

Witness Statement

Anthony Wilkes

I, Anthony Wilkes of _____, in the State of _____, declare as follows:

Background/Experience

1. I work for the University of Adelaide as an Anatomy Technical Officer in the School of Animal Veterinary Science at the Roseworthy Campus. My job is classified as HEO5.
2. I have held this job for seven years, being employed in December 2008.
3. My job involves a wide range of duties. I have attached a Business Plan (outlining the role) that I have updated each year since starting in this role.

Attachment AW-1: Business Plan

4. My previous relevant experience includes:
 - Bachelor of Science (major anatomy and zoology) with Honours in anatomical science.
 - Two scholarships (2006 and 2007) to work over a six week period reconstructing skeletons (Lion, horse and polar bear) for the Abbie Museum of Anatomy, in the School of Medical Sciences at the University of Adelaide.
 - Volunteered in the School of Medical Sciences, reconstructing a skeleton (Elephant) for the Abbie Museum (2008)
 - Volunteered with the South Australian Museum, preparing dolphin carcasses for their skeletal research collection (1998-2000)
5. I am a member of the National Tertiary Education Industry Union (NTEU).

6. I am affiliated with the Roseworthy Campus Technical Services Unit (TSU), however, I report directly to Dr Rachel Norris (Dept. Head of Animal and Veterinary Bioscience, and Senior lecturer in Veterinary Anatomy). I work within the anatomy services and manage a casual (for 20 hours per week during teaching times). I manage my own daily schedule and receive requests from the entire campus. It is up to me how I achieve my goals to ensure the anatomy facilities are well maintained, and run smoothly and efficiently. The quality of my work is assessed by outcome only. I do not report to any staff member upon completion of goals.
7. I order carcasses (and other parts) for dissection for the entire school. This is a huge logistical task. I originally designed an online order form to make this task more efficient, however, I recently designed a web based ordering system for staff and students to search and order any teaching material in the anatomy collections. It is a fully integrated system that covers teaching models, pre-prepared dissections, skeletal material, cadaveric requirements and access to the anatomy resource room for independent revision. It not only streamlines the processes currently used, but maximises the use of our valuable teaching resources.

My Experience of unpaid overtime

8. In 2008, I was the fourth person employed in what was then a brand-new school. At the interview for the job they emphasised the need for putting in extra effort. I understood this and accepted these conditions. However, since this time, much has changed. Conditions are no longer the same as they were in the initial start-up phase. The School has identified the early problems in the operation of general staff hours in Anatomy, and has worked toward rectifying those problems.

9. For the first couple of years my hours were informally self-managed - I would put in long hours and take the occasional day off, but formal records of my hours of work were not kept or required.
10. I was informed that I needed to track my hours for reference and began to keep a spreadsheet of my hours. This is still managed informally (that is, I do not report the hours). I just keep the hours for my own personal records. Within the first 2 years I accumulated a huge amount of time in lieu (TOIL) - approximately 120 hours. Since this time, the School has acted to prevent such incidents, employing a casual assistant to help me during peak times (between March and November). This position is employed for an average of 20 hours per week and has worked well to reduce the amount of hours I accrue. I am happy with the current arrangement, which provides me with some flexibility in my working day. It is now possible for me to start later in the morning, should I be aware that I will be finishing late.
11. There are organisational difficulties if I take large blocks of TOIL, so the best I can do is to take dribs and drabs, which I find works quite well for me. During non-peak times, I will take the occasional day off or even leave early every so often to keep my TOIL to a minimum. I like having this flexibility. With 4 weeks annual leave each year, I don't feel as though it's necessary to take large blocks of TOIL.
12. The document on which I enter my hours says there is a limit on the hours accumulated per month. The policy requires supervisor approval before additional hours are worked, but in practice staff members exercise our own judgement. I have spoken with managers regarding this (to ensure I am not doing the wrong thing). The reality is, if a practical finishes at 5pm and requires 1 – 1.5 hours clean down, the overtime is unavoidable. It is therefore not necessary to contact the school each time to inform them of this. It is recognised as a part of the job, and with the casual

assistance, I can start later and finish earlier (or vice versa) to limit the level of unpaid overtime.

