

## **SECTION 1: PERSONAL DETAILS**

### **Dr Robyn May**

Robyn submitted her PhD thesis *An Investigation of the Casualisation of Academic Work in Australia*, in 2013. The PhD was part of an ARC Linkage project: *Gender and employment equity strategies for advancement in Australian Universities* located at the Griffith Business School, Griffith University. Robyn has a Masters of Industrial Relations (with Distinction) from the London School of Economics (1999) and a Bachelor of Economics from Monash University (1984).

Robyn has worked in the public sector, in trade unions and has held a variety of research and teaching posts in universities in Australia, New Zealand and the UK, including at Cambridge University and London School of Economics. She is currently employed at the University of Melbourne in Chancellery (Research).

### **Overview of Research**

My PhD research is described in more detail in Section 3. I have also worked on research projects involving diverse topics such as low pay, casualization in the broader workforce, collective bargaining in New Zealand and the future of unions in Modern Britain.

My PhD research has been cited in the media and I have been invited to present at international conferences to discuss my research.

## **PUBLICATIONS AND PRESENTATIONS**

### **Journal articles**

May, R, Strachan, G & Peetz, D (2013) „Workforce development and renewal in Australian universities and the management of casual academic staff“ *Journal of University Teaching and Learning Practice* (accepted for publication)

May, R, Peetz, D & Strachan, G (2013) „The casual academic labour force and labour market segmentation in Australia“ *Labour and Industry* 23 (3)

Burgess, J, Campbell, I & May, R (2008) Pathways from casual employment to economic security: The Australian experience, *Social Indicators Research* 88 (1)

May, R (2005) „The British Low Pay Commission and the Australian Fair Pay Commission“, *Journal of Australian Political Economy*, No 56, December 2005

Barry, M & May, R (2004) „New employee representation: Legal developments and New Zealand Unions“, *Employee Relations* 26 (2) 2004 pp203-223

Harbridge, R, May, R & Thickett, G, (2003) „The current state of play: Collective bargaining and union membership under the Employment Relations Act“, *New Zealand Journal of Industrial Relations*, 28 (2) September 2003

May, R & Walsh, P (2002) „Union Organising in New Zealand: making the most of the new environment? *International Journal of Employment Studies* Vol 10 (2) October 2002

May, R, Walsh, P, Thickett, G & Harbridge, G, (2003) „Unions and Union membership in New Zealand: Annual review for 2002“, *New Zealand Journal of Industrial Relations*, 28 (3) October 2003

May, R., Walsh, P., Harbridge, R. and Thickett, G (2002). „Unions and Union Membership in New Zealand: Annual Review for 2001“, *New Zealand Journal of Industrial Relations* Vol 27 (3) October 2002

May, R., Walsh, P., Thickett, G. and Harbridge, R (2001).“Unions and Union Membership in New Zealand: Annual Review for 2000”, *New Zealand Journal of Industrial Relations*, Vol. 26/3, pp. 317-328.

### **Refereed conference papers**

May, R, Strachan, G, Broadbent, K and Peetz, D (2011) „The casual approach to university teaching: Time for a re-think?“ In Krause, K., Buckridge, M., Grimmer, C., & Purbrick-Illek, S (Eds) *Research and Development in Higher Education: Reshaping Higher Education*, 34 (pp. 188-197), Gold Coast, Australia, 4-7 July 2011.

Masterman-Smith, H., May, R. and Pocock, B. (2006) Low Paid Services Employment in Australia: Dimensions, Causes, Effects and Responses. In Pocock, B., Provis, C. and Willis, E. (eds), *21<sup>st</sup> Century Work: High Road or Low Road? 20<sup>th</sup> Conference of AIRAANZ, Volume 1: Refereed Papers*,

### **Keynote presentations:**

National Keynote Speaker at the OLT Sponsored Benchmarking Leadership and Advancement of Standards for Sessional Teaching (Blasst) Summit at Macquarie University in February 2013

### **Invited presentations:**

Invited speaker to the 2014 National Centre for the Study of Collective Bargaining in Higher Education and the Professions, Annual conference.

