

To support a national campaign where I thought the Union was acting in the best interests of university staff.

To access discounts and services that might save money.

If the Union reduced its membership fees by 20%.

If I saw the Union defending someone I respected in the workplace.

None of the above

Other (please specify)

Are there any other general comments you have about the NTEU and its role?

About Communications

Which of the following social media platforms do you personally use? (select as many as you use)

- Facebook
- Twitter
- Instagram
- Pinterest
- LinkedIn
- Vimeo
- Youtube
- Google+
- Tumblr
- Other (please specify)

Where do you mainly source news items from? (select more than one if appropriate)

- Print (newspapers, magazines)
- Television
- Radio
- Online news websites (such as ABC online, theage.com.au, etc)
- Social media (Facebook, Twitter, etc)
- Email
- The NTEU
- Other (please specify)

How do you mainly source news items? (select more than one if appropriate)

- Hard copy (newspapers, magazines)
- Television
- Radio
- Desk top PC
- Laptop
- Tablet
- Smart phone
- Other (please specify)

Which of the following are NTEU publications? (select more than one if appropriate)

- Yarn
- e-Yarn
- Advocate
- Campus Morning Mail
- The Wire
- EdXpress
- Connect
- The Guardian
- Agenda
- Branch E-Bulletin
- Campus Review
- Education Express

Political Attitudes All

In general, do you have a positive or negative opinion of the following federal political parties?

	Positive	Neutral	Negative	Unsure
ALP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australian Greens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal/National Coalition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palmer United Party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you eligible to vote in Australian elections?

- Yes
- No

Political Attitudes - Australian voters

If you are not eligible to vote in Australian elections, please skip the next 4 questions.

In the 2013 federal election, which party did you vote for as your first preference in the House of Representatives?

- ALP
- Australian Greens
- Liberal/National Coalition
- Palmer United Party
- I'd rather not say
- Other (please specify)

In the 2013 federal election, which party did you vote for in the Senate as your first preference?

- ALP
- Australian Greens
- Liberal/National Coalition
- Palmer United Party
- I'd rather not say
- Other (please specify)

If a federal election were held TODAY, which party would you vote for as your first preference in the House of Representatives:

- ALP
- Australian Greens
- Liberal/National Coalition
- Palmer United Party
- I'd rather not say
- Other (please specify)

If a federal Senate election were held TODAY which party would vote for as your first preference:

- ALP
- Australian Greens
- Liberal/National Coalition
- Palmer United Party
- I'd rather not say
- Other (please specify)

Do you consider yourself a swinging voter?

- Yes
- No

Conclusion and Contact Details

Please indicate if you would like to be contacted for any of the following reasons, and if so, please enter your contact details below.

- Please send me a summary copy of this survey when it is ready
- I am prepared to be contacted to participate in other small research projects
- I am not a union member. Please send me information about the union.
- Please contact me about being included in campaigns to protect university funding.
- Please contact me about other union campaigns in my workplace
- Please contact me about post graduate student membership

Your name:

Your email address:

Your mobile phone number:

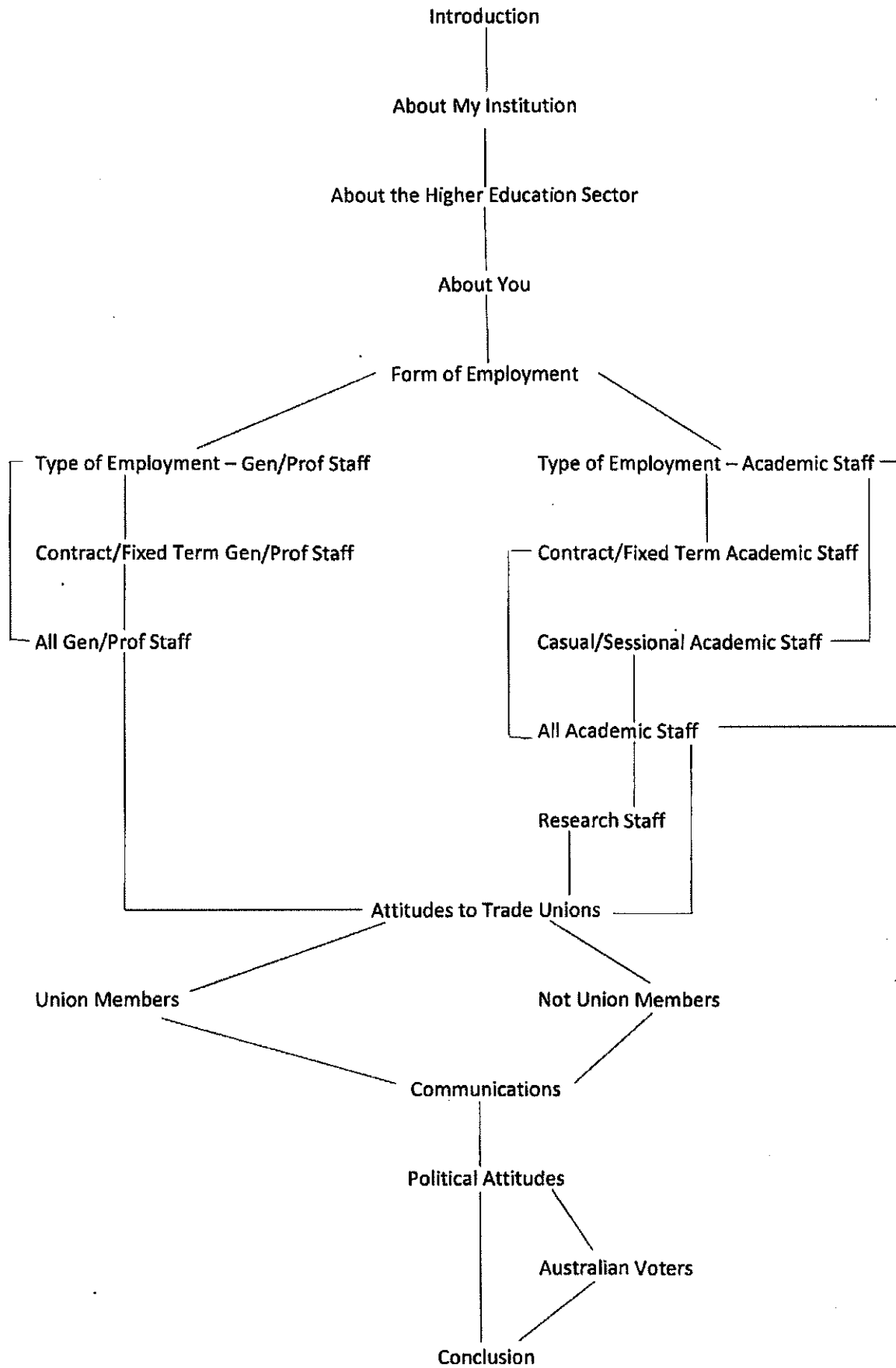
Your postcode:

Do you have any other comments, questions, or concerns?

That's it!

Thank you for taking the time to respond to this survey.

Attachment B – State of the Uni Survey Structure



Attachment C – Email Format

NTEU State of the Uni survey

[View this email in your browser](#)

Dear << Test First Name >>

You are invited to participate in the 2015 NTEU 'State of the Uni' survey.

[To participate in the survey, please click here.](#)

This is the first instalment of what is intended to be an ongoing project conducted by the NTEU. This survey will be repeated every 2 years to establish longitudinal information about university staff attitudes to:

- Work and working conditions.
- Universities as employers.
- The sector.
- The unions that represent staff in the sector.

Along the way, there are questions that are relevant to ongoing academic and general/professional staff, staff employed casually or on contracts, research staff, post graduate students, union members and those who are not members of any union.

Individual responses to this survey are confidential and we are not able to identify respondents unless that information is provided by you. You can access the [NTEU Privacy Policy](#) for further information.

It would also greatly assist our efforts if you could ensure that everyone in your workplace gets the opportunity to participate in the survey. Our expectation is that emails will be sent throughout the day, but if some staff (regardless of union membership) have not received this email by the end of the day, please forward it them.

The survey will be open until 15 May 2015.

Thank you for your time and help.

Matthew McGowan
National Assistant Secretary
National Tertiary Education Union
Ph: (03) 9254 1910
Mobile: 0417 054 110
1st floor, 120 Clarendon St, Southbank VIC 3007
PO Box 1323, South Melbourne VIC 3205



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Australia

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Q41

If you are a full-time staff member, how many hours a week on average do you spend on university work?

- 35 or fewer hours
- 36 - 40 hours
- 41 - 45 hours
- 46 - 50 hours
- 51 - 55 hours
- 56 hours or more

Q42

The next two questions are about how many hours you work in a normal working week.

* Staff involved in teaching should answer both questions.

* Research only staff should skip this question and go to the next question below.

As best you can, please estimate how many hours you spend on each of the following activities in an average **TEACHING WEEK**, to meet the work and performance requirements expected of you by your employer.

Please don't double-count.

All teaching and teaching-related duties:

including for example, contact hours, preparation, curriculum development, marking, research-student supervision, thesis assessment, student consultation, preparation, on-line teaching, subject or course coordination, etc.

All Research and Scholarship-related activities:

including for example, conducting studies or trials, applying for research grants, preparing journal articles, books, chapters or conference papers, etc, reading to maintain general discipline currency, attending scholarly meetings or conferences, creative or artistic activities (if required as part of work).

Administration:

including for example, supervision of casual or other staff, attending meetings (not included elsewhere), developing budgets, assessing research grant applications, monitoring budget or other compliance procedures, etc.

University or community service:

including for example, journal editorial work, professional boards or associations, promotion assessments, community boards, pro-bono artistic or professional work related to your discipline, marketing and promotional activities.

Q43

As best you can, please estimate how many hours you spend on each of the following activities in an average **NON-TEACHING WEEK**, to meet the work and performance requirements expected of you by your employer.

Please note:

* Research-Only staff should answer this question and treat all working weeks as non-teaching weeks.

* Please don't double-count.

All teaching and teaching-related duties:

including for example, contact hours, preparation, curriculum development, marking, research-student supervision, thesis assessment, student consultation, preparation, on-line teaching, subject or course coordination, etc.

All Research and Scholarship-related activities:

including for example, conducting studies or trials, applying for research grants, preparing journal articles, books, chapters or conference papers, etc, reading to maintain general discipline currency, attending scholarly meetings or conferences, creative or artistic activities (if required as part of work).

Administration:

including for example, supervision of casual or other staff, attending meetings (not included elsewhere), developing budgets, assessing research grant applications, monitoring budget or other compliance procedures, etc.

University or community service:

including for example, journal editorial work, professional boards or associations, promotion assessments, community boards, pro-bono artistic or professional work related to your discipline, marketing and promotional activities.

Q44

In an average working year, how many "teaching weeks" are counted in the previous questions?

Q45

Do you have any comments you wish to make about working hours?

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NTEU National Tertiary Education Union

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« Back to Old Division

Have you completed the State of the Uni Survey?