13. The TOIL form calculates at time-for-time. This is done on an Excel worksheet. I have attached a copy of the current version of the form. It does not provide for claiming overtime payment, nor have I claimed overtime payment. As I said, I quite prefer the flexibility afforded to me under the current system. The Necropsy department is more alert to the issue, based solely on the fact that they witnessed the early issues in the Anatomy department. In Necropsy, people have been actively encouraged to take their TOIL since their first day. The Necropsy areas started a couple of years after Anatomy (due to the teaching schedule) and had the benefit of learning from our past mistakes.

Attachment AW-2: TOIL recording form.

14. There are operational reasons why I need to work long hours. These include:
- a) It is a dissection-based course. Practical classes make a lot of mess (blood and tissue) which needs to be cleaned up after each class finishes. Pracs are scheduled to finish at 5 PM, usually four times a week, and the rooms need to be cleaned promptly for health and safety reasons, and in any case need to be clean and ready prior to the commencement of the next day's classes. There is generally 1 ½ hours of clean up after each prac. When possible, I will start later on these days, to counteract the hours at the end of the day. If this is not possible (and if the nature of the practical permits), we will perform a quick clean at the end of the day and clean properly the following day (to minimise TOIL accumulation). There are obviously times when these options are not appropriate and TOIL is unavoidable, but I believe this is now the exception rather than the rule.

- b) There are also first semester student projects - these are a wide variety of technically-based projects. They always run to 5 or 5:15 PM with massive cleanup, pack up, and preparation for the next morning. Previously, this involved working until 8 or 8:15 PM, and I never get out before 6:30 PM. There are generally 24 or 25 group projects underway simultaneously. The nature of the projects have been changed in more recent years to have less of an impact on staff time. The focus is less directed toward preparation of teaching models and skeletons (which required long hours preparing mounting boards, silicone moulds etc for students) and is now more directed to dissection based projects. As such, the preparatory requirements have decreased, as has the requirement for excessive afterhours work. Unfortunately, in the early years, it was difficult to predict how much work was involved with the projects (being a new school, new degree and new course with no precedent). Once students are committed to a course, we are equally committed to provide them with the course as outlined in their course handbook. As such, I did whatever it took to meet those requirements. We have refined the projects each year to combat the working hours issues and are finally reaching a point where the input from staff is at an appropriate level. The projects are often associated with overtime (and I believe this is unavoidable to some extent), however, it is much more reasonable now than previously.
- c) Comparative musculoskeletal sessions involve embalming vats, and there is competition for available tables to work at. This was a point of concern for many years, as the embalming vats were used to store large prosections for extended periods of time. This meant that they had to be cleared for the comparative musculoskeletal prac sessions (and homes had to be found for the

prosections). This certainly put high demands on staff and resources. In the last 2 years, 3 large storage containers have been purchased. These are used to store large prosections in embalming solution. As a result, the embalming vats are readily available to be used for immersion embalming (as they were intended). This has significantly reduced the workload surrounding this area.

15. The school also runs occasional weekend workshops, 2 to 3 times a year. These are provided to external clients through a consultancy fund managed by a member of academic staff on behalf of the department (Dr Rachel Norris, Dept. Head of Animal and Veterinary Bioscience). The income generated has enabled the department to occasionally support me to attend conferences and other professional development opportunities. When there is a weekend workshop I generally attend for 12 hours - from 8 AM to 8 or 8:30 PM - but only get paid for the actual time spent working for the workshop (which is usually about four or five hours) spread over that 12 hour period. Rather than sit around, I spend the remaining time catching up with preparatory work. I write this time on my timesheet and claim it as TOIL.
16. It is not a requirement of my job to check emails after hours. I have my email account synchronised with my smart phone, so I am able to receive emails at any time. It is my decision whether I choose to respond to emails, so although I do sometimes check and respond to emails out of hours, I never write those hours down on the time sheet.
17. Overall I err towards underestimating my hours. Not dramatically, but I usually round down to the nearest 15 minute block. Just 5 minutes here or there. Again, this is a choice and not a requirement.
18. In my experience, it was part of the working culture at Roseworthy to “get the job done”. The school has expanded significantly since I started in 2008. I no longer know everyone’s name or what they do, so it’s hard to comment on whether this

