

From: [Renee Veal](#)
To: [Linda Gale](#); [Chambers - Johns C](#)
Cc: [Pill. Stuart](#); [Catherine Pugsley](#); [AMOD](#)
Subject: NTEU witness statements redacted for objections - Part 3
Date: Tuesday, 26 July 2016 2:11:29 PM
Attachments: [Caron Dann- Supplementary Witness Statement and Attachments - redacted f....pdf](#)
[13 Caron Dann Statement - Redacted for objection.pdf](#)
[07 Dr Jochen Schroeder-redacted for objection.pdf](#)

Please find attached an **updated schedule of witnesses** for this week, together with redacted versions of the witness statements for NTEU witnesses expected to be called tomorrow, being

Wednesday 27 July:

Ken McAlpine:

Initial Witness Statement of 11 March 2016 – will be provided in hard copy at the hearing (file size is too big to send by email)

Supplementary witness statement of 3 June

Further Supplementary witness statement of 11 July 2016

Caron Dann:

Initial Witness Statement of 11 March 2016

Supplementary witness statement of 11 July 2016

Jochen Schroeder

Witness Statement of 11 March 2016

Redacted statements for witnesses expected to be called on Friday will be sent in a separate email, due to the size of the files.

Linda Gale

Senior Industrial Officer

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Witness Statement

Dr Caron Dann

I, **Caron E Dann** of **7/17 Gloucester Ave Berwick 3806** declare as follows:

Background/Experience

1. I am a long-term casual lecturer in communications and literature at the Faculty of Arts, Monash University Clayton/Caulfield campuses, and in media studies and writing at Monash College, Clayton
2. Until 2007, I worked as a journalist. In 2007, I graduated from Monash University with a PhD. Since 2008, I have worked as an academic. In that time, I have held three one-year fixed term contract appointments, and the remainder of my employment has been as a casual, hourly-paid worker.
3. At Monash University, I teach in the School of Media, Film and Journalism (MFJ) and sometimes for the School of Linguistics, Languages, Culture and Literature (LLCL). I coordinate 2 units in the Master of Communications programme: Communications Theories and Practices, and Media, Technologies and Social Change. I also teach (lecture and tutor) in these subjects. These are big units with 51 and 86 students respectively for first semester 2016. Also in semester 1 2016, I will share the teaching (undertaking 50% of it) in Borderless Media in East Asia, a third-year unit for MFJ.
4. Monash College is a not-for-profit pathway institute. Students pay a considerable sum to enter a Diploma of Arts (the section in which I teach), and if they are successful in attaining this certificate, they are guaranteed entry into second year of a Monash University Arts

Degree. This statement focuses on my work as a casual academic at Monash University as Monash College staff are not covered by the *Higher Education (Academic Staff) Award 2010*.

5. I have been an active NTEU delegate since 2014.

My experience as a casual academic

6. As a casual, I am paid the casual rates as prescribed in the relevant enterprise agreements for my two employers. The rate of pay for lectures is drawn from Level B of the academic classification structure. The rate of pay for tutorials, marking and other academic duties is drawn from Level B of the academic classification structure.
7. I am paid for specific duties as listed in my contract of employment. This includes payment for lectures and tutorials, the rates for which assume payment for preparation and delivery of the class, bundled into the “hourly” rate of pay. In my experience, the assumed time in these rates of pay significantly underestimates the actual time I spend in preparation and student consultation.
8. Contracted hours vary from contract to contract, but as an indication of the contact teaching hours I work, my teaching hours for 2016 will be an average 8 hours a week of teaching for the first semester in three separate units. I will also undertake 8 hours a week paid coordination and student consultation work (if the hours schedule includes the same conditions as last year; but as it is week 2 and these schedules still have not been sent out, I cannot be sure). Again, time spent in preparing my classes is not separately paid, but I am paid separately for marking I do requiring significant feedback (but not for small items of marking, such as feedback on oral assessments).
9. If work is not listed on the casual contract, I am not paid for it. Between the hours I am paid for and the additional unpaid hours that are necessary to perform the work to a professional standard, I work very long hours, particularly during teaching weeks.

11. I wish to make it clear that I enjoy teaching and work with excellent people, including my supervisors. I realise that higher education relies heavily on casuals and that this system is not necessarily the personal choice of those I work with.

Use of Information Technology for my work

12. I had a small office at the University in 2012 when I was on a fixed term contract but now, like many casuals, I don't even have a physical presence on campus and must frequently work from home or other locations. There is communal sessional office space available while I am on campus, but there is no storage facility and no phone that is 'mine'.

13. I have work responsibilities at both the Clayton and Caulfield campuses of Monash University. Therefore I need to have readily portable communication devices.

14. I have paid for my computer, telephone and iPad. These are necessary tools for my work and being in media I particularly need to be up to date. I spend about \$200 a month on internet

access, data and mobile phone expenses, and my tax shows that 80% of this is a claimable work expense. As I do not have an office at the workplace, I don't have a work number so I use my private mobile phone for work. I also spend my own money if required to buy new hardware or a new application or piece of software. For example, last year I bought a new printer and this year I will need to replace my desktop computer. I also have to pay for all home office expenses: for example, my 2015 tax return shows I spent \$274 on printer ink, all of it for work uses.

15. I do about 40 hours per week work from home, which is evidenced by my annual tax returns. I must carry my laptop or iPad and books with me as I travel, and between classes.

