

**From:** Linda Gale [<mailto:lgale@nteu.org.au>]  
**Sent:** Sunday, 28 August 2016 3:43 PM  
**To:** Chambers - Catanzariti VP; Chambers - Johns C  
**Cc:** Shannon, Allison; Pill, Stuart; 'catherine.pugsley@aheia.edu.au'; 'aodgers@vieu.org.au'; 'dcolley@aeufederal.org.au'; 'mark@spsf.asn.au'; Nick Ruskin; Joel Butler; 'Monroe, John'; Ken McAlpine; Renee Veal; Silvapulle, Stephen; James Stedman; [peter.thomas@aamri.org.au](mailto:peter.thomas@aamri.org.au); Luis Izzo  
**Subject:** AM2015/6 re AM2014/229 and AM2014/230 : NTEU Expert Witness Report re Survey

Dear Associate,

Please find attached an expert witness report from Associate Professor Graham Hepworth relating to the NTEU survey material in these two matters and attached thereto, a witness statement from Mr Michael Evans.

Sincerely,

Linda Gale

**Senior Industrial Officer**

Ph 03 9254 1910 Fax 03 9254 1915

Mobile 0414 857 392



## **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.

G. Hepworth 26/8/2016

Graham Hepworth

Statistical Consulting Centre  
The University of Melbourne

# Attachment 1

## Brief from NTEU

**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

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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](mailto: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 handwritten signature in black ink, appearing to read "Linda Gale". The signature is fluid and cursive, with the first name "Linda" and last name "Gale" clearly distinguishable.

**Linda Gale**  
National Industrial Officer  
National Tertiary Education Union

## Attachment 2

### Michael Evans Witness Statement

## STATEMENT OF MICHAEL EVANS

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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.

Michael Ems  
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

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"/> |
| Managing change in the workplace    | <input type="radio"/> |
| Workplace culture                   | <input type="radio"/> |
| Staffing levels                     | <input type="radio"/> |
| Access to promotion and progression | <input type="radio"/> |
| Treating staff with respect         | <input type="radio"/> |
| Reliance on casual staff            | <input type="radio"/> |
| Confidence in senior management     | <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

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?

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

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"/> |
| NTEU is clear in its beliefs and direction   | <input type="radio"/> |
| NTEU represents the views of staff in the sector effectively to government, employers and others | <input type="radio"/> |
| NTEU is effective in advocacy  | <input type="radio"/> |
| NTEU is strong   | <input type="radio"/> |
| NTEU is effective at local campaigning   | <input type="radio"/> |
| NTEU effectively represents both academic and general staff                                      | <input type="radio"/> |
| NTEU is effective at national campaigning  | <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)

## 2015 State of the Uni Survey

### 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<br>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

## 2015 State of the Uni Survey

### 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:

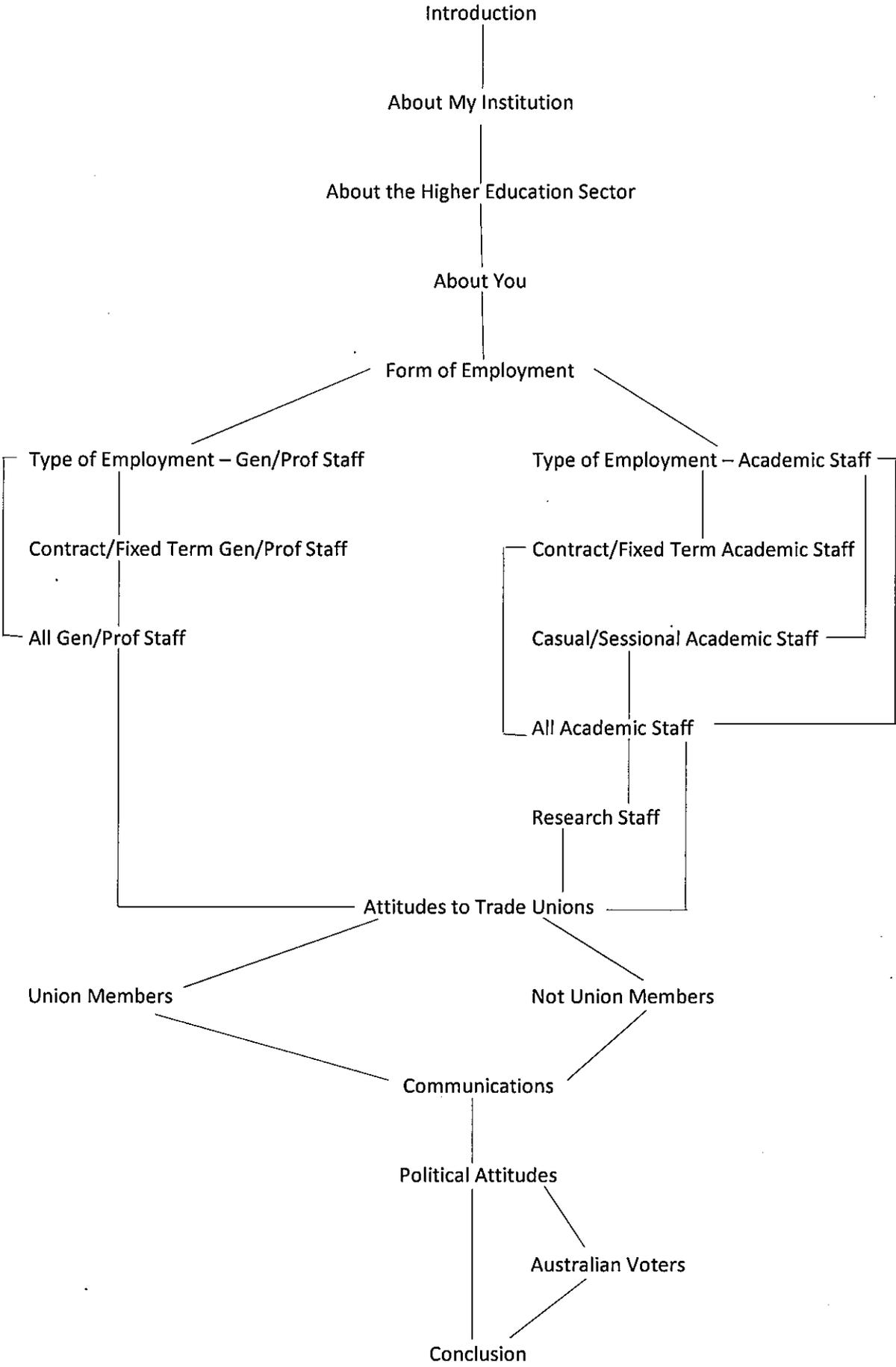
Do you have any other comments, questions, or concerns?

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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You are receiving this email because you are a member of the NTEU.

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National Tertiary Education Union  
120 Clarendon St  
South Melbourne, Victoria 3205  
Australia

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Attachment 3

Practice Note

**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 evidence<sup>1</sup>, 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 Court<sup>2</sup>**

- 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.

---

<sup>1</sup> 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].

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

## 2. The Form of the Expert's Report<sup>3</sup>

- 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) above<sup>4</sup>; 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 Court<sup>5</sup>.
- 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 reports<sup>6</sup>.

---

<sup>3</sup> Rule 23.13.

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

<sup>5</sup> The "*Ikarian Reefer*" [1993] 20 FSR 563 at 565

<sup>6</sup> 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