Posted 6 May 2015 by Lechlan Hulse (Old Division)



[Click here to participate](#)

This is the first of our biennial "State of the Uni" surveys. This survey will be repeated every two years and is the start of an ambitious project to build longitudinal information about university staff attitudes to:

- The higher education sector
- Your university
- Your conditions at work
- Unions in the university workplace

The results of the survey will provide us with important information, enabling our members to see the strengths and weaknesses of their institution, to compare their institution with others, and provide the union with data which we can use to make our universities even better places to work.

To do this we need a good response rate. Please recommend the survey to your colleagues. If you would like to download a poster and put it in a place visible to your colleagues (such as the tea-room, the photocopy room or on your door or workspace) click on the link below.

The survey is open to all who work in universities regardless of union membership and should take no more than 15-20 minutes to complete.

Individual responses are not identifiable unless you provide this detail in your responses, and all responses will be treated in the strictest confidence. Refer to the NTEU Privacy Policy for further information.

Your input will count!



2015 State of the Uni Survey poster

Published: 06 May, 2015

Tags: higher education, State of the Uni,

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Other
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Tags: higher education, State of the Uni survey | **Related Blogs:** Bond University, Central Queensland University, Griffith University, James Cook University, Queensland University | [Show More](#)



Comments

There are no comments. Be the first to have your say!

[Post a comment](#)


- ⊘ This survey is currently closed. Please contact the NTEU National Office on (03) 9254 1910 or email national@nteu.org.au for further assistance.

A dark grey banner with a fine grid pattern. At the top center is the SurveyMonkey logo, which consists of a stylized monkey head icon followed by the text "SurveyMonkey". Below the logo, the text "Create Surveys, Get Answers" is written in a large, white, sans-serif font. At the bottom center, there is a white rectangular button with the text "Sign Up FREE" in a bold, black, sans-serif font.


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 Survey your target market
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 Want more power and multiple users?
Get our most powerful features and make smarter decisions with **SurveyMonkey Enterprise**

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2015 NTEU STATE OF THE UNI SURVEY

Have your say!

*How can we know where we are going if we don't know where we have been?
Help build the picture.*

ARE THINGS GETTING BETTER?
ARE THEY GETTING WORSE?

The "NTEU State of the Uni" survey will tell us.

This survey will be conducted every two years to establish longitudinal information about university staff views about:

- The sector
- Your University
- Your Conditions at work
- The union that represents University staff

Find out what makes us tick.

WWW.NTEU.ORG.AU/STATEOFTHEUNI



State of Uni Survey 2015

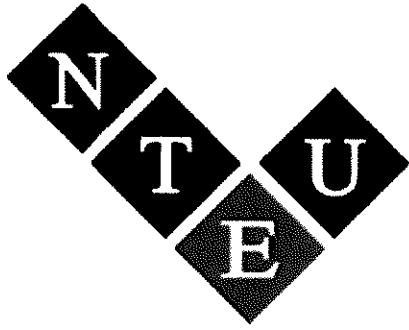
Report No. 2

Workloads

July 2015



www.nteu.org.au



**National Tertiary
Education Union**

NTEU

**State of the Uni
Survey**

July 2015

Workloads

Executive Summary

This report contains a detailed analysis of academic and general/professional staff workloads based on information obtained the NTEU's 2015 State of Union Survey.

In summary, analysis shows that on average:

- Full time academic staff worked 50.7 hours per week over the course of the year, and
- Of the 45 per cent of full time general/professional staff who reported that they worked uncompensated overtime, they worked 5.7 hours per week of uncompensated overtime.

For both academic and general/professional staff, the level of appointment and the type of work contract (ongoing, contract or casual) is associated with varying workloads and workload patterns. Another point of communality across academic and professional general staff is that the main reason for having to work these long and uncompensated hours is to fulfil the requirements of the job.

Philanthropy Begins At Work

To understand the enormity of workload issues in our universities both at a micro (personal) and macro (sector wide) level, and based on a 38 hour work week being the standard full time job across the Australian economy, the results of the NTEU survey show that:

- Given 77 per cent of academic staff said that they worked the hours they did in order to perform their duties satisfactorily, we can assume that they were required to work 9.8 hours (12.7 hours x 77%) per week for which they are not compensated,
- Given 45 per cent of general/professional staff reported working uncompensated overtime on average means that across the sector the average contribution was 2.6 hours (5.7 hours x 45%) per week.

Based on the latest Department of Education data there were 58,653 full time equivalent general and professional staff (excluding casuals) employed by Australia universities in 2014, and 43,988 full time equivalent academics. Therefore on a sector, wide basis:

- Academic staff worked 19.8 million hours more than the standard hours (38 hours per week for 46 weeks) in order to satisfy their job requirements. This translates into to approximately 11,660 full time equivalent positions. Without even taking into account overtime rates of compensation, and assuming an average academic salary of \$120,000 per year, this equates to salary savings in the order of \$1.4 billion a year (2015 values).
- General staff worked 6.8 million hours of uncompensated overtime. This translates to almost 4,000 full time equivalent positions. Again excluding overtime rates of compensation and assuming an average general/professional staff salary of \$73,000 (based on HEW Level 6) this equates to salary savings in the order of \$290 million in 2015.

Therefore, while much is made of generous donations to universities from wealthy benefactors, the results of the NTEU survey clearly show that university staff are by far the largest philanthropic contributors to Australia's public universities who on a conservative estimate will in 2015 contribute in the order of \$1.7 billion to the sector in effort for which they receive no direct compensation.

1. Introduction

The National Tertiary Education Union undertook a survey of staff working in Australian universities between 13 April and 8 May 2015 which received almost 7,000 completed responses.

The sample comprised of 58 per cent female respondents and 1.3 per cent Aboriginal and Torres Strait Islanders, which compares to 56.5 per cent and 1 per cent for the university workforce according to Department of Education Statistics.¹

Academics represented 55.7 per cent of all respondents in contrast to about 45 per cent of the broader university workforce. In comparison, the Department of Education's 2014 higher education statistics identify 55.4 per cent from a non-academic classification as a head count.

Importantly, 41 per cent of the survey respondents came from people who said they did not belong to a union. Therefore, 59 per cent stated they were members of a trade union. Of those identifying their specific union membership, 94 per cent identified as members of the NTEU, with 2 per cent identifying as CPSU members, 1 per cent as members of a nurses' union, and 3 per cent as other.

70.9 per cent stated they were employed in an ongoing or permanent position, 20.7 per cent were employed on a fixed term contract, and 8.3 per cent were employed on a casual basis. Broken down by academic and general/professional classification, a total of 33.3 per cent of total academic staff identified as being in some form of insecure employment compared to 23.8 per cent of general staff.

There was significant variation in the number of responses between institutions. We understand that this may in part be explained by some university email spam filters that blocked the survey.

2. Workplace culture

Before examining the quantum and nature of work that university employees are engaged in, it will be helpful to provide some background information of their attitude to work as well as their perceptions of workplace culture and workplace policies at their institutions.

Table 1 shows that the majority of university staff (72 per cent) were satisfied with their jobs. The data in Table 1 also show that academic staff and female staff were generally more satisfied than general/professional staff and male colleagues.

While the majority of staff were satisfied with their jobs, only one in three (34 per cent) agree or strongly agree with the statement that their job felt secure. Not surprisingly, staff on contracts or fixed term appointments felt considerably less secure than people with ongoing or permanent positions. Having said this however, it is worth noting that less than half (43 per cent) of staff, in what would traditionally be described as secure jobs, felt that their jobs were insecure.

Only four out of ten (42 per cent) of staff agreed or strongly agreed with the proposition that their job provides them with a good work-life balance. The difference between academic and general/professional staff on this question is very noticeable. The proportion of academic staff agreeing or strongly agreeing (28 per cent) being less than half that for general/professional staff (60 per cent). There is also a significant difference when viewed by security of employment, with more secure forms of employment having a poorer work-life balance. Non-union staff also appear to have a more positive attitude to work-life balance (53 per cent) compared to union members (33 per cent)

¹ Department of Education (2014) *Staff: Selected higher education statistics 2014*, Department of Education, <https://education.gov.au/higher-education-statistics>

Table 1

Percentage of employees who agreed or strongly agreed with the following statements

Response by:	My job:			My workload:	
	gives me satisfaction	feels secure	provides good work-life balance	is manageable	has not increased significantly in five years
ALL	72%	34%	42%	41%	20%
EMPLOYEE CHARACTERISTICS					
Males	70%	33%	41%	40%	21%
Female	73%	35%	43%	41%	19%
General / Professional	66%	36%	60%	54%	23%
Academic	76%	33%	28%	30%	17%
Ongoing / Permanent	68%	43%	40%	37%	19%
Contract / Fixed Term	78%	16%	49%	49%	21%
Casual	74%	14%	61%	70%	20%
Union	71%	32%	35%	33%	18%
Non Union	73%	36%	53%	51%	22%

Table 1 also records results for two questions related specifically to workloads. Only four out of ten employees agree or strongly agree that their workload is manageable. The pattern of responses to this question, not unsurprisingly, mirrors those for work-life balance.

Finally, only one in five (20 per cent) of all employees agree or strongly agree with the statement that their workload has not increased significantly over the last five years. There is little variation between the different sub-categories of employee characteristics.

The variation in responses to these questions based on institutional characteristics such as location (regional non-regional and state/territory) and institutional type (see Appendix B) is shown in Appendix C. Appendix C also provides data by individual institutions.

3. Workload and staffing policies

The survey also asked staff about their perceptions of institutional workload and staffing policies. Table 2 provides a summary of the results for some these questions. Based on the answers to the questions above, it is not surprising that more than half of the respondents considered their institution's workload management, staffing levels and reliance on casual staff as unsatisfactory.

When comparing responses for different types of staff, it is clear that a significantly greater proportion of academic staff perceive these policies to be unsatisfactory than general staff. The same is true for union members compared to non-union members. Again reflecting the answers above, the results indicate that workload management and staffing level issues are of greater concern when compared to staff employed on contract/fixed term or on a casual basis.

In relation to reliance on casuals, it is interesting to note that casuals (who are on face value the beneficiaries of casual employment) are more inclined to believe this to be unsatisfactory. While the issues around fixed term and casual employees will be shown in more detail in another report, it is clear that many casual employees at our universities are desperately seeking more secure forms of employment.

Table 2

Percentage of employees who rated their employer as unsatisfactory (responses 4 and 5 on scale of 5 where 1 was excellent and 5 was unsatisfactory) in relation to:

Response by:	Workloads management	Staffing levels	Reliance on casual staff
ALL	50%	56%	53%
EMPLOYEE CHARACTERISTIC			
Males	51%	57%	54%
Female	49%	56%	53%
General / Professional	37%	48%	44%
Academic	61%	62%	61%
Ongoing / Permanent	55%	60%	54%
Contract / Fixed Term	38%	44%	46%
Casual	25%	43%	59%
Union	58%	64%	63%
Non Union	39%	45%	41%

A more detailed analysis by institutional type and individual universities can be found at Appendix D.