16. I receive no reimbursement from either employer in relation to the expense of maintaining the information technology hardware, software or internet and phone accounts that are essential to being able to perform my duties. I claim for using my devices on my annual tax return. My tax return shows that I claim 80% of use of my equipment – computer, iPad and telephone – for work.

Maintaining my Professional and Discipline Currency

17. Maintaining currency in media studies is a constant. Media changes week to week and I therefore feel I 'live and breathe' media. As I teach media studies, communications and professional writing, I must obviously be right up to date with these changes.

18. Students expect me to know more than them, naturally, and therefore I need the practical skills base with new equipment, software and apps, not just the basic knowledge on how to use them.

19. I also spend at least 5 hours per week reading academic articles, reading about media in different fields – the latest developments in media and journalism, theoretical articles in order to keep up for my Masters students, and reading on professional writing. I maintain

my own academic library at home and subscribe to several academic and other journals, including Australian Journalism Review. While most journal articles are available through the Monash library, most books are un-digitised, while many others are available only short-term, or via a waiting list. In order to carry out my work efficiently, I need to maintain a comprehensive up-to-date home library, which has cost me thousands of dollars to put together since 2008, and on which I still spend at least \$200 a year. Text books are expensive. For example, *The Media and Communications in Australia, 2014*, by Stuart Cunningham and Sue Turnbull, cost me \$55.

20. The media and journalism work is international – our teaching and study is now expected to be very up to date due to the advances in communication resulting from the internet and forms of social media.

21. Some of this work is preparation for my classes. The allowance for preparation time in the hourly rate of pay for lecturing and tutoring is not enough to cover all the time that is involved. Knowing about what is going on internationally takes longer than a few hours 'preparation' time for lectures. In media, a high proportion of our students are international, particularly Chinese. We might spend time in class considering media events in China, Indonesia, Korea, Japan and India, for example. An example is a guest lecture I prepared in 2014 on journalism in Thailand, which had to be written from scratch with a PowerPoint presentation. This took many days to prepare, but I was paid only the 'basic lecture' rate of pay, which presumes a total of only three hours' work for preparation, delivery and student consultation. This work was required – I could not let the students down by presenting a half-written or ill-informed lecture. I must also maintain websites on Moodle for each unit I coordinate at Monash University.

22. Much of the work I do to maintain my professional skills and knowledge of developments in the discipline is not done as preparation for specific classes. It is essential that I remain up-

to-date with my field if I am to be able to perform my job competently and thus continue to be offered work. This means keeping on top of things whether or not they are directly related to particular classes or units I am currently teaching.

23. While ongoing staff at Monash University are involved in formal and informal development regarding pedagogy, there is very little opportunity for sessionals to be involved in this development. There may be a couple of meetings a year which we are paid to attend, but these deal with many topics of concern, not just pedagogy. I think about teaching theory and practice throughout my units as a matter of course and I keep a reflective document on teaching practices, my own 'teaching portfolio', as the semester progresses. Otherwise, it is informal and sporadic. For example I spent half an hour the other day talking to a colleague about what is working with our respective teaching methods.
24. Altogether, I would spend at least 2 hours per week on such activities in addition to the time spent in preparation for lectures and tutorials.
25. As for all academics, in order to keep up with my field, I should attend professional and industry conferences, as well as undertaking a variety of professional development courses offered by my employers. However as a casual academic I get no support for doing so – either in payment of registration costs or in payment of wages for time spent in such activities. During my employment with Monash University, I have attended several national and international conferences, and maintained membership of several professional associations, including the Journalism Education and Research Association of Australia, at my own expense.
26. The University recently ran a half-day course in pronunciation of Chinese names and how Chinese students learn. This was a very practical thing to do and I knew it would be incredibly helpful for me, as around 80% of the students in the Master's units I teach are from mainland China. I was told that the University would not spend the \$90 course fee on

casual staff so I asked the Head of School, who referred me to the head of finance, and the answer was still no. So I paid to attend the course myself. (I was not paid wages for the time spent attending the course, and did not expect to be, but undertook it in my own time). This experience made me feel unsupported and excluded – even though the University has relied on me to teach at the Masters level for over 5 years.

27. I am required to comply with employer policies and procedures at Monash University. In practice I need to be familiar with the policies on matters related directly to my work, including assessment, plagiarism, safety, behaviour and conduct expectations, how to record and claim payment for hours worked, expense claims, student grievance procedures, and so on. While I have worked for the University for more than 8 years now, these policies are reviewed and updated from time to time, so I need to make sure I am complying with current versions.

28. I estimate that each year, I would read at least 1200 media reports, at least 4 academic books, 20 further single chapters and approximately 50 journal articles in my field, in addition to those I read in the course of preparation work. I estimate that I spend at least 200 hours a year in such reading. I estimate that I spend at least 20 hours a year in developing my technical skills with new media and platforms. I estimate that I spend at least 20 hours a year in discussion with colleagues about developments and controversies in the discipline. I estimate that I spend at least 5 hours a year engaged in structured professional development associated with pedagogy. I estimate that I spend at least 8 hours a year in refreshing my knowledge of employer policies and procedures.