Invited speaker to the Ontario Confederation of Faculty Unions“ Confronting Precarious Academic Work Conference, Toronto, February 2016

### **Reports**

May, R (2011) „Gender and academic casualisation“, Agenda, NTEU Women“s Journal, Vol 19, September 2011, p15

May, R & Lonti, S (2003) „Identify and Explore the Impact of Current Pay Fixing and Bargaining Structures and Relevant Pay Systems in the Public Service on the Gender Pay Gap“, „Project 11“, for the Taskforce on Pay and Employment Equity in the New Zealand Public Service, Public Health and Public Education sectors. December 2003

### **Conference Papers**

May, R, Peetz, D and Strachan, G (2013) „Casualising the academy: Reporting the results of the 2011 Work and Careers in Australian Universities survey for casual academic staff“, AIRAANZ conference, February 2013, Fremantle

May, R, Strachan, G, Broadbent, K and Peetz, D (2012) „Women and the casualised academy“ AIRAANZ conference, February 2012, Gold Coast, Qld

May, R (2011) „Casualisation; here to stay? The modern university and its divided workforce“ AIRAANZ conference, February 2011, Auckland, NZ

May, R, Strachan, G, Broadbent, K and Peetz, D (2011) „Gender dimensions to casualisation in Australian Universities“, EDI Conference, February 2011, Auckland, NZ

May, R, Gale, L & Campbell, I (2008) „Casually appointed permanently exploited: How is NTEU responding to the casualisation of academia in the current climate“, AIRAANZ Conference, February 2008, Melbourne

Lafferty, G & May, R, (2004) „Legislation, mediation and workplace conflict“, Paper given at the International Conference on Workplace Conflict, Adelaide, April 2004

Lafferty, G & May, R, (2004) „Legislation, mediation and unions: New Zealand’s Employment Relations Act 2000“, paper given to the Labour Movements Conference, Sheffield, UK, July 2004.

Bryson, J & May, R, „Good life in the bleak house“. (2004) Paper given at the Association of Industrial Relations Academics Australia and New Zealand, February 2004, refereed stream

May, R (2003) “New Zealand unions in the 21st Century: A Review” *AIRAANZ 2003: ‘Reflections and New Directions’* Melbourne, 4 –7 February

Walsh, P., Thickett, G. and May, R. (2002) *Union membership and collective bargaining trends under the Employment Relations Act*, Auckland Provincial Employers’ Association Conference, Auckland, June 19 2002.

May, R and Walsh, P (2002) “And still „creatures of the state“? The state, the central organisation and union strategy and the fall and rise of New Zealand trade unions” World Congress of Sociology, Brisbane, July 10, 2002.

May, R and Walsh, P (2002) “Union organising in New Zealand: Making the most of the new environment?” Future strategies for unions“ conference, Monash University, July 14, 2002 forthcoming in *International Journal of Employment Studies*

May, R. (2001) “Unions, Union membership and New Unions”, *The Employment Relations Act (2000) one year on Seminar*, (Wellington, 29 November 2001).

### **Book chapters**

May, R & Goulter, P (2009) „Union organising in New Zealand: The near death experience“, in Gall, G (Ed) *Union revitalisation in advanced economies, Assessing the contribution of union organising*. Palgrave McMillan

May, R (2004) „Trade Unions and the Employment Relations Act“, in Rasmussen, E (Ed) „Employment Relationships: New Zealand’s Employment Relations Act“, Auckland University Press

May, R and Walsh, P (2003) “Sheep in wolves clothing? New forms of employee representation in New Zealand”. *Labour Essays 2003*, edited by Glen Patmore

### **Newspaper pieces/media reports**

The Australian, Higher Education Supplement, 22 February 2012, „Casuals carry a heavy load“, By Jill Rowbotham, reports on research of Robyn May

The Conversation, „Career prospects are grim say casuals“ 22 February 2012  
<http://theconversation.edu.au/career-prospects-are-grim-say-casuals-on-campus-5513>

The Australian, Higher Education Supplement, 3 August 2011, „Casual approach to academic skills“, by Jill Rowbotham, reports on research of Robyn May

The Australian, Higher Education Supplement, 8 December 2010, „Casual numbers blow out“  
by Jill Rowbotham, reports on research of Robyn May

May, R (2005) „NZ’s past paints a clear picture on reform“, The Age, 24/5/05

May, R (2005) „Britain shows a fair dinkum path to fair pay“, The Age, 6/11/05, p9



## **SECTION 3: THE CLAIM FOR A DISCIPLINE CURRENCY PAYMENT**

Based on my PhD research and my own experience of working in casual academic teaching roles since 2006 I can attest to the following:

1. It is highly probable that a majority of academic staff employed under this Award are casual hourly paid staff, and that a majority or around half of teaching contact hours are worked by casual employees. Casual employees are central to the workforce, not peripheral and provide much of the undergraduate teaching in our universities.
2. Academic teaching at university level is a highly skilled professional occupation.
3. Only a small number of employees paid by-the-hour are casuals in the genuine sense. Most employment is not to meet short term ad hoc or occasional need. Most casuals are engaged in core ongoing functions. Most casual academic engagements involve a specific commitment to work specified hours of teaching work at specified times, typically over a semester sometimes a whole year. Many academic “casuals” are in fact career academics or at least expect to be employed for a number of years. There are no exact figures on the break-down of types of work done by casual academic staff. There is a small but not insignificant minority of employees not engaged directly to teach at all. This includes probably a few thousand employees who are employed in research (e.g. casual research assistants), and a small number employed in curriculum design or other support roles. There is also a small number of employees who are paid to assess students’ work but do not teach those students. These categories of staff are entitled, like other casuals in the workforce, to be paid for the actual hours worked (under the Award and virtually all enterprise agreements).
4. Among those who are engaged to teach, there are those (sometimes undergraduates) who are engaged as demonstrators, typically in the sciences or medicine. This would (in money terms) be only small minority of casual academic employment. These casuals are also entitled to be paid for hours actually worked under the Award or agreements.
5. The unusual feature of most academic casual employment is that, in respect of the majority of work – lecturing and tutoring - payment is not made for the hours actually

worked. It has been accepted by the industrial parties that this principle is appropriate to this work.

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

### **Understanding Employer Policies**

7. It is inherent in the nature of academic work, and to the requirements of the employer, that employees with professional responsibility for the teaching, assessment and support of students, have an obligation to those students (ethical) and an obligation to the employer (contractual) to be aware of significant policies of the employer which affect their work.
8. When full-time academic staff are reading and familiarising themselves with relevant university policies they are engaged in work for their employer and are being paid for that work. Such employees are not instructed to refrain from such familiarisation as part of their work. In many cases the requirement to abide by policies of the employer is stated explicitly as a term of the employment.
9. Universities have extensive policies and procedures, running to hundreds and sometimes thousands of pages of text. A large part of this is relevant to the responsibilities of academic staff.

### **Maintaining discipline currency**

10. It is inherent in the nature of academic work, and required by the employer, that academic employees responsible for providing quality higher education to students through teaching, assessing and supporting those students, have an obligation to those students (ethical) and an obligation to the employer (contractual) to maintain adequately up-to-date knowledge of the academic discipline or disciplines relevant to that teaching.
11. When full-time academic staff are maintaining adequately up-to-date knowledge of the academic discipline or disciplines relevant to their teaching work, they are engaged in work for their employer and are being paid for that work. Such employees are not instructed to refrain from such work. To not maintain adequately up-to-date



knowledge of the academic discipline or disciplines relevant to their teaching work is unsatisfactory performance.

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

### **Time required**

13. The amount of time which might realistically be required to establish a knowledge of and familiarisation with university policies upon initial appointment varies from workplace to workplace but would rarely be less than ten hours.
14. The amount of time which might realistically be required for an academic to maintain adequately up-to-date knowledge of the academic discipline or disciplines relevant to their teaching work will vary significantly from employee to employee and discipline to discipline and will in part depend on the nature of the teaching duties and discipline undertaken. However, a reasonable estimate can be made, indicating the order of magnitude. A very typical example of such an estimate is as follows:

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

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

*Total: 120 hours*

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

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

## **SECTION 4: MY OWN RESEARCH**

This section provides details of my PhD research which includes the Work and Careers in Australian University Survey. The Work and Careers in Australian Universities Survey was conducted as part of the Australian Research Council Linkage Grant Project LP0991191: *Gender and Employment Equity: Strategies for Advancement in Australian Universities*. The overall aim of the project is to advance understanding of existing gender inequalities in Australia which remain, despite increasing gender equity policy and attention to work and family policy.

The Chief Investigators are Professor Glenda Strachan (Griffith University), Professor Gillian Whitehouse (University of Queensland), Professor David Peetz (Griffith University), Assoc. Professor Janis Bailey (Griffith University) & Dr Kaye Broadbent (Griffith University).

The Research Partners are Universities Australia Executive Women (UAEW), National Tertiary Education Union (NTEU), and UniSuper.

Professor Glenda Strachan, Professor David Peetz and Dr Kaye Broadbent, all from Griffith University, were my PhD supervisors.