Given these results, it is hardly surprising to find that staff employed at Australian universities have little confidence in the senior staff of their institution, as shown in data shown in Table 3. Overall, less than one quarter (23.3 per cent) of staff agreed or strongly agreed that they had confidence in their senior management. While a higher proportion of general/professional staff and non-union staff were more positive than their academic and union member colleagues, the proportion who agreed or strongly agreed was still less than one third of employees in those categories.

Table 3

I have confidence in the ability of senior management at my institution						
	Overall	Union	Non-Union	General	Academic	Insecure
Strongly Agree	3.9%	2.2%	6%	4.8%	3%	8.6%
Agree	19.4%	14.4%	26.4%	23.7%	16.1%	21.5%
Total Agree	23.3%	16.6%	32.4%	28.5%	19.1%	30.1%

4. Workloads

The analysis presented above shows that while most university staff are satisfied with their jobs, it is clear that they have major concerns about employment security (even for those with what traditionally would have been considered secure jobs), workloads and work-life balance. They also have little confidence in senior management or their ability to manage workloads and staffing including an unsatisfactory reliance on casual staff.

The analysis of workload for academic and general/professional staff is dealt with separately because of the way these two forms of work are conceptualised and regulated. General/professional/administrative work is traditionally regulated by hours of work, whereas academic work is measured in terms of inputs (number of students, etc) or outputs (research publications, etc).

Academic Workloads

Hours Worked

Table 4 shows that the vast proportion (more than 85 per cent) of full time academic staff worked in excess of 40 hours per week, of which 42.6 per cent worked between 40 and 50 hours and another 43.6 per cent worked in excess of 50 hours.

The data show the major factor driving the number of hours worked seems to be the level of academic appointment, with the number of hours worked increasing at higher levels of appointment.

Table 4

Proportion of Full Time Academic Staff Working

	35 or fewer hours	36 - 40 hours	41 - 45 hours	46 - 50 hours	51 - 55 hours	56 hours or more	More than 46 Hours
All	2%	11%	18%	24%	18%	25%	68%
EMPLOYEE CHARACTERISTIC							
Male	2%	11%	18%	24%	18%	25%	68%
Female	2%	11%	18%	24%	18%	26%	68%
Level A	7%	28%	20%	15%	16%	14%	45%
Level B	2%	15%	22%	26%	15%	20%	61%
Level C	2%	4%	5%	32%	26%	32%	89%
Level D	2%	5%	17%	25%	22%	29%	76%
Level E	0%	4%	8%	23%	20%	44%	87%
Ongoing/Perm	1%	9%	18%	25%	20%	28%	72%
Contract	5%	20%	22%	23%	14%	17%	54%
Union	2%	10%	19%	24%	20%	25%	69%
Non-Union	4%	14%	19%	24%	15%	26%	64%

The variation in responses to these questions based on institutional characteristics such as location (regional non-regional and/or state/territory) as is shown in Appendix E. Appendix 1 also reports the responses by individual institutions

Distribution of Academic Work

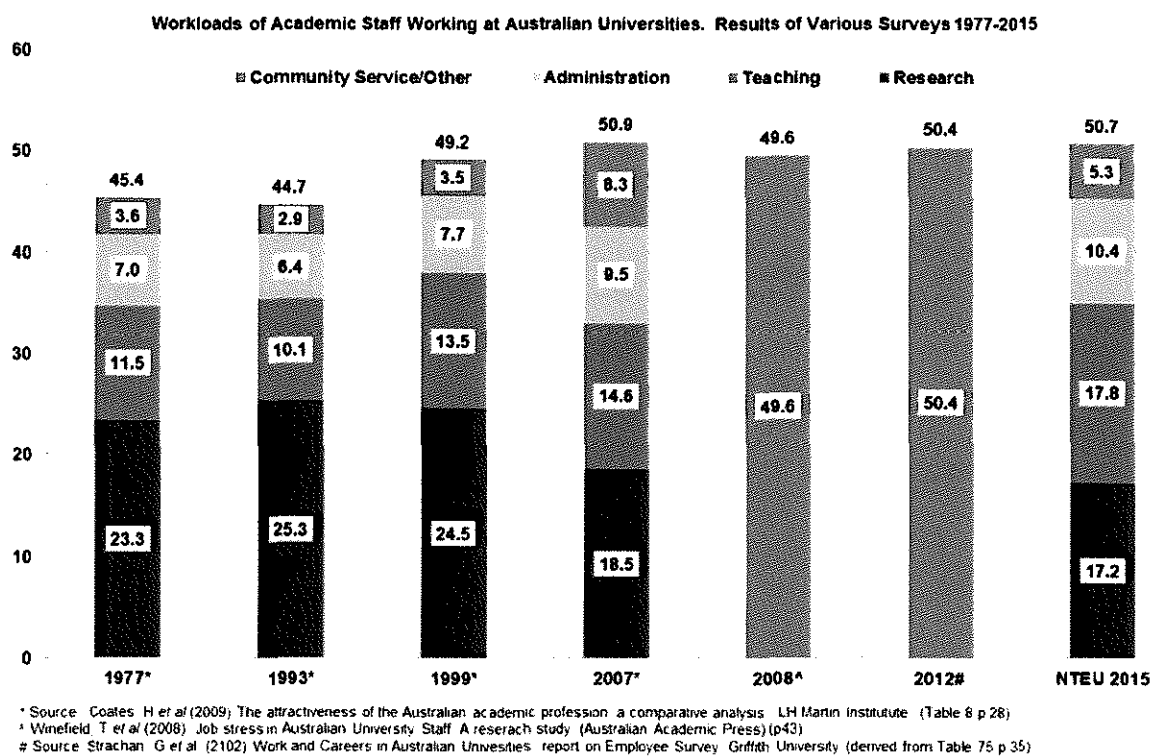
Full time academic staff were asked to provide a breakdown of how many hours they spent on different tasks, namely:

- Teaching related,
- Research related,
- Administration, and
- University and community service.

In order to prevent the data being contaminated by unrealistic estimations or incorrect entries, the averages reported below exclude entries reporting more than 84 hours a week and those full time staff reporting working fewer than 20 hours a week.

Figure 1 shows that on average, academic staff (excluding research only staff) and when averaged across the whole year (teaching and non-teaching periods) worked 50.7 hours per week. Figure 2 also shows the NTEU survey results for total hours worked by academic staff are in line with other recent surveys of Australian academics. These surveys show that the total number of hours worked has remained reasonably constant at about 50 hours per week since the turn of the millennium. Please be aware that this should not be interpreted to mean that workloads have not increased over that period. Increasing workloads may result in greater work intensification, or where staff exercise some autonomy over their work, some of aspects (such as research for academic staff) being crowded out by other tasks.

Figure 1



While employers might argue that academics are not employed to work a given number of hours in any given time period, it should be noted that the maximum number of ordinary working hours across the economy is considered to be 38 hours per week. On this basis, one would conclude that academic staff working at Australian universities are working somewhere in the order of 12 to 13 hours above and beyond normal working hours for which they are not compensated.

In addition to asking full time academic staff how much time they spent on different tasks, the survey also asked staff why they worked the number of hours they did, results of which are summarised in Table 5. More than three out four (77 per cent) academic staff say that they had to work the hours they did so that their work performance would be considered satisfactory. This might be taken as an indication that university management expectations of academic performance are unrealistic and/or that universities are chronically understaffed.

Table 5

If I did not work the number of hours that I do:		
Response	my performance would not be considered satisfactory.	I would run the risk of being made redundant / not having my contract renewed.
ALL	77.1%	45.1%
EMPLOYEE CHARACTERISTICS		
Male	71.4%	45.1%
Female	82.6%	44.7%
Level A	80.6%	61.5%
Level B	82.8%	53.3%
Level C	79.2%	43.5%
Level D	76.6%	37.0%
Level E	63.3%	27.1%
Ongoing	79.0%	39.4%
Contract	73.7%	64.6%
Union	79.9%	44.8%
Non Union	71.6%	46.1%

A more detailed analysis by institutional type and individual universities can be found in Appendix F.

The survey also asked respondents to provide any comments they had about their work or workloads. While there were over 1,000 comments, an initial analysis would indicate that they fall into a number of broad categories, which can be categorised as those describing:

- Current workloads or workload allocation models as being “unrealistic”, “unfair”, “unsustainable” and/or “ridiculous”;
- The current distribution of academic work as involving “too much administration” and/or “too much teaching”;
- Research being squeezed as other responsibilities are becoming more prominent with observations like research being completed in “own time” or “spare time” or “after hours”;
- Some form of work being undervalued in terms of time allocations and these specifically included: Higher Degree Research student supervision; preparation and review of subjects; marking; clinical placement management and supervision; and head of school or like duties;
- The distinction between teaching and non-teaching periods becoming less and less clear as the result of summer schools or three (trimesters) and four (quadesters) teaching periods a year, as well as the introduction of on-line courses.

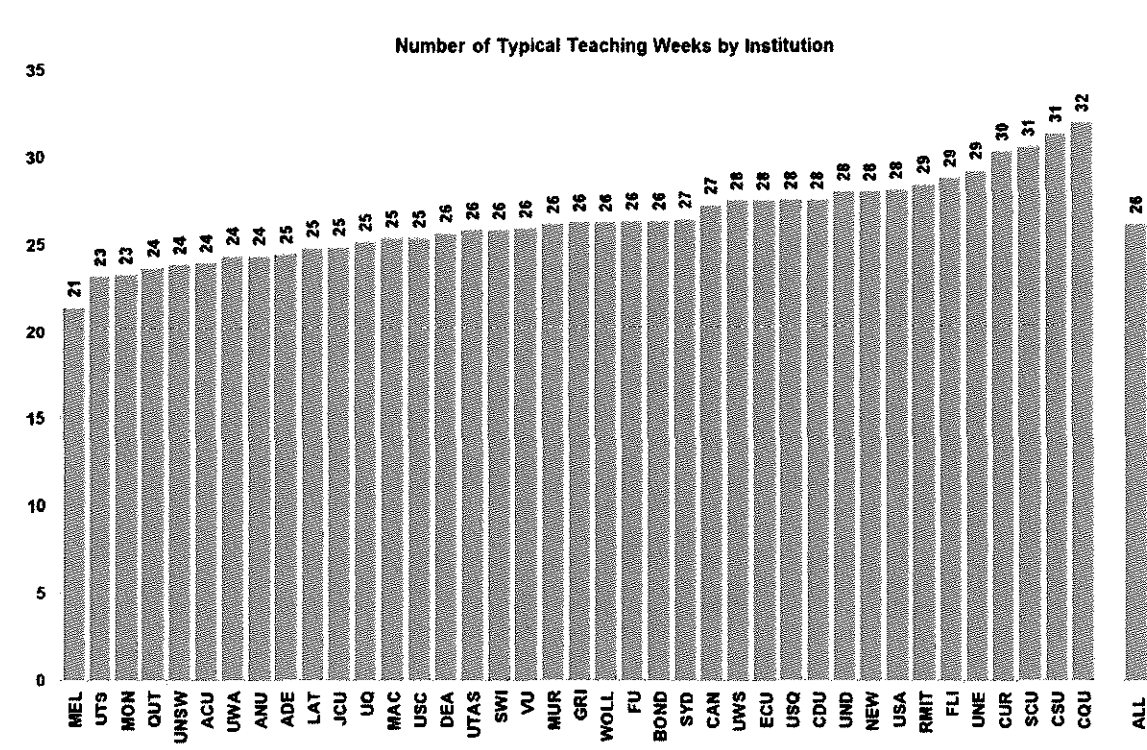
There were also a small number of positive comments to the effect that staff appreciated the autonomy and flexibility that academic work provided.