Dr Caron Dann

10 March 2016

Supplementary Witness Statement

Dr Caron Dann

I, **Caron E Dann** of **7/17 Gloucester Ave Berwick 3806** declare as follows:

1. I make this statement to supplement witness statement submitted to the Commission and dated 10 March 2016.
2. This statement is provided in response to comments by Andrew Picouveau of Monash University in his statement of 6 June 2016.

Response to 73. (a)

3. In his statement at 73. (a), Mr. Picouveau responds to my statement in relation to information technology and hot desks. It is true that the university provides 'hot desks' for use by sessional staff. However, a hot desk on its own does not take the place of an office. In fact, a hot desk can be used for only the most basic tasks, such as checking emails (but not necessarily answering them). In addition, now that we all have mobile technology, this function of hot desks is virtually redundant except when one's own equipment is running out of batteries.
4. From my experience, an academic needs more than a shared computer at a hot desk to work. During a typical day working in my home office I require access to my books. These are major 'tools of trade' and I have three large bookcases in my office holding about 600 books and journals. In any given week, I would use at least 20 of these, and often more. Addressing the work tasks that I am directly required to undertake as part of my teaching work at Monash University, books are crucial to writing lectures, lecture slides and tutorial material; to refer to when students send emails requiring information about sources that they need for assignments; when compiling reading lists for Unit Guides. I cannot always anticipate which books I will need in any given day. Without these books, I cannot do the preparation for my

teaching work at Monash. I cannot physically carry my books with me and so I cannot complete the above work at a hot desk. It is necessary in order to perform my work to a satisfactory standard that I perform much of my preparation work at home, using my own Information Technology hardware and software.

5. Every academic I know who is employed on a permanent or long-term contract basis has a lockable office or part of an office provided for them by the University and containing extensive bookshelves. These bookshelves are always full in every academic's office I've ever been into (since 2008). I'm sure the University would not provide offices with bookshelves if it thought academics did not need them: everyone would just have a hot desk.
6. It would be good to have some lockers to store materials during the work day. However, what is stored would be limited as these lockers would have to be relinquished at the end of a contract, and the contents removed.

Access to my computer desktop and archives

7. As a casual teacher, I need to refer to a vast number of records, including student attendance sheets, essay marking rubrics, records and archives, PowerPoint slides from the previous semester to be updated to the next, and so on. A hot desk provides a shared computer with access to the internet only—not the access I need to all my files and records. Furthermore, if I create a document on a Monash University computer, I then have to email it to myself. Using 'MyMonash Google' docs is a good option, but the problem here is that when I am between contracts, I would not have access to this material, so it cannot be stored here, only worked on at the time it is being written and only if I have a current contract.
8. Regardless of the limitations of hot desking described above, I often have to work at night or on weekends to prepare for classes and to mark assignments, and it is not practicable to be using the work hot desks at these times.

Response to 73 (b)

9. At paragraph 73 (b) of his statement, Mr. Picouleau responds to my comments around payment for specific tasks. Mr Picouleau understands of how contracts and claimable hours work in the School of Media, Film and Journalism is erroneous. After a very basic and non-specific contract is agreed to with Human Resources at Monash University, the section finance management team issues each sessional with a schedule of claimable hours. These schedules are strictly adhered to. For example, no extra payments are made for student consultations, unless it is a situation in which the Chief Examiner or other authority requests the Coordinator be present at a meeting with an at-risk student.
10. During this current semester, my schedules of claimable hours for the two units I coordinated arrived in week 9 and were finalised at the end of week 10 of the 12-week semester. [*Refer claimable hours schedule emails –from Caron Dann – 11 May 2016 and 13 May 2016*].
- 11.
12. Here are two concrete examples from my own experience as a sessional:
- (i) In *Communications Theories and Practices*, of which I was Coordinator in Semester 1 2016, I was paid 2 hours a week for leading a unit with 50 Master of Communications and Media Studies students. This payment was for 15 weeks, and started in Orientation week, stopped during the semester break, and continued until 2 weeks after the unit ended (let us refer to those weeks as weeks 13 and 14). The problem is, the students' final essay is not due until week 14, so results cannot be finalised by week 14. While marking essays itself is paid separately, there remains a lot of administrative work for the Unit Coordinator after marking is finished—which necessarily falls after the end of the contract and which is unpaid. About two weeks after submission of the final assignments, I completed what is known as the Chief Examiner's report, and the Callista list of official marks, as well as dealing with at-risk students who had failed to submit final assessments.

By this time, I was off the payroll, and thus was doing this work without pay. This is a specific example of what happens every semester. The same happened on my other master's unit, Media, Technologies and Social Change, in Semester 1, 2016.

- (ii) I was employed to teach 50% of the classes for *Borderless Media in East Asia*, including 6 lectures. I have always been paid for a 1-hour lecture at the basic rate, never the developed rate, even if I haven't done that lecture before. From discussions with my casual colleagues, I know this to be widespread. To put together a lecture that is new to me takes me 2-3 days, and I am now very experienced at writing lectures. I am paid a total of \$177.49 for the lecture, which includes the 1-hour delivery plus 2 hours 'associated work', including constructing or upgrading the PowerPoint presentation for the lecture and uploading learning material to the online unit site on Moodle. The payment for time spent in preparation and associated duties for each lecture or tutorial is insufficient to properly allow for the tasks directly associated with each hour of teaching. It certainly does not allow time for additional professional development and maintenance of my discipline knowledge more generally.