In addition to the WCAU survey for casual academic staff my research also included two case studies of universities (one Old University and the other a New University) where I interviewed casual academic teaching staff (22 in total) academic staff who supervised casual academic teaching staff (14 in total) and senior managers responsible for making decisions at the faculty level about casual academic teaching staff (9 in total). In particular the interviews with casual academic teaching staff were able to examine the lived experience of casual academic work, explore motivations for undertaking the work,

### **WCAU Methodology**

The study employed a multi-level design with information collected at the organisational and employee level. To ensure the sample was representative of university workers across Australia a subset of the contactable population were randomly selected from each participating university. This target group received both online and hard copy surveys.

The Work and Careers in Australian Universities Survey consists of three survey instruments designed to collect information on working life among university employees. The three groups of employees are defined by staff classification and employment agreement type below are:

- Group 1. Professional/General (fixed term or continuing)
- Group 2. Academic (fixed term or continuing)
- Group 3. Sessional Teaching Staff (engaged on a casual, that is hourly, basis only as per last pay period prior to study launch).

All groups of staff were asked a broad range of questions on work life including:

- demographic questions including country of birth; educational qualifications;
- income;
- working hours;
- job satisfaction and security;
- details about career history, assistance with career, and future intentions;
- work and family issues including parental leave and flexible work;
- retirement income.

### **Data Collection Procedure**

Following ethics clearance, negotiations were held with senior university staff, and 19 universities agreed to participate in the study. The data collection was undertaken by the Institute of Social Science Research at the University of Queensland (ISSR). The total number of contactable university workers was n=80,868, which was made up of 30% academic employees (n=24165) 41% professional/general staff (n=32983) and 29% casual academic employees (n=23720).

Data collection was undertaken between August 2011 and January 2012. Each of the universities commenced participation in the study at different times but followed the same data collection process.

Of the casual academic employees who were surveyed there were 3,160 respondents who completed the survey either fully or partially, comprising a 13.3 per cent response rate. Whilst this response rate was lower than that for academic staff and general/professional staff

it is consistent with response rates in other surveys of casual academic staff and casual staff generally.

### **Demographic Characteristics of casual academic staff**

This section reports the findings from casual academic teaching staff who completed the WCAU survey. These are described in Table 1.

**Table 1: Demographic characteristics of survey respondents**

Demographic characteristics	Females		Males		Total Sample	
	N	% (a)	N	% (a)	N	%
<b>Gender</b>	1801	56.9	1359	43.0	3160	100
<b>Age</b>						
20-24	121	6.8	131	9.8	252	8.1
25-29 years	409	22.9	300	22.4	709	22.7
30-34 years	307	17.2	236	17.6	543	17.4
35-39 years	198	11.1	149	11.1	347	11.1
40-44 years	181	10.1	130	9.7	311	9.9
45-49 years	163	9.1	69	5.1	232	7.4
50-54 years	166	9.3	92	6.9	258	8.3
55-59 years	116	6.5	79	5.9	195	6.2
60-64 years	83	4.6	62	4.6	145	4.6
65 + years	43	2.4	92	6.9	135	4.3
<i>Age Not disclosed</i>	14	0.8	19	1.4	33	1.0
<b>total</b>		<b>100</b>		<b>100</b>	<b>3160</b>	<b>100</b>
<b>Australian born</b>						
<i>No</i>	524	36.5	490	43.9	1014	39.8
<i>yes</i>	910	63.5	626	56.1	1536	60.2
<i>Total</i>		100		100	2550	100
<b>Educational qualifications</b>						
PhD	270	15.0	228	16.8	498	15.8
Post grad	782	43.4	541	39.8	1323	43.0
Bachelor incl Hons	651	36.1	479	35.2	1130	35.8
Other tertiary, TAFE	45	2.5	41	3.0	86	2.7
No formal qualifications	16	0.9	24	1.8	40	1.3
No information given	37	2.1	46	3.4	83	2.6
TOTAL	1801	100	1359	100	3160	<b>100</b>
Currently studying for a PhD	651	36.1	524	38.6	1175	37.6
Currently studying for a qualification (including a PhD)	950	52.7	749	55.1	1700	54.4
<b>Has caring responsibilities (1)</b>	402	27.7	159	14.1	561	21.7
<b>Is a member of a trade union (2)</b>	243	17.0	143	12.8	386	15.1

- (1) Sum of those who reported they were either the primary carer, or shared care of a child U18 (n=2575)
- (2) (n=2550)
- (a) Percentage of total of that column, except for gender which for that row is percentage of total.

