

# Survey of the Working Conditions of Casual Academic Employees at the University of New South Wales

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**Publication details:**

0733403050 (ISBN)

**Publication Date:**

1992

**DOI:**

<https://doi.org/10.26190/unsworks/1110>

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Social Policy  
Research Centre

OCTOBER 1992

Survey of the  
Working Conditions of  
Casual Academic  
Employees  
at the University  
of New South Wales

by  
Michael Fine, Sara Graham  
and Marina Paxman



THE UNIVERSITY OF NEW SOUTH WALES  
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ISBN 0 7334 03050

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# Foreword

This Report is the result of research undertaken by the Social Policy Research Centre on behalf of the University of New South Wales.

As well as being institutions of teaching and research, universities are large employers. It is most appropriate, then, for a university to use the tools of disciplined enquiry in the review of its own performance as an employer. Working to a brief supplied by the University's Advisory Committee on Equal Employment Opportunities, SPRC researchers were asked to conduct a study of the employment conditions of those staff employed to teach and do research in the University on a casual basis. The findings of that inquiry are presented here.

The Centre was particularly pleased to undertake this commission. Although itself a unit of the University, the relative independence of the Centre in its funding and daily operations has isolated us more than is ideal. This study has enabled us to do what we do best - research - and at the same time to contribute to the work of the University more generally.

The findings address a significant gap in the information available about university staffing and employment. Though limited to one university at one point in time, this Report is expected to be of interest beyond the University of New South Wales. We believe it has a contribution to make to the discussion of employment policy across the tertiary education sector.

Peter Saunders  
Director

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# Acknowledgements

Below we list the individuals and bodies which have provided information and assistance in this research project. The authors would like to express their great appreciation to all of these for the various contributions they have made.

## **Equal Employment Opportunity Advisory Committee Working Party**

Jane Coulter (Post-Graduate Students Association)  
Adele Milne (Post-Graduate Students Association)  
Jocelyn Pixley (Staff Association)  
Joe Shonhardt (Combined Unions Committee)

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# 1 Introduction

As an employer, the University of New South Wales has a variety of contractual arrangements with its employees. These range from tenured appointments through to fixed term employment contracts and casual employment. This report describes a study of the employment conditions of one group of casual employees, those who are carrying out duties which are associated with teaching, demonstrating or academic research.

Within the University casual academic employees are a group that are of particular interest and concern. They constitute a body of workers employed on terms which allow the University considerable flexibility in its operations. Casual employment enables the University to respond to fluctuations in the number of students, variable research tasks and other needs that may arise from time to time. Casual employment also enables people with particular expertise to be employed for specific periods and purposes, for example, as guest lecturers and tutors. For some people working in Universities, casual employment represents a first step on a long career path, for others it can represent a much longer term arrangement. The diversity of the work undertaken by this group of employees, however, has given rise to concerns about various aspects of their conditions of service.

In October 1990, the Equal Employment Opportunity Advisory Committee of the University of New South Wales (UNSW) (EEOAC) recommended that research be undertaken to investigate the working conditions of certain staff who were employed on a casual basis in the University. These were staff employed to perform academic tasks in teaching and research. The Advisory Committee was concerned that there were several ways in which such employees could be 'misused by staff senior to them' (EEO Advisory Committee's research proposal, Appendix 1).

The Committee listed their main concerns as follows:

- a) the time required for marking of reports, essays, exams and assignments may be in excess of the paid time;
  - b) the time required for marking duties and preparation for teaching or laboratory work may also be detrimental to the students' own research or thesis writing;
  - c) research workers may be required to carry out tasks in excess of those covered by payments, or they may not receive adequate acknowledgement for the research work they have done, which could have some influence on their career paths;
  - d) untrained tutors have at times been required to attend professional development courses or similar training activities without payment, before commencing their paid duties.
-

A particular concern of the Committee was whether, in any of the above respects, women, employees from non-English speaking backgrounds and people with disabilities were especially disadvantaged.

With a few notable exceptions, (Grimes, 1990; Rorris, 1991) little research has been conducted on casual employment in Australian universities to date. The Committee was particularly eager to commission a study which would investigate these areas. In 1991, the then Pro-Vice-Chancellor and Director of Affirmative Action, Professor A. J. Wicken, commissioned the Social Policy Research Centre (SPRC) to undertake the study. Its terms of reference for study, as set out by the Advisory Committee, were to **survey the conditions of work under which casual staff operate, with particular reference to the possible abuses listed above.**

In developing a research methodology which addressed the concerns of the Committee, the SPRC undertook a survey of casual academic employees. The survey was intended to gain an understanding of a range of issues surrounding the employment of casual academic employees. In doing so it went beyond the four specific questions (a-d above) posed by the Advisory Committee.

A questionnaire was sent to a representative sample of all casual employees of the University. This report is confined to those undertaking tasks which the SPRC have designated as academic or research related; that is, to assistant tutors, tutors, research assistants, assistant demonstrators, demonstrators, lecturers of all grades, markers, and technical officers. Throughout this paper we refer to this group of people as 'casual academic employees'.<sup>1</sup>

This report documents the results of the survey. Its purpose is to raise issues and facilitate discussion. It does not provide definitive answers. Rather, it provides sound, statistical evidence upon which further discussion of the position of casual academic workers can be based.

## 1.1 An Overview of the Contents of the Report

Following a brief discussion in Section 2 of the defining characteristics of casual employment in the University, we provide in Section 3 an account of some of the demographic characteristics of its casual academic employees. In Section 3 we also discuss the issue of who is appointed to such positions. Of particular interest is the representation of women and men, of people of different ages and types of households, of those from non-English speaking backgrounds and of people with disabilities. The educational backgrounds and current commitments to further study of these employees, which are also clearly relevant to the concerns of this study, are

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1 It should be noted, however, that the University itself uses a different definition of a casual academic employee. A casual academic employee includes all of the above positions except for research assistants and technical officers who are classified as general staff employees. All casual employees submit a pay claim form (S60 CS3, S65 or S 66/1). Attached in Appendix 2 are samples of pay claim forms and appointment forms.

also examined. Where possible, we have compared the profile of our population of survey respondents with profiles provided by the University authorities on all casual academic employees. The purpose of this comparison is both to gain a picture of the representativeness of our sample and to enable us to interpret the data collected.

In Section 4 we consider the characteristics of the employment of the sample of respondents. We look at where they are located in the University structure and the tasks they perform.

Section 5 looks at the conditions of employment as these are reported by the members of the sample. Such issues as recruitment, the nature of contracts and their renewal, rates of pay and hours worked form the substance of this Section. We are also interested here in the relationship between these conditions and some of the key demographic characteristics of the sample. This Section provides the necessary background to an examination, in Section 6, of the problems and issues encountered in the employment of casual academic workers as they themselves perceive them. Sections 5 and 6 therefore address the main concerns of the Advisory Committee and those that provide the rationale for the study. We conclude this report in Section 7 with a brief summary and discussion of some of the issues to emerge from the study, focusing on those which address the specific concerns of the Advisory Committee.<sup>2</sup>

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2 In almost all cases figures given in the text will be found in the accompanying tables. However, in a few instances the figures provided are only available in the frequency distributions in Appendix 3.

## **2 Casual Work at the University of New South Wales**

### **2.1 Employment Trends at the University, 1982-1991**

Employment trends at the University of New South Wales over the past ten years are presented in Table 2.1. These show that according to the figures presented in the Annual Statistics Bulletin, there has been an 81 per cent increase in the number of casual (FTE) staff employed between 1982-1991. In contrast, the total number of staff employed by the University increased by 20 per cent over the same period.

According to the Annual Statistics Bulletin (University of New South Wales, 1991), the proportion of casual staff prior to 1990 was never greater than 7.1 per cent. In 1990 the proportion rose to 7.8 per cent before rising again in 1991 when casual staff filled an estimated 9.5 per cent of positions at the University, when measured on a full time equivalent basis. Thus there has been a marked increase in casual employment in recent years.

It should be noted that these figures almost certainly underestimate the full extent of the increase. As Rorris points out, this underestimation in the official sources comes about because the figures are based on a formula introduced by the Department of Employment, Education and Training (DEET) in 1987/88 which assumes that a full time academic equivalent has 25 hours face-to-face teaching per teaching week. This figure is probably double the actual amount of face-to-face teaching that in fact takes place amongst full time academic teaching staff (Rorris, 1991).

Trends for the sex and academic/general classification of casual employees as either academic or general staff are not presented in the 1991 University of New South Wales Annual Statistics Bulletin. However, in 1991 women accounted for 20 per cent of all academic staff, both full-time and part-time. This contrasts to the proportion of casual academic survey respondents of whom, as we shall show, approximately 48 per cent were women. There is thus a clear discrepancy between the proportion of women in established academic positions and those in casual employment.

More detailed statistical information for staff at the University of New South Wales in the year this survey was conducted is presented in Appendix 4.

### **2.2 Definitions of Casual Employment**

The terms 'casual employment' and 'part-time employment' are often used interchangeably. However, they are quite distinct concepts. An understanding of the differences in their meaning is crucial to an analysis of casual employment.

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**Table 2.1: Staff (FTE) by Function and Sex, 1982-1991**

Year	Male	Academic Female	Total	Male	General Female	Total	Casual Total	All Staff Total
1982	1174	188	1362	1437	1107	2544	260	4166
1983	1126	176	1302	1469	1118	2587	240	4129
1984	1130	184	1314	1413	1077	2490	209	4013
1985	1124	188	1312	1460	1122	2582	254	4148
1986	1159	197	1356	1478	1178	2656	292	4304
1987	1140	205	1345	1505	1214	2719	310	4374
1988	1100	202	1302	1446	1158	2604	258	4164
1989	1109	216	1325	1425	1183	2608	283	4216
1990	1199	284	1483	1448	1351	2799	360	4642
1991	1268	322	1589	1501	1430	2931	472	4992

**Notes:** Casual numbers are calculated as full-time equivalence. FTE is where the resources associated with a member of staff who has a casual work contract are expressed in terms of the number of full-time staff who would be required in a full year to perform equivalent duties.

UNSW included Broken Hill campus for the years until 1984, and Duntroon for the years until 1985, and includes University College (ADFA) from 1986, and the College of Fine Arts and St George campus from 1990.

**Source:** University of New South Wales, 1991: 19.

The confusion between these terms is to some extent understandable because there is no single or universal definition of casual employment. Furthermore, because casual employment refers to a contractual arrangement rather than to the amount of time worked, there is no necessary contradiction between full-time or part-time employment and casual work.

A variety of meanings can be attached to the term casual employment. We provide a few examples. In its collection and dissemination of official labour force statistics the Australian Bureau of Statistics (ABS), following the convention proposed by the International Labour Organisation, defines casual workers as:

Employees who were not entitled to paid holidays or sick pay.  
(ABS, 1986: 21)

The normal use of the term casual employment in the labour economics literature extends this definition. It includes employees who work varying and/or irregular hours, are employed for a limited period and who have little scope for promotion but receive a loading for casual work in lieu of ineligibility for other benefits (Whitfield, 1987: 89).

Incorporating elements of each of these definitions, the NSW Women's Advisory Council defines casual workers as:

Employees who are not regular members of staff. They do irregular, seasonal or on call work, or work either full-time or part-time for a limited period. Usually they are not paid sick pay, holiday pay or given other benefits, but are paid a loading in place of these. Casuals are usually employed on an hourly basis and can be sent home or dismissed with an hour's notice if there is no work. (Women's Advisory Council, 1982: 3)

Individual employers adopt their own definitions of casual employment, often stressing the actual administrative and contractual arrangements involved. For our purposes, that adopted by the University of New South Wales is clearly the most relevant. Casual staff in this University are defined as those employees who:

[are] paid at the hourly rate for a corresponding full-time employee plus a loading of 12.5%, which is in lieu of award leave benefits other than recreation leave. In lieu of recreation leave an additional loading of one-twelfth of the loaded rate is paid for work performed during ordinary hours: this loading is not paid for work performed on overtime or on a holiday.

Casual staff are employed by the hour and would normally not work to any predetermined pattern of hours. Their salaries are paid on the basis of certified claim forms. (University of New South Wales, 1988, S.4.2., 8/88)

In common with other employers, the University's definition includes two essential elements. First, the employee is not entitled to standard award benefits such as recreation leave, sick leave, and long service leave, but receives a salary loading in lieu. Second, the employee is employed for an indeterminate period of time, often with hours of work that are irregular. In addition, for the employee, there is an absence of security of employment.

### **The Distinction Between Casual and Part-Time Employment**

It is important to note that casual employment is quite distinct from part-time or fractional employment, although we found that even in some official documents, for example the *Administration Manual* of the University of New South Wales, the terms were used synonymously. Casual employment most strictly defined, covers

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those individuals who work full-time but do not have stable, permanent employment. Indeed, the University distinguishes casual from part-time employment. Part-time employees who receive the same award benefits as full-time contract or tenured employees, but on a pro rata basis, are not regarded as being in casual employment.

As Table 2.2 clearly shows, a very high proportion (nearly two thirds) of our sample of casual academic employees at UNSW worked four hours or less each week and the overwhelming majority of the remainder worked between five and nine hours over this period. This pattern was found amongst almost all categories of casual academic employees. Only amongst research assistants was there a somewhat greater variation in the number of hours worked each week.

It is, nevertheless, worth noting that as many as 12.5 per cent of casual academic employees reported working ten hours or more per week. Given the University's policy that part time tutoring or demonstrating staff should not be engaged for more than an average of nine contact hours per week,<sup>3</sup> the most surprising feature of the figures on hours worked is that there were so many staff who reported working more than nine hours per week in teaching positions.

## 2.3 The Distinction Between Academic and General Staff

Conditions of employment for academic and general staff are detailed in two documents: the New South Wales Universities (General Staff - Conditions of Employment) (State) Award 1983 and the Australian Universities Academic Staff (Conditions of Employment) Award 1988, as amended. Extracts from the contents of both the awards are attached in Appendix 5.

The award for general staff includes two clauses specifically relating to the appointment and termination of casual employment. According to advice received from the Industrial Relations Division of the Chancellory, conditions of employment in the award for academic employees only apply to those employees referred to in it. This does not cover casual employees. The salaries of casual academic employees are, however, covered by the scale prescribed in the academic salaries award. These salaries include a loading which is in recognition of the lack of access to numerous conditions which apply to full-time and part-time staff, for example, public holidays, sick leave and study leave.

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3 *Administration Manual*, University of New South Wales, S.15 Part-time (Casual) Teaching Staff. This is based on the Contract of Employment Award governing casual employment.



**Table 2.2: Paid Hours Worked Per Week Reported by Respondents in Each Occupational Category**

Occupational category		Number of hours							Total
		0-4	5-9	10-14	15-19	20-29	30-39	40 plus	
Assistant Tutor	No.	4	0	0	0	0	0	0	4
	%	100.0	0	0	0	0	0	0	100.0
Tutor	No.	125	31	6	4	5	0	0	171
	%	73.1	18.1	3.5	2.3	2.9	0	0	100.0
Research Assistant	No.	8	12	7	4	5	1	1	38
	%	21.1	31.6	18.4	10.5	13.2	2.6	2.6	100.0
Assistant Demonstrator	No.	4	4	0	1	0	0	0	9
	%	44.4	44.4	0	11.1	0	0	0	100.0
Demonstrator	No.	48	32	2	1	0	1	0	84
	%	57.1	38.1	2.4	1.2	0	1.2	0	100.0
Lecturer	No.	34	8	2	1	0	0	0	45
	%	75.6	17.8	4.4	2.2	0	0	0	100.0
Marker	No.	3	2	0	0	0	0	0	5
	%	60.0	40.0	0	0	0	0	0	100.0
Technical Officer	No.	0	3	2	0	1	1	1	8
	%	0	37.5	25.0	0	12.5	12.5	12.5	100.0
All Categories	No.	226	92	19	11	11	3	2	364
	%	62.1	25.3	5.2	3.0	3.0	0.8	0.5	100.0

### **3 The Demographic Characteristics of Casual Academic Employees at the University of New South Wales**

As we have noted above, the findings described in this report are based on a survey of a representative sample of casual employees of the University. The survey was conducted in October 1991. The sample was selected from amongst a sample of casual employees who, after submission of a casual pay claim form, received payment from the University on one particular pay day during the second semester of 1991. In choosing the specific pay period in which to select the sample, three main factors were taken into account:

- the period of the pay claims had to cover a typical teaching period;
- payments were usually lagged at least two weeks behind the actual performance of the duties for which pay claims were lodged; and
- the claims could not relate to weeks in which there were any public holidays.

After careful consideration of these factors, it was decided to administer the survey to casual staff who had received a payment during the pay period ending 3 October 1991.

Nine hundred employees were asked to participate in the survey by completing a questionnaire.<sup>4</sup> Of these, we estimated that 489 held positions in which they did academic work, 364 of whom responded to the questionnaire. The respondents therefore represent 74 per cent of all casual academic employees who had been sent a questionnaire. We provide a fuller account of the research methodology in Appendix 6. However, it is worth noting at this point that the sample selection presented considerable difficulties because the numbers of casual staff fluctuate over time. To obtain a list of casual employees to include in the survey we drew upon the records provided by the Salaries Office of those staff employed in the relevant period.

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4 The number responding to specific questions varied. This is reflected in variations in the total number of respondents in the tables. Two respondents did not report their sex. In the tables which provide a breakdown according to sex these individuals are omitted from the male and female columns but included in the total columns.

### **3.1 Types of Work Undertaken by Casual Academic Employees and Their Categories**

Perhaps the most fundamental question that could be asked about these employees is 'Who were they and what kind of work did they do?'