Teaching and Non-Teaching Periods

All academic staff, excluding research only staff, were asked to provide this information for a typical teaching week and a typical non-teaching week. Research-only staff were also asked to provide this information, but no distinction was made between teaching and non-teaching periods. Figure 2 shows that the average number of typical teaching weeks per year was 26 but varied from as few as 21 at the University of Melbourne to as many as 32 at Central Queensland University.

Having said this, it should be noted that a number of respondents noted the traditional distinction between teaching and non-teaching periods was quickly disappearing. This was because of the introduction of summer schools or three and four teaching periods as well as on line courses and communications. Comments clearly indicate a number of respondents felt that this spreading of the teaching periods across the whole year was making it more difficult to find the time to undertake research.

Figure 2



Academic Staff (excluding research-only staff)

The data in Figures 3 to 6 provide a breakdown of different types of work or tasks undertaken by academic staff broken down by the level of academic appointment (A through to E) and by gender and institutional type.

Figures 3 and 4 relate to a typical teaching week and Figures 5 and 6 relate to a typical non-teaching week.

The most noticeable feature of all of this data is that, despite differences in values across the various sub-groups, there is a remarkable consistency in the pattern between different academic levels regardless of gender or institutional type.

An initial look at the data would indicate that:

- Staff work on average about 52 hours per week,
- That total hours worked increase with the level of appointment regardless of gender or institutional type,
- At higher academic levels staff tend to spend less time on teaching and more time on research and university administration and community service,
- Staff employed at 'sandstone' or 'redbrick' universities tend to spend slightly less time on teaching related (22 hours per week) than people employed at other institutional types who on average spend between 23 and 25 hours on teaching,
- In a typical teaching week, female staff spent more time on teaching but the same amount of time on other tasks as their male counterparts and as a consequence, work longer hours,
- In non-teaching week females spend less time on research than males and as a result work marginally fewer hours,
- In a typical non-teaching week, the average hours worked drops slightly from 52 to 50 hours, but still a considerable amount of time (about 12 hours on average) is spent on teaching related duties.

Appendix G provides the same data broken down by individual institutions, but caution should be exercised in any inter institutional differences because of varying sample sizes.

Typical Teaching Week

Figure 3

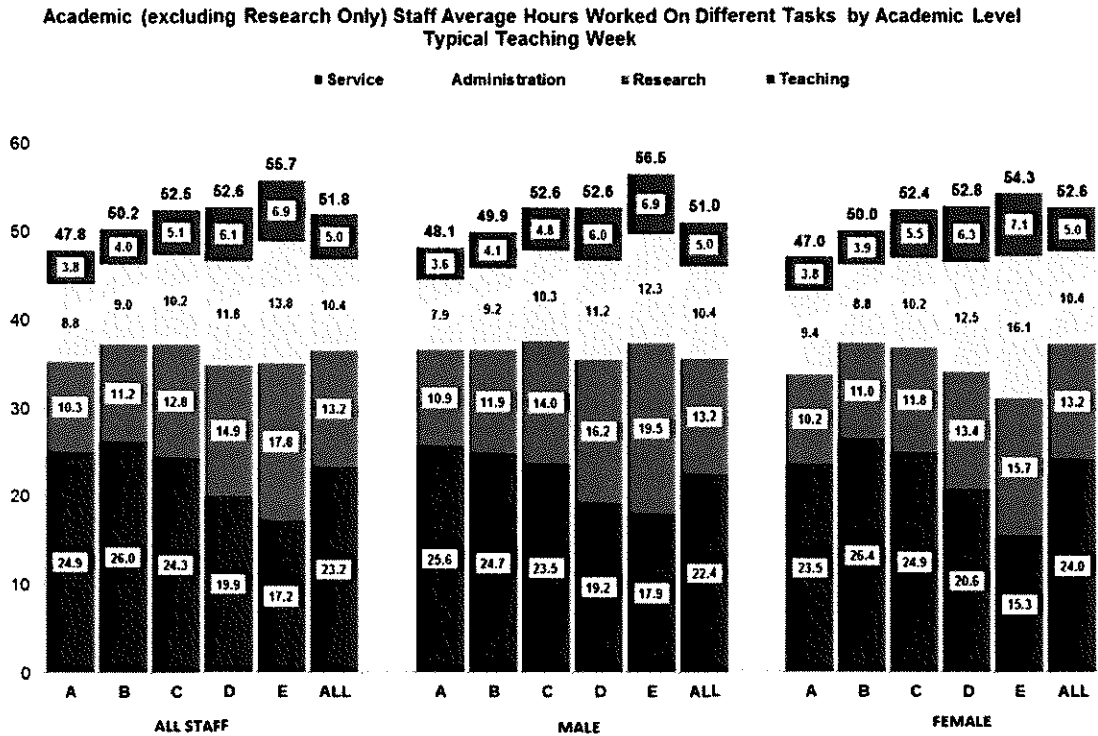
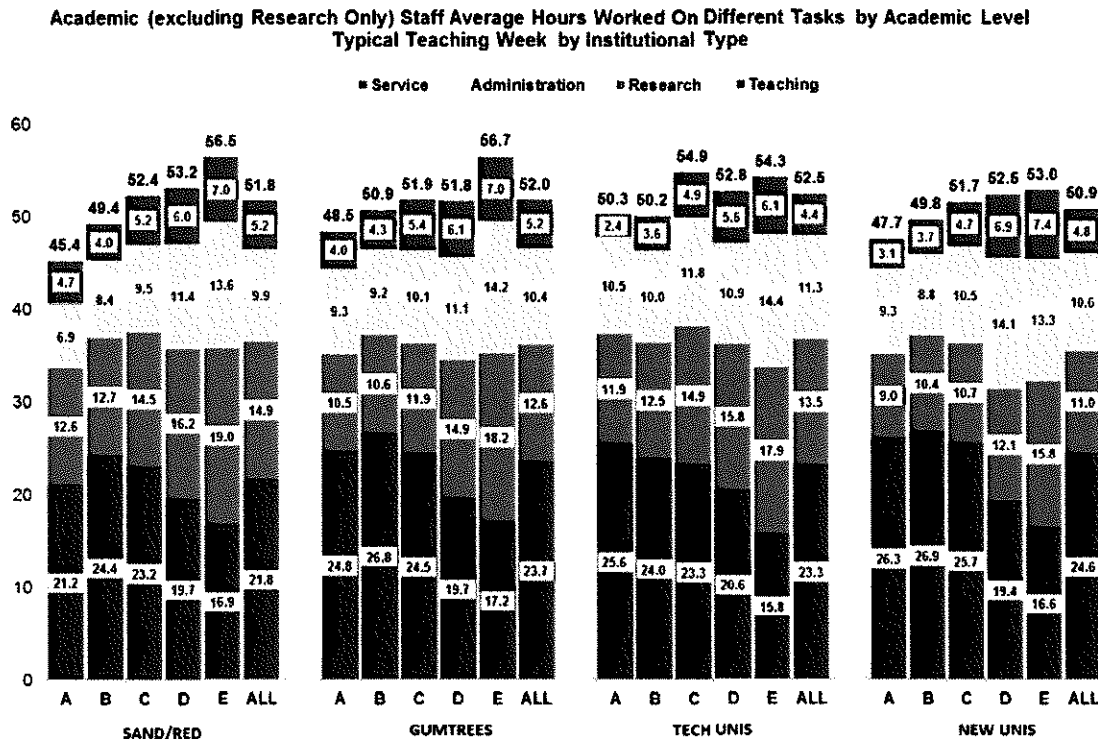


Figure 4



Typical Non-Teaching Week

Figure 5

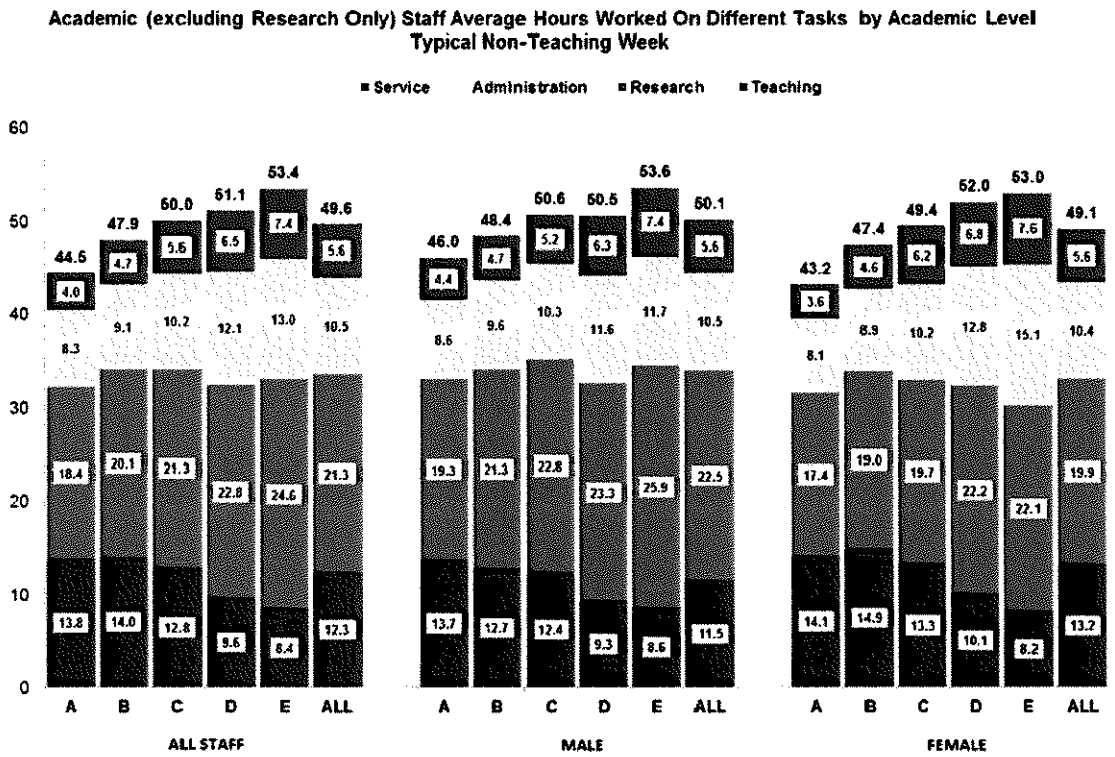
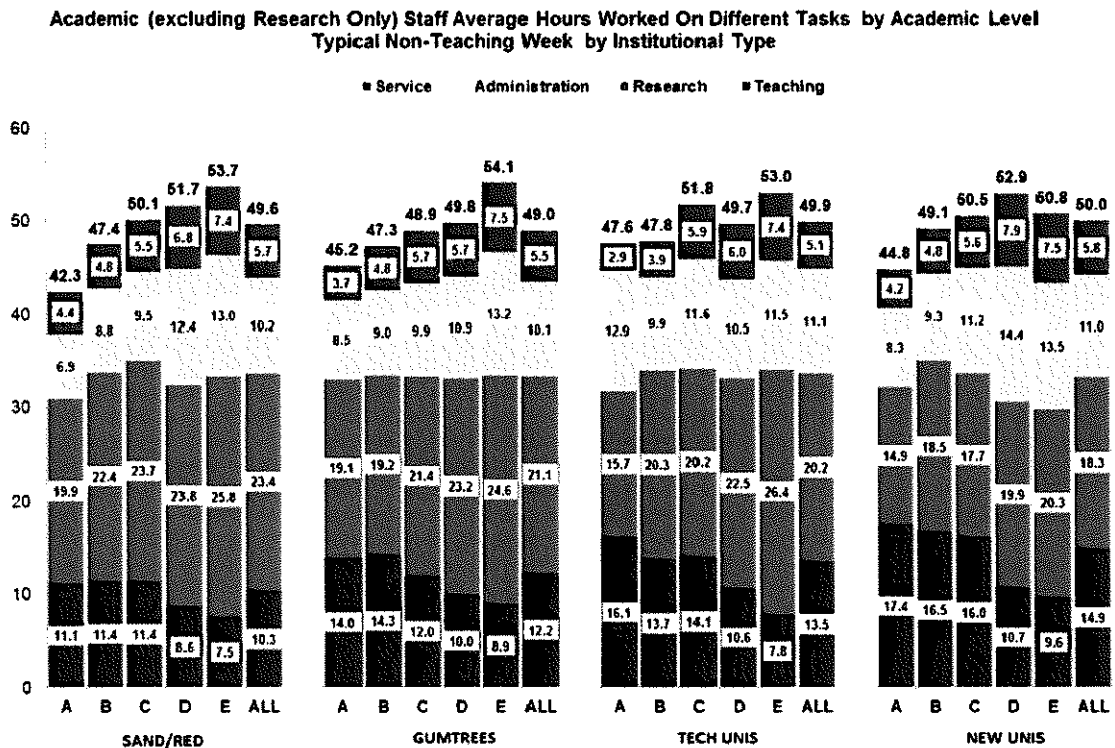