**Source: WCAU Casual Academic Staff Survey 2011**

Casual academic staff are younger and more likely to be female than their continuing academic counterparts. Of the sample 16% hold a PhD, with a further 38% currently studying for a PhD.

The patterns of work and income of respondents to the WCAU casual academic staff survey including earnings, length of employment, main sources of income, how many institutions respondents work at, and what type of casual academic work they perform were examined. In each case the results are reported for males and females in order to begin to explore the data for gender differences, in addition to those differences already uncovered.

The respondents' length of employment at their current place of employment, (referred to as „this university“) is explored in Table 2. The median time spent as a casual academic staff member was 3 years, and the mean 2.53 years for both males and females. This was in contrast with the results for the non-casual academic survey where the median time in an academic position was five years. Table 4.10 shows that the majority of respondents have been casual for more than two years, and one in five have been casual for more than six years. This points to the existence of the „permanent casual“ raised in the literature by Brown et al. (2010, p. 179) who suggest that casualisation is part of an overall management strategy of dealing with ongoing work by the employment of insecure academic staff.

**Table 2: Casual academic respondents' length of employment at 'this university'**

	<b>Females (n)</b>	<b>%</b>	<b>Males (n)</b>	<b>%</b>	<b>Overall (n)</b>	<b>%</b>
Less than one year	437	28.5	345	28.7	782	28.6
1-2 years	295	19.2	263	21.8	558	20.4
3-5 years	515	33.6	365	30.3	880	32.2
6-9 years	167	10.9	133	11.0	300	11.0
10-14 years	77	5.0	59	4.9	136	5.0
15+ years	44	2.7	39	3.2	83	2.9
<b>Total</b>	<b>1533</b>	<b>100.0</b>	<b>1204</b>	<b>100.0</b>	<b>2737</b>	<b>100.0</b>

Source: WCAU Casual Academic Staff Survey 2011

The survey asked about gross income per fortnight (the standard payment period for casual academic staff) for the respondent's current employment, and the responses are reported as gross weekly income in Table 3. Three fifths of respondents who disclosed their weekly income reported that they earned less than \$500 per week. A further 16 per cent earned between \$500 and \$699 per week, and 24 per cent earned more than \$700 per week. Whilst there was little gender difference between earning levels less than \$700 per week, higher proportions of females earned between \$700 to \$999, and greater proportions of males earned greater than \$1000, although these very high earners formed only 12 per cent of the overall sample.



**Table 3: Reported gross weekly earnings**

<b>Gross weekly \$</b>	<b>Females (n)</b>	<b>%</b>	<b>Males (n)</b>	<b>%</b>	<b>Overall (n)</b>	<b>%</b>
Less than \$499	892	61.1	702	60.3	1594	60.8
\$500-\$699	238	16.3	180	15.5	418	15.9
\$700-\$999	176	12.1	113	9.7	289	11.0
\$1000+	153	10.5	169	14.5	322	12.3
<b>Total</b>	<b>1459</b>	<b>100.0</b>	<b>1164</b>	<b>100.0</b>	<b>2799</b>	<b>100.0</b>

Source: WCAU Casual Academic Staff Survey 2011

The data in Table 3 need to be interpreted in conjunction with Table 4 which report a cross tabulation of gross weekly income and the reported main source of income. Respondents were asked to nominate their main source of income, from six options or „other“. For those respondents who answered the question, 36 per cent said that their casual employment was their main source of income, a further 27 per cent relied on their scholarship for their main source of income, and 18 per cent said their main source of income was employment outside the university sector. A further nine per cent of the respondents to this question said they relied on their family or partner for their main source of income and four per cent relied upon their pension. Of the small number who provided information in the „other“ category, most noted that they were reliant on unemployment benefits as a main source of income. What the table shows is that those who rely on a university scholarship for their main source of income are most highly concentrated in the low earning categories, below \$500pw; some 84 per cent of those whose main source of income is their university scholarship earned less than \$499 per week. Scholarships typically restrict the amount of paid employment a scholarship holder can undertake, usually to nine hours per week. Those for whom casual employment was their main source of income, and those who depended on a position outside the university were more likely to earn higher weekly incomes from casual teaching.