In answering this, it is important, initially, to identify the kinds of work undertaken by the casual academic employees who responded to the survey and to compare these to the employment profile of all casual academic employees, as listed by the Salaries Office. As we see from Table 3.1 the largest number of casual academic employees were tutors and a substantial number were demonstrators. In the survey, lecturers and research assistants were the next most common occupational categories. Other occupational categories, such as assistant tutors, assistant demonstrators, markers and technical officers were relatively insignificant in terms of their numbers.

When we compare the distribution of survey respondents in each occupational category with those listed by the Salaries Office (see Table 3.1) it is clear that there are marked discrepancies between the two groups except in the case of demonstrators. In the light of this, caution should be exercised in generalising the findings of the survey for specific categories of employees.

### **3.2 The Age and Sex of Casual Academic Employees**

The number of male and female employees amongst survey respondents was almost equal, there being 173 women and 189 men. This distribution compares well with that of the Salaries Office listing of casual academic employees, 52.8 per cent of which were men and 47.2 per cent women.

As Table 3.2 shows, the age distribution differed somewhat between the sexes, women being older. About 71 per cent of the men were aged 34 years or under compared with only 56 per cent of the women. Before commenting further on this difference we look at other aspects of the demographic profile of the respondents.

### **3.3 Marital Status and Responsibility for Children**

As might be expected, given the age distributions, women were more likely than men to be in a domestic relationship at some stage. More women were married or in de facto relationships, were separated, divorced or widowed than were men. The differences between the groups are shown in Table 3.3.

A far higher proportion of women than men were responsible for children and they were also much more likely to assume the major responsibility for the day-to-day care of these children. Almost one third of the women (31 per cent) reported that they had responsibility of this kind, whereas only one in twenty (5 per cent) of the

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**Table 3.1: Casual Academic Staff Employed in Each Occupational Category at October 3, 1991**

Occupational category	Survey Respondents		All casual employees <sup>(a)</sup>	
	No.	%	No.	%
Assistant Tutor	4	1.1	92	12.3
Tutor	171	47.0	240	32.0
Research Assistant	38	10.4	49	6.5
Assistant Demonstrator	9	2.5	74	9.9
Demonstrator	84	23.1	173	23.1
Lecturer	45	12.4	74	9.9
Marker	5	1.4	45	6.0
Technical Officer	8	2.2	3	0.4
<b>Total</b>	<b>364</b>	<b>100.0</b>	<b>750</b>	<b>100.0</b>

**Note:** a) Casual staff who received pay in the period 3.10.1991

**Source:** Survey data and the Pay Personnel Data Base, Salaries Section (Report No. PP1631); SPRC survey data

**Table 3.2: Age and Sex of Respondents**

Years of age	Female		Male		Total	
	No.	%	No.	%	No.	%
Less than 25	27	15.6	53	28.0	80	22.1
25-34	70	40.5	82	43.4	152	42.0
35-44	49	28.3	32	16.9	81	22.4
45 or more	27	15.6	22	11.6	49	13.5
<b>Total</b>	<b>173</b>	<b>100.0</b>	<b>189</b>	<b>100.0</b>	<b>362</b>	<b>100.0</b>
<b>Percent of total</b>	-	<b>47.8</b>	-	<b>52.2</b>	-	<b>100.0</b>

**Table 3.3: Marital Status and Sex of Respondents**

Marital status	Female		Male		Total	
	No.	%	No.	%	No.	%
Never married	64	37.0	94	49.7	158	43.6
Married/de-facto	84	48.6	84	44.4	168	46.4
Separated/divorced/widowed	23	13.3	8	4.2	31	8.6
Not answered	2	1.2	3	1.6	5	1.4
<b>Total</b>	<b>173</b>	<b>100.0</b>	<b>189</b>	<b>100.0</b>	<b>362</b>	<b>100.0</b>

male respondents reported this level of responsibility for children (see Table 3.4.). Despite the numbers responsible for the care of children, as we shall see later, the demand for increased child care arrangements at the work place amongst respondents was low.

### **3.4 Place of Birth**

As Table 3.5 shows, only 61 per cent of the survey respondents were born in this country, a relatively low proportion when compared with the total population of Australia, of whom 79 per cent were born in Australia at the time of the 1986 census (ABS, 1988: 1). A fairly high proportion of the respondents born outside Australia reported that they came from other English speaking countries. About a quarter (a total of 91 of the 357 employees for whom we have this information), did not speak English as a first language (see Table 3.6). However, a very high proportion of these people (over 98 per cent) claimed to be fluent in English. This may be compared with about 94 per cent of people of non-English speaking backgrounds who reported, in the 1986 census that they spoke English well or very well.

### **3.5 Disability**

Respondents were asked whether they experienced any of a number of disabilities. These included disabilities associated with speech, hearing and sight, with mobility and the use of limbs, chronic back problems and any condition requiring long-term medication. Only seven members of the sample reported a severe disability in the above areas. A far larger number of respondents (56 in total) reported a moderate level of disability (Table 3.7).

The proportion of people reporting severe disabilities amongst the sample population was far below those recorded in national studies (ABS, 1990). The numbers reporting a moderate disability were also well below the proportion for the population of Australia generally. However, since the nature and severity of the disability was self reported it is not possible to estimate the actual degree of incapacity involved for any individual.

### **3.6 Educational Qualifications of Casual Academic Employees**

Almost 90 per cent of the survey respondents had a bachelor's degree or higher (see Table 3.8). The majority of the sample (55 per cent) reported a bachelor's degree as their highest educational qualification. Almost a third had a postgraduate qualification, most of these a master's degree or equivalent qualification. A small although significant proportion of those in the sample, however, were less qualified, reporting no qualification higher than the completion of secondary education. Many of these employees were currently enrolled undergraduates engaged in some work on a casual basis.

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**Table 3.4: Responsibility for Children and Sex of Respondents**

Responsibility for children	Female		Male		Total	
	No.	%	No.	%	No.	%
Yes	53	31.0	9	4.8	62	17.3
No	23	13.5	23	12.3	46	12.9
Shared	10	5.8	24	12.8	34	9.5
Not applicable	85	49.7	131	70.1	216	60.3
<b>Total</b>	<b>171</b>	<b>100.0</b>	<b>187</b>	<b>100.0</b>	<b>358</b>	<b>100.0</b>

**Table 3.5: Place of Birth and Sex of Respondents**

Place of birth	Female		Male		Total	
	No.	%	No.	%	No.	%
Australia	104	60.1	117	61.9	221	61.1
Overseas	69	39.9	72	38.1	141	39.0
<b>Total</b>	<b>173</b>	<b>100.0</b>	<b>189</b>	<b>100.0</b>	<b>362</b>	<b>100.0</b>

**Table 3.6: First Language and Sex of Respondents**

Language background	Female		Male		Total	
	No.	%	No.	%	No.	%
English first language	123	71.9	143	76.9	266	74.5
English not first language	48	28.1	43	23.1	91	25.5
<b>Total</b>	<b>171</b>	<b>100.0</b>	<b>186</b>	<b>100.0</b>	<b>357</b>	<b>100.0</b>

**Table 3.7: Self-Reported Disability and Age of Respondents**

Years of age	Self-reporting a disability						Total	
	None No.	%	Moderate No.	%	Severe No.	%		
Less than 25	68	22.7	9	16.1	3	42.9	80	22.1
25-34	123	41.1	26	46.4	3	42.9	152	42.0
35-44	70	23.4	10	17.8	1	14.3	81	22.4
45 or more	38	12.7	11	19.6	0	0.0	49	13.5
<b>Total</b>	<b>299</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>362</b>	<b>100.0</b>

**Table 3.8: Qualifications, Sex and First Language of Casual Academic Employees**

Type of qualification	Female		Male		All	
	No.	%	No.	%	No.	%
<b>A: English is first language</b>						
Matriculation or below	8	6.5	18	12.6	26	9.8
Certificate/Diploma	5	4.1	7	4.9	12	4.5
Bachelor Degree	71	57.7	83	58.0	154	57.9
Graduate Diploma/ Masters Degree	32	26.0	22	15.4	54	20.3
Doctorate	5	4.1	11	7.7	16	6.0
Other	2	1.6	2	1.4	4	1.5
Sub-total	123	100.0	143	100.0	266	100.0
<b>B: English is not first language</b>						
Matriculation or below	2	4.2	2	4.7	4	4.4
Certificate/Diploma	1	2.1	0	0	1	1.1
Bachelor Degree	21	43.8	22	51.2	43	47.3
Graduate Diploma/ Masters Degree	19	39.6	18	41.9	37	40.7
Doctorate	5	10.4	1	2.3	6	6.6
Other	0	0	0	0	0	0
Sub-total	48	100.0	43	100.0	91	100.0
<b>C: All respondents</b>						
Matriculation or below	10	5.9	20	10.8	30	8.4
Certificate/Diploma	6	3.5	7	3.8	13	3.7
Bachelor Degree	92	53.8	105	56.5	197	55.2
Graduate Diploma/ Masters Degree	51	29.8	40	21.5	91	25.5
Doctorate	10	5.9	12	6.5	22	6.2
Other	2	1.2	2	1.1	4	1.1
<b>Total</b>	<b>171</b>	<b>100.0</b>	<b>186</b>	<b>100.0</b>	<b>357</b>	<b>100.0</b>

Overall, the women who responded to the survey were somewhat more highly qualified than the men. Whilst a similar proportion of males and females had a bachelor's degree, fewer women lacked tertiary qualifications and more women had postgraduate qualifications.

### **Current Enrollments**

Despite the current educational attainments of those in the sample, it is worth noting that nearly two thirds reported that they were currently pursuing further studies (see Table 3.9). One half of those enrolled were studying for a PhD. The great majority of those studying were doing so on a full-time basis. Thus, for many of the respondents, casual employment appeared to accommodate a program of further study, in most cases on a full-time basis. As Table 3.9 shows, a higher proportion of men than women were enrolled in further tertiary studies. This may, in part, reflect the higher level of existing educational qualifications amongst female respondents.

It could be argued that casual employment is well suited to those undertaking further study, providing them with income as well as relevant experience that complements and builds on their existing academic attainments. Table 3.10 describes the main reason respondents gave for choosing casual work, the most important of which was the need for the income it provided. As the Advisory Committee pointed out, however, there is also a danger that the demands of employment will conflict with the requirements for study and research.

## **3.7 Summary: The Demography of Casual Academic Employees Responding to the Survey**

Perhaps the most striking feature of those engaged in casual academic employment at the University of New South Wales is their diversity. The types of work they are engaged in range across the entire spectrum of academic activity in the University, from technical officer and assistant demonstrator to lecturer. Approximately equal numbers of women and men are employed, women being somewhat older on average than men. The majority already have a tertiary qualification, and two thirds are currently pursuing further studies. Nevertheless, a significant minority do not possess tertiary qualifications.

A higher proportion than might have been expected from the Australian population generally are from a non-English speaking background. There are also three people with an Aboriginal or Torres Straits Islander background. Only a very small proportion of respondents report a severe disability, although a much larger number report a moderate level of disability.

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**Table 3.9: Sex and Enrolment Status**

Student status		Part-time	Females Full-time	Both	Part-time	Males Full-time	Both	Total
Currently enrolled								
- Certificate/Diploma	No.	1	0	1	1	0	1	2
	%	5.0	0	1.0	7.7	0	0.8	0.9
- Bachelor Degree	No.	2	6	8	0	21	21	29
	%	10.0	7.9	8.3	0	17.4	15.7	12.6
- Bachelor Degree(Hons)	No.	0	12	12	1	14	15	27
	%	0	15.8	12.5	7.7	11.6	11.2	11.7
- Graduate Diploma (at university)	No.	0	1	1	1	2	3	4
	%	0	1.3	1.0	7.7	1.7	2.2	1.7
- Masters	No.	9	11	20	5	18	23	43
	%	45.0	14.5	20.8	38.5	14.9	17.2	18.7
- PhD/other Doctorate	No.	3	45	48	4	64	68	116
	%	15.0	59.2	50.0	30.8	52.9	50.7	50.4
- Other	No.	5	1	6	1	2	3	9
	%	25.0	1.3	6.3	7.7	1.7	2.2	3.9
All enrolled respondents	No.	20	76	96	13	121	134	230
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Not enrolled respondents	No.	–	–	73	–	–	54	127
	%			43.2			28.7	35.6
All enrolled respondents	No.	–	–	96	–	–	134	230
All respondents	No.			169			188	357
	%			100			100	100

**Table 3.10: Main Reason Respondents Gave for Choosing Casual Work**

Reason	Female		Male		Total	
	No.	%	No.	%	No.	%
Need income	37	21.6	61	32.4	98	27.3
Enhance academic career	25	14.6	35	18.6	60	16.7
Enhance research skills	1	0.6	5	2.6	6	1.7
Enhance general career prospects	14	8.2	25	13.3	39	10.9
Ease my way back into the workforce	1	0.6	0	0	1	0.3
Other family responsibilities	24	14.0	1	0.5	25	7.0
Other study commitments	26	15.2	17	9.0	43	12.0
All that was available	20	11.7	15	8.0	35	9.7
I prefer casual work	8	4.7	6	3.2	14	4.0
Other	15	8.8	23	12.2	38	10.6
<b>Total</b>	<b>171</b>	<b>100.0</b>	<b>188</b>	<b>100.0</b>	<b>359</b>	<b>100.0</b>

These demographic characteristics are not, of themselves, significant indicators of equity or inequity without relevant comparative standards. For example, it is not apparent whether a relatively high proportion of women in these positions represents a progressive pattern of employment or one which is indicative of the marginal position of women and other groups in the University structure. The demography provides a background which takes on meaning in the light of the characteristics and conditions of employment. It is these which we now examine.

## 4 The Characteristics of the Employment of Casual Academic Employees

Table 3.1 described the occupational categories of casual academic employees identified in the survey. We now look in more detail at some of the characteristics of this employment. We begin by examining the kinds of tasks these employees reported undertaking, considering first the duties for which they reported they were paid, then at those which were reported as unpaid. Following this we consider a number of other characteristics of their employment: the pattern of casual employment in different faculties and schools within the University; the sex of respondents and their occupational category; their reliance on income earned from casual employment and the length of time staff reported working at the University; and finally, the representation of people from non-English speaking backgrounds.

### 4.1 Paid and Unpaid Activities of Staff

Table 4.1. examines the tasks that employees are paid to undertake. As we see, most members of occupational categories perform a wide range of tasks and their work is by no means confined to a single specialised activity. It is somewhat puzzling that a few employees do not appear to undertake the very tasks that define their position in the University. For example, 12 people who described themselves as tutors reported that they were not paid to give tutorials and 13 of the 45 people who described themselves as lecturers reported that they were not paid to give lectures. Although this apparent anomaly could be an artifact of the sample having been selected in a particular week, this is unlikely to be so in all cases since the survey was timed to minimise the likelihood of such an occurrence. An alternative explanation is that faculties are not always in a position to employ someone in the category befitting a task. In such cases, they may they employ someone under another, inappropriate, occupational category to undertake this task. For example, we know personally of one casual employee who was employed as a research assistant in a particular faculty but was, in fact, working as a librarian. It was explained to the employee that the position was designated 'research assistant' because in the faculty concerned, there was no provision for the employment of a librarian.

The most common paid tasks undertaken by casual academic employees as a whole are giving tutorials and demonstrations and marking assignments and examination papers. As we might expect, these are also the most important paid tasks undertaken by tutors, demonstrators and lecturers. However, it is worth drawing attention to an apparent anomaly; namely that some people reported that they were paid to perform a particular task, whilst others did not. Table 4.1 shows that this included such important tasks as the preparation of teaching, student consultations, marking, attending meetings and administrative duties.

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**Table 4.1: Paid Duties Reported by Respondents in Different Occupational Categories**

Duty		Assistant Tutor	Tutor	Research Assistant	Assistant Demonstrator	Demonstrator	Lecturer	Marker	Technical Officer	All Occupations <sup>(a)</sup>
Administrative tasks	No. %	0 0	31 18.1	18 47.4	0 0	4 4.8	8 17.8	1 20.0	5 62.5	67 18.4
Tutorials, demonstrations	No. %	4 100.0	159 93.0	3 7.9	9 100.0	80 95.2	27 60.0	2 40.0	0 0	284 78.0
Research	No. %	0 0	13 7.6	35 92.1	0 0	2 2.4	5 11.1	0 0	2 25.0	57 15.7
Lectures	No. %	0 0	10 5.8	3 7.9	0 0	1 1.2	32 71.1	0 0	0 0	46 12.6
Course meetings	No. %	0 0	23 13.5	3 7.9	1 11.1	5 6.0	5 11.1	0 0	0 0	37 10.2
Marking exams, essays	No. %	1 25.0	94 55.0	2 5.3	4 44.4	28 33.3	20 44.4	5 100.0	0 0	154 42.3
Preparing teaching materials	No. %	0 0	54 31.6	5 13.2	0 0	6 7.1	18 40.0	0 0	0 0	83 22.8
Student consultations	No. %	0 0	45 26.3	1 2.6	1 11.1	16 19.0	12 26.7	2 40.0	0 0	77 21.2
Markers meetings	No. %	0 0	18 10.5	0 0	2 22.2	10 11.9	6 13.3	0 0	0 0	36 9.9
Other	No. %	0 0	8 4.7	6 15.8	0 0	4 4.8	4 8.9	1 20.0	4 50.0	27 7.4
<b>All responses</b>	<b>No. %</b>	<b>4 100.0</b>	<b>171 100.0</b>	<b>38 100.0</b>	<b>9 100.0</b>	<b>84 100.0</b>	<b>45 100.0</b>	<b>5 100.0</b>	<b>8 100.0</b>	<b>364 100.0</b>

**Notes:** a) Refers to the numbers of staff reporting paid duties.

Respondents frequently reported receiving payment for more than one activity and accounts for the fact that the totals are greater than the number of respondents.