Figure 6



General/Professional Staff

The following provides an analysis of workload information collected in relation to professional/general staff. For the purposes of analysis, the data has been broken down by:

- Gender,
- Level of appointment (Level 6 and below, Levels 7 & 8, and Level 9 and above),
- Nature of the employment contract,
- Union and non-union members,
- Institutional type, and
- State/territory

Working More Than Standard Hours

Figures 7a and 7b show that on average three out of four professional/general staff reported working hours in addition to their standard work hours. Of those who worked above standard hours, 40 per cent reported they had been compensated in terms of pay or some form of time off in lieu (see below for more detail). This held true whether they were male or female.

As one might expect, the data (Figure 7a) show significant differences between staff at different HEW levels. A lower proportion of staff classified at HEW 6 and below worked above standard hours (71.7 per cent in total) of whom just over half (38.1 per cent) were compensated. By contrast, the proportion of staff classified at HEW 9 and above who worked above standard hours was considerably higher than the average (85 per cent), with only one in five (16.5 per cent) being compensated. While there is virtually no difference between staff employed on an ongoing or permanent basis or between union and non-union members, a smaller proportion of casual staff reported having to work above standard hours, and for those who do, a relatively larger proportion are compensated. In other words, almost one in four staff or 24.8 per cent of staff engaged on an hour by hour basis (casuals) are not being compensated for enough time to complete the tasks expected of them.

When you compare the results when based on employee characteristics (Figure 7a) as opposed to institutional characteristics (7b) it is apparent that the former, and especially the level of employment and nature of work contract, are more important in determining the scope (proportion of staff involved) and the extent of any compensation. It would be premature to draw any firm conclusion from interstate/territory differences especially for the smaller states and the territories.

Figure 7a

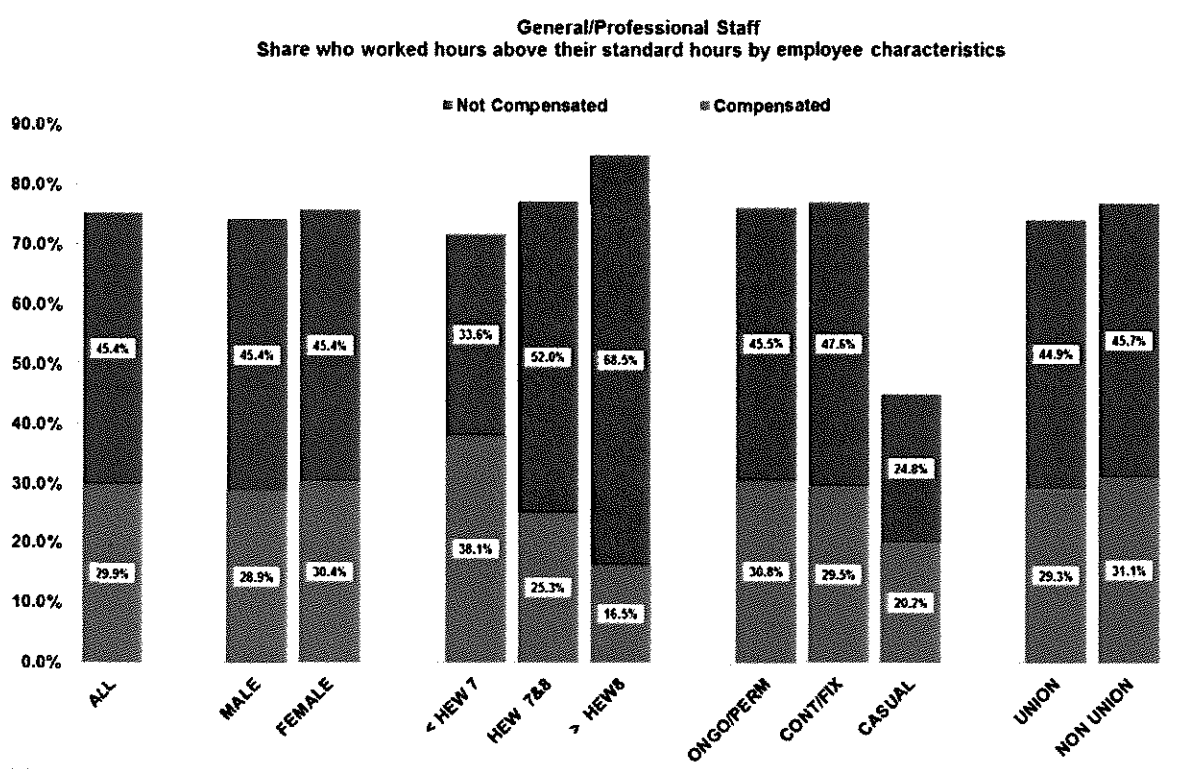
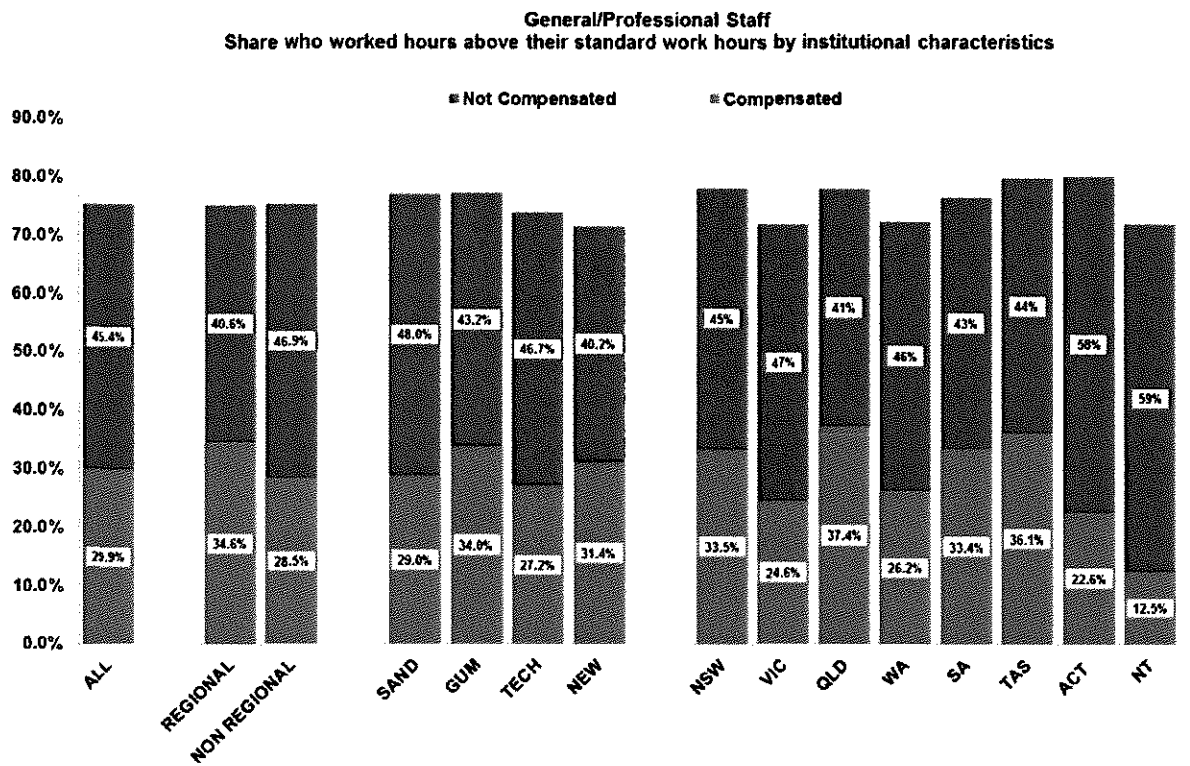


Figure 7b



Hours Worked

Figure 8a shows the average hours of 'uncompensated' work above standard hours worked per week. The average number of hours is 5.7, with males working 6.3 hours compared to 5.4 for females. This reflects the fact that on average males are at higher HEW classifications with 52 per cent of males being classified at Level 7 and above compared to only 41 per cent of females, rather than a gender difference *per say*, as the data shows average hours of uncompensated overtime increases with HEW levels, rising from 4.1 hours to 6.9 hours.

One particularly interesting result shown in Figure 8a, is that staff employed on fixed term and/or casual contracts who reported that they did uncompensated work, worked a higher average number of hours per week than ongoing or permanent staff.

Figure 8b shows a breakdown of the same data by institutional characteristics, which on the face of it seems to be a less important than the employee characteristics discussed above. For the same reasons stated above it would be dangerous to draw any firm conclusions based on interstate/territory variations.