culture still remains, but I think for the most part, everyone will do whatever is needed to keep the place running efficiently and to a high standard. Like many university departments, there is a requirement to do more work than we are funded for, and in our start-up phase, the only way to achieve that was for staff to work hours that we did not claim for. Many general staff in my area contributed longer hours than were paid for. Whilst some overtime is unavoidable, I believe that (in my area at least) the actions of the school to manage staff workload has improved the working environment immensely.

Personal impact of unpaid overtime

19. I am expected to be the oracle for students on how to exercise a wide range of skills - whether it is constructing a skeleton, dissecting a carcass, or pretty much anything else done in the prac classes - previously it has been hard to find the time to practice the skills myself. This made me feel uneasy about instructing students, given that I had limited training in some aspects of preparatory work (eg corrosion casting, latex injection, freeze dried hollow viscera). Having assistance in the anatomy laboratory has enabled me to work toward upskilling in these areas. I have gotten to a point where the pracs are more streamlined, so I can easily direct a casual staff member to set the majority of the practical in my absence. Hence, I will set up the specimens only, reducing my time performing menial tasks (and allowing me time to work on preparing quality anatomical resources).

20. Safety was an issue in the first 2 years. Things have improved recently but there have been real safety risks resulting from hours worked when other staff are no longer around. For example, working alone in the freezer with huge piles of dog carcasses: there have been times when I have been alone working late storing materials in the freezer, and have thought “if one of those piles of carcasses collapsed on me, no one

would find me in here until the next day.” This no longer happens. This type of work (freezers, cool rooms, manual handling) is all scheduled for times when I have casual assistance. I normally perform these tasks when pracs are running (after the initial setup and before the clean down).

21. There were also health issues in the early years. I saw a psychologist due to being seriously rundown. No clear cause was identified but work pressure and long hours were clearly part of the problem. This occurred in 2012 and has not recurred since (the following year I received casual assistance).
22. My job involves a broad range of interesting tasks. In the initial start-up stages, I was concerned that if I pushed to be paid for all my overtime, or have it all counted for TOIL, then my position description would be rewritten to have the interesting duties taken away (and to focus strictly on prac setups, clean downs, provision of cadavers etc). I chose to incorporate preparatory work (which is a major aspect of my job and is in my job description) when I could throughout the day, and if I needed to work late as a result, then so be it. This enabled us to build an entire comparative skeletal collection (horse, cow, sheep, alpaca, dog, pig, dolphin, bear, Barbary sheep, donkey, and kangaroo) within a relatively short period of time. During this period I often worked very long hours without all those hours being compensated either as paid overtime or TOIL.
23. With the employment of additional casual assistance, it is no longer such a problem. The school recognises the need for high quality teaching specimens and allows time in my day to prepare these. Now that the vet anatomy pracs have run through for several years, we are at a point where we can target the gaps in the collection. We have recently implemented weekly meetings to discuss upcoming practicals and the prac requirements, which will involve the preparation of material as an ongoing duty.

This is only made possible due to the casual assistance and modification of other aspects of the course. I now have the time in my working day to work toward achieving these goals.