Tasks reported as unpaid are presented in Table 4.2. The volume of work reported as being unpaid is quite striking. Particular tasks which stand out are student consultations, the preparation of teaching and marking. The extent to which the first two of these, at least, could be considered a natural part of the duties of a person employed in an academic position is not questioned but is, one would have thought, far more questionable for a casual employee who is paid on an hourly basis than for a member of the academic establishment.

It is worth noting that none of the activities listed was performed unpaid by the **majority** of respondents. Neither is it known whether, in fact, those employees who claimed they performed unpaid work as part of their job had actually sought payment as recompense for it. A significant number of casual employees nevertheless reported that part of their job did consist of unpaid work. As Table 4.2 shows, this was most marked amongst those with teaching responsibilities. More than a third of all respondents claimed they were not paid for student consultations, and almost as many that they were not paid for some or all of the time spent preparing teaching materials. Over a quarter of all respondents reported that they marked examination papers, essays and other assignments without payment. Nearly one in four claimed that they were not paid for the administrative work they undertook. Although fewer reported that they attended course meetings, markers meetings, or work related lectures without pay, the number of staff involved in these activities was still considerable. For example, 53 people reported that they were not paid for attending course meetings, and 49 people that their attendance at markers meetings was unpaid. There were also a small number of people who indicated that they gave tutorials or lectures without pay, or carried out other unpaid duties.

In comparing Tables 4.1 and 4.2, one is struck by a number of inconsistencies. Whether or not casual academic staff are paid for work undertaken appears to depend very much on the circumstances in which they find themselves. Certainly it is difficult to find evidence of a uniform and equitable approach to the question of payment across the University. Most importantly, significant numbers of staff reported that they believed that they are not being paid for work they undertook as part of their job. As we describe later in this report, casual employment is characterised by its informal and personalised nature, one aspect of which is the frequent absence of a written duty statement. Under these circumstances, casual employees may be unclear as to exactly what tasks are included in their job specification and how much time is allowed for these tasks.

Table 4.3 provides further insights into issues associated with paid and unpaid work. The main reason respondents gave for performing unpaid duties was that students' needs would not otherwise be met. More women than men gave this as a reason. The next most common reason given for undertaking unpaid work was that work involved tasks not included in the budget. This reason was given more frequently by men.

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**Table 4.2: Unpaid Duties Reported by Respondents in Different Occupational Categories**

Duty		Assistant Tutor	Tutor	Research Assistant	Assistant Demonstrator	Demonstrator	Lecturer	Marker	Technical Officer	All Occupations <sup>(a)</sup>
Administrative tasks	No.	0	43	2	0	6	12	0	0	63
	%	0	25.1	5.3	0	7.1	26.7	0	0	17.3
Tutorials, demonstrations	No.	0	5	0	0	0	2	0	0	7
	%	0	2.9	0	0	0	4.4	0	0	1.9
Research	No.	0	22	1	0	3	13	2	0	41
	%	0	12.9	2.6	0	3.6	28.9	40.0	0	11.3
Lectures	No.	0	22	2	0	0	6	0	0	30
	%	0	12.9	5.3	0	0	13.3	0	0	8.2
Course meetings	No.	0	42	0	0	2	9	0	0	53
	%	0	24.6	0	0	2.4	20.0	0	0	14.6
Marking exams, essays	No.	1	61	2	0	14	17	0	0	95
	%	25.0	35.7	5.3	0	16.7	37.8	0	0	26.1
Preparing teaching materials	No.	1	72	1	1	11	22	0	0	108
	%	25.0	42.1	2.6	11.1	13.1	48.9	0	0	29.7
Student consultations	No.	4	80	1	1	23	20	0	0	129
	%	100.0	46.8	2.6	11.1	27.4	44.4	0	0	35.4
Markers meetings	No.	0	38	1	0	0	9	1	0	49
	%	0	22.2	2.6	0	0	20.0	20.0	0	13.5
Other	No.	0	12	3	0	1	2	0	2	20
	%	0	7.0	7.9	0	1.2	4.4	0	25.0	5.5
<b>All responses</b>	<b>No.</b>	<b>4</b>	<b>171</b>	<b>38</b>	<b>9</b>	<b>84</b>	<b>45</b>	<b>5</b>	<b>8</b>	<b>364</b>
	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Note:** a) Refers to the numbers of staff reporting unpaid duties.

Respondents frequently reported not receiving payment for more than one activity and accounts for the fact that the totals are greater than the number of respondents.

**Table 4.3: Reasons Respondents Gave for Performing Unpaid Duties**

Reasons	Female		Male		Total	
	No.	%	No.	%	No.	%
My supervisor is unaware of the time involved in my job	7	7.0	6	6.6	13	6.8
I undertake higher duties	5	5.0	4	4.4	9	4.7
I am out of pocket because of work related duties, e.g. travel	3	3.0	1	1.1	4	2.1
Students' needs will not be met	63	63.0	44	48.4	107	56.3
My work involves tasks not included in the budget	13	13.0	22	24.2	35	18.2
Other	9	9.0	14	15.4	23	12.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>91</b>	<b>100.0</b>	<b>191</b>	<b>100.0</b>

## 4.2 Patterns of Appointment in Different Faculties and Schools

As might be expected, the larger faculties, defined here in terms of the total number of students, tended to have the greatest numbers of casual academic employees (see Table 4.4 and Table 4.5). There were, however, some anomalies. The Faculty of Biological and Behavioural Sciences and the Faculty of Science, for example, employed a relatively large number of casual academic staff in relation to student numbers. In contrast, very few casual staff were employed by the Faculty of Law and College of Fine Arts. Without further discussion with the faculties themselves of the reasons for the employment of academic casual staff it is not possible to go beyond conjecture as to the reasons for these variations between faculties.

The extent to which the various faculties and schools depend on casual staff in different occupational categories also appears to vary considerably. These differences may be partly explained by the differences in the type of teaching involved, for example, whether it is laboratory or classroom based. However, it is not possible to explain the pattern of employment of casual staff in the various faculties and schools of the University from the survey.

**Table 4.4: Occupational Category, Student and Faculty in Which Respondents are Employed**

Faculty	Assistant Tutor No.	Tutor No.	Research Assistant No.	Assistant Demonstrator No.	Demonstrator No.	Lecturer No.	Marker No.	Technical Officer No.	Total No.	%	Students <sup>(a)</sup> 1991 No.	%
<b>A: Sciences</b>												
Applied Science	1	9	3	0	10	5	3	1	32	8.9	1271	6.0
Biological and Behavioural Sc.	0	22	6	6	16	0	0	1	51	14.3	1227	5.8
Engineering	0	4	2	2	11	6	1	0	26	7.3	2722	12.9
Science	2	16	1	1	29	2	0	0	51	14.3	2795	13.3
Board of Studies in Sc & Math	0	6	1	0	8	0	0	0	15	4.2	0	0.0
<b>B: Liberal Arts &amp; Social Sciences</b>												
Arts and Social Science	0	44	2	0	3	6	0	0	55	15.4	2786	13.2
Commerce and Economics	0	8	3	0	0	2	0	0	13	3.6	3660	17.4
<b>C: Professional</b>												
Architecture	1	8	2	0	0	1	0	1	13	3.6	1152	5.5
Social Work	0	2	0	0	0	0	1	0	3	0.8	-	-
AGSM	0	0	3	0	0	0	0	0	3	0.8	232	1.1
Law	0	0	2	0	0	0	0	0	2	0.5	912	4.3
Medicine	0	14	5	0	4	3	0	0	26	7.3	1151	5.5
College of Fine Arts	0	1	0	0	1	0	0	0	2	0.6	966	4.6
Institute of Languages	0	3	0	0	0	2	0	0	5	1.4	-	-
Professional Studies	0	5	3	0	0	14	0	0	22	6.1	2201	10.5
<b>D: Other</b>												
	0	27	3	0	2	4	0	3	39	10.9	-	-
<b>E: Total</b>	<b>4</b>	<b>169</b>	<b>36</b>	<b>9</b>	<b>84</b>	<b>45</b>	<b>5</b>	<b>6</b>	<b>358</b>	<b>100.0</b>	<b>21075</b>	<b>100.0</b>

**Note:** a) Student numbers (EFTSU) (excluding ADFA) taught by faculty includes undergraduate, post-graduate and non-award enrollments (University of New South Wales, 1991: 17-18). Institute of Languages breakdown not available. School of Social Work included in Professional Studies.



**Table 4.5: Occupational Categories and Sex of Respondents**

Occupational category	Female		Male		Total	
	No.	%	No.	%	No.	%
Assistant Tutor	2	1.2	2	1.1	4	1.1
Tutor	89	51.4	82	43.4	171	47.2
Research Assistant	22	12.7	15	7.9	37	10.2
Assistant Demonstrator	5	2.9	4	2.1	9	2.5
Demonstrator	31	17.9	52	27.5	83	22.9
Lecturer	20	11.6	25	13.2	45	12.4
Marker	1	0.6	4	2.1	5	1.4
Technical Officer	3	1.7	5	2.6	8	2.2
<b>All categories</b>	<b>173</b>	<b>100.0</b>	<b>189</b>	<b>100.0</b>	<b>362</b>	<b>100.0</b>

### 4.3 The Sex of Respondents and Their Occupational Categories

There were similar proportions of men and women employed in most of the occupational categories, as can be seen in Table 4.5. There were, however, marked discrepancies in the proportion of men and women in the positions of tutor and demonstrator. These differences probably reflect the different proportions of female employees in the science and non-science faculties. It is worth noting, however, that despite their generally higher level of educational qualifications, there were slightly fewer females than males at the highest level of appointment for casual academic staff, namely at the level of lecturer.

### 4.4 Reliance on Income Earned

Relatively few of the casual staff claimed that they relied solely on their incomes from casual employment. Over ninety per cent of respondents reported they had a second job or other type of paid employment or source of income. For these people, casual work appears to be an income supplement (it will be recalled that the highest proportion of respondents gave needing the income as their main reason for undertaking casual work at the University), or a means of gaining experience in teaching or some other closely related activity. For 10 of the 173 women and 17 of the 189 men, however, income earned from casual employment at the University appears to have been their sole source of income.

As shown in Table 4.6, the most common source of other income for casual employees was a scholarship or award. Almost as common was another part-time job outside the University. A significant number of respondents reported that they

**Table 4.6: Other Sources of Income Reported by Respondents**

Income	Female		Male		Total	
	No.	%	No.	%	No.	%
<b>A. Other sources of income</b>						
Full-time job	21	12.1	31	16.4	52	14.3
Another part-time job (UNSW)	14	8.1	16	8.5	30	8.2
Another part-time job (not UNSW)	52	30.1	44	23.3	96	26.4
Outside consultancy/prof. practice	16	9.2	23	12.2	39	10.7
Scholarship/award	46	26.6	60	31.7	106	29.1
Savings/investment	13	7.5	19	10.1	32	8.8
Support by spouse/family	35	20.2	28	14.8	63	17.3
Other sources of income	12	6.9	9	4.8	21	5.8
<b>B. No other source of income</b>	10	5.8	17	9.0	27	7.4

**Note:** A number of respondents reported more than one other source of income.

were employed on a full-time basis, and undertook work on a casual basis at the University in addition to this. However, this pattern differed, albeit to a small degree, between men and women, being more common amongst men than women. Many people also reported a second part-time job in the University. Taken together, these figures show that more people relied on income from part-time employment than were in receipt of income from study awards.

## 4.5 Length of Employment

The length of time people had held their current position was generally quite short. The majority of respondents reported they had started their job in the year of the survey (1991) and almost half of these in the current (second) semester. However some people had been employed by the University for much longer periods. As shown in Table 4.7, there was a small group of employees who had been working at the University for more than five and sometimes more than ten years. It is somewhat surprising to find a sizeable number of staff who have been employed by the University to undertake work of an academic nature to be doing so on a casual and uncertain basis for such long periods of time. This may, of course, reflect the employment wishes and interests of the employees themselves.

The appointment of staff with long years of experience of casual employment was more common amongst women than men. This may result from the fact that more women were able to rely on a second (family) income than men and actively sought re-appointment as a casual employee for a longer time. It is, however, also possible

**Table 4.7: Length of Time Female and Male Respondents Have Been Employed in this Job and at the University**

Length of employment		In this job			At UNSW		
		Female	Male	Total	Female	Male	Total
This semester only	No.	45	56	101	23	33	56
	%	26.6	30.3	28.5	14.1	18.2	16.3
Less than one year	No.	52	51	103	38	46	84
	%	30.8	27.6	29.1	23.3	25.4	24.4
1-2 years	No.	25	31	56	30	46	76
	%	14.8	16.8	15.8	18.4	25.4	22.1
2-5 years	No.	28	31	59	33	35	68
	%	16.6	16.8	16.7	20.2	19.3	19.8
5-10 years	No.	10	12	22	27	14	41
	%	5.9	6.5	6.2	16.6	7.7	11.9
Over 10 years	No.	9	4	13	12	7	19
	%	5.3	2.2	3.7	7.4	3.9	5.5
<b>Total</b>	<b>No.</b>	<b>169</b>	<b>185</b>	<b>354</b>	<b>163</b>	<b>181</b>	<b>344</b>
	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

that structural aspects of the pattern of employment at the University have mitigated against the advancement of employees in casual positions into those which are more permanent and that this has, in some way, affected more women than men.

#### **4.6 Some Characteristics of the Appointment of Staff from Non-English Speaking Backgrounds**

People from non-English speaking backgrounds were reported in all of the occupational categories. Although there were slight variations between occupational categories in the proportions of people who spoke English as a first language and those who did not, in most categories their representation was reasonably close to their numbers in the total sample. This is illustrated in Table 4.8. An exception to which it is worth drawing attention is the category of lecturer. People whose first language was not English were slightly under-represented in this occupational category even though, as we have shown, the educational qualifications of this group of people was higher than for respondents as a whole. In this way the pattern of representation of people whose first language was not English and of women would appear to be very similar.

**Table 4.8: Female and Male Respondents from Non-English Speaking Backgrounds Employed in Each Occupational Category**

Language background		Assistant Tutor	Tutor	Research Assistant	Assistant Demonstrator	Demonstrator	Lecturer	Marker	Technical Officer	Total
<b>A. Females</b>										
English speaking	No. %	2 100.0	68 77.3	13 61.9	4 80.0	19 61.3	14 70.0	1 100.0	2 66.7	123 71.9
Non-English speaking	No. %	0 0.0	20 22.7	8 38.1	1 20.0	12 38.7	6 30.0	0 0.0	1 33.3	48 28.1
All females	No. %	2 100.0	88 100.0	21 100.0	5 100.0	31 100.0	20 100.0	1 100.0	3 100.0	171 100.0
<b>B. Males</b>										
English speaking	No. %	1 50.0	65 81.3	11 78.6	3 75.0	35 67.3	22 88.0	2 50.0	4 80.0	143 76.9
Non-English speaking	No. %	1 50.0	15 18.8	3 21.4	1 25.0	17 32.7	3 12.0	2 50.0	1 20.0	43 23.1
All males	No. %	2 100.0	80 100.0	14 100.0	4 100.0	52 100.0	25 100.0	4 100.0	5 100.0	186 100.0
<b>C. Total</b>										
English speaking	No. %	3 75.0	133 79.2	24 68.6	7 77.8	54 65.1	36 80.0	3 60.0	6 75.0	266 74.5
Non-English speaking	No. %	1 25.0	35 20.8	11 31.4	2 22.2	29 34.9	9 20.0	2 40.0	2 25.0	91 25.5
<b>All</b>	<b>No. %</b>	<b>4 100.0</b>	<b>168 100.0</b>	<b>35 100.0</b>	<b>9 100.0</b>	<b>83 100.0</b>	<b>45 100.0</b>	<b>5 100.0</b>	<b>8 100.0</b>	<b>357 100.0</b>

Fairly marked variations are apparent in the distribution of staff from non English speaking backgrounds across the different faculties (see Figure 4.1). There was a high proportion of such people employed by the Institute of Languages, in the Faculty of Engineering, and in those of Science and Applied Science. They were much less well represented in the professional faculties, notably the Faculties of Medicine and Biological and Behavioural Studies, and in the School of Professional Studies at both the Kensington and St George campuses. In other schools and faculties (which were professional and vocational in character) there was also a low proportion of people whose first language was not English, but in these there were too few casual employees who responded to the survey to permit meaningful statistical comparisons.

#### **4.7 Summary: The Characteristics of Casual Academic Employment**

Perhaps the most consistent theme to emerge from the overview presented in this Section is the marked variation in the patterns of employment between casual academic employees. Although most report that they are paid to undertake work which is closely related to their appointment, there are also large numbers who report that they undertake work without pay, often associated with, but not necessarily central to, their employment category. For most respondents, casual employment appears to be undertaken on a short term basis although many, especially women, have been employed at the University for quite long periods of time. Most of the casual staff indicate that they have another source of income, often through other employment, a scholarship or award. Nevertheless, for some, casual employment at the University is their sole source of income.