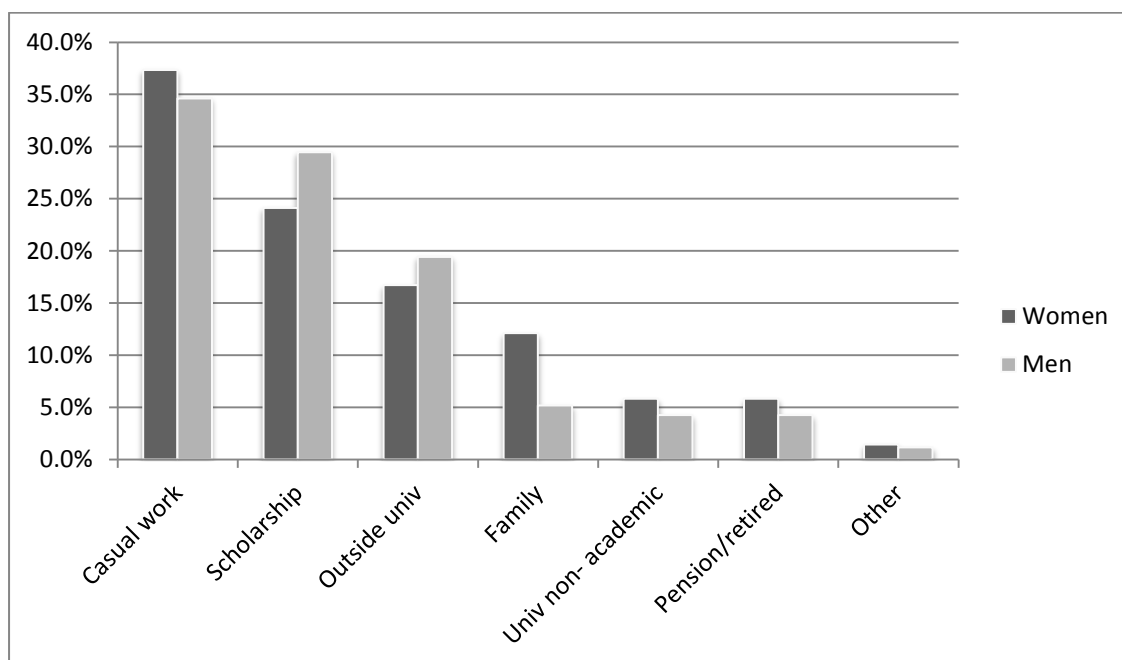
**Table 4: Main sources of income and casual earnings per week**

Main source of income	Earning < \$499pw %	\$500-\$999 %	\$1000-\$1499 %	\$1500+ %	Total	Total (n)	Proportion of sample %
My casual employment	40.8	39.9	14.8	4.5	100.0	952	36.4
University/other scholarship	84.2	14.2	1.0	0.5	100.0	703	26.9
Employment outside the sector	59.3	23.4	12.8	8.2	100.0	462	17.7
My family	73.6	20.4	5.6	0.4	100.0	231	8.8
Employment in another non-academic university position	52.6	30.0	12.8	4.6	100.0	133	5.1
Pension/income support I am retired	62.0	30.0	8.0	0	100.0	100	3.8
Other	94.3	5.8	0	0	100.0	35	1.3
<b>TOTAL</b>	<b>60.7</b>	<b>27.0</b>	<b>8.7</b>	<b>3.6</b>	<b>100.0</b>	<b>2616</b>	<b>100</b>

Source: WCAU Casual Academic Staff Survey 2011

Gender differences are revealed in main sources of income. As shown in Figure 1. These differences are statistically significant (Chi Square=71.532, d.f=6, p< 0.001). Males were more likely to be reliant on a scholarship, (29.4 per cent of males depended on their scholarships compared with 24 per cent of females), and males were less likely than females to be reliant on casual employment as their main source of income, (37.4 per cent of females depended on their casual employment compared to 34.6 per cent of males). Males were also more likely to be reliant on an income from outside the university sector, and much more likely to be reliant on a pension. Females report higher levels of dependence on another family member/partner as their main source of income than males. Some 12.1 per cent of females indicated that they were dependent on family/partner as their main source of income, compared with only 5 per cent of males.

**Figure 1: Sources of income by sex (%)**



Source: WCAU Casual Academic Staff Survey 2011 (n=2725)

Respondents were also asked about how many institutions of higher education, including private providers and Technical and Further Education (TAFE) colleges they were employed at. Table 4.3 summarised the issue by type of university, and Table 5 examines gender differences in the proportions of respondents working at more than one institution. One in five respondents reported that they worked at more than one institution, and this was more common amongst females than males, with 22.7 per cent of females, and 17.7 per cent of males, reporting that they worked at more than one institution.