24. Thanks to the changes which have been made in staffing levels (through the employment of a casual) the flexibility to start later when I expect lab clean up to keep me at work late, and with the re-scheduling of some duties to hours when other staff are available, I am no longer working the very long hours I worked in the early years of the school. My current working of unrecorded hours is limited to working through the occasional lunchtime and small periods too short to be worth recording. My recorded additional hours are compensated through the taking of TOIL at time for time, and this is self-managed.
25. My achievements are assessed by outcome. Working in anatomy means that a lot of the work I carry out is visible for others to see. When a practical is booked in, I ensure it is setup before staff/student arrival. The outcome of my work is evident in the fact that the practical is set up on time. When I prepare skeletons, they go on display in the main corridor, so my outcome is evident by the existence of a skeletal collection. When I prepare museum pots, it's the same scenario. I don't believe I need regular assessments because I not only meet my goals, but much more. I do find the University as a whole (not just our school) is reactive rather than proactive. You usually hear about what you've done wrong rather than what you've done right.
26. The annual Performance Development and Review process is an opportunity for me to plan tasks that develop my career (eg improving a skillset, preparing a specific specimen that will improve teaching, developing new ways to deliver information and for staff/students to access our materials etc). It does not address issues related to my working hours.

Employer responses to the issue

27. My supervisor (Dr Rachel Norris) has certainly encouraged me to finish work as soon as I can after 5pm, but I've never been specifically directed to go home. This is because Rachel respects me enough to know that I understand my job and my area. She wouldn't expect me to walk out leaving blood to stain the floor, bodies not in cool rooms etc. She appreciates that some things must happen before I leave, and that therefore I will take as long as necessary.
28. I keep my working time records informally, so I've never been instructed to take my TOIL. I am aware that others have, but I prefer the flexibility I currently have. I no longer have excessive TOIL, so I spread this out during non-peak times.
29. I was directed to review the processes and modify where possible to reduce the need to work long hours. As mentioned at paragraph 14a above, when it's appropriate, I will leave the major clean up until the next morning (reducing the clean down to 30 minutes in the evening rather than an hour and a half).
30. I've never been told not to work through my lunch break. If I do work through my lunch break, it's usually checking emails or some other administrative task whilst eating at my desk. I've rarely had to actually work through my lunch break due to time constraints. It has happened, but doesn't it happen to everyone at some point? Emergencies arise that must be dealt with. Usually, if I work through my lunch, it is my decision. As long as I eat, I'm happy.
31. I don't recall the school or the university ever conducting any health and safety audit of general staff working hours, but I do recall an online survey relating to work hours. I think this was a university wide survey where staff had to document and submit their hours for a single working week (or fortnight). I don't remember the details, but I do

recall the survey, which occurred about three or four years ago. I do not know what the outcome of that survey was.

Anthony Wilkes

10 March 2016

Attachment AW-1

Business Plan

Lines of business

LOB 1 Service (labour) – practical set up

- Set up practicals and practical tests
- Clean up practicals and maintain laboratory
 - clean and disinfect floors
 - clean and disinfect trolleys
 - Clean and disinfect wash-down sinks
- Provide technical support during practicals
 - Oscillating saw, bandsaw
- Maintain consumables during prac
 - Disinfectant
 - Rags
 - paper towel
 - soap
 - Scalpel blades
 - Gloves
- Ordering of consumables and other necessary items
- Provide safety inductions

LOB 2 Projects (students)

- Specimens
 - Source specimens (ZoosSA, Cleland park, local vets, donations)
 - Arrange collection of specimens
 - Prepare specimens
 - Whole animals (arterial)
 - Limbs, organs etc (immerse embalm or fresh frozen)
- Provide technical support during allotted project times
 - Oscillating saw, bandsaw, assist with mounting skeletons etc
 - Advice and suggestions to students
 - Demonstrating specific skills to students (skeletal articulation, soldering, dissection techniques, use of tools; drills, soldering irons, glue guns etc)
- Ordering of consumables and other necessary items
 - Requires weekly purchases from local hardware store to meet student demands