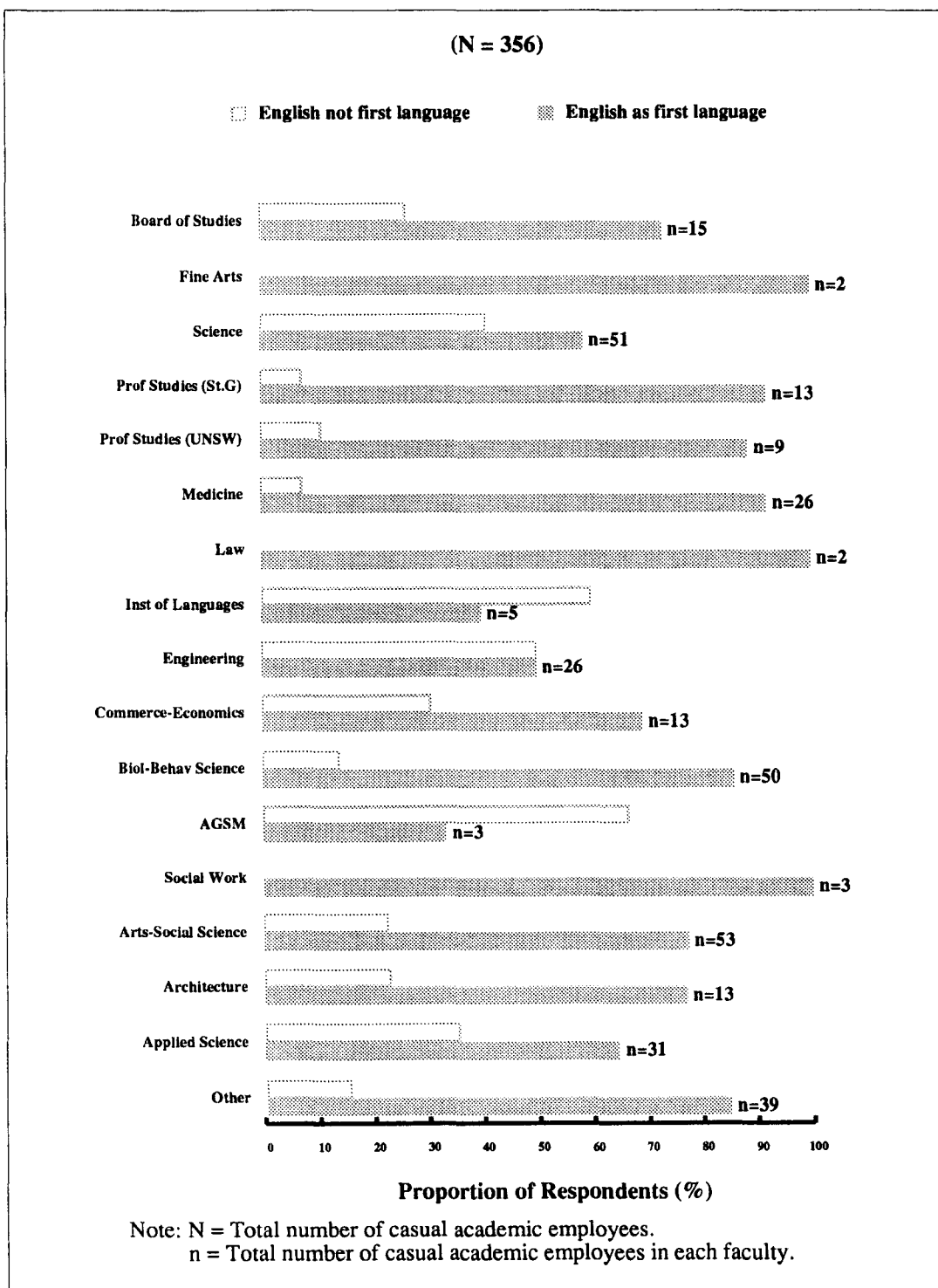
Although there is no evidence of any systematic pattern of discrimination in the appointment of people whose first language is not English, (nor could there be from a study such as this) it is clear that rather different patterns of employment have emerged in the various faculties, schools and divisions. It is not clear, from the survey, what the explanation for this might be.

An interesting finding is that amongst casual academic employees, both women and people whose first language was not English appear to be more highly qualified than the remainder of the sample. Despite this these groups are under-represented in the most highly paid casual occupational category, namely that of lecturer.

There are a number of issues deserving attention which arise from the information presented in this Section. Before considering these, however, we examine in Section 5 some of the conditions of employment reported by respondents.

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**Figure 4.1: Proportion of Respondents From Non-English Speaking Backgrounds Employed in Each Faculty**



## 5 The Conditions of Employment

In the previous sections we provided a profile of the casual academic employees, described the kinds of work they do and their location in the University. We now turn to a consideration of their conditions of service, focusing on two of the most fundamental of these, namely, remuneration and the procedures associated with the appointment of academic staff to casual positions.

### 5.1 Rates of Pay for Casual Academic Employees

Remuneration for casual staff is determined on an hourly basis. The hourly rate of pay received by an individual is normally determined by taking a number of different aspects of the work into consideration. There are, therefore, good reasons to expect some variation in pay. The rate varies first, according to the type of duty performed, and second, according to the recognised qualifications and experience of the employee. Different rates of pay may, for example, apply to an hour of marking and an hour of research work, as well as to laboratory demonstrations, tutorials and lectures. The official hourly rates of pay applicable at the time of the survey are set out in Appendix 7.<sup>5</sup>

We have already noted that a wide variety of tasks were undertaken by casual academic staff. We have shown that the personnel involved also differed considerably in their experience and qualifications, and we would expect some variation in pay to be associated with these variations. As Table 5.1 shows, the pay received by respondents differed quite dramatically not only amongst those in different occupational categories, which we would expect, but also between those in the **same** occupational category.

The extent of variation in pay between respondents is so great that it is unlikely to be explained in terms of the qualifications or experience of the staff involved. It is of course important, in this instance, as in others, to bear in mind that these results represent the reported rates only. It is, for example, conceivable that some respondents divided the number of hours they worked by the amount of pay they received whilst others may have reported their official hourly rates of pay. However, the evidence suggests that, according to the award (see Appendix 7) at least 5

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5 To facilitate comparison between individuals working on a casual basis for different lengths of time, the discussion in this report is confined to hourly rates of pay. The differences between individuals in weekly income from casual employment at the University are not considered in this report.

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**Table 5.1: Hourly Rates of Pay Reported by Respondents in Each Occupational Category**

Occupational category		Hourly rate of pay						Total
		up to \$18.99	\$19.00 - \$27.99	\$28.00 - \$36.99	\$37.00 - \$49.99	\$50.00 - \$64.99	\$65.00 & over	
Assistant Tutor	No.	2	0	0	2	0	0	4
	%	50.0	0	0	50.0	0	0	100.0
Tutor	No.	36	8	54	24	43	1	166
	%	21.7	4.8	32.5	14.5	25.9	0.6	100.0
Research Assistant	No.	36	2	0	0	0	0	38
	%	94.7	5.3	0	0	0	0	100.0
Assistant Demonstrator	No.	7	2	0	0	0	0	9
	%	77.8	22.2	0	0	0	0	100.0
Demonstrator	No.	76	6	2	0	0	0	84
	%	90.5	7.1	2.4	0	0	0	100.0
Lecturer	No.	0	0	3	2	7	32	44
	%	0	0	6.8	4.5	15.9	72.7	100.0
Marker	No.	4	1	0	0	0	0	5
	%	80.0	20.0	0	0	0	0	100.0
Technical Officer	No.	7	1	0	0	0	0	8
	%	87.5	12.5	0	0	0	0	100.0
All categories	No.	168	20	59	28	50	33	358
	%	46.9	5.6	16.5	7.8	14.0	9.2	100.0

lecturers, and 44 tutors were paid below the award rate. There is also some doubt about an additional 54 tutors and 76 demonstrators, whose rates fall close to the minimum, and may fall below.<sup>6</sup>

### Respondents' View of their Pay

Nearly half of the respondents (47 per cent) agreed with the statement that 'my wages are about right for the work I do'. One third disagreed with this statement and the remainder were unsure. The extent to which these opinions varied according to

<sup>6</sup> Because the questionnaire was compiled just before a change in the award rates of pay, the categorisation of hourly rates of pay used in the questionnaire and the award categories do not permit precise comparisons to be made in these cases.



the reported rates of pay and occupational categories of respondents is shown in Table 5.2.

## 5.2 Receipt of Pay

Two hundred and sixty nine respondents (77 per cent) said that they were paid promptly. The remainder reported a delay in the receipt of their pay. A small proportion (eight per cent) of those reporting a delay attributed this to delays in their own Department's administrative section or in the University's Pay Office. The remaining 15 per cent (53 employees), reported delays which they were unable to explain but which, from comments received, were often the cause of considerable irritation. The following comments were typical of the kinds of complaints made by respondents:

On two occasions, the pay of three student assistants in my Section, including myself, has not turned up. It was never explained why. We had to wait another two weeks to get our pay. When I complained, I was treated as if I was making a big deal out of nothing.

With the exception of one week, pay has been several weeks late every week this year (although on time consistently last year). I have often checked with my department until recently. Now I have given up.

Generally pay is prompt. However, at least once a month there is a problem which I do not become aware of until the pay I have been expecting is not in my bank account.

The delay is unacceptable. In all I have had about twenty employers. The UNSW is the worst in this regard.

## 5.3 Superannuation

Superannuation, which has increasingly become part of the remuneration package for employees throughout Australia, appeared to be a yet another source of confusion for many respondents. Sixty-eight people reported contributing to a superannuation fund (see Table 5.4). For the overwhelming number this was to a private fund. Only five people reported that they were contributing to a University-based scheme. Whilst 119 people said that they had chosen not to contribute to a superannuation fund, 86 reported that they did not know whether or not they were contributing. A further 80 reported that they were not eligible. This was usually attributed to their casual employment status, but sometimes to other reasons, for example, because they did not earn enough or because they were overseas students or not citizens of Australia.

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**Table 5.2: Number of Respondents in Each Occupational Category Dissatisfied With Current Rates of Pay**

Occupational category	Hourly rate of pay						Total No.
	up to \$18.99	\$19.00 - \$27.99	\$28.00 - \$36.99	\$37.00 - \$49.99	\$50.00 - \$64.99	\$65.00 & over	
Tutor	19	4	23	9	16	-	71
Research Assistant	10	1	-	-	-	-	11
Assistant Demonstrator	3	-	-	-	-	-	3
Demonstrator	12	1	-	-	-	-	13
Lecturer	-	-	1	1	3	6	11
Marker	1	1	-	-	-	-	2
Technical Officer	3	1	-	-	-	-	4
<b>All categories</b>	<b>48</b>	<b>8</b>	<b>24</b>	<b>10</b>	<b>19</b>	<b>6</b>	<b>115</b>

**Table 5.3: Delays in the Receipt of Pay Reported by Respondents**

Receipt of pay	No.	%
Pay received promptly	269	76.9
Delay in department	13	3.7
Delay in University Pay Office	15	4.3
Delay - reason unknown	53	15.1
<b>Total</b>	<b>350</b>	<b>100.0</b>

**Table 5.4: Contributions to Superannuation Reported by Respondents**

Superannuation	No.	%
Yes, through UNSW	5	11.4
Yes, through a private fund	63	17.8
No, I have chosen not to	119	33.7
Don't know	86	24.4
No, I am not eligible	80	22.7
<b>Total</b>	<b>353</b>	<b>100.0</b>

Superannuation is clearly a complex and rapidly changing area associated with employment. Lack of knowledge of their entitlement to superannuation appeared to be a major source of disadvantage to those in casual employment. In addition, the survey findings suggest that the issue of superannuation causes considerable confusion and bewilderment. This is despite the fact that under the Tertiary Education Superannuation Scheme (TESS) 1988, all academic staff, including those with casual appointments, earning \$1216 or more per semester, (indexed annually in each half year) are entitled to a 3 per cent superannuation payment (Tertiary Education Superannuation Scheme, 1991). Superannuation for casual employees is therefore a matter to which the University and the unions need to pay further attention.

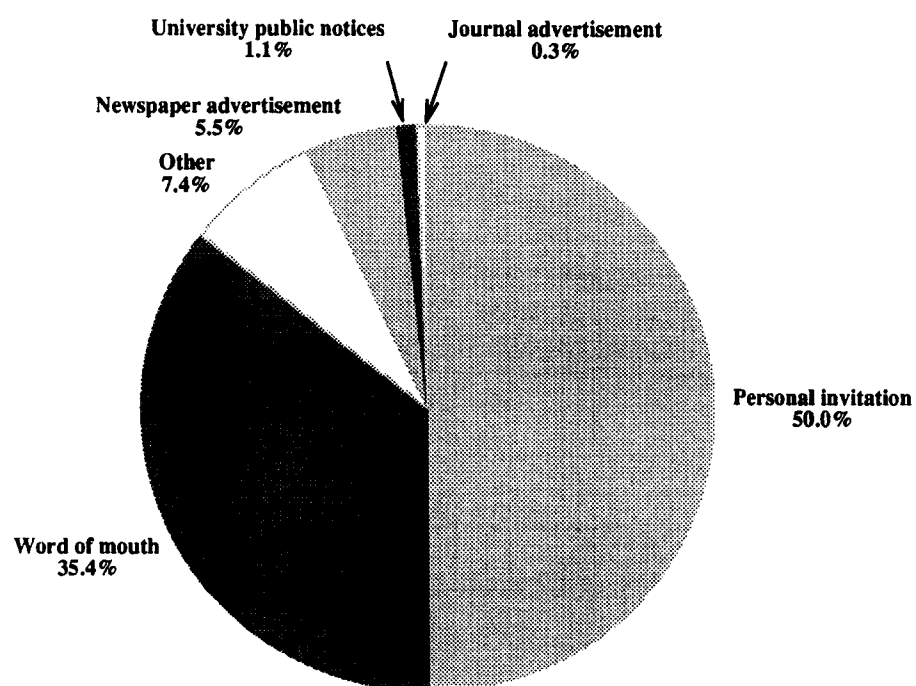
## 5.4 Recruitment of Casual Academic Staff

University appointments are normally made on the basis of well established non-arbitrary selection procedures involving open competition for advertised positions. The terms and conditions of the appointment are spelt out in the advertisement for the position. The survey showed that in the case of casual academic employees, the above procedures were adopted in a minority of cases. This is illustrated by Figure 5.1. Only 25 people reported learning of their current job through a printed and public advertisement. In contrast, 311 of the 363 respondents in the survey reported that they were recruited either by 'word of mouth' or by 'personal invitation'.

We draw attention to this finding because it seems to provide the keystone to the pattern of flexible and rather loose arrangements associated, more generally, with the casual employment of academic staff. These arrangements often have advantages for the University, since they are carried out with the minimum of bureaucratic constraint and permit a high degree of responsiveness to changing and/or short term needs. They may also suit the requirements of particular employees. On the other hand, they suggest a level of discretion which sits uneasily with the University's normal and formal practices. Furthermore, in few cases can this method of recruitment be justified in terms of expediency. Few of the positions were reported as being funded from short term external research grants. Indeed most appear to be funded by the University, and in some cases may be positions which are routinely filled by a casual employee. Yet neither the nature of the position nor its funding require a casual appointment.

Whilst the system of recruitment and associated practices clearly also has advantages from the perspective of successful appointees to casual positions, it places the employee in a highly vulnerable position. We have already drawn attention to variations in pay and to the performance of duties without pay. A further important indicator of the insecurity of employees is the method by which they report that their positions are extended. As can be seen in Table 5.5, 169 respondents reported that their positions were renewed simply by word of mouth. Only 54 of the 347 respondents reported that a formal procedure was followed for the renewal of their

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**Figure 5.1: Respondents Reporting on Method of Appointment**

Note: No respondents reported that they had learnt about their casual job through the CES.

**Table 5.5: How Position is Renewed as Reported by Respondents**

Method for renewal	Female		Male		Total	
	No.	%	No.	%	No.	%
Word of mouth	89	53.2	80	44.4	169	48.7
Written notification by Head of Department	6	3.6	15	8.3	21	6.1
Reapply in open competition	12	7.2	21	11.7	33	9.5
Don't know how position is to be renewed	27	16.2	31	17.2	58	16.7
Other	4	2.4	6	3.3	10	2.9
Not applicable, non renewable position	29	17.4	27	15.0	56	16.1
<b>Total</b>	<b>167</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>	<b>347</b>	<b>100.0</b>

appointments, either by means of written notification from the head of their department or by a known requirement to re-apply for the position in open competition. Fifty eight others reported that they did not know what method would be used to renew their position.

In the absence of formalised contracts many employees appear to experience some uncertainty and insecurity in terms of their future employment. As Table 5.6 shows, approximately 60 per cent of all casual staff who were re-employed were only informed that this would take place after the expiry of the period of their current employment.

Closely associated with the absence of formalised procedures for the appointment and renewal of positions was the disregard of formalised statements of the employees' working arrangements and status. Although 84 employees thought that their letters of appointment or duty statement were either adequate or very satisfactory, the overwhelming majority of respondents, 265 in total, reported that they had not received either of these forms of documentary statement (see Table 5.7). Similarly, over 300 people reported that they had never been told what their entitlements or responsibilities as casual employees were to be. Nevertheless, 45 people did report that these had been explained to them (see Table 5.8). It is clear that the absence of duty statements adds to employees' vulnerability since they are not in a position to question whether and how much of the work they are asked to undertake should attract pay. Some of the unpaid work upon which we have already reported may be explained by the absence of duty statements.

**Table 5.6: Notification of Renewal of Casual Employment Reported by Respondents**

Notification of renewal	Female		Male		Total	
	No.	%	No.	%	No.	%
After work ran out	42	60.0	44	63.8	86	61.9
Before work ran out	28	40.0	25	36.2	53	38.1
<b>Total</b>	<b>70</b>	<b>100.0</b>	<b>69</b>	<b>100.0</b>	<b>139</b>	<b>100.0</b>

**Table 5.7: Satisfaction With Duty Statements Reported By Respondents**

Duty statements	No.	%
Very satisfied	35	9.9
Adequate	49	13.8
Not at all satisfied	5	1.4
I have not received one	152	42.9
I didn't know there was one	113	31.9
<b>Total</b>	<b>354</b>	<b>100.0</b>

**Table 5.8: Explanation of Entitlements as Reported By Respondents**

Entitlement explained	No.	%
Yes	45	12.7
No	310	87.3
<b>Total</b>	<b>355</b>	<b>100.0</b>

## 5.5 Summary: The Conditions of Employment

One of the most characteristic features of the employment of academic staff on a casual basis at the University appears to be the lack of standard, indeed any formally stated, conditions of employment. Considerable variation was reported in the rates of pay received, in the practices associated with the appointment and renewal of position, and in the issuing of written documentation such as duty statements and letters of appointment. While some employees claimed they had been told of their

entitlements (or lack of entitlements) to benefits or compensation, the majority reported that they had not been informed. Both rates of pay and promptness in its lodgement were sources of dissatisfaction for a not insubstantial number of survey respondents.