13. In respect to Mr. Picoueau's comments at paragraph 73 (c), I have been told specifically by Jodie Wood, the Senior Manager, School Support, in Media, Film and Journalism that sessionals are expressly NOT included in the professional development courses open to contract and permanent staff, even those run by Monash University itself for its staff. [*Refer attached email from Jodie Wood, 28 October 2014*].

14. From the specific example in my original witness statement, [23] – [26] it is clear that this support is not being provided to sessional staff.

15. In an email to me from Jodie Wood, Senior Manager, School Support (28/10/14), Ms. Wood stated that '*Unfortunately the professional development fund for staff is not available to sessional staff*'.

16. Between 2008-2016, I received one grant and know of only this one grant that has been available to sessionals such as me: this was in 2010 and was a one-off publishing grant expressly for sessional staff at the former ECPS (School of English, Communications and Performance Studies). The outcome was that I wrote an article that was then published in an academic journal. I do not know of any other such grants currently available to sessional staff.

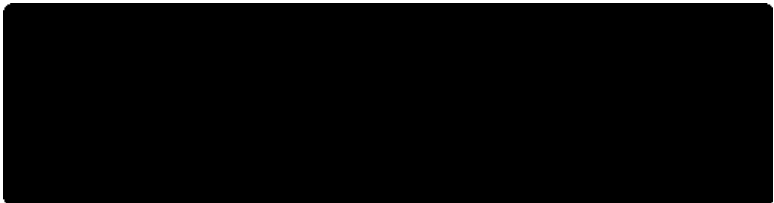
Dr Caron Dann

11 July 2016

Renee Veal

From: Susan Kenna
Sent: Monday, 11 July 2016 9:26 AM
To: Linda Gale
Cc: Renee Veal
Subject: FW: Updated Claimable Hours Schedules - APG5894 & APG5397
Attachments: DANN Caron_APG5894_CLAIMABLE HOURS Semester 1 2016 as at 12th May 2016.docx; DANN Caron_APG5397_CLAIMABLE HOURS Semester 1 2016 as at 12th May 2016.docx

Importance: High



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From: Caron Dann [mailto:caron.dann@monash.edu]
Sent: Monday, 4 July 2016 10:18 AM
To: Susan Kenna
Subject: Fwd: Updated Claimable Hours Schedules - APG5894 & APG5397

----- Forwarded message -----

From: **Theresa Mathias** <terri.mathias@monash.edu>
Date: 13 May 2016 at 09:10
Subject: Updated Claimable Hours Schedules - APG5894 & APG5397
To: Caron Dann <caron.dann@monash.edu>
Cc: Mark Gibson <mark.gibson@monash.edu>

Hi Caron,

Attached please find the updated 'Claimable Hours Schedules' for APG5894 and APG5397. They should all be correct now.

Thanks Caron,
Best wishes
Terri

--

Terri Mathias
School Executive Officer

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<u>CLAIMABLE HOURS SCHEDULE</u>				
Semester 1, 2016 (As at 2 nd May 2016)				
Staff Member:	CARON DANN			
Unit Code :	APG5397 – Media/Technologies & Social Change			
Activity Code	Description	Rate \$	MAXIMUM Hours Claimable	Duration (Weeks)
2051	Lecture (1hr delivery and 2 hrs associated work)	177.49	8	12
2054	Normal Tutorial WITH doctoral qualifications and full subject co-ordination duties	151.40	10	12
2056	Repeat Tutorial WITH doctoral qualifications or full subject coordination duties	100.94	10	12
2087	*Other Required Academic Activity – WITH doctoral qualifications <ul style="list-style-type: none"> • Consultation Hours • Coordination 	50.47	24	12
		50.47	30	15
2059	Marking Standard WITH doctoral qualifications	50.47	As agreed with unit coordinator	

- * **IMPORTANT** : When claiming hours for 2087 (Other Required Academic Activity) please ensure that you indicate in the '**comments**' section what the hours are for ie consultation, coordination etc.
- ◆ **Meetings**: Attendance at meetings can be claimed for 'markers moderation' and 'unit inductions'.
- ◆ Subject to change as advised by your supervisor.

<u>CLAIMABLE HOURS SCHEDULE</u>				
Semester 1, 2016 (As at 12 th May 2016)				
Staff Member:	CARON DANN			
Unit Code :	APG5894 – Comms Theory & Practice			
Activity Code	Description	Rate \$	MAXIMUM Hours Claimable	Duration (Weeks)
2051	Lecture (1hr delivery and 2 hrs associated work)	177.49	9	12
2054	Normal Tutorial WITH doctoral qualifications and full subject co-ordination duties	151.40	9	12
2056	Repeat Tutorial WITH doctoral qualifications or full subject coordination duties	100.94	9	12
2087	*Other Required Academic Activity – WITH doctoral qualifications			
	• Consultation Hours	50.47	24	12
	• Coordination	50.47	30	15
2059	Marking Standard WITH doctoral qualifications	50.47	As agreed with unit coordinator	

- * **IMPORTANT** : When claiming hours for 2087 (Other Required Academic Activity) please ensure that you indicate in the '**comments**' section what the hours are for ie consultation, coordination etc.
- ◆ Meetings: Attendance at meetings can be claimed for 'markers moderation' and 'unit inductions'.
- ◆ Subject to change as advised by your supervisor.