LOB 3 Anatomy collections

- Prepare collection
 - Source and arrange collection of specimens (ZoosSA, abattoirs and local vet clinics)
 - Embalm animals (immerse or arterial)
 - Flense carcasses
 - Macerate carcasses
 - Degrease bones
 - Build skeletons
 - Prepare prosected material
 - Produce museum pots
 - Research anatomy of specimen before preparing
- Maintain collection
 - Change embalming fluid (annually)
 - Hydrate specimens regularly (weekly – fortnightly)
- Maintain preparation room and dissecting corridor
 - Clean and disinfect floors
 - Clean and disinfect benches, sinks etc.
 - Clean drains
 - Other general maintenance
- Organise permits etc for collection and storage of animal material
 - Dept. of Environment, Water and Natural Resources
 - CITES species trade permit
 - Donation forms
- Research technical duties
 - Source all relevant papers, text books etc
 - Visit other institutions and schools to learn and develop technical skills (Utrecht university, royal vet college of London, Bristol university, Murdoch university, University of NSW, Sydney University, University of Adelaide School of Medical Science, University of South Australia)
 - Presented technical seminars at conferences
 - British institute of embalmers, Australian institute of embalmers, TechNet SA, TechNet
 - Network with colleagues from other institutions frequently
 - Provide assistance to colleagues
 - Receive advice from colleagues
 - Member of Institute of Anatomical Sciences and Australian Institute of Anatomical Sciences
- Ordering of consumables and other necessary items

LOB 4 Catalogue

- Keep records of all animal remains collected
 - Date of collection, usage and outcome (prosection, skeleton, discarded)

- Keep records of all prosected material
 - Assign each specimen a catalogue number
 - Catalogue number linked to specimen type, location, anatomical structures shown etc
- Ensure records are kept up to date
 - As specimens are replaced, discarded, altered etc, records must be reviewed to reflect current state
- Ensure catalogued anatomy materials are accessible to staff and students of the School of Animal and Veterinary Sciences
 - Development and maintenance of online ordering and room booking system
 - Promote online system and provide training for users

LOB 5 Anatomy services – external

- Surgical workshops
 - Arrange collection of cadavers
 - Prepare cadavers
 - Embalm or fresh
 - Whole animal or components (limbs, heads, organs etc)
 - Specific requests (sagittal sections of head etc)
 - Clipping animals to remove hair, wool, fur etc
- Articulated and mounted skeletons for external parties (eg Greyhound industry, other institutions – zoo, vet clinics etc)
 - Flense
 - Macerate
 - Degrease
 - Build
 - Mount
- Money earned through external clients is paid into Dr Rachel Norris' consultancy fund (potentially funding personal professional development)
 - Conference attendance, flights, accommodation
 - International Congress of Vertebrate Morphology
 - TechNet
 - British Institute of embalmers
 - Membership fees for institute of anatomical sciences and Australian institute of anatomical sciences
- Ordering of consumables and other necessary items

LOB 6 Anatomy services – internal

- Bone loan collection
 - Prepare skeletons, or parts thereof, for a student loan collection

- Flense
- Macerate
- Degrease
- Catalogue
- Need enough for each student (potentially 80 forelimbs and 80 hindlimbs)
- Produce museum pots
 - Pots are purchased (plaztech scientific)
 - Select and prepare specimens for potting
 - Mount specimen in pot for display
- Comparative dog species bone collection
 - Flense
 - Macerate
 - Degrease
 - Catalogue
 - Clinician use (as well as general collection)
- Comparative species bone collection (mammalian and non-mammalian)
 - Flense
 - Macerate
 - Degrease
 - Catalogue
- Anatomy Resource Room
 - Structured to reflect the content in veterinary anatomy II and III (ie musculoskeletal section, cardiorespiratory section etc)
 - Coordination of resource room bookings
 - Maintenance of resource room
 - Review and replacement of anatomy teaching material
- Provide specimens to other non-undergraduate courses
 - Online order system (2016 onwards)
 - Created using freeware program called Joomla
 - Web based system that allows users to access anatomy collections from any device on or off campus
 - Photographic library of anatomy collections
 - Used for requesting both pre-prepared anatomy material (prosections) and cadaveric materials for dissection based classes
 - Allows ad hoc room bookings for students to schedule a time for independent learning in the anatomy lab and resource room
 - Online order system (2011-2015)
 - Designed in MS infopath linked to MS Access database
 - Streamlines orders and ensures all are received with consistent format
 - Keeps track of cadaver usage per course

- Material costs can be easily calculated per course
 - DVM pracs
 - Dog cadavers
 - Horse limbs
 - Horse heads
 - Set up anatomy lab
 - Provide any technical support (sagittal head sections etc)
- Produce teaching models
 - Latex or silicon casting
 - Freeze dried gastrointestinal
 - Skeletal models (with specific teaching functionality)
 - Resin models
- Provide support for honours and post graduate students
 - Sourcing material
 - Preparing material (bandsaw, embalming etc)
 - Demonstration of specific techniques
- Provide material for afterhours student special interest groups
 - Moo Crew (Bovine special interest)
 - ESIG (Equine special interest group)
- Ordering of consumables and other necessary items
- Provide support to honours and PhD students
 - Preparatory work (bandsaw, oscillating saw etc)
 - Provision of cadaveric materials
 - Safety inductions

LOB 7 Managerial tasks

- Management of a casual staff member (average 20 hours/week)
 - Assign duties and hours weekly
 - Supervise staff member
- Running anatomy facilities
 - Maintenance of teaching laboratory
 - Ensure cleanliness and safety of facility
 - Maintenance of store room
 - Maintenance of preparation area
 - Manage collections
 - Teaching cool room
 - Wet store room (prosections)
 - Bone store room
 - Preparation area cool room
 - Preparation area freezer
 - Preparation area chest freezer
 - Freezer container
 - Embalming vats (2 of)
- OHS&W duties
 - SOP's

- Maintenance of SDS records
 - Ensure safe working practices of local area
 - Lab inductions
- First aid officer
 - Attend regular training sessions
- Area Warden (Fire safety)
 - Attend regular training sessions

Attachment AW-2

TIME RECORD - PROFESSIONAL STAFF

Time Record form for Professional Staff (Flexi)



NAME: _____ **POSITION TITLE:** _____ **CLASSIFICATION:** _____ **IDENTIFICATION No:** _____

PERIOD STARTING: **PERIOD ENDING:**

Hours Worked:	WEEK 1							WEEK 2						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date:	1/01/1904	2/01/1904	3/01/1904	4/01/1904	5/01/1904	6/01/1904	7/01/1904	8/01/1904	9/01/1904	10/01/1904	11/01/1904	12/01/1904	13/01/1904	14/01/1904
Hours Worked or Public Hol/Leave, etc														
Flexi-time/RDO														
Start Time (e.g 8.30am enter as 8:30)														
Finish Time (e.g. 4.50pm enter as 16:50)														
<i>Less - Time NOT worked e.g. Lunch 1:00</i>														
Total Hours Worked for Day	0:00													

I certify that these recordings are correct

This statement of hours worked is acknowledged and agreed

Staff Member: _____

15-Jan-1904

Supervisor: _____

15-Jan-1904

Total Hours Worked	
Week 1	0:00
Week 2	0:00
Hours Worked less Flexi/RDO	0:00
Cumulative B/Fwd +/-	Plus 0:00
Progressive total	0:00
Less Normal Hours FTE	73:30
Carry Over +/-	-73:30

NOTE:

- Staff must not work more than 5 hours with out a break
- Staff must not accrue more than 10 hours per month without Supervisors approval

**** Click on cell N27 to change from Plus to Minus and vice versa**

COMMENTS
Please provide comment for any time not worked where a Leave Application form has not been submitted.

CHECKED OFF

Human Resources