Taken together, these features indicate that there is considerable variability in the conditions of casual employment for academics at the University of New South Wales. It is difficult, however, to argue that the apparent absence of formal procedures is mutually advantageous to both employers and casual academic employees. Rather, because the arrangements often appear to be somewhat improvised, the University, as the legal employer of staff, is unable to ensure that standards of employment are adequate.

Many of the problems identified in this section of the paper are encapsulated in a letter, attached to the questionnaire by one of the respondents, which we reproduce here in full.

My problem - and I doubt I'm unique in this respect - is that I do 6-8 hours face to face teaching; i.e. about half a tutors load most weeks but am employed as 'casual' \$6,000 p.a. No sick leave, no security etc. While good, reliable, casual staff is available the department ( at least mine) will make no push to employ me on a permanent basis - full or part time. They can exploit us already whilst keeping their options open. I would love to know how many other people (especially older women) the University **forces** to work as 'casuals'. I was told that permanent part time tutorships do not exist. Is that true? Most of us would rather not rock the boat and keep the status quo, frustrating and exploitative as it happens to be. However, with increasing class sizes and projected University needs, employing 3-4 hard working casuals is cheaper and yields greater results than one full time tutor. Can this problem be looked into **PLEASE**. (Emphasis in the original)

A number of other problems and issues associated with the existing arrangements are highlighted in the following section.

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## 6 Some Problems and Issues

In commissioning this survey, the EEO Advisory Committee requested that a number of issues involving the possible abuse of, or discrimination against, academic staff employed on a casual basis be examined. The Committee recommended that special attention be given to possible disadvantage suffered by women, people from non-English speaking backgrounds, and people with disabilities. In this section we move from the more general results of the survey of casual academic employees, to consider these specific questions in greater detail.

Perhaps the single most important statement that can be made on the basis of the evidence provided in the survey is that the majority of respondents did **not** report that they had experienced abuse or discrimination as University employees. In most cases, only a relatively small number of problems of this nature were reported.

It would become tedious if, in this report, we were to continue to state that only a small proportion of employees indicated that they had experienced problems of a particular kind. More seriously, this approach would also detract from the significance of the main findings. Instead, in examining these issues, we have adopted a rather different approach, examining the reports of each of the major issues raised and, where possible attempting to follow any leads that may indicate either the underlying causes of the problem or measures which would assist in overcoming their reoccurrence.

### 6.1 Types of Discrimination Reported by Respondents

Respondents were asked whether they had experienced any of a range of offensive or discriminatory incidents in the University within the last 12 months. Reports of such incidents were by no means widespread (see Table 6.1). Nor were they confined to any particular faculty or school. Yet, as we see from this table, a number of such incidents were certainly reported. In a very small number of cases the reports were of abuse on a constant basis. Relatively small numbers experienced problems relating to disability, larger numbers reported issues relating to race and ethnicity and the largest numbers reported issues relating to gender. Thus, in each case the proportions are related to the numbers of respondents in the survey for whom the issues were salient. In 6 per cent of cases respondents reported incidents were related to the casual status of employment.

Absence of childcare facilities can be regarded as an indirect form of discrimination, but we found little evidence of demand by casual employees for additional services of this kind at the University. Most of those who needed this form of assistance had apparently made alternative arrangements (see Figure 6.1).

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**Table 6.1: Incidents of Offensive or Discriminatory Practices Reported by Respondents**

Offensive occurrences at work	Number of all respondents reporting incidents			
	Sometimes No.	Always No.	Any incidents No.	% <sup>(a)</sup>
Remarks about a physical disability	3	0	3	0.8
Remarks that you can't advance because of a disability	2	0	2	0.5
Displays of pictures/cartoons of a sexist nature	15	1	16	4.4
Displays of pictures/cartoons of a sexual nature	13	1	14	3.8
Displays pictures/cartoons of a racist nature	7	0	7	1.9
Remarks of a sexual or sexist nature	14	5	19	5.2
Remarks of a racist nature	12	2	14	3.8
Remarks about women with young children working	16	1	17	4.7
Remarks about women in the workplace	25	3	28	7.7
Suggestions that you can't advance because of family responsibilities	7	3	10	2.7
Suggestions that you can't advance because of your race or ethnic origin	8	0	8	2.2
Remarks about your casual status	20	2	22	6.0
Men and women in you job classification not given equal opportunities for promotion	21	9	30	8.2
Other	6	1	7	1.9

**Note:** a) Percentages are calculated as a proportion of all 364 respondents.

## 6.2 Dissatisfaction With Various Aspects of the Work Situation

A matter of concern to a far greater proportion of respondents concerned their treatment as part of the academic staff. These concerns relate to issues of equity with regard to a range of working conditions.

**Figure 6.1: Childcare Requirements for Respondents Who Have Most of the Responsibility (Other Than Financial) For Children**

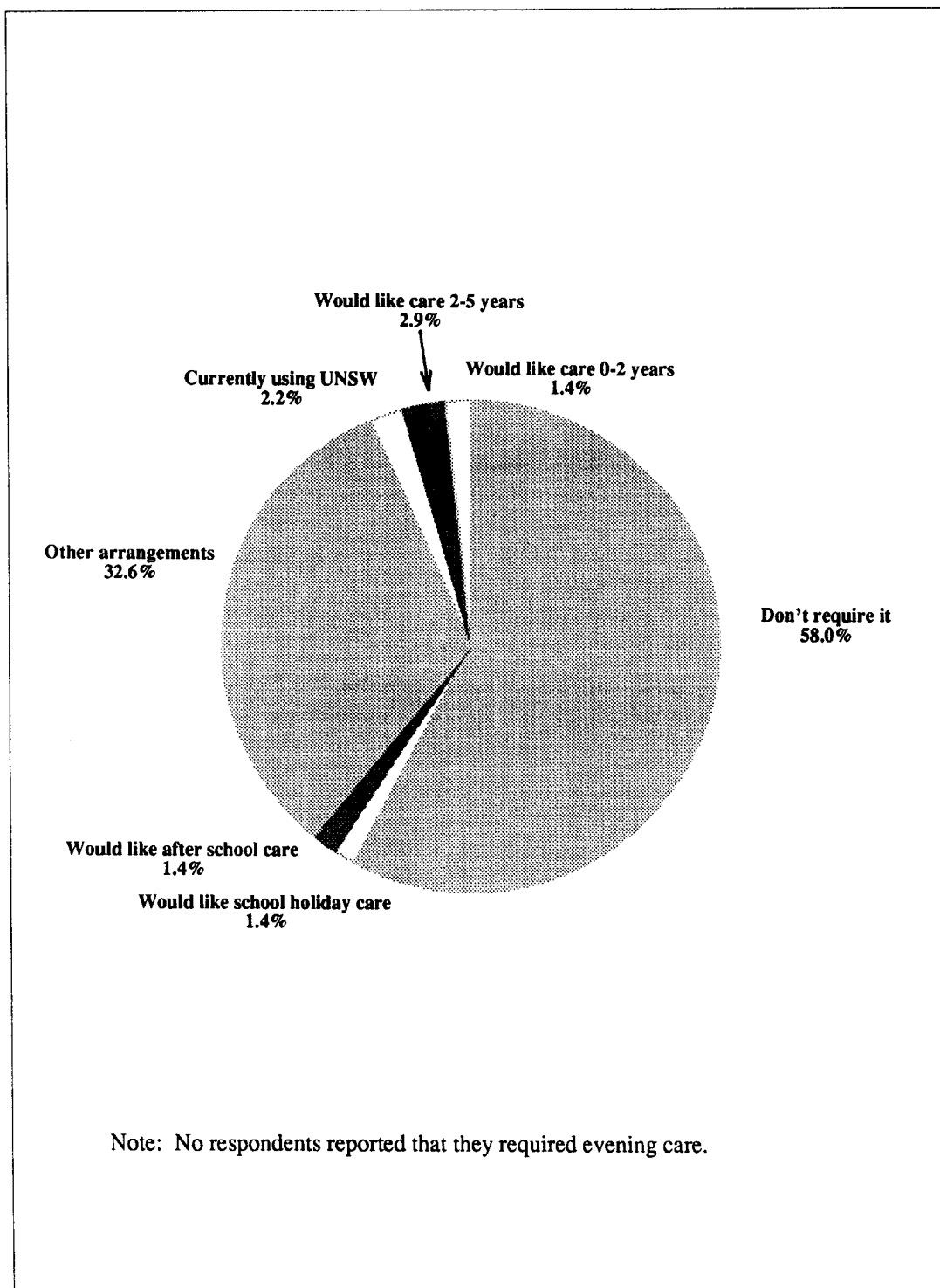


Table 6.2 shows that it was in terms of the resources and facilities available to casual academic employees that the greatest number of instances of treatment felt to be unfair were reported. The following quotations from the responses to the questionnaires illustrate some of the issues:

I was forced to resign as a tutor half way through session two because I couldn't cope with the excessive levels of marking I was expected to do and was given no access to an office, telephone etc, even though on some days I was tutoring three times in one day, beginning at 10.00 a.m. and ending at 7.00 p.m. I was forced to carry all my heavy books etc with me the whole day, from the very top of the campus to the bottom and back again, this caused me pain because of my chronic back condition. They told me it couldn't be helped because the department (named in the original) has a such a low status in the University that there are not enough resources available for tutors.

I believe the working conditions for casual employees at the UNSW are extremely poor. The reasons are as follows - it can take up to six weeks to receive the first pay cheque. Attempts to rectify this situation have been completely ignored. No compassion or understanding is shown by administrative staff or union representatives. As a part-time lecturer, I am not even entitled to a key to the equipment room which houses video equipment essential to my subject. Only one office is available and this must be shared by more than 5 UNSW staff at one time. This makes student consultation time impossible. Another office has just been made available and it is off-campus! Totally inappropriate and unacceptable for tutors. Tutors in my subject must have access to video equipment, however, they are allocated (tutorial) rooms in buildings where this equipment is not housed and budget restrictions prevent tutors hiring equipment from other faculties. This makes tutoring extremely difficult and students suffer as a result.

... at the moment I am forced to carry out consultations in the coffee shop or on the library steps. Also students have no way of finding me while I'm on campus- directions to search eating spots on the third or fourth floor of the library on certain days are not good enough!

A total of 74 people claimed that they had not been treated fairly in the allocation of resources such as phone, desk and computers. Fifty-six people felt that they had not had the opportunity to participate in decision about their workload. Fifty-two people felt that they had inequitable access to facilities such as typing within the University.

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**Table 6.2: Matters in Which Respondents Reported they Felt Unfairly Treated in Their Job**

Matters	Female		Male		Total	
	No.	%	No.	%	No.	%(a)
Division of workload	22	12.7	7	3.7	29	8.0
Timetabling of classes	11	6.4	10	5.3	21	5.8
Allocation of additional duties	21	12.1	13	6.9	34	9.3
Scheduling of meetings	11	6.4	8	4.2	19	5.2
Participation in decision making that affects your workload	39	22.5	17	9.0	56	15.4
Access to facilities (eg typing)	34	19.7	18	9.5	52	14.3
Supervision of your work	21	12.1	15	7.9	36	9.9
Allocation of resources (eg phone, desk, computers)	41	23.7	33	17.5	74	20.3
Dissemination of information	31	17.9	21	11.1	52	14.3

**Notes:** a) Percentages are calculated as a proportion of all 364 respondents. Respondents could report feeling unfairly treated on several matters.

### 6.3 Supervision

We have already commented on the significance of the personalised relationships associated with employment of academic staff on a casual basis. Although one might characterise this as one of patronage there was, in general, a high level of satisfaction with the immediate supervisor. Yet, when asked to indicate their level of agreement with a number of statements pertaining to their relationship with their immediate supervisor, a significant proportion expressed a good deal of dissatisfaction with certain aspects of this relationship. For example, a large number of people felt that they received inadequate feedback on their performance and insufficient encouragement from their supervisor. The relationship of patronage also appears to be open to some abuse. Some, albeit few, felt that their immediate supervisor made unreasonable demands upon them, was not available to discuss ideas and problems, and took ideas and treated them as his or her own (see Table 6.3).

**Table 6.3: Respondents' Reports of Relationships With Workplace Supervisor**

Workplace supervisor	No.	% (a)
Is not always willing to discuss my ideas and problems	20	5.5
Makes unreasonable demands on me	23	6.3
Does not give me adequate feedback on my performance	76	20.9
Stifles my efforts to be promoted	7	1.9
Is never available	15	4.1
Does not treat me fairly	23	6.3
Does not encourage me to get ahead in my career	60	16.5
Interferes too much in the way I do my work	6	1.6
Does not appreciate the extra effort I put into my work	46	12.6
Does not understand the difficulties of casual work	33	9.1
Takes my ideas and claims them as his/her own	12	3.3

**Note:** a) Percentages are calculated as a proportion of all 364 respondents.

One hundred and forty one respondents reported that they were working in the department in which they were enrolled. In response to an invitation to comment on the advantages and disadvantages of this joint arrangement, the overwhelming majority favoured it and found it helpful in a variety of ways. For example:

It helps to be part of the same environment - it stimulates my own study and enables me to use my knowledge in my teaching capacity.

It allows greater flexibility both in studying and teaching, for example by incorporating research into teaching.

The office is an advantage. Always close to work and lectures and therefore saves time.

The main advantage is that the resources of the department are available to me.

Less than ten per cent found the joint arrangement disadvantageous. Some of the reasons given were:

- I am sometimes the unwitting tool of inter-faculty politics;
- I easily get side-tracked in other work;
- The Department (named in quotation) is crowded and poorly serviced; and
- I am more open to exploitation.

A matter of related interest and one of considerable concern to the EEO Advisory Committee was the possibility of a conflict between teaching and study. As many as 60 per cent of respondents agreed with the question 'Do you find that the time required for marking duties and preparation for teaching or laboratory work has taken time away from your own study time, assignments research or thesis writing?' One can detect some ambivalence amongst respondents on this issue, however. On the one hand, working and studying in the same department was strongly endorsed. On the other, the academic duties were frequently seen as detracting from the time available for study. This dilemma is not unique to casual academic staff; neither is this evidence that casual employment actually detracts from longer term achievements. Indeed the desire expressed by many of the respondents for further training is evidence of a recognition that their present position may be laying the foundation for an academic career.

## **6.4 Training**

Two hundred and seventy-two respondents (76 per cent of the sample) reported that they received no more than direct on the job instruction from either a colleague or their supervisor. One fifth (72 respondents) reported that they had received no instruction whatsoever. Only a handful (six people in total) had received more formal instruction from the University's own orientation program. Another 12 had been sent to a training course (see Table 6.4).

### **Additional Training Wanted by Respondents**

Many of the respondents took the view that their own academic interests did not provide them with all the skills they needed to perform their work role as effectively as they would have liked. As shown in Table 6.5, a high proportion said that they would like to receive additional training in the area of 'effective communication'. An almost identical number saw 'career development and personal effectiveness training' as desirable. Basic and advanced computer skills and specific technical skills ranked next as forms of desirable training sought by respondents.

## **6.5 The Work Environment**

Despite the fact that only 6 per cent of respondents overall reported that they found that their work environment was hazardous, this does not necessarily provide grounds for complacency about issues of safety.

For people with disabilities the problem was more serious. As many as one-third of the 35 people reporting a physical disability said that needs, associated with their disabilities, were not fully met. The majority of the problems reported were associated with an unsuitable physical environment and furnishings. For example, one person with asthma reported:

**Table 6.4: Method of Instruction About Their Job Reported by Respondents**

Instruction	No.	%
I didn't receive any instruction	72	20.2
My supervisor instructed me	200	56.0
A co-worker instructed me	51	14.3
I was sent on a training course	12	3.4
I went to UNSW's orientation program	6	1.7
The previous employee instructed me	16	4.5
<b>Total</b>	<b>357</b>	<b>100.0</b>

**Table 6.5: Skills in Which Respondents Reported They Would Like to Receive Training**

Training	Female		Male		Total	
	No.	%	No.	%	No.	%
Communication effectiveness	47	27.2	42	22.2	89	24.5
Basic literacy, English language skills	8	4.6	3	1.6	11	3.0
Numeracy/statistical skills	10	5.8	5	2.6	15	4.1
Business/administrative skills	7	4.0	10	5.3	17	4.7
Basic computer skills	35	20.2	14	7.4	49	13.5
How to use the library	14	8.1	10	5.3	24	6.6
Advanced computer skills	34	19.7	40	21.2	74	20.3
Health and safety/ergonomics	15	8.7	11	5.8	26	7.1
University orientation	17	9.8	6	3.2	23	6.3
Personal effectiveness/career development	50	28.9	38	20.1	88	24.2
Specific technical courses	23	13.3	28	14.8	51	14.0
Other	14	8.1	7	3.7	21	5.8

**Note:** Percentage as calculated is proportion of total of all 364 respondents (173 females and 189 males).

Some respondents reported they would like to receive training in more than one area.

The tute rooms need ergonomic chairs and are sometimes full of chalk dust which affects my asthma.

Several other people mentioned a problem associated with insufficiently supporting chairs, for example, the lack of chairs with lumbar support. The absence of ramps to a number of buildings which would facilitate access was also commented upon.