**Table 5: Respondents working at more than one institution by sex**

Works at more than one institution	Females	Males	Total
	%	%	%
YES	22.7	17.7	20.5
NO	77.3	82.3	79.5
	100.0	100.0	100.0
<b>TOTAL (n)</b>	<b>1550</b>	<b>1215</b>	<b>2765</b>

Source: WCAU Casual Academic Staff Survey 2011

The range and mix of casual academic work that respondents are undertaking is explored in Table 6. The largest proportion of respondents was undertaking tutoring only; this group formed 43 per cent of the sample, followed by 18.9 per cent who did both tutoring and lecturing. A further 14 per cent of respondents said they undertook another combination, such as tutoring and demonstrating. Statistically significant differences are revealed in the

type of work undertaken by gender (Chi Square significance  $p < 0.05$ , five degrees of freedom). Females were more likely than males to be performing tutoring work only, with males more likely to be working in a combination of activities.

**Table 6: Type of casual work undertaken by sex**

	<b>Females</b>	<b>Males</b>	<b>Total</b>	<b>Total (n)</b>
	<b>%</b>	<b>%</b>	<b>%</b>	
Tutoring only	45.3	40.9	43.3	1097
Lecturing and tutoring	19.4	18.4	18.9	479
Clinical demonstration only	13.2	14.6	13.8	349
Another combination	12.0	16.5	14.0	355
Lecturing only	8.3	8.9	8.6	217
Demonstrating only	1.9	0.8	1.4	35
	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>2532</b>

Source: WCAU Casual Academic Staff Survey 2011

Table 7 summarises how many face-to-face hours per week respondents reported they spent performing each of those tasks in total during a usual week. The face-to-face hours are reported by gender and show very little difference between the total amount of hours males and females work in the different types of casual work, females were slightly more likely to work up to four hours per week, and males were slightly more likely to work more than seven hours per week.

**Table 7: Total usual weekly hours of all face-to-face teaching by sex**

<b>Total usual hours per week</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>	<b>Total (n)</b>
	<b>%</b>	<b>%</b>	<b>%</b>	
0-2 hours per week	19.8	17.5	18.7	489
2.5 – 4 hours per week	29.1	28.3	28.7	750
4.5 – 6 hours per week	20.4	20.7	20.5	536
7 – 10 hours per week	18.2	19.3	18.7	488
11 or more hours per week	12.5	14.2	13.3	346
	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>2609</b>

Source: WCAU Casual Academic Staff Survey 2011

In summary, by examining patterns of work and income gender differences are revealed in relation to the types of casual work performed, the propensity to be working at more than one institution, the amount of weekly earnings, and the main sources of income. However males and females were found to work fairly similar hours per week. In particular females were more likely than males to have multiple employers, work mostly as tutors, and depend on their casual employment as their main source of income.

***Resources and facilities***

*I do all my printing at home. The odd times I have done it here I have felt like I have leprosy. I don't have a great printer, \$15 every time I top it up. I probably spend \$100 on that sort of stuff, maybe more (Viv, Old University, November 2011).*

The WCAU survey findings indicated that access to resources and facilities varied depending on the type of university where the casual was employed. This is displayed in Table 8.

**Table 8: Access to job and career supports, by University type, and overall sample**

Category of job and career support	(1) Sandstone	(2) Gumtree	(3) Unitech	(4) Newer	(5) ALL
Induction - No	27.3	38.5	38.2	34.8	32.9
Induction – Yes unpaid	27.5	23.6	23.0	22.3	24.8
Induction – Yes fully paid	42.1	35.9	37.4	39.8	39.6
Induction – Yes part paid	3.1	2.0	1.4	3.2	2.6
<i>Chi square</i>					33.099***
<b>n=2540</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Professional development - No	35.7	33.2	44.7	34.4	36.4
Professional development – Yes unpaid	30.8	32.6	19.9	22.9	27.6
Professional development – Yes fully paid	30.6	28.9	31.4	35.4	31.5
Professional development - Yes part paid	2.9	5.3	4.0	7.2	4.5
<i>Chi square</i>					52.656***
<b>n=2546</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Course meetings - No	15.8	15.2	19.0	19.4	17.0
Course meetings – Yes unpaid	44.9	48.5	50.7	45.8	46.8
Course meetings – Yes fully paid	31.8	27.9	24.2	28.3	29.0
Course meetings – Yes part paid	7.5	8.5	6.2	6.5	7.2
<i>Chi square</i>					n/s
<b>n=2560</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: WCAU Casual Academic Staff Survey 2011. Asterisk indicates probability range for a chi square test of whether there is a relationship between job and career supports and column variables, d.f=9, n/s=not significant . (\*p<0.05, \*\* p< 0.01, \*\*\*p<0.001)

Similarly in the interviews with casual academic staff, university differences emerged in relation to access to resources such as office and computer space, access to printers, rooms and other facilities. These differences were apparent within the universities as well, with

differences revealed between faculties and Departments. The differences impacted heavily on casuals' capacity to perform their work adequately and often had a financial impact on the individual casual academic as Viv's quote shows.