Renee Veal

From: Susan Kenna
Sent: Monday, 11 July 2016 9:26 AM
To: Linda Gale; Renee Veal
Subject: FW: Claimable Hours Schedule - ATS3897 SECOND OF THREE EMAILS ON CARON

Susan Kenna
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From: Caron Dann [mailto:caron.dann@monash.edu]
Sent: Monday, 4 July 2016 10:17 AM
To: Susan Kenna
Subject: Fwd: Claimable Hours Schedule - ATS3897

----- Forwarded message -----

From: **Caron Dann** <caron.dann@monash.edu>
Date: 11 May 2016 at 09:19
Subject: Re: Claimable Hours Schedule - ATS3897
To: Jodie Wood <jodie.wood@monash.edu>

Hi Jodie and Terri

Thanks for clarifying.

So, I do all tutorials myself on APG5894, and that will thus be 24 hours consultation.

On APG5397, Walter Wang does one tutorial (28 students) and I do the other two. Of course, this doesn't mean I don't consult with his students: I do, as coordinator of the unit, whenever it relates to their progress in general, personal matters that may be affecting them, and so on. In fact, I have a meeting today at Caulfield with one of his students.

So, I presume for APG5397 that the 24 hours would be divided between coordinators' hours and tutors' hours? Please let me know, as I think I have already claimed 16 hours (and worked more than that, of course).

Best regards

Caron

On 10 May 2016 at 12:20, Jodie Wood <jodie.wood@monash.edu> wrote:

Hi Terri and Caron,

Claimable hours schedule emails – from Caron Dann – 11 May 2016 and 13 May 2016

Sorry Caron, you are correct. If the coordinator is consulting to all students then it is 24 hours. If consultation is split between coordinator and tutors then it is a certain number of hours based on how many tutorial they take.

All the best

Jodie

On 3 May 2016 at 15:26, Theresia Mathias <terri.mathias@monash.edu> wrote:

Hi Jodie,

Can you please advise?

Thanks

Terri

Terri Mathias
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----- Forwarded message -----

From: **Caron Dann** <caron.dann@monash.edu>
Date: 3 May 2016 at 14:29
Subject: Re: Claimable Hours Schedule - AT33897
To: Theresia Mathias <terri.mathias@monash.edu>

Hi Terri

Claimable hours schedule emails – from Caron Dann – 11 May 2016 and 13 May 2016

Thank you. I think there's an error in the consultation hours: last semester, they were 24 for a coordinator and they seem to have been reduced to 7.5! This might be the rate for a regular tutor who is not the Unit Coordinator, perhaps?

Cheers

Caron

On Tuesday, 3 May 2016, Theresia Mathias <terri.mathias@monash.edu> wrote:

Hi Caron,

I'm so sorry for the delay in getting back to you, but attached please find the Claimable Hours Schedule for APG5397. APG5894 still to follow as I still need confirmation from the School Manager.

Thanks Caron,

Best wishes

Terri

Terri Mathias

School Executive Officer

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On 14 March 2016 at 08:35, Theresia Mathias <terri.mathias@monash.edu> wrote:

Thanks Caron, no problems, will send you both Claimable Hours Schedules as soon as the Teaching Plan has been updated with all the details.

Best wishes

Terri

Terri Mathias
School Executive Officer

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On 12 March 2016 at 10:46, Caron Dann <caron.dann@monash.edu> wrote:

Thanks, Terri. As well as APG5397, I am also coordinating APG5894.
Cheers
Caron

On 11 March 2016 at 14:36, Theresia Mathias <terri.mathias@monash.edu> wrote:

Dear Caron,

Attached please find the following :

- 1) Claimable Hours Schedule for ATS3897 (Semester 1, 2016)
- 2) 2016 Sessional Payment Outline
- 3) Sessional Marking Calculator (Excel)

The Claimable Hours Schedule for APG5397 is still to follow.

Claimable Hours Schedule

This schedule indicates the total number of hours claimable against each wage type for this unit. As indicated at the bottom of the schedule, when claiming hours against 'Other Required Activity', please ensure you indicate in the 'Comments' section what the hours are for ie consultation, meetings etc.

The Unit Code has been added to your profile so you can claim your hours, if it is not appearing please let me know.

2016 Sessional Payment Outline

This document explains how the consultation hours are calculated and also the breakdown of how seminars are paid.

Sessional Marking Calculator

This excel document will help you work out the number of hours undertaken for marking, including the wage type to use when claiming your hours. It has a formulae included, so you would just need to enter a) Words per assignment, b) number of assignments and c) indicate from the drop down menu whether the marking was 'standard' or 'significant'. The formulae will then calculate the number of hours to claim.

If you have any queries on any of the above, please don't hesitate to contact me.