Forms of Compensation

Figures 9a and 9b provide a breakdown of how professional general staff are compensated for working above standards hours. As would be expected from the analysis above, the level of appointment and type of work contract (ongoing, contract or casual) appear to be the largest reason for differences in the way staff are compensated.

However, perhaps the most outstanding feature of this chart is just how few staff, who worked overtime are actually paid (6.4 per cent) or given time off in lieu penalty rates (9.2 per cent).

Furthermore, the fact that only 13.8 per cent of females compared to 19.2 per cent of males get paid or allocated time off in lieu at penalty rates deserves further investigation, as this cannot be easily explained by structural issues such as gender distribution by HEW level.

Figure 8a

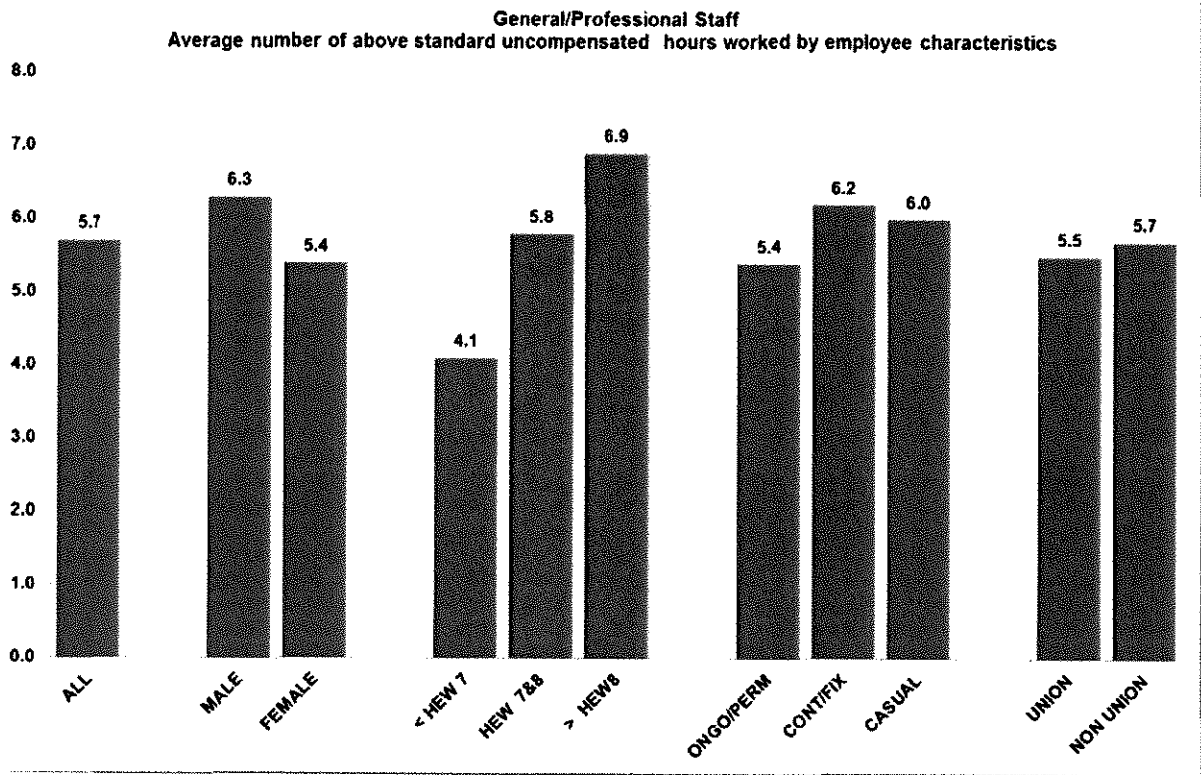


Figure 8b

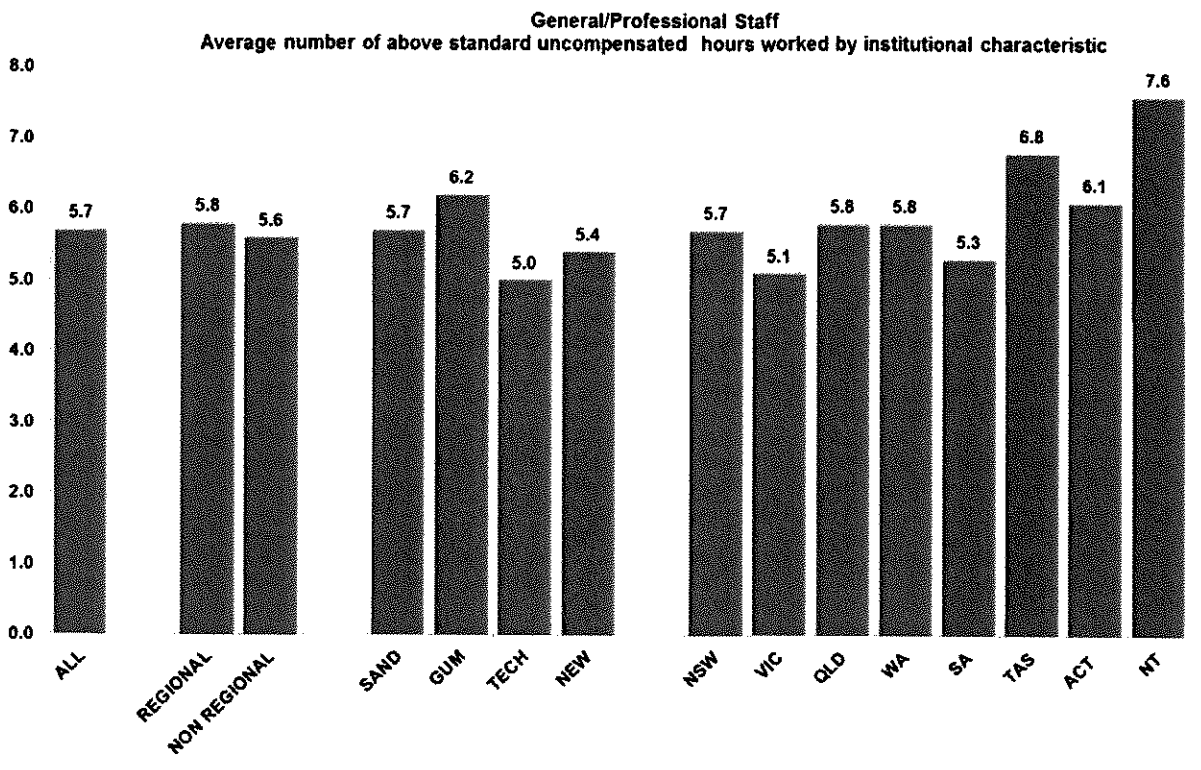


Figure 9a

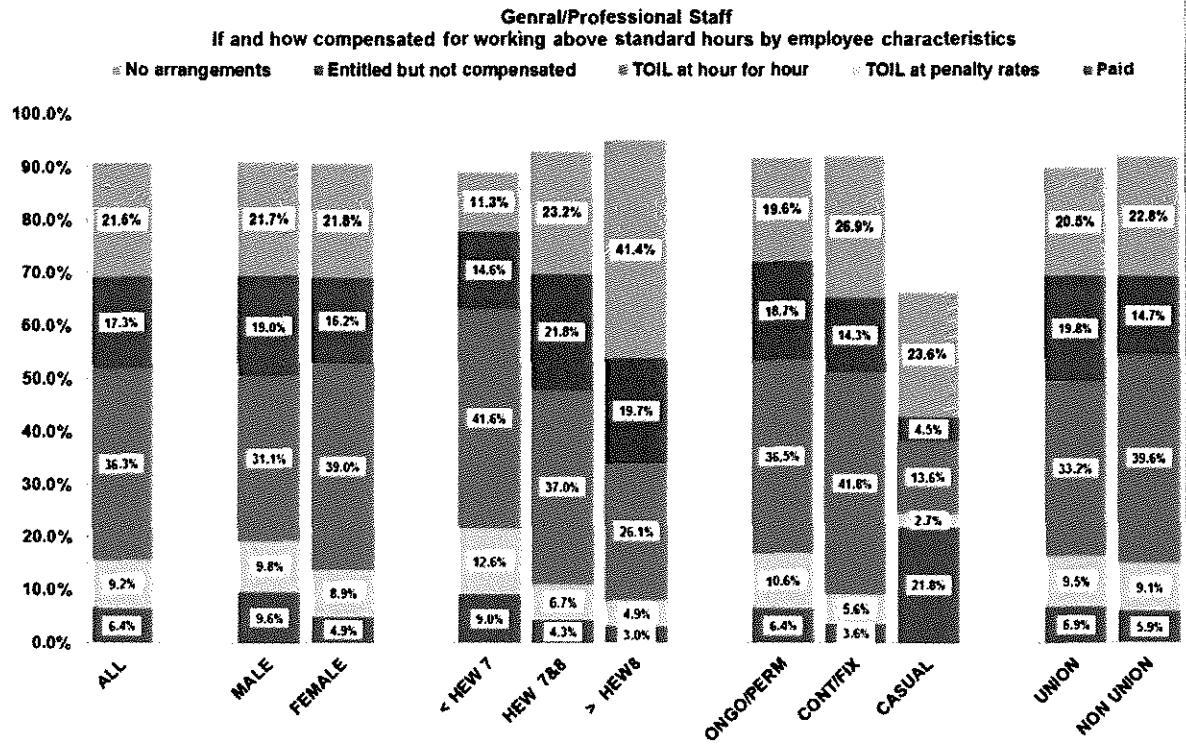
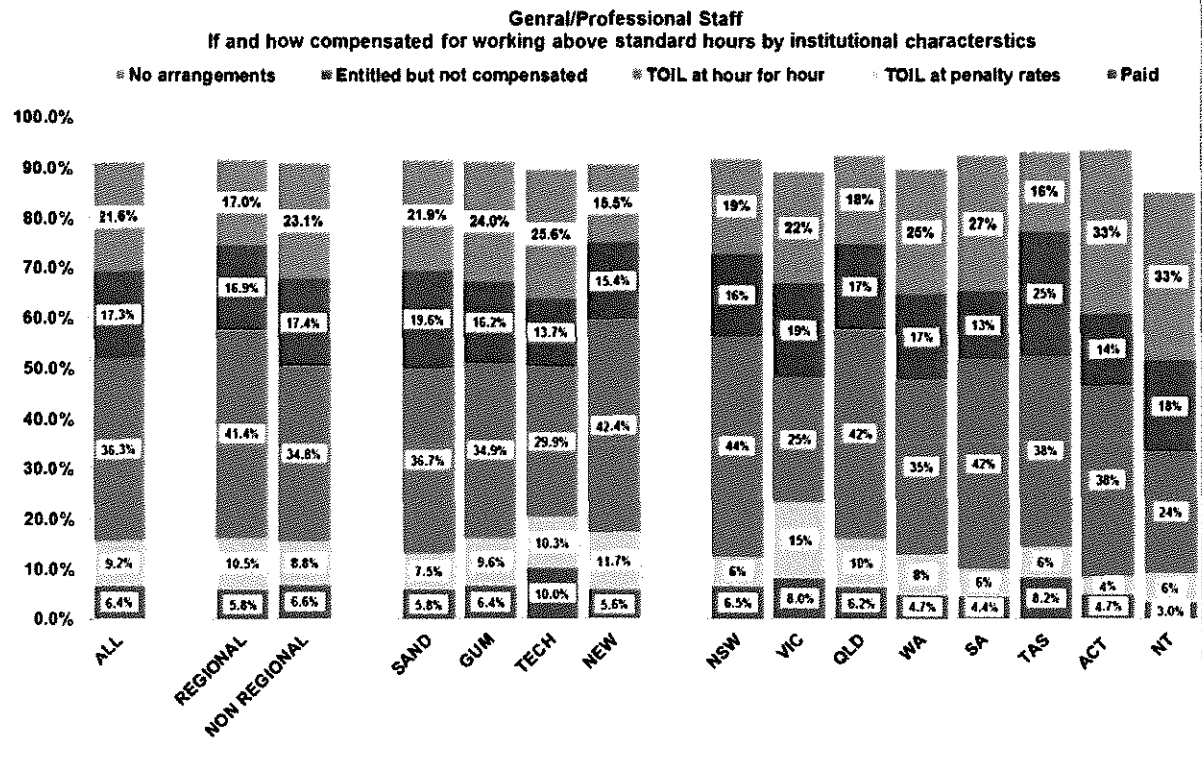


Figure 9b



Reasons General/Professional Staff Said They Worked Above Standard Hours

The reasons professional/general staff said they worked uncompensated hours are summarised in Table 6. As the data show, the overwhelming reason, as was the case for academic staff, for people working uncompensated overtime was that they felt it was necessary to meet the requirements of their job. Like the analysis above, there is a difference in results by the level of appointment and whether staff were employed on a contract and casual basis. Having said this, regardless of staffs' level of appointment or the nature of their employment contract, at least half of all employees who worked uncompensated overtime did so to satisfactorily meet the requirements of their jobs.

These results again highlight the issue of chronic understaffing and unrealistic expectations of staff performance across the sector.

Table 6

For people working un-compensated hours, the reason for doing so was best described as:			
	having to work extra hours to meet the requirements of my job.	risk of losing job	prefer to work extra hours of work.
All	63%	6%	14%
Male	61%	6%	18%
Female	64%	5%	11%
Less than < HEW 7	61%	7%	12%
HEW 7 and 8	64%	5%	14%
Greater than HEW8	68%	5%	11%
Ongoing/Permanent	64%	5%	13%
Contract/Fixed Term	57%	6%	16%
Casual	58%	12%	12%
Union	63%	7%	11%
Non Union	62%	4%	16%
Sanstone/Redbrick	62%	6%	14%
Gumtree	65%	5%	13%
Technical University	64%	5%	9%
New University	60%	6%	16%
Regional	67%	5%	14%
Non Regional	61%	6%	14%
NSW	59%	6%	16%
VIC	65%	6%	11%
QLD	61%	8%	15%
WA	63%	3%	16%
SA	64%	2%	12%
TAS	78%	8%	8%
ACT	59%	6%	19%
NT	55%	0%	20%

Appendices

A: Survey Methodology

The NTEU State of the Uni survey was undertaken between 13 April and 8 May 2015 through the online program Survey Monkey.

Direct email invitations were sent to all NTEU members and non-members based upon an aggregation of available university email lists. Phased direct emails were sent to over 126,000 university staff between the 15 and 17 April 2015 with the program Mail Chimp. The NTEU estimates that almost a half of universities blocked the direct email, reducing the potential sample cohort, and contributing to some significant variations in sample size based on institution.

A follow-up email was sent to over 26,000 NTEU members on 8 May 2015 with the program Send Blaster. This email was opened by 4,476 persons.

The survey was advertised through the NTEU webpage and via social media. Branches and Divisions also provided ad hoc promotion of the survey.

There were 10,105 final responses to the survey of which 6,979 responses were completed. Response drop out can be attributed to a range of factors including survey length, a faulty question at the end of the survey, as well as the complexity of subject matter and question construction.

The sample used in this report only includes completed responses.

B: Modified Marginson Taxonomy

Key: Sandstone / Redbricks (SAND): members of Group of Eight plus University of Tasmania

Gumtree (GUM): universities established in the 60s and 70s

Technical Universities (TECH): members of ATN plus other former institutes of technology

New Universities (NEW): universities established after the 1989 under the Unified National System.

University			Marginson
Australian Catholic University	ACU	MULT	NEW
Australian National University	ANU	ACT	SAND
Batchelor Institute of Indigenous Tertiary Education	BIITE	NT	NEW
Central Queensland University	CQU	QLD	NEW
Charles Darwin University	CDU	NT	NEW
Charles Sturt University	CSU	NSW	NEW
Curtin University	CUR	WA	TECH
Deakin University	DEA	VIC	GUM
Edith Cowan University	ECU	WA	NEW
Federation University	FU	VIC	NEW
Flinders University	FLI	SA	GUM
Griffith University	GRI	QLD	GUM

James Cook University	JCU	QLD	GUM
La Trobe University	LAT	VIC	GUM
Macquarie University	MAC	NSW	GUM
Monash University	MON	VIC	SAND
Murdoch University	MUR	WA	GUM
Queensland University of Technology	QUT	QLD	TECH
RMIT	RMIT	VIC	TECH
Southern Cross University	SCU	NSW	NEW
Swinburne University	SWI	VIC	NEW
University of Adelaide	ADE	SA	SAND
University of Melbourne	MEL	VIC	SAND
University of New England	UNE	NSW	GUM
University of New South Wales	UNSW	NSW	SAND
University of Newcastle	NEW	NSW	GUM
University of Queensland	UQ	QLD	SAND
University of South Australia	USA	SA	TECH
University of Southern Queensland	USQ	QLD	NEW
University of Sydney	SYD	NSW	SAND
University of Tasmania	UTAS	TAS	SAND
University of Technology Sydney	UTS	NSW	TECH
University of the Sunshine Coast	USC	QLD	NEW
University of Western Australia	UWA	WA	SAND
University of Western Sydney	UWS	NSW	NEW
University of Wollongong	WOLL	NSW	GUM
Victoria University	VU	VIC	NEW

Appendix C

Percentage of employees who agreed or strongly agreed with the following statements					
Response by:	My job: gives me satisfaction	feels secure	provides good work-life balance	My workload: is managable	has not increased significantly in five years
ALL	72%	34%	42%	41%	20%
INSTITUTIONAL CHARACTERISTICS					
Regional	70%	33%	40%	39%	17%
Non-Regional	72%	35%	43%	41%	21%
Sansstaone/Redbrick	73%	33%	44%	42%	20%
Gumtree	71%	33%	38%	38%	19%
Technical Universities	70%	38%	46%	43%	21%
New Universities	70%	36%	41%	40%	18%
STATE/TERRITORY					
NSW	73%	35%	44%	44%	20%
VIC	69%	32%	40%	36%	20%
QLD	70%	40%	41%	40%	19%
SA	74%	34%	47%	45%	21%
WA	72%	32%	42%	39%	19%
TAS	63%	19%	37%	33%	17%
ACT	74%	37%	37%	38%	16%
NT	73%	42%	41%	41%	22%
MULT	65%	52%	48%	49%	21%
INSTIUTION					
ACU	65%	52%	48%	49%	21%
ADE	78%	28%	47%	44%	20%
ANU	73%	34%	40%	40%	16%
BOND	78%	31%	50%	63%	22%
CAN	74%	44%	31%	33%	9%
CDU	73%	44%	42%	43%	21%
CQU	60%	39%	39%	39%	8%
CSU	76%	36%	45%	45%	18%
CUR	69%	36%	34%	34%	15%
DEA	74%	43%	41%	37%	21%
ECU	76%	35%	42%	41%	21%
FLI	73%	51%	43%	40%	19%
FU	69%	41%	38%	31%	16%
GRI	64%	38%	34%	34%	18%
JCU	65%	29%	29%	34%	23%
LAT	65%	21%	37%	32%	18%
MAC	77%	36%	38%	38%	24%
MEL	71%	30%	45%	35%	19%
MON	74%	34%	40%	38%	19%
MUR	72%	35%	45%	36%	19%
NEW	81%	19%	31%	38%	18%
QUT	82%	43%	46%	45%	20%
RMIT	64%	38%	43%	41%	21%
SCU	64%	20%	38%	33%	12%
SWI	60%	28%	36%	35%	29%
SYD	72%	35%	44%	44%	19%
UND	90%	50%	45%	50%	20%
UNE	68%	40%	31%	40%	13%
UNSW	73%	42%	52%	52%	28%
UQ	78%	43%	47%	47%	22%
USA	70%	36%	49%	48%	24%
USC	63%	30%	37%	30%	22%
USQ	68%	52%	48%	36%	17%
UTAS	63%	19%	37%	33%	17%
UTS	73%	36%	50%	44%	22%
UWA	69%	26%	43%	41%	20%
UWS	72%	39%	42%	44%	19%
VU	65%	21%	37%	35%	19%
WOLL	75%	30%	50%	49%	15%
ALL	72%	34%	42%	41%	20%
Low	60%	19%	29%	30%	8%
Median	72%	36%	42%	40%	19%
High	90%	52%	52%	63%	29%

Appendix D

Percentage of employees who rated their employer as unsatisfactory (responses 4 and 5 on scale of 5 where 1 was excellent and 5 was unsatisfactory) in relation to:

Response by:	Workloads management	Staffing levels	Reliance on casual staff
ALL	50%	56%	53%
INSTITUTIONAL CHARACTERISTIC			
Regional	49%	54%	52%
Non-Regional			
Sandstone/Redbrick	48%	55%	51%
Gumtree	54%	61%	57%
Technical Universities	47%	47%	50%
New Universities	52%	61%	57%
STATE/TERRITORY			
NSW	45%	52%	54%
VIC	54%	60%	59%
QLD	51%	54%	50%
SA	40%	48%	38%
WA	55%	58%	47%
TAS	58%	69%	61%
ACT	55%	58%	48%
NT	57%	69%	49%
MULT	52%	55%	53%
INSTITUTION			
ACU	52%	55%	53%
ADE	43%	49%	34%
ANU	56%	60%	50%
BOND	25%	41%	41%
CAN	52%	57%	46%
CDU	56%	68%	52%
CQU	48%	63%	37%
CSU	42%	50%	58%
CUR	61%	59%	47%
DEA	53%	54%	54%
ECU	48%	52%	57%
FLI	43%	53%	40%
FU	52%	66%	47%
GRI	56%	56%	54%
JCU	66%	77%	65%
LAT	60%	70%	63%
MAC	53%	57%	61%
MEL	55%	69%	69%
MON	49%	51%	58%
MUR	60%	64%	46%
NEW	56%	67%	69%
QUT	47%	42%	54%
RMIT	53%	49%	55%
SCU	68%	79%	77%
SWI	62%	60%	63%
SYD	45%	54%	55%
UND	55%	55%	50%
UNE	48%	61%	58%
UNSW	38%	41%	41%
UQ	45%	46%	43%
USA	36%	45%	42%
USC	67%	70%	70%
USQ	46%	42%	41%
UTAS	58%	69%	61%
UTS	39%	41%	47%
UWA	54%	59%	42%
UWS	43%	50%	53%
VU	57%	81%	68%
WOLL	40%	46%	44%
Low	25%	41%	34%
Median	52%	56%	53%
High	68%	81%	77%

Appendix E

Proportion of Full Time Academic Staff Working							
	35 or fewer hours	36 - 40 hours	41 - 45 hours	46 - 50 hours	51 - 55 hours	56 hours or more	More than 46 Hours
All	2%	11%	18%	24%	18%	25%	68%
INSTITUTIONAL CHARACTERISTICS							
Regional	2%	12%	18%	26%	19%	23%	68%
Non-Regional	2%	11%	19%	24%	18%	26%	68%
Sanstone/Redbrick	2%	12%	18%	23%	18%	26%	68%
Gumtree	2%	10%	16%	25%	20%	27%	72%
Technical University	3%	10%	19%	25%	19%	24%	68%
New University	2%	13%	22%	23%	17%	22%	63%
STATE/TERRITORY							
NSW							65%
VIC							67%
QLD							72%
SA							68%
WA							75%
TAS							70%
ACT							75%
NT							48%
MULT							42%
INSTITUTION							
ACU							42%
ADE							70%
ANU							83%
BOND							86%
CAN							56%
CDU							47%
CQU							71%
CSU							66%
CUR							74%
DEA							73%
ECU							75%
FLI							66%
FU							57%
GRI							77%
JCU							76%
LAT							69%
MAC							67%
MEL							64%
MON							68%
MUR							76%
NEW							79%
QUT							71%
RMIT							66%
SCU							64%
SWI							67%
SYD							59%
UND							n.a
UNE							66%
UNSW							66%
UQ							66%
USA							67%
USC							73%
USQ							69%
UTAS							70%
UTS							66%
UWA							73%
UWS							57%
VU							63%
WOLL							68%
Low							42%
Median							67%
High							86%

Appendix F

If I did not work the number of hours that I do:		
Response	my performance would not be considered satisfactory.	I would run the risk of being made redundant / not having my contract renewed.
ALL	77.1%	45.1%
INSTITUTIONAL CHARACTERISTICS		
Regional	76.5%	42.9%
Non Regional	77.2%	45.9%
Sanstone/Redbrick	74.2%	46.9%
Gumtree	80.2%	45.2%
Technical University	78.8%	45.4%
New University	76.6%	41.6%
STATE/TERRITORY		
NSW	75%	41%
VIC	78%	49%
QLD	81%	46%
SA	73%	45%
WA	81%	46%
TAS	77%	45%
ACT	71%	44%
NT	67%	41%
MULT	78%	56%
INSTITUTION		
ACU	78%	56%
ADE	71%	43%
ANU	68%	47%
BOND	80%	67%
CAN	77%	39%
CDU	68%	38%
CQU	80%	58%
CSU	83%	40%
CUR	89%	57%
DEA	86%	44%
ECU	81%	37%
FLI	74%	43%
FU	68%	27%
GRI	84%	51%
JCU	85%	39%
LAT	81%	50%
MAC	85%	46%
MEL	67%	46%
MON	84%	62%
MUR	82%	48%
NEW	78%	48%
QUT	79%	47%
RMIT	80%	46%
SCU	76%	52%
SWI	65%	32%
SYD	74%	42%
UND	73%	27%
UNE	62%	29%
UNSW	63%	42%
UQ	77%	41%
USA	74%	48%
USC	80%	53%
USQ	76%	34%
UTAS	77%	45%
UTS	75%	33%
UWA	76%	49%
UWS	82%	40%
VU	71%	41%
WOLL	70%	40%
ALL	76%	44%
Low	62%	27%
Median	77%	44%
High	89%	67%

Appendix G

Average Hours Worked by Full Time Academic Staff in a Typical Teaching Week

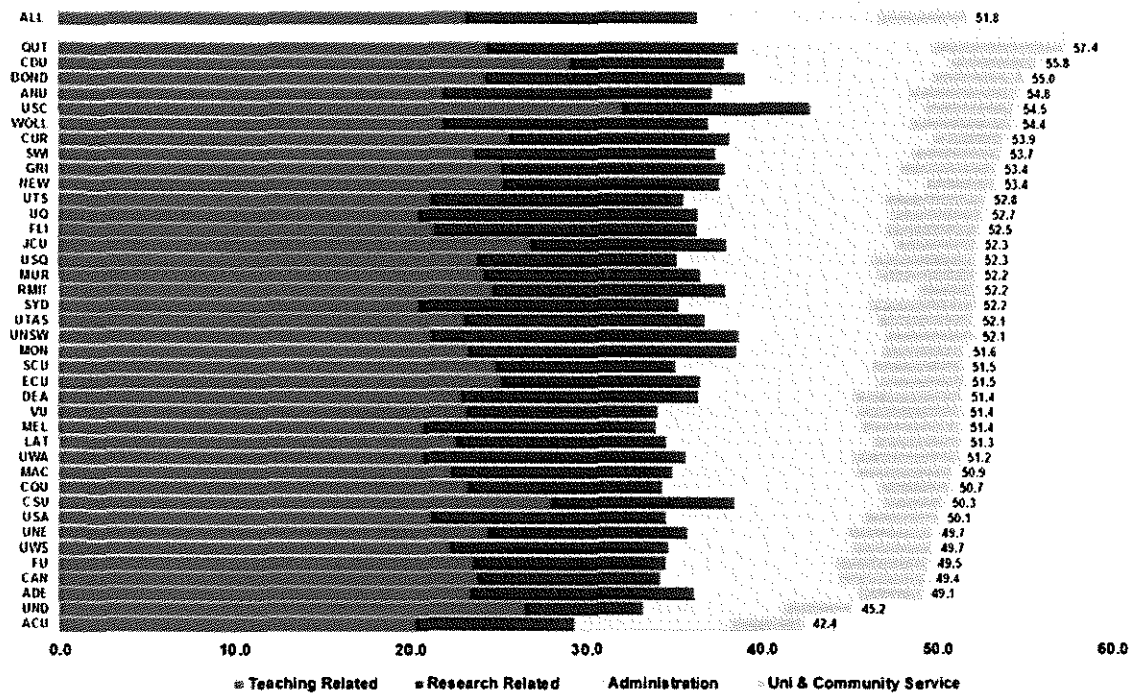


Exhibit K - clean revised Clause 22

22. Hours of work**22.1 Definitions and Application**

For the purposes of this clause:

- a. *The relevant period of account* shall mean each calendar year or such other period as is agreed in writing between the employer and the employee (not exceeding two years), or in the case of a fixed term contract engagement of less than eighteen months, the period of that engagement; or otherwise where the employment or part of the employment covers only part of a year, that part of the year. The period of account shall exclude any periods during which leave or public holidays are taken.
- b. *Required work* shall mean:
 - i. The specific duties and work allocated to an employee; and
 - ii. To the extent these are not covered by i), any work necessary to meet performance standards expected of the employee.
- c. *Ordinary-hours workload* for an employee shall mean that amount of required work such that employees at the relevant academic level and discipline or group of disciplines could with confidence be expected to perform that work in a competent and professional manner within an average 38 hours per week, as determined prospectively in respect of the relevant period of account. In respect of **part time employees**, all specifications in this clause in relation to hours of work will be calculated pro rata to the fraction of employment.

22.2 The maximum ordinary hours of work of an academic employee shall be an average of 38 hours per week over the relevant period of account. For this purpose, in addition to any required work performed on those days, each **public holiday** and each day of **leave** shall count as 7.6 hours of work.

22.3 Where the employee's actual hours of work are not set by the employer and recorded, maximum ordinary hours of work shall be deemed not to have been exceeded if the amount of required work does not exceed ordinary-hours workload, or exceeds it by less than 1/19th part.

22.4 This sub-clause applies in circumstances where the employee's actual hours of work are set by the employer, are recorded and exceed an average of 38 over the period of account. In this case, the employee shall be entitled to be paid overtime at the ordinary hourly rate of pay for the first 5 additional hours per week (averaged over the period of account), and at 150% of the ordinary hourly rate of pay thereafter, provided that the rate of overtime loading for hours in excess of 5 per week shall be capped at 150% of the ordinary rate applicable to the sixth step of Level C.

22.5 This sub-clause applies where the actual hours are not set and recorded by the employer, and where the required work exceeds ordinary-hours' workload. In this case, the employee shall be paid an overtime loading calculated as follows:

- a. The number of hours per week within which employees at the relevant academic level and discipline or group of disciplines could with confidence be expected to perform the required

work, as allocated to the employee, at a competent and professional level, as averaged across the period of account, shall be ascertained in hours per week (“ascertained hours”);

- b. Where the number of ascertained hours under a) is less than 40, no overtime loading shall be paid;
- c. Where the number of ascertained hours under a) is at least 40 and less than 44, the overtime loading shall be equal to $\frac{1}{38}$ th of the minimum salary applicable to the employee for each whole hour by which the number of those ascertained hours exceeds 38;
- d. Where the number of ascertained hours under a) is at least 44, the overtime loading shall be equal to $\frac{5}{38}$ ths of the minimum salary applicable to the employee, plus 3.947% for each whole additional hour in excess of 43, provided that the rate of overtime loading in respect of hours in excess of 43 shall be capped at the rate applicable to the sixth step of Level C.

22.6 An error made in good faith by an employer in ascertaining the number of hours per week, as required by under 22.5 a), does not constitute a breach of this Award, provided the employer has a fair and rigorous system for ascertaining those hours. This sub-clause does not limit the entitlement of employees to any overtime loading.

22.7 The employer must advise the employee before the period of account, or for a new employee within 14 days of the commencement of the period of account, whether any overtime loading is payable, and if so the basis and amount of the loading. An employee is not entitled to an overtime loading in respect of periods of leave. Overtime loading may be averaged over the period of account and any periods of leave or public holidays, and may be paid, or part paid, at the end of a period of account. The employer shall be entitled to reduce or withdraw overtime loading where required work in fact does not justify the overtime loading as advised to the employee, and must increase the overtime loading in accordance with this clause if the employer increases the amount of required work beyond that which was advised to the employee. No procedural requirement of Sub-clause 22.5 or this sub-clause need be complied with by any employer if the actual salary paid to the employee at all relevant times exceeds the sum of the minimum salary applicable under this Award and any overtime loading which would otherwise be payable.

22.8 To avoid doubt, with respect to employees whose actual hours of work are not set by the employer, no employer shall be held to be in breach of this clause merely by virtue of the fact that an employee is actually working any number of hours.

22.9 This clause does not apply to **casual employees**, except that where a casual employee is engaged for more than 76 hours in any two-week period, then the payments for hours worked in excess of 76 shall be 150% of the rate otherwise payable.