For casual academic staff at New University, and in less well-resourced faculties at Old University such as Viv, reported above, most of their preparation work was done at home. Annie was not given an office space and had nowhere to go in between classes: *'I taught over winter and didn't have an office, so I sat on a bench outside in 10 degrees eating my lunch, twiddling my thumbs, in between classes'* (Annie, Old University, October 2011). Rita described how inadequate working facilities necessitated both her working from home and also having to purchase her own equipment:

*'That's where I find it hard as a sessional. We are housed in a storeroom, no windows, no air-con. It's got three computers, two that take half an hour to turn on. We can't even mark in the office. I had to buy a laptop.'* (Rita, New University, October 2011).

Viv described how tight budgets in her School at Old University meant that access to appropriate resources was often very difficult and that she was made to feel „needy“ if she sought resources for teaching: *'It is always characterised as if you are this needy person, you need an office space, you need to use the photocopier'* (Viv, Old University, November 2011).

## **SECTION 5: MY PERSONAL EXPERIENCE**

Since 2006 I have taught intermittently on a casual basis at RMIT University at Masters and undergraduate level, more recently in 2015 I was course coordinator for a wholly online course (Labour Market Issues) at Griffith University in Brisbane. I have taught Comparative Industrial Relations, Employment Relations and Occupational Health and Safety Management at RMIT University.

My academic discipline is Industrial Relations and in order to teach in that field I draw upon broad workplace experience together with continual self-motivated learning and professional development such as reading key journals and books, attending lectures conducted by visiting academics (generally outside of work hours) attending my discipline conference often at my own expense (AIRAANZ which is held annually in February) and maintaining a wide network of academic and professional contacts from who I can draw ideas and expertise.

On each occasion that I have been engaged to either tutor or lecture in the area it is on the explicit basis that I bring a broad expertise and depth of discipline understanding, and that I am fully up to date with the latest research in complex areas such as gender pay gap, unionisation in comparative perspective and local dimension, history of wage setting in Australia as examples. As the student cohort at RMIT is very international and most of these students have very little understanding of the Australian context for labour relations much time is spent in class explaining this context, sometimes in response to student queries and often by way of elaborating set materials. Simply reading the prescribed readings for the subject would not prepare me for the range of questions that come up in a tutorial and for giving the students the required breadth of material to enhance their understanding of lecture material and in order to deal with essay and other assessment requirements.

In each occasion that I have taught on a casual basis it has been in conjunction with either another research contract position, a PhD stipend, and or an ongoing position, it has never been my sole source of earnings. In the context of my RMIT and Griffith employment I have never received any professional development or teacher training, I have no formal teaching qualifications, my teaching style and skill has been learnt purely „on the job“ and with reference to lecturers and tutors I have admired from my own studies (particularly from my



time as a Masters student at London School of Economics and RA at Cambridge University). Where there have been issues with students or lack of clarity around material I have sought advice from the relevant academic staff member, usually one of the few staff members I would have contact with during the teaching semester.

My experience has been that access to resources such as desk, computer, and photocopier was dependent on developing a good working relationship with a key administrative staff member and this ensured the provision of a key, photocopying card and smooth processing of pay claims. As I often taught out of hours (evening classes) access to stationery and other provisions was not possible.

Over the time that I have taught on a casual basis my observation has been that the „incidental“ work associated with the teaching, that is the requirement to have expertise in complex learning platforms such as blackboard, the requirement to read and understand university policies and procedures, and the obligations around student marking and feedback, has grown considerably. This is also exacerbated by an increasingly demanding student cohort, who in many cases, view their experience of education as that of being a „customer“. In my most recent experience of teaching an online subject at Griffith University in semester 2 of 2015 whilst I was received my last payment for work at the end of the semester (30 October 2015) I was still fielding emails from students including requests for feedback on exam results and requests for references well into December. This included dealing with a student complaint about their exam result which went through official channels and was eventually resolved in my favour in early 2016.