Thanks Caron,
Best wishes
Terri

Terri Mathias

Claimable hours schedule emails – from Caron Dann – 11 May 2016 and 13 May 2016
School Executive Officer

School of Media, Film and Journalism

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JODIE WOOD

Senior Manager, School Support
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Arts

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Note: I generally work from Caulfield Campus (Room B4.14, B Bld) - Monday, Tuesday and Thursday and Clayton Campus (Room W313, 20 Chancellors Walk) - Wednesday and Friday

 **MONASH** University

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Renee Veal

From: Susan Kenna
Sent: Monday, 11 July 2016 9:26 AM
To: Linda Gale; Renee Veal
Subject: FW: Request re Chinese students' seminars

3RD OF THREE EMAILS FOR CARON DANN ATTACHMENT

Susan Kenna
National Industrial Officer
National Tertiary Education Union
1st Floor,
120 Clarendon Street
Sth Melbourne VIC 3205
P.O. Box 1323

Ph: (03) 9254 1978
Fax: (03) 9254 1915
Mobile: 0418 103 357

skenna@nteu.org.au www.nteu.org.au

From: Caron Dann [mailto:caron.dann@monash.edu]
Sent: Monday, 4 July 2016 10:16 AM
To: Susan Kenna
Subject: Fwd: Request re Chinese students' seminars

----- Forwarded message -----

From: Jodie Wood <jodie.wood@monash.edu>
Date: 28 October 2014 at 21:59
Subject: Re: Request re Chinese students' seminars
To: Caron Dann <caron.dann@monash.edu>

Hi Caron,

Have just returned from leave and am wading through emails.

Unfortunately the professional development fund for staff is not available to sessional staff. Sorry I wasn't able to advise you earlier.

All the best

Jodie

On 22 October 2014 13:05, Caron Dann <caron.dann@monash.edu> wrote:

Hi Jodie

I would like to attend the seminars on teaching and communicating with Chinese students. Mia has told me to submit my request to you. As there are only 25 places available on each seminar, I would need to apply quickly.

Best regards

Caron

----- Forwarded message -----

From: **Mia Lindgren** <mia.lindgren@monash.edu>

Date: Wednesday, 22 October 2014

Subject: Fwd: Communicating with and teaching Chinese students

To: Caron Dann <caron.dann@monash.edu>

please contact Jodie wood about the application as it has to go to finance committee.

Best Mia

Associate Professor Mia Lindgren (Journalism)
Head of School of Media, Film and Journalism

MONASH UNIVERSITY, Faculty of Arts
Building B Level 4, Room B4.34
Sir John Monash Drive,
Caulfield East, 3145, Victoria, Australia
Phone: +61 3 9903 4114 Skype: lindgren.mia Twitter: lindgrenmia
Editorial Board: *RadioDoc Review* (<http://ro.uow.edu.au/rdr/>)

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On 22 October 2014 12:50, Caron Dann <caron.dann@monash.edu> wrote:

Hi Mia

I would love to do both of these seminars. I've been saying for ages that we should have training in exactly this field. This would be particularly helpful in my Masters of Communications teaching (e.g. 4/5894), but also for many other units. Am I able to sign up for the seminars, or are they open only to continuing staff? The website is asking for a 'cost centre'.

Best regards

Caron

On Wednesday, 22 October 2014, Mia Lindgren <Mia.Lindgren@monash.edu> wrote:

Dear colleagues,

some staff development fyi.

Best Mia

Associate Professor Mia Lindgren (Journalism)
Head of School of Media, Film and Journalism

MONASH UNIVERSITY, Faculty of Arts
Building B Level 4, Room B4.34
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 Editorial Board: *RadioDoc Review* (<http://ro.uow.edu.au/rdr/>)

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----- Forwarded message -----

From: **Senior Leadership** <senior.leadership@monash.edu>
 Date: 22 October 2014 12:30
 Subject: Communicating with and teaching Chinese students
 To:

Communicating with and teaching Chinese students

The following interactive seminars are being offered to academic and professional staff who interact with Chinese students and wish to enhance their communication skills.

	Seminar 1	Seminar 2
Seminar title	Chinese language for beginners	Teaching Chinese Students
Target group	All staff who whose work activities would be made easier if they had some basic understanding of the Chinese language.	Academic staff who would like to understand how they can teach and interact with their Chinese students to achieve the desired learning outcomes.
Duration	60 minutes including question time	60 minutes including question time
Group size	Maximum 25	Maximum 25
Cost	\$45	\$45
Dates	Friday 14 November, Time: 9:15am - 10:15am	Friday 14 November, Time: 10:45am - 11:45am
Venue	G19, Building 75, Clayton Campus	G19, Building 75, Clayton Campus
Apply	Seminar application form	Seminar application form
	View seminar 1 details	View seminar 2 details

Seminar 1 - Chinese language for beginners

Overview

Chinese language for beginners is a 45 minute interactive seminar which will provide participants with an understanding of:

- Chinese characters
- Different Chinese dialects/languages
- How Mandarin Chinese is converted to English (Romanisation)
- How to pronounce words and names in *hanyu pinyin* (China's official Romanisation system)

- Basic Chinese grammar and sentence structure
- Question and answer

Seminar 2 - Teaching Chinese Students

Overview

Teaching Chinese Students is a 45 minute interactive seminar which will provide participants with an understanding of:

- China and other Chinese-speaking cultures and societies
- The typical demographic profile of Chinese students in Australia
- The Chinese Education system
- The reasons behind common challenges Australian teachers experience with Chinese students in:
 - Class participation
 - Course content
 - Assessment and misconduct (including plagiarism, collusion)
- The English of native Mandarin speakers

If you have any questions about the Program, please contact [REDACTED], Staff Development on extn: [REDACTED].