## **6.6 Summary: Problems and Issues Associated with the Employment of Academic Staff on a Casual Basis**

The survey findings showed that a small number of respondents reported experiencing behaviour in the University that they had found offensive or discriminatory on grounds of sex, ethnicity or disability. In assessing the importance of these, it is important to recognise their individual character and impact. Wrongdoings of these kinds are usually confined to a small number of incidents, but their lack of statistical significance does not diminish their importance for those directly affected. The same point could be made about hazards in the working environment. Very few respondents found their working environment hazardous but those instances that did occur may well have been very worrying for those experiencing them.

Whilst complaints of discriminatory behaviours were very rare amongst people with disabilities, complaints about their working environments were not. As many as a third of those with a disability found cause to complain about some aspect of their physical environment at the University.

Although, as we have noted, reports of discrimination and abuse were not widespread, there were other aspects of the work situation of casual academic employees which affected a larger proportion of the respondents. Several aspects deserve attention.

A great deal of dissatisfaction was expressed about the physical facilities which were considered inadequate for the performance of their designated tasks by a considerable number of respondents. The complaints related either to a complete absence of rooms or to overcrowded rooms which, most importantly, were needed to consult with students but also to prepare tutorials and mark papers. Some respondents complained that limitations in access to adequate equipment and facilities, and 'a space of one's own' symbolised their marginalised position as members of the University's academic community.

A sense of belonging seemed important for many respondents, nearly all of whom favoured being enrolled and employed in the same faculty, school or division. Joint enrollment and employment, though clearly reinforcing for many people, by no means implied universal satisfaction with all aspects of the work/study situation. For example, a minority felt that this situation was exploitative. More felt that they received insufficient encouragement or support from their supervisors. A very high proportion of casual academic employees had received no formal instructions at all for the performance of their job from either colleagues or a supervisor. Absence of such supervision may partly explain the desire of many respondents for further training to enable them to teach and communicate more effectively. Another explanation for the desire for further training was that a number of respondents thought of academic work as fulfilling their longer term career aspirations.

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## 7 Summary and Conclusion

In proposing this study the EEO Advisory Committee requested that particular attention be paid to the four specific questions outlined in Section 1 of this report. We conclude the report with a summary of the survey evidence on these and a number of closely related questions. We follow this with a discussion of some of the significant issues to have emerged. These issues appear to underlie some of the more immediate concerns expressed by the Advisory Committee.

Before reviewing the findings, we reiterate that the evidence on which this report is based is largely subjective in nature, being based almost entirely on data provided by respondents. It is worth drawing attention to the fact that in the original proposal, the Advisory Committee indicated that a further stage of research should be undertaken. This would have involved 'interviewing particular employees or otherwise canvassing them in order to determine the extent of any problems identified'. Although the SPRC was not commissioned to undertake such interviews, we feel that some of the survey material we gathered would have been worth pursuing in greater depth. This would not only have provided us with a greater confidence in the validity and reliability of the data we collected from the self completed questionnaires but would also have enabled us to have gained a fuller understanding of those issues that gave rise to concern.

We have indicated that the information made available by the survey should be cause for concern. For example, a wide variation in hourly rates of pay, for apparently the same task, was reported. However, it is not clear whether these represent real discrepancies or a confusion amongst some of the respondents. For these reasons we present the results as they were reported but have refrained from making specific recommendations other than those which deal with policy at a very general level.

### 7.1 Summary of Findings

In proposing this study, the EEO Advisory Committee expressed its concern that 'casual employees could be misused by staff senior to them' in a number of ways. Here we address each of the four specific concerns raised in the Advisory Committee's proposal.

- a) **The time required for marking of reports, essays, exams and assignments may be in excess of the paid time.**

Respondents reported undertaking a wide variety of different tasks without pay. This is discussed in Section 5 of the report. Marking was one of the duties most frequently cited as being undertaken unpaid. A total of 95 respondents, more than a quarter of all who completed the survey, reported they were not paid for their efforts in marking exams, essays and assignments. Even more respondents, however, cited

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student consultations as an unpaid task. Other common unpaid tasks included preparation of teaching materials and administrative tasks.

- b) The time required for marking duties and preparation for teaching or laboratory work may also be detrimental to the student's own research or thesis writing.**

There were 232 people who answered the question 'Do you find that the time required for marking duties and preparation for teaching or laboratory work has taken time away from your own study time, assignments, research or thesis writing?' Of these 140 (60.3 per cent) answered 'yes'.

This is an indication that, according to the respondents who were undertaking further study whilst employed as casual staff, work associated with employment directly reduced the time available for undertaking their own studies. However, as we noted in Section 6 of the report, the balance of the evidence from the survey is not quite so clear cut. Given a finite amount of time, it is inevitable that employment of any sort will reduce the time available to undertake other activities, including study. This does not imply that employment is detrimental to study. Indeed, as many respondents indicated, such employment may be in the longer term career interests of casual academic staff or desirable on other grounds.

- c) Research workers may be required to carry out tasks in excess of those covered by payments, may not receive adequate acknowledgement for the research work they have done, which could have some influence on their career paths.**

Only 38 people, a relatively small proportion of the 364 academic respondents to the survey, could be directly identified as research workers. Very few of these reported undertaking work without pay. As can be seen in Table 4.2, two of the 38 research assistants reported that they attended work-related lectures, two that they undertook administrative duties, and two that they marked essays or exams without pay. Three casual research assistants reported undertaking other duties without pay. With these exceptions, there was little evidence of research staff being required to carry out tasks in excess of those covered by payments.

- d) Untrained tutors have at times been required to attend professional development courses or similar training activities without payment, before commencing their paid duties.**

Very few casual academic employees in any category (12 people in total) reported that they had received formal training associated with their job. Over the previous twelve months, 25 employees attended self financed training courses related to their job compared with 29 people who attended such courses at the University's expense. Fifty-nine people attended work-related conferences at their own expense and only 26 attended such conferences paid for by the University. The major issue here seems to be not so much one of exploitation but of a virtual absence of commitment on

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behalf of the University to issues of job-related training for its academic employees with casual appointments.

## **7.2 Other Issues of Interest to the EEO Advisory Committee**

The Advisory Committee was concerned as to whether women, employees from non-English speaking backgrounds and people with disabilities were particularly disadvantaged.

In the case of women, there were no obvious discrepancies in their representation in different occupational categories. Women were, however, somewhat older than men and more highly qualified. A matter of particular concern was that women had been in casual employment for longer than men. One possible interpretation of this is that it is easier for men than women to transfer to permanent employment status. Although the survey evidence allows for no more than conjecture on this point, other evidence does.

The relatively high representation of women in casual employment contrasts sharply with their low level of representation in more established academic positions. This may indicate that there are structural barriers to the advancement of women in the University system. Thus for many women, unlike men, casual employment may constitute their actual career.

People from non-English speaking backgrounds were well represented amongst casual academic employees although they were less well represented in the professional faculties than elsewhere in the University. The relatively high level of representation of people from non-English speaking backgrounds does not, of course, mean that they do not experience discrimination in the University. It may be particularly difficult for people from non-English speaking backgrounds to obtain more permanent employment in the University but again we have no evidence from the survey on this matter. This is because the occupational categories of people from non-English speaking backgrounds amongst academic employees is not available from the Salaries Office.

Finally, we have noted the low representation of people with self reported severe disabilities but a much higher proportion of people with moderate disabilities. Because the level of disability is self-reported we are not in a position to comment on the appropriateness of current levels of representation. However, a significant finding of the survey relevant to people with disabilities was that a relatively high proportion felt that the University did not provide an adequate physical work environment.

In each of these cases it is not possible from the survey to say whether the level of representation reflects an equitable treatment of a particular potentially disadvantaged group within the system of casual employment or whether casual employment represents an enclave in which such people are restricted. There are two ways in which a more meaningful assessment of the level of representation of

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these groups could be undertaken. The first would be based on demographic comparisons and would involve a comparison of populations of students, casual academic staff and non-casual academic employees with the general population. The second involves an examination of recruitment practices and would relate appointments to the pool of applicants.

### 7.3 Conclusions

Throughout this report we have drawn attention to what has struck us as researchers as the definitive feature of casual academic employment in the University: namely the highly personalised nature of casual appointments. This is in sharp contrast to the emphasis on formalised rules and procedures which would appear to characterise other aspects of the University's organisation and operation. If we consider casual academic employment as a process, we see that, at all stages, personal and discretionary elements dominate. Recruitment tends to be by word of mouth or personal contact, the instruction of employees is at best informal, and typically, there are no clear statements of correct procedure or job content provided which means that there is no standard by which employees can assess the appropriateness of what they are asked to do. Thus we find that people in the same occupational categories are carrying out a considerable variety of tasks.

The hourly rates of pay that employees reported receiving show similar variability. Respondents undertaking apparently similar work in different locations of the University reported considerable differences in the rates of pay received. This pattern of inconsistency extended to other closely related matters, most notably access to superannuation benefits. There was also a considerable number of staff who reported that they were not paid for much of the work they undertook.

For most academic staff, casual employment is a brief and transitory period of their life. However, for others, such employment constitutes a much longer term commitment. Their re-appointment is another feature of the process of casual employment which appears to be characterised by uncertainty and insecurity.

The findings presented in this report are remarkably similar to those of other studies of casual academic employment in tertiary educational institutions which have been undertaken in Australia (Grimes, 1990; Morris, 1991).

Each of the elements we have just described, is shaped by the character of the relationship between the University as the employer, the supervisor or supervising department, and the employee. In the absence of employment contracts the characteristics of the appointment would appear to rely greatly on the goodwill and the grace and favour of the supervisor or the supervising department.

We have drawn attention to these features of casual employment because they would seem to be a characteristic of the traditional university and are somehow misplaced and inappropriate in a contemporary situation. But are they really misplaced? We have already commented on the positive and functional features of these

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arrangements for both the University and casual employees themselves. However, in other aspects of university life, elements of patronage and paternalism have been tempered by the introduction of formalised procedures which set objective standards for practice. This survey has provided evidence of contrary practices for a particular set of employees. The EEO Advisory Committee will no doubt wish to consider which elements of the relationship we have described are exploitative, unjust and dysfunctional and are aspects which should continue to be nurtured.

Casual academic staff stand between the student body on the one hand and the permanent academic staff of the University on the other. Many share attributes of both of these groups. As a group, there is also a marked diversity in respect to the tasks they perform, their qualifications, their commitment to the University and the personal significance and aspirations they attach to their job. There are, for example, considerable differences between the objectives associated with the appointment of, say, a postgraduate student gaining her or his first experience in teaching and attempting to put a first step on the academic ladder, and those of an experienced academic willing to be appointed to a casual position in order to supplement existing expertise within the University, perhaps as a guest lecturer.

However, as employees, recognition of their entitlements and conditions should surely be no less important than that of those in more secure positions. Given the evidence provided earlier in this report on the increasing significance of casual employment in the University, which must surely have implications for the pattern of employment within the University more generally, the question for the University administration is whether to continue with the existing ad hoc arrangements or to carefully examine the objectives of its employment of such members of staff and develop a set of policies which take into account the contributions that each category of casual staff can make. This report will, it is hoped, contribute to the debate.

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# **Appendix One: EEO Advisory Committee's Research Proposal**

## **Equal Employment Opportunity Advisory Committee Recommended Proposal to the Director of Affirmative Action to Investigate the Working Conditions of Casual Tutors, Researchers and Demonstrators**

### **1 Background**

In the context of EEO Policy Objectives 23 and 26, the EEO Advisory Committee at a meeting in October 1990 recommended that research be undertaken to investigate the working conditions of casual tutors, demonstrators and researchers in the University.

Objective 23 is as follows: 'To review the EEO/AA implications of the appointment and employment conditions of tutors.'

Objective 26 is as follows: 'To ensure that staff on fixed term contracts are not subjected to unnecessary reviews of their position.'

There are a number of ways in which the casual employees could be misused by staff senior to them:

- (a) The time required for marking of reports, essays, exams and assignments may be in excess of the paid time.
- (b) The time required for marking duties and preparation for teaching or laboratory work may also be detrimental to the students' own research or thesis writing.
- (c) Research workers may be required to carry out tasks in excess of those covered by payments, or they may not receive adequate acknowledgement for the research work they have done, which could have some influence on their career paths.
- (d) Untrained tutors have at times been required to attend professional development courses or similar training activities without payment, before commencing their paid duties.

As a significant proportion of casual employees in the above categories are women and overseas students, their situation is of concern to the EEO Advisory Committee of this University.

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The possibility of any of the above events occurring is considerably increased in the case of women and students of non-English speaking background, and the situation could be expected to be made worse if the workplace supervisor was also the thesis supervisor.

## **2 Proposal**

### **2.1 Aims and terms of reference**

It is recommended that the aims and terms of reference of the research group undertaking the investigation should be:

- (1) To obtain a listing of all casual tutors, demonstrators and researchers, and relevant information, including sex and, if possible, nationality plus disability.
- (2) To survey the conditions of work under which the casual staff operate, with particular reference to the possible abuses listed above.

### **2.2 Options for research project**

**Option 1:** It is proposed that the Social Policy Research Centre be requested by the Pro-Vice-Chancellor and Director of Affirmative Action to undertake the study. The SPRC is well placed to carry out such research, as it has a long tradition of concern and expert research output in this area in general.

**Option 2:** The Head of the Bachelor of Social Science program, Mr George Bindon, could be asked whether a class of BSocSci students could carry out the initial survey of the working conditions as a research project in Session 1, 1991. Analysis of the results could be undertaken by a 4th year BSocSci student as part of the program's internship.

The recommended preferred option is 1 above.

### **2.3 Time frame for research project**

The survey would have to be undertaken during a University session, as the casual academic staff are employed mainly during session time.

Depending on the option chosen in section 2.2, if the alternative path is the one based on undergraduate research, it is necessary that arrangements are made well before the commencement of the 1991 academic year. If the SPRC undertook the research, the whole project would take possible six months, but no more than nine months.

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## 2.4 Scope

The investigation would involve four stages;

**Stage 1:** The collection of data containing specific information on casual staff in the employment categories described above. This would require executive authorisation to allow access to appropriate records.

**Stage 2:** A suitable questionnaire would have to be prepared to elicit relevant information from the groups under consideration.

**Stage 3:** All employees relevant to the purposes of the study would need to be interviewed or otherwise canvassed to determine the extent of the problem.

**Stage 4:** Collating and analysis of the information.

The research group would design and produce the necessary questionnaire and analyse the data in conjunction with the EEO/AC working party.

Prepared for the EEO/AC by  
Jocelyn Pixley  
Adele Milne  
Joe Shonhardt

October 31, 1990

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# Appendix Two: Examples of Pay Claim and Appointment Forms for Casual Staff

THE UNIVERSITY OF NEW SOUTH WALES

Form CS4  
(May 90)

**CASUAL STAFF APPOINTMENT FORM**

SUBMIT ORIGINAL TO SALARIES SECTION TOGETHER WITH FIRST CLAIM CS3 AND TAX EMPLOYMENT DECLARATION FORM

N.B. IF THIS CASUAL SALARY PAID FROM -	THIS FORM VALID TO	NEW FORM REQUIRED FROM
- OPERATING FUNDS AND OTHER TERM 12 ACCOUNTS	31 December	1 January
- SPECIAL PURPOSE FUNDS TERM 08 ACCOUNTS (INCL. UNIV. COLLEGE)	30 June	1 July

A1 SCHOOL TO COMPLETE Action required: Tick appropriate box. ☐ New appointment ☐ Variation

(Additional details) .....

Name of Appointee .....

School/Dept ..... ACTMITY CENTRE

The casual rate and classification were approved (by telephone) by  
of the Staff Office on / /

Classification/Description .....

Casual rate per hour (including loading, if applicable) \$ ..... + \$ ..... = \$ .....  
(On costs) Approx. 12% TOTAL (PER HOUR)

POSITION COMMITMENT LEVEL \$ ..... -00* NEW/REPLACEMENT/ADDITIONAL/NO EFFECT (Circle one) "Can relate to more than one employee"	FOR CURRENT BUDGET YEAR ONLY
PERSONAL LIMIT \$ ..... -00 (Not mandatory) NEW/REPLACEMENT/ADDITIONAL/NO EFFECT (Circle one)	

I approve this appointment and certify that funds are available

Signature ..... Date / /

Surname ..... (Head of School/Dept.) Date / /

Signature ..... Date / /

Surname ..... (Dean) Date / /

B1 CASUAL EMPLOYEE TO COMPLETE (IN BLOCK LETTERS) -

Surname ..... Employee No. ....

Given Names ..... Date of Birth: / / Male ☐ Female ☐

Address ..... Post Code .....

Qualifications .....

I hereby authorise the University to deposit my salary into one of the following

Signature ..... Date / /

BANK Bank Name ..... Branch ..... Bank Branch No ..... Account No ..... Savings/Cheque Name in which Account is held .....	OR BUILDING SOCIETY Building Society Name ..... Account No ..... Name in which Account is held ..... OR CREDIT UNION Credit Union Name ..... Member No ..... Name in which Account is held .....
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C1 1. STAFF OFFICE

Rate verified \$ ..... CLASSIFICATION .....  
 Authorised by Signature ..... Date / /  
 Surname .....

2. SALARIES - Send to Ledgers YES/NO

3. LEDGERS

Endure Activity Centre exists in General Ledger .....

Funds available \$ ..... Signature ..... Date / /

4. SALARIES - POSITION No. ....

System updated - Position ☐ Personal ☐ Component ☐ Tax Code ☐ Commitment changed  
 From \$ ..... To \$ .....

Updated by (Signature) ..... Date / / Checked by (Signature) ..... Date / /

OFFICE USE ONLY

THE UNIVERSITY OF NEW SOUTH WALES  
CLAIM FORM – GENERAL STAFF

FORM S60 CS3  
November 1983

57

To be completed by Casual General Staff paid on the basis of certified claims for hours worked and by Part-time General Staff for hours worked additional to normal regular program.

**NOTE** See back hereof for instructions.

Incorrect or incomplete forms will be returned thus possibly delaying payment.

5	6	7	13	14	16	First 3 letters of surname
Salary Section use only		Serial No.		Surname (block letters)		
Seq. No.		23		Initials		
Activity Centre		School, Department, etc.			Classification	
Salary Section use only		Trans Code	S 60	Tax Code	Component Code	Date Override

**SPECIAL NOTE:** A LINE MUST BE RULED ACROSS FORM AGAINST DAYS NOT WORKED

Start and finish times *must* be shown as 24 hour clock time only  
e.g. 7am: 0700; 6.30am: 0630; 8.15am: 0815; 8pm: 2000;  
9.15pm: 2115; 7.45pm: 1945.

Hours worked *excluding* meal breaks  
\* Part hours to be shown as a decimal to completed quarters of an hour, i.e. .25, .50, .75 only

Day	Date			24 hr clock starting time	24 hr clock finishing time	Hours Claimed	
	Day	Month	Year			Full Hours	Part * Hours
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Monday							
Tuesday							

I certify that I have worked the hours claimed above.

Claimant's Signature ..... Date .....

I certify that the hours claimed above have been worked, as indicated, accord with attendance records maintained in the School and are a valid charge against the Activity Centre stated. Funds are available to meet this expenditure.

Supervisor

Head of School

Signature .....

Signature .....

Surname ..... Date .....

Surname ..... Date .....

Block letters

Block letters

Salaries Section		48	53	54	59	60	65	66	71
		Gross		Tax		Net		Cheque No.	
Entd	Chkd								
		Cheque to .....				Date .....			
		Payment authorized under Section 41 of Audit Act, 1902, as amended.							
		Signature .....							

*For prompt processing of this claim it is essential for the following fields and spaces on the form to be completed by claimant.*

**Note:** Entries should not be made in red on this form.

#### **FIELDS**

- 7 to 13** Serial No. (Detailed on Pay Advice or Pay Cheque)
- 14 to 16** Surname with first three letters stated in boxed area
- Initials
- 17 to 23** Activity Centre to be charged
- School or Department
- Classification
- 30 to 35** Dates worked in day, month, year format
- 36 to 39** Work starting time shown as 24 hour clock time
- 40 to 43** Work finishing time shown as 24 hour clock time
- 44 to 47** Hours worked exclusive of meal breaks taken. Part hours are to be shown as a decimal to completed quarters of an hour, i.e. .25, .50 and .75 only.
- Signature of claimant
- \* A line must be ruled across form against days not worked

The claimant after signing and dating the form should hand it to his/her Supervisor. The Supervisor shall complete the certification ensuring that all necessary information has been correctly inserted and having given special regard to Activity Centre to be charged, hours claimed and to the ruling of a line across form against days not worked.

The Supervisor then submits the claim for approval by Head of School etc, after which it is forwarded to the Salaries Section.

*Claims forms are to be submitted fortnightly for each Activity Centre and if received in the Salaries Section by noon of the Thursday preceding the pay week should be paid on that pay day.*

*Incorrect or incomplete forms will be returned to the claimant thereby possibly delaying payment.*

# Appendix Three: Questionnaire and Frequency Distribution of Responses

## FREQUENCIES TABLES

Please note missing cases are not included which will account for discrepancies in totals

### SECTION A: Employment Background

A1. For what casual position have you just been paid at UNSW?

Casual Assistant Tutor . . . . .	4	Casual Lecturer . . . . .	45
Casual Tutor . . . . .	171	Casual Marker . . . . .	5
Casual Research Assistant . . . . .	38	Casual Technical Officer . . . . .	8
Casual Assist Demonstrator . . . . .	9		
Casual Demonstrator . . . . .	84	Total . . . . .	364

A2. What faculty/division is this casual work in?

Applied Science . . . . .	32
Architecture . . . . .	13
Arts and Social Science . . . . .	55
Social Work . . . . .	3
AGSM . . . . .	3
Biological and Behavioural Science . . . . .	51
Commerce and Economics . . . . .	13
Engineering . . . . .	26
Institute of Languages . . . . .	5
Law . . . . .	2
Medicine . . . . .	26
Professional Studies - UNSW Campus . . . . .	9
Professional Studies - St George Campus . . . . .	13
Science . . . . .	51
College of Fine Arts . . . . .	2
Board of Studies in Science and Mathematics . . . . .	15
Library . . . . .	3
Division of Registrar and Deputy Principal . . . . .	
Division of Bursar and Deputy Principal . . . . .	
Office of Deputy Vice-Chancellor . . . . .	
Pro Vice-Chancellor (Academic Affairs) . . . . .	
Pro Vice-Chancellor (Research and Development) . . . . .	
University Library . . . . .	
Other (please specify) . . . . .	39

A3. Please indicate when you commenced working in this position and when you were first employed at UNSW for all positions? (Please answer both parts of this question)

	At this job	At UNSW
The beginning of this semester . . . . .	101	56
Less than 1 year ago . . . . .	105	86
More than 1 year but less than 2 years ago . . . . .	56	76
More than 2 years but less than 5 years ago . . . . .	59	68
More than 5 years but less than 10 years ago . . . . .	22	41
More than 10 years ago . . . . .	13	19

A4. Since you first left school how many years have you been:

	no. of responses
Working full-time . . . . .	245
Working part-time . . . . .	112
Casual full-time . . . . .	38
Casual part-time . . . . .	194
Not working . . . . .	76
Other (please specify) . . . . .	6

A5. How did you first learn of your present casual job at UNSW?

Word of mouth . . . . .	129	Newspaper advertisement . . . . .	20
Journal advertisement . . . . .	1	CES . . . . .	0
A University publication . . . . .	4	Other (please specify) . . . . .	27
Personal invitation . . . . .	182		

A6. What is the term of this casual appointment?

Less than one semester . . . . .	22	More than 12 months . . . . .	17
One semester . . . . .	151	Indefinite, whilst the funding exists . . . . .	71
12 months . . . . .	49	Don't know . . . . .	51

A7. How is this position funded?

University of NSW . . . . .	279	Both UNSW and externally . . . . .	15
Externally funded . . . . .	27	Don't know . . . . .	42
(eg: government dept, research grant)			

If your position is funded by an external body, who is it?

A8. Have you a second job or other type of paid employment or income (please circle as many as apply)?

A full-time job . . . . .	52	Scholarship or award . . . . .	106
Another part-time job at UNSW . . . . .	30	Savings/investment . . . . .	32
Another part-time job outside UNSW . . . . .	96	Support by spouse/family . . . . .	63
Outside consultancy work/ professional practice . . . . .	39	Other (specify) . . . . .	22

## A9. Does your current position:

	Yes	No
Support you through a higher degree? . . . . .	127	177
Provide a major source of employment and income for the present time? . . . . .	149	140
Provide a major source of employment and income for the longer term? . . . . .	20	215

## A10. When you were not working, how long were you:

	no. of responses
Studying . . . . .	260
Being a housewife or househusband . . . . .	30
Caring for child/ren . . . . .	50
Having a break . . . . .	20
Travelling . . . . .	51
Unable to find suitable work . . . . .	28
Other (please specify) . . . . .	7

**SECTION B: Working Conditions**

## B1. What benefits are included in this job? (please circle as many as apply)

Sick leave . . . . . 0	Unpaid leave . . . . . 12
Holiday pay . . . . . 1	Bereavement leave . . . . . 1
Time in lieu of overtime . . . . . 0	Leave without pay . . . . . 9
Special leave . . . . . 2	No benefits are included . . . . . 185
Study leave . . . . . 7	Other (please specify) . . . . . 6
Don't know of any benefits . . . . . 163	

## B2. Has anyone officially told you what your entitlements are in this casual position?

Yes . . . . . 45	No . . . . . 309
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## B3. Are you currently contributing to a superannuation fund?

Yes, through UNSW . . . . .	5
Yes, through a private fund . . . . .	63
No, I have chosen not to . . . . .	119
Don't know . . . . .	86
No, I am not eligible (please explain) . . . . .	80

## B4. When you started this job, what was the main way you received instruction about this job?

I didn't receive any instructions . . . . .	72
My supervisor instructed me . . . . .	200
A co-worker instructed me . . . . .	51
I was sent on a training course . . . . .	12
I went to the UNSW's orientation program . . . . .	6
The previous employee instructed me . . . . .	16

## B5. If you did receive instruction, how adequate was it?

Very satisfactory . . . . . 97	Not at all satisfactory . . . . . 15
Adequate . . . . . 178	I received no instruction . . . . . 28

## B6. How satisfactory is the duty statement and/or letter of appointment for your current job?

Very satisfactory . . . . . 35	I have not received one . . . . . 151
Adequate . . . . . 49	I didn't know there was one . . . . . 113
Not at all satisfactory . . . . . 5	

## B7. What are your expectations of further UNSW employment?

Good . . . . . 137	Don't know . . . . . 197
Poor . . . . . 22	

## B8. If your position is renewable how are you informed about that?

Not applicable . . . . .	56
Word of mouth . . . . .	170
Written notification by head of department/ . . . . .	21
Principal researcher/ University administration . . . . .	7
Have to reapply for position in open competition . . . . .	33
Don't know . . . . .	59
Other (please specify) . . . . .	3

## B9. If your position has been renewed in the past, when have you been notified?

After work ran out . . . . . 86	Before work ran out . . . . . 194
Not applicable . . . . . 53	

## B10. How many times has your position been renewed?

Never 199, once 60, twice 32, three times 32, four plus 41

**B11. Most of the time do you consider that you have been treated equitably in each of the following matters?**

	Yes	No	Not Applicable
Division of workload	257	29	72
Timetabling of classes	237	21	97
Allocation of additional duties	174	34	144
Scheduling of meetings	148	19	180
Participation in decision making that effects your workload	162	56	134
Access to facilities (eg typing)	166	52	132
Supervision of your work	203	36	111
Allocation of resources (eg phone, desk, computers, etc)	158	74	120
Dissemination of information	228	52	73

**B12. Please indicate the number of publications and/or presentations you have completed in the following categories in the past two years? (Please answer all parts of this question)**

Sole authorship	None	One	Two or More
Newspaper/ magazine articles	314	19	31
Non-referred articles	326	12	26
Referred articles	327	22	15
Authored books	357	5	2
Edited books	358	4	2
Chapters in books	349	11	4
Monographs	354	7	3
Internal seminars	240	52	72
External seminars	293	25	46
Conference papers	299	33	32
Other (please specify)	345	12	7

Co-authorship	None	One	Two or More
Newspaper/ magazine articles	350	7	7
Non-referred articles	348	10	6
Referred articles	319	23	22
Authored books	360	4	0
Edited books	356	6	2
Chapters in books	355	6	3
Monographs	361	1	2
Internal seminars	344	7	13
External seminars	344	12	8
Conference papers	311	30	23
Other (please specify)	348	6	10

**B13. In the past 12 months have you taken a substantial role in published research projects for which you feel you have not received appropriate acknowledgement?**

Not applicable	299
I received adequate acknowledgement	53
I did not receive adequate acknowledgement (please explain)	3

**B14. In the past 12 months have you taken a substantial role in curriculum development for which you feel you have not received appropriate acknowledgement?**

Not applicable	304
I received adequate acknowledgement	41
I did not receive adequate acknowledgement (please explain)	9

**B15. In the last 12 months have you served as an appointed or elected member on an official university committee or board - other than selection or appeal committees?**

Yes, on one committee	16
Yes, on more than one committee	2
No, but I would like the opportunity	64
No, I do not have the time	114
No, I am not interested	112
No, other reasons (please specify)	38

**B16. Would you like more participation in decision making?**

More	110	About the same	234
Less	1		

**B17. Would you like more responsibility in your job?**

More	81	About the same	268
Less	5		

**B18. Please indicate the paid duties that you do as part of this job (please circle as many as apply)**

Administrative tasks	67	Marking exams, essays, etc	154
Tutorials, demonstration	284	Preparing teaching materials	83
Research	57	Student consultations	77
Work-related lectures	46	Markers meetings	36
Course meetings	37	Other (please specify)	27
Attend training courses	8		

**B19. Please indicate the unpaid duties that you do as part of this job (please circle as many as apply)**

Administrative tasks	63	Marking exams, essays, etc	95
Tutorials, demonstration	7	Preparing teaching materials	108
Research	41	Student consultations	129
Work-related lectures	30	Markers meetings	49
Course meetings	53	Other (please specify)	20
Attend training courses	15		

**B20. If you perform unpaid duties in this job please indicate the main reason why this is occurring?**

Not applicable, I am paid for the work I do . . . . .	127
My supervisor is unaware of the time involved in my job . . . . .	13
The grant ran out before the project was finished . . . . .	0
I undertake higher duties . . . . .	9
Out of pocket because of work-related costs, eg travel . . . . .	4
Students needs will not be met otherwise . . . . .	108
My work involves tasks not included in the budget . . . . .	35
Other (please specify) . . . . .	23

**B21. Please indicate your hourly rate of pay; if you are being paid on more than one rate, indicate the rate which applies to most of your work.**

up to \$12.99 . . . . .	19	\$34.00 - \$36.99 . . . . .	18
\$13.00 - 15.99 . . . . .	60	\$37.00 - \$39.99 . . . . .	6
\$16.00 - \$18.99 . . . . .	89	\$40.00 - \$44.99 . . . . .	7
\$19.00 - \$21.99 . . . . .	6	\$45.00 - \$49.99 . . . . .	15
\$22.00 - \$24.99 . . . . .	4	\$50.00 - \$54.99 . . . . .	46
\$25.00 - \$27.99 . . . . .	6	\$55.00 - \$59.99 . . . . .	3
\$28.00 - \$30.99 . . . . .	16	\$60.00 - \$64.99 . . . . .	1
\$31.00 - \$33.99 . . . . .	25	\$65.00 and above . . . . .	33

**B22. In the past fortnight how many hours did you work in this job?**

Paid hours: 0-5 hours 147 responses/ 6 + hours 217 responses  
Unpaid hours: 0-5 hours 300 responses/ 6 + hours 64 responses

**B23. Do your hours of work in this job vary each week?**

Yes . . . . . 168 No . . . . . 193

If yes, why? \_\_\_\_\_

**B24. Are you paid in the pay period following the lodgement of your pay sheet?**

Yes, I receive my pay promptly . . . . . 268  
No, delayed in my department's administrative section . . . . . 13  
No, delayed in the university's pay office . . . . . 15  
No, I don't know why payments are delayed . . . . . 53

Any comments. \_\_\_\_\_

## SECTION C: Education

**C1. What is your highest qualification? (If gained overseas please indicate the Australian equivalent)**

No formal qualifications . . . . .	1
Intermediate/ School Certificate . . . . .	1
Leaving/ Higher School Certificate . . . . .	30
Certificate or Diploma in Typing/ Secretarial, etc. . . . .	0
Technical/ Business College Certificate . . . . .	4
Trade Certificate . . . . .	1
Nursing Certificate . . . . .	0
Teacher's Certificate . . . . .	1
Technical/ CAE/ University Diploma . . . . .	7
Bachelors Degree . . . . .	201
Graduate Diploma . . . . .	24
Masters Degree . . . . .	68
PhD . . . . .	20
Other Doctorate . . . . .	2
Other (please specify) . . . . .	4

**C2. In what type of institution was your highest qualification gained?**

No formal qualifications . . . . .	1
Secondary School . . . . .	26
TAFE, Technical College . . . . .	5
Business College . . . . .	1
College of Advanced Education . . . . .	10
Institute of Technology . . . . .	2
University . . . . .	305
Professional Institute or similar . . . . .	6
Other (please specify) . . . . .	7

**C3. In what country was your highest qualification obtained?**

**C4. If you obtained your highest qualification overseas, has it been formally recognised in Australia?**

Not applicable . . . . . 210 Yes, at a lower level . . . . . 9  
Yes, at the same level . . . . . 56 No, not recognised. . . . . 0

C5. Are you currently studying for any of the following formal qualifications?

No, I am not studying (GO TO SECTION D) . . . . . 127

Yes, I am studying	Full-time	Part-time
Higher School Certificate . . . . .	0 . . . . .	0 . . . . .
Certificate or Diploma (not at a university) . . . . .	0 . . . . .	2 . . . . .
Bachelor Degree at a university . . . . .	28 . . . . .	2 . . . . .
Bachelor Degree with Honours at a university . . . . .	27 . . . . .	1 . . . . .
Graduate Diploma at a university . . . . .	3 . . . . .	0 . . . . .
Masters Degree . . . . .	29 . . . . .	14 . . . . .
PhD or other Doctorate . . . . .	109 . . . . .	7 . . . . .
Other Professional . . . . .	2 . . . . .	4 . . . . .
Other (please specify) . . . . .	1 . . . . .	2 . . . . .

C6. Where are you studying? \_\_\_\_\_

C7. When did you start? \_\_\_\_\_ When will you finish? \_\_\_\_\_

C8. Are you an overseas student?

Yes . . . . . 40 No . . . . . 191

C9. If you are a student at UNSW, are you working in the same department that you are enrolled in?

Yes . . . . . 141 No . . . . . 65

If yes, please comment on any advantages and disadvantages:

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C10. What is your main reason for currently working towards a further qualification?

Personal interest . . . . . 50	Upgrading/required for job . . . . . 34
A general qualification . . . . . 8	Peer/family expectations . . . . . 0
A specific qualification . . . . . 17	Opportunity was there . . . . . 15
For an academic career . . . . . 100	Other . . . . . 8

C11. Do you find that the time required for marking duties and preparation for teaching or laboratory work has taken time away from your own study time, assignments, research or thesis writing?

Yes . . . . . 140 No . . . . . 92

## SECTION D: Training and Advancement

D1. Do you feel that you have enough information about the procedures for attending work-related training courses at UNSW?

Yes, I have enough information . . . . .	76
I do not have enough information about training . . . . .	62
I do not know if work-related training is available . . . . .	172
I am not interested in work related training . . . . .	46

D2. How many training courses and conferences have you attended in the last 12 months related to this job? (please answer both parts of this question)

Training Courses	UNSW	Self
None . . . . .	298 . . . . .	251 . . . . .
One . . . . .	21 . . . . .	12 . . . . .
Two . . . . .	5 . . . . .	8 . . . . .
Two or more . . . . .	2 . . . . .	5 . . . . .

Conferences	UNSW	Self
None . . . . .	267 . . . . .	215 . . . . .
One . . . . .	20 . . . . .	38 . . . . .
Two . . . . .	3 . . . . .	12 . . . . .
Two or more . . . . .	5 . . . . .	17 . . . . .

D3. If you haven't attended as many work-related training courses in the last 12 months as you would have liked, why was this? (Please answer both parts of this question)

	Courses	Conferences
Not applicable, I am satisfied . . . . .	144 . . . . .	136 . . . . .
My supervisor discourages me from attending . . . . .	0 . . . . .	0 . . . . .
I am too busy . . . . .	33 . . . . .	26 . . . . .
My application was not approved . . . . .	1 . . . . .	1 . . . . .
I don't know what's on . . . . .	90 . . . . .	67 . . . . .
No opportunities to attend . . . . .	39 . . . . .	41 . . . . .
Other reasons (please specify) . . . . .	21 . . . . .	22 . . . . .

D4. Are there any skills relevant to your position in which you would like to receive additional training? (please answer all parts of the question)

	Yes	Maybe	No
Communication effectiveness . . . . .	89 . . . . .	60 . . . . .	155 . . . . .
Basic literacy, English language skills . . . . .	11 . . . . .	22 . . . . .	244 . . . . .
Numeracy/statistical skills . . . . .	15 . . . . .	23 . . . . .	238 . . . . .
Business/ administrative skills . . . . .	17 . . . . .	39 . . . . .	217 . . . . .
Basic computer skills . . . . .	49 . . . . .	32 . . . . .	212 . . . . .
How to use the library . . . . .	24 . . . . .	30 . . . . .	225 . . . . .
Advanced computer skills . . . . .	74 . . . . .	47 . . . . .	174 . . . . .
Health and safety/ ergonomics . . . . .	26 . . . . .	32 . . . . .	219 . . . . .
University orientation . . . . .	23 . . . . .	37 . . . . .	219 . . . . .
Personal effectiveness/ career development . . . . .	88 . . . . .	60 . . . . .	157 . . . . .
Specific technical courses . . . . .	51 . . . . .	43 . . . . .	191 . . . . .
Other (please specify) . . . . .	21 . . . . .	7 . . . . .	209 . . . . .



**D5. Is there any training or study you would like to undertake to enable you to change the type of job you do within the university?**

	Yes	Maybe	No
Communication effectiveness . . . . .	37	20	232
Basic literacy, English language skills . . . . .	11	11	265
Numeracy/statistical skills . . . . .	12	11	260
Business/administrative skills . . . . .	26	18	243
Basic computer skills . . . . .	26	13	251
How to use the library . . . . .	12	15	260
Advanced computer skills . . . . .	52	23	222
Health and safety/ergonomics . . . . .	11	19	256
University orientation . . . . .	14	21	251
Personal effectiveness/career development . . . . .	53	25	219
Specific technical courses . . . . .	33	22	231
Other (please specify) . . . . .	9	3	248

**D6. In the last 2 years, has the position you now hold been reclassified or regraded to a higher level or to a lower level while you were in it?**

Yes, to a higher level . . . . .	8	Yes, to a lower level . . . . .	7
No, it is the same level . . . . .	185	Don't know . . . . .	160

**D7. In the last 12 months have you applied for a promotion within this university?**

No, I am not eligible for a promotion . . . . .	188
No, I have not applied for a promotion . . . . .	77
No, there have been no opportunities for promotion . . . . .	34
No, I was offered a position without applying . . . . .	9
No, I was discouraged by supervisor . . . . .	1
Yes, I applied on my own initiative . . . . .	10
Yes, I was encouraged by my supervisor . . . . .	1
I did not know I could apply . . . . .	35
Other (please specify) . . . . .	6

**D8. If you have applied for a promotion or reclassification in the last 12 months, have you been successful?**

I have not applied for a promotion . . . . .	275
I applied and was not successful . . . . .	10
I have been promoted once . . . . .	2
I have been promoted more than once . . . . .	0
Other (please specify) . . . . .	5

**D9. How long do you intend to remain in the workforce as a casual worker, including any broken periods of employment (ie, time out for family, extended travel, etc)?**

Less than 12 months . . . . .	76	6-10 years . . . . .	11
1-2 years . . . . .	99	More than 10 years . . . . .	14
3-5 years . . . . .	52	Don't know . . . . .	108

**D10. What is your main reason for choosing casual work?**

I need the income . . . . .	96
To enhance my academic career prospects . . . . .	60
To enhance my research career prospects . . . . .	6
To enhance my general career prospects . . . . .	40
To ease my way back into (having been out of) the workforce . . . . .	1
Other domestic/family responsibilities . . . . .	25
Other study commitments . . . . .	43
It was all that was available at the time . . . . .	35
I prefer casual work . . . . .	14
Other (please specify) . . . . .	38

**D11. What are your immediate future plans? (circle as many as apply)**

Continue in casual work . . . . .	197	Commence full-time study . . . . .	14
Prefer full-time work . . . . .	84	Commence a PhD . . . . .	41
Prefer part-time work . . . . .	43	Time off for travel . . . . .	22
Pursue an academic career . . . . .	96	Time off for family reasons . . . . .	6
Commence part-time study . . . . .	14	Other (please specify) . . . . .	51
No plans yet . . . . .	15		

**D12. What is the major impediment to your future plans?**

Lack of job opportunities . . . . .	104	Lack of childcare . . . . .	14
Lack of qualifications . . . . .	24	Limited opportunities within	
Lack of finances to study . . . . .	56	UNSW for alternative work or	
Lack of encouragement to study . . . . .	4	or study . . . . .	23
Lack of ability . . . . .	3	No impediments . . . . .	150

## SECTION E: Demographic Information

**E1. Age**

Under 20 years . . . . .	3	45-49 years . . . . .	21
20-24 years . . . . .	77	50-54 years . . . . .	11
25-29 years . . . . .	80	55-59 years . . . . .	4
30-34 years . . . . .	72	60-64 years . . . . .	7
35-39 years . . . . .	38	65 years plus . . . . .	6
40-44 years . . . . .	43		

**E2. Sex**

Female . . . . .	173	Male . . . . .	189
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**E3. Are you living with a spouse or partner?**

Yes . . . . .	181	No . . . . .	180
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**E4. What is your current marital status?**

Never married	160
Married/de facto	168
Separated/divorced	27
Widowed	4
No comment	5

**E5. Are you an Aboriginal person or a Torres Strait Islander?**

Aboriginal	2
Torres Strait Islander	1
No	360

**E6. Were you born in Australia?**

Yes	223	No	141
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If no, in what country were you born?

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**E7. If you were born overseas, how long have you lived in Australia?**

Not applicable	151	3-5 years	20
Less than 12 months	11	6-10 years	19
1-2 years	28	More than 10 years	62

**E8. How well do you speak English?**

English is my first language	268
English isn't my first language, but I am fluent in it	83
English isn't my first language, and I am not fluent in it	8

**E9. How well do you write English?**

English is my first language	270
English is not my first language, but I write it well	82
English is not my first language and I don't write it well	7

**E10. Is English the first language of your parents? (please answer both parts of this question)**

	<u>Yes</u>	<u>No</u>
Your mother	239	118
Your father	237	116

**E11. Do you have the main responsibility for the day-to-day management (other than financial) of your household?**

Not applicable	30	No	42
Yes	122	Shared	165

<b>SECTION F: Equal Opportunity and Affirmative Action</b>
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**F1. Mark any of the disabilities that apply to you in the list below (please answer all parts of this question)?**

	<u>Severe</u>	<u>Moderate</u>	<u>No</u>
<b>Speech</b>			
Difficulty with speaking	1	5	339
<b>Hearing</b>			
Difficulty hearing normal conversation	2	8	336
<b>Sight</b> (This doesn't include problems that are fixed by wearing glasses)			
Difficulty with reading normal size print	0	1	344
<b>Use of legs</b>			
Difficulty in walking or using stairs	1	1	343
<b>Use of arms or hands</b> (including RSI)			
Difficulty in using one arm or hand	0	3	342
Difficulty in using both arms or hands	0	0	342
<b>Chronic back problems</b>	1	25	321
<b>Conditions requiring long term medication</b>			
eg: epilepsy, asthma, depression, diabetes	1	29	316
<b>Other disabilities</b>			
Any difficulties in using standard furniture,			
eg: obesity, height,	0	3	341
<b>Other</b>			
Any disability that could effect your career, but has not so far eg: dyslexia, colour blindness, drug or alcohol abuse, etc) (please specify)	2	8	333

**F2. If you have any of the above physical disabilities are your needs met at the workplace?**

Not applicable	300
Yes, and my needs are met	25
Yes, and my needs are not met (please explain)	10

**F3. Do you have most of the responsibility (other than financial) for the day-to-day care of dependent children or adults?**

Not applicable (GO TO F7)	217	No	46
Yes	62	Shared	35

**F4. Indicate the number of dependants you have who are:**

Children at primary school	52
Children at secondary school	37
Other children	56
Other adults	19

**F5. Do you have children requiring childcare?**

No, I don't require childcare	80
I already use the UNSW childcare facilities	3
I have other childcare arrangements	45

continued from page 7

I would like to use UNSW (but do not at present):

School holiday care . . . . .	.2	Care for 2-5 years . . . . .	4
Evening care . . . . .	.0	Care for 0-2 years . . . . .	2
After school care . . . . .	.2		

F6. Have you experienced difficulty in obtaining special (emergency) leave when you needed to care for any dependents?

Frequently . . . . .	.0	Never . . . . .	78
Sometimes . . . . .	.6	Didn't know I could . . . . .	36

F7. Are you a member of any of the associations listed below?

Academic Staff Association . . . . .	13
Postgraduate Association . . . . .	77
Overseas Students Society . . . . .	18
A union or professional body . . . . .	119

If you are a member of a union which one?

F8. Listed below are some comments that people have made about their workplace. Please indicate your level of agreement (please answer all parts of this question)

	Level of Agree		
	Yes	Unsure	No
<b>My Immediate supervisor</b>			
Is always willing to discuss my ideas and problems . . . . .	285	.48	.20
Makes unreasonable demands on me . . . . .	23	.25	.296
Gives me adequate feedback on my performance . . . . .	163	.110	.76
Has stifled my efforts to be promoted . . . . .	7	.31	.294
Is never available . . . . .	.15	.39	.284
Always treats me fairly . . . . .	295	.35	.23
Encourages me to get ahead in my career . . . . .	163	.105	.60
Interferes too much in the way I do my work . . . . .	6	.18	.315
Appreciates the extra effort I put into my work . . . . .	187	.109	.46
Understands the difficulties of casual work . . . . .	192	.114	.33
Takes my ideas and claims them as his/her own . . . . .	.12	.25	.301
<b>Pay and Remuneration</b>			
My wages are about right for the work I do . . . . .	170	.75	.117
<b>Occupational Health and Safety</b>			
I work in a hazardous environment (please specify) . . . . .	22	.21	.311

F9. If you felt you had been treated unfairly or discriminated against in any way, how comfortable would you feel about approaching the following people for help?

	Confident to Approach	Reluctant to Approach	Would not Approach
Your immediate supervisor . . . . .	273	.45	.13
A higher level of management . . . . .	163	.111	.45
A representative of the EEO Unit . . . . .	163	.86	.59
Your union representative . . . . .	123	.70	.98
Representative of a government body . . . . .	129	.99	.84
(eg Anti-Discrimination Board, Human Rights and Equal Opportunity Commission)			
Any comments:			

F10. Have you experienced any of the following situations in this university within the last twelve months?

	Never	Sometimes	Always
People you work with making offensive remarks about a physical disability you have . . . . .	.353	.3	.0
People you work with indicating that you cannot advance in your career because of a physical disability . . . . .	.354	.2	.0
People you work with displaying pictures/cartoons of a sexist nature which you find offensive . . . . .	.342	.15	.1
People you work with displaying pictures/cartoons of a sexual nature which you find offensive . . . . .	.341	.13	.1
People you work with displaying pictures/cartoons of a racist nature which you find offensive . . . . .	.351	.7	.0
People you work with making repeated and unwelcome remarks, suggestions or jokes to you of a sexual or sexist nature . . . . .	.338	.14	.5
People you work with making offensive remarks about your race or ethnic background . . . . .	.343	.12	.2
People you work with making offensive remarks about women with young children in the workforce . . . . .	.340	.16	.1
People you work with making offensive remarks about women in the workforce . . . . .	.328	.25	.3
People you work with indicating that you cannot advance in your career because of family responsibilities . . . . .	.348	.7	.3
People you work with indicating that you cannot advance in your career because of your race or ethnic origin . . . . .	.348	.8	.0
People you work with making offensive remarks about your casual job status . . . . .	.335	.20	.2
Men and women in your job classification not given equal opportunities for promotion . . . . .	.319	.21	.9
Other (please specify) . . . . .	.152	.6	.1

#### THANK YOU FOR YOUR CO-OPERATION

Please feel free to attach any comments you would like to make concerning your casual work conditions at UNSW.

# Appendix Four: University Staff Statistical Information for 1991

The University of New South Wales  
Staff 1991

Issue No. 2

Statistics as at 31 March, 1991

This Bulletin is the second in a series from the Planning Services Office, which aims to provide a statistical picture of the University of New South Wales. **STAFF 1991** presents various information concerning staff employed at the University in 1991, and some related historical data.

ALL STAFF (FTE), 1991	Academic	General	TOTAL
Full-Time	1521	2561	4082
Fractional Full-Time	68	369	438
Casual (estimate)	272	201	472
TOTAL	1861	3131	4992

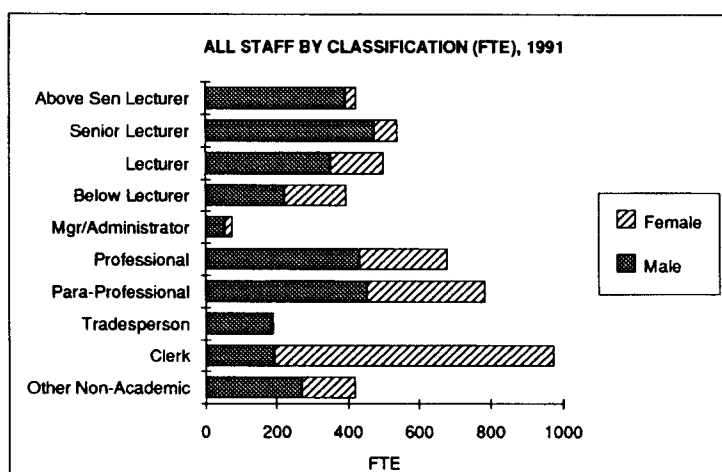
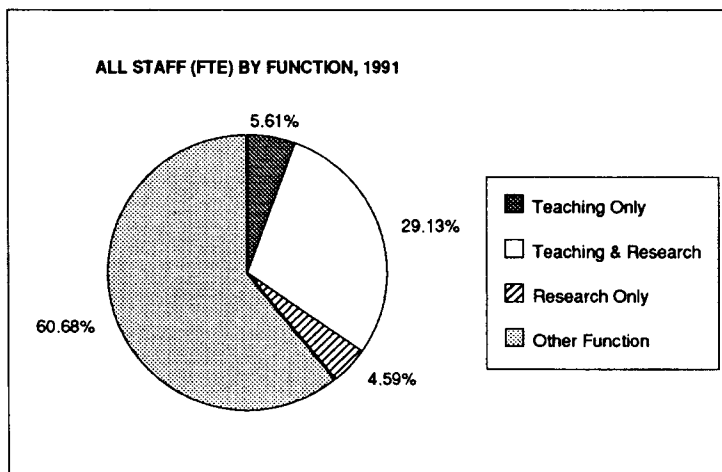
Staff at the University include Full-Time, Fractional Full-Time and Casual Staff, and are involved in both Academic (Teaching and Research) and General (Administrative) areas.

Staff are generally measured in Full-Time Equivalence (FTE). A Full-Time staff member has an FTE of one, while a Fractional Full-Time staff member has some fraction of one FTE. Thus in 1991 the University has a total of 4992 Full-Time Equivalent staff, 81.8% Full-Time; 8.8% Fractional Full-Time; and an estimated 9.5% Casual.

These staff are distributed among the various campuses of the University. In terms of Full-Time Equivalence, Kensington campus has a staff of 4216, the College of Fine Arts (Paddington) has 180, St George (Oatley) has 106, and University College - ADFA (Campbell, ACT) has 490.

Staff function may be either Teaching Only, Teaching and Research, Research Only, or Other Function. In 1991 the majority of staff are employed in Other Function, which includes Administrators, Professionals, Clerks and Tradespersons, working both in administrative services and in Faculties.

The total headcount of Full-Time and Fractional Full-Time staff at the University in 1991 is 4900, with 2903 male and 1997 female staff members.



Of the Full-Time and Fractional Full-Time staff (headcount), 4188 are at Kensington campus, 139 are at the College of Fine Arts, 80 are at St George, and 493 are at University College - ADFA.

Casual staff make up a small percentage of the overall University staff. The FTE for Casual staff is an estimate for the year. While the proportion of Casual staff in the University has previously remained steady over the years at below 7.1%, in 1990 and 1991 this increased to 7.8% and 9.5% respectively.