Further details of the program is at: <http://www.adm.monash.edu.au/staff-development/ws/ct/chinese-language.html>

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Leadership & Organisational Development
Monash HR

Address: Level 3, Building 2, 195 Wellington Road, Clayton VIC 3800
Telephone: +613 9902 9914

Postal Address: Senior Leadership & Organisational Development
Monash HR, Monash University, VIC 3800

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Jodie Wood

Senior School Manager
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Witness Statement of Dr Jochen Schroeder

1. My name is Jochen Schroeder. My work address is RMIT University, Swanston Street, Melbourne. I am employed full-time as a Senior Lecturer in the School of Engineering at RMIT University in Melbourne.
2. I completed my undergraduate studies in Germany and gained my Diploma in Physics (Masters equivalent) at the University of Munster (Westfälische Wilhelms Universität Münster) in 2004. I was awarded a PhD at the University of Auckland (defended in 2009, graduated in 2010), in which my area of study was also physics. During my time studying at the University of Auckland I was also employed from time to time as a Laboratory Demonstrator and Tutor on an hourly paid basis.
3. From 2009 to 2011 I was employed as a post-doctoral fellow, Research Associate (Level A) at The University of Sydney. This employment was supported by an Australian Research Council (ARC) linkage grant. This was laboratory-based experimental research work in optical communications. I worked as part of a research team in the School of Physics, which was associated with an ARC-funded Centre of Excellence, known as CUDOS (Centre for Ultrahigh Bandwidth Devices for Optical Systems).
4. In January 2011 I was promoted to Research Fellow (Level B).
5. For approximately 10 months in 2011 and 2012 I was then employed by that Centre out of its own funds. Then in 2012 I won an ARC Discovery Early Career Researcher Award, under which I stayed at the School of Physics working within the same research group, as a Research Fellow (Level B).
6. Before 2012, I was working as part of a research team where the work was largely directed by the relevant research leader, whereas by 2012 I had more direct control over the direction and quantity of my research work. Although employed to do research, in 2012, I was told that because the external funding which supported my position was insufficient to pay for my position, I was required to also do teaching work, teaching half a unit per year, corresponding to a “teaching load” of 48 (the average teaching load for regular Teaching and Research staff in the department in 2012 was 228).

7. During my time at The University of Sydney, I was working on a so-called *Flagship Project* within CUDOS. Flagship Projects are major collaborative projects directed towards end-user-inspired applications.
8. As part of the Flagship Project there were regular Flagship Project team meetings involving staff working on the project. These meetings were the closest thing I had to any work allocation process. The team would discuss experiments and results, the work of other research teams, and what other papers had been published in our research area. The work priorities and activity fairly naturally flowed from those discussions. In all my time as a researcher at The University of Sydney, there was neither any requirement for the recording of my actual or required hours of work nor was I made aware of any system or procedures to account for workload or working time or to ensure that either of these was reasonable.
9. During my time at CUDOS I volunteered for two positions within the centre. In 2011 and 2012 I was the Centre's Director for Training and Education. In that role I organised training and education for Early Career Researchers and Postgraduate Students with a particular emphasis on entrepreneurship education. My duties (in addition to my regular research) in that role were set by the Centre Executive, who I reported to. In 2013 to 2014 I was the Project Leader for one of the Centre's Flagship projects. In that position I was responsible for setting and tracking of milestones within the project.
10. In addition to that, the actual content of my working time consisted primarily of:
 - a. Conducting experiments and collecting the relevant data and information necessary for new theoretical understandings or practical applications;
 - b. The preparation, submission and revision of articles for publication in academic journals;
 - c. The supervision and guidance of the work of more junior post-doctoral fellows; and
 - d. Academic supervision of PhD students.
11. My supervisor at CUDOS was the Centre Director, who was a professor at the School of Physics. While from 2012 onwards the official supervisor was the Head of School, he delegated the role to the CUDOS Centre Director, who therefore remained my direct supervisor.
12. Work performance standards were assessed in yearly performance review meetings with the supervisor. The primary performance standard was the output and quality of publications.
13. I was promoted from Level A to Level B in 2011 and then from Level B to Level C in 2014, through the regular University of Sydney promotion process. In 2013 I won the 2013 CUDOS

Innovation Prize for my work with Finisar's WaveShaper and was a finalist of the Australian Museum's Eureka Prizes as part of the Waveshaper team.

14. As a researcher, there were no obviously "typical" weeks. In some weeks there were very heavy workloads, such as when a deadline approached for the submission of a Conference Paper or abstract. I remember on one occasion I had to try to crunch some data and research findings to meet a deadline and worked from around nine on one morning until about three or four the next morning. My normal working weeks as a researcher at The University of Sydney were between 40 and 50 hours, with occasional weeks much longer, or occasionally a little shorter than that.
15. Within my experience, the power relationship within research areas means that most power rests with the senior, professorial, and mostly continuing staff. This is largely a function of the fact that more junior, and indeed the great majority of positions in research overwhelmingly lack job security because they are fixed term, as were my appointments at The University of Sydney.
16. This had implications for my workload. While I do not consider that my workload or working hours were unusually excessive during my time at that University, the fact that I was employed in fixed term jobs influenced my decision to take on extra work over and above what was already allocated to me. This was especially the case in circumstances where there were no workload standards or procedures for research staff.
17. In August 2014 I moved to RMIT University's City campus in Melbourne to be a Senior Lecturer in Electronics/Computer in the School of Engineering. This was a change for me, in that I became a standard Teaching-and-Research Academic with significant responsibilities across the range of teaching, research and administration.
18. The RMIT University website describes my activities, reasonably accurately, as follows:

Teaching

- Course Coordinator for the SECE Capstone projects: Engineering Design 4A and 4B (EEET2267/EEET2268). This includes the postgraduate versions of these courses since 2016 (EEET2349/2350).
- Course Coordinator and Lecturer Optical Fibre Technology (EEET1075)
- Course Coordinator and Lecturer Communication Engineering (EEET2254)

Editorial and Reviewer positions

- Elsevier Heliyon, Editorial Board
- Reviewer: ARC DECRA, Discovery, LIEF and Future Fellowship projects
- Reviewer: Nature Communications, Optics Letters, Optics Express, Journal of Lightwave Technology, Scientific Reports, Photonics Technology Letters

- 19.** My teaching work in 2015 included coordinating the final year projects in Engineering, and coordinating and teaching (nominally a third of the lectures, however due to the organisation of course content I actually taught half of the lectures) a unit in Optical Fibre Technology with 40 students at fourth-year level. My teaching load, excluding administration and preparation – that is to say student contact, coordination and supervision only – is supposed to be a notional 15 hours per week, as for most academics in my School. This included, in my case, lectures, and supervision of students' final year projects. There was no provision made in my case, or to the best of my knowledge in the case of other new staff, for the fact that we had not previously presented this material, and therefore the preparation, which was of course very onerous, was not counted in that 15 hours per week. In the first semester of 2015, I was regularly working a 70-hour working week, mostly just keeping up with teaching and associated duties, but also modernising the content of the unit.
- 20.** I had research expectations as well. I was responsible for the acquisition of equipment to set up a new photonics equipment laboratory. I also have a set of performance expectations for research, to publish five articles per year.
- 21.** In the mid-year break between first and second semester teaching periods – three weeks – I spent 80 hours just working on various administrative tasks associated with assessment collection and collation for the final year projects.
- 22.** In second semester, I was still the coordinator for the two “capstone” (final year project) units, and also doing half the lectures (12 hours in total) and coordinator of the Unit in Communication Engineering, with 250 students. I had to engage the casual academics to be tutors and had a significant role in their supervision, but I did have some assistance from a casual Head Tutor. In second semester in 2015 I estimate my average hours of work were around, or more than, 50 hours per week. In large part, the reduction compared to the first semester was because I decided not to update and modernise the course materials in the unit Communication Engineering, and simply not

to take as much time in preparation of the teaching content. I am fairly confident that my much lower student evaluation scores in this unit – where students are asked to rate the presentation and content of the teaching – were as a result of my being unwilling to work the additional hours to do what was necessary to prepare the unit to the standard which I would have liked.

- 23.** At the moment because of my teaching workload, my research output is fairly limited unless I am willing to work somewhat in excess of 50 hours per week. While my research outputs this year were still relatively high, due to follow-on work from my time in Sydney which was largely driven by former postdocs and PhD students, I feel that as a teaching and research academic I am unable to perform adequate research or even keep up with the developments in the field. I think I performed well at the University of Sydney with my research effort, but I am falling behind now in my discipline.
- 24.** Although the situation has now stabilised for the reasons I have given, I think in the middle of last year I suffered something like a minor nervous breakdown, or at least nervous exhaustion.
- 25.** There have been a number of discussions with supervisors and managers and other employees about the issues of the workload of staff in my Department.

- 26.** The issue of high workloads has been discussed and raised in various staff meetings prior to the middle of last year, and the response from managers (Head of School and Deputy) has been to the effect that that is the way it is, and that it is the same for everyone. At a mid-year meeting of staff in the Department last year, there were many complaints about the workload of staff. The new Head of School and Deputy Head of School, who had recently replaced the previous incumbents, acknowledged that there was a problem and undertook to try to address it. I also had direct discussions with my line manager to say that my workload was far too high, and he said that I would get some assistance. I

have been provided with a casual Head Tutor for the design courses, which is of some assistance, but the undergraduate and postgraduate versions of this course have now been merged, which means that the number of students for whom I am responsible has now risen from 250 to 350 in this unit. In addition to the administrative load for coordinating the design courses, in the Communication Engineering course which is largest at the end of semester, I also have to do half of the exam marking.

- 27.** There is no separate accounting for marking in our school's workload model under which I work, which mean I get no extra allowance as compared to an academic with only 30 students' work to assess. It is true that a unit with more than 100 students gets an additional contact hour per week allowed because of the size of the class. However, I have calculated at a minimum that marking 200 exams takes about 1500 minutes (25 hours).
- 28.** The causes of my workload problems are in part a result a lack of resources as well as bad organisation and poor administrative support. In particular a very high student to staff ratio (between 35/1 and 45/1)
- 29.** For completeness, I should say that in the days before finalising this statement in early March 2016, I had a meeting with the new Dean of Engineering in the context of the news that the four Schools within Engineering are being restructured. He did agree that workload issues affecting me needed to be addressed and has agreed to give me additional support.
- 30.** I am required, simply by being an academic, to keep up with university policies and changes to them, and with changes and new theories about pedagogy in my discipline. I estimate that this work would be around 20 or thirty hours per year. Most of the discipline-specific reading I do I would consider to be part of my research. However, if I were only employed to teach I would without doubt have to read a lot more to keep up with my academic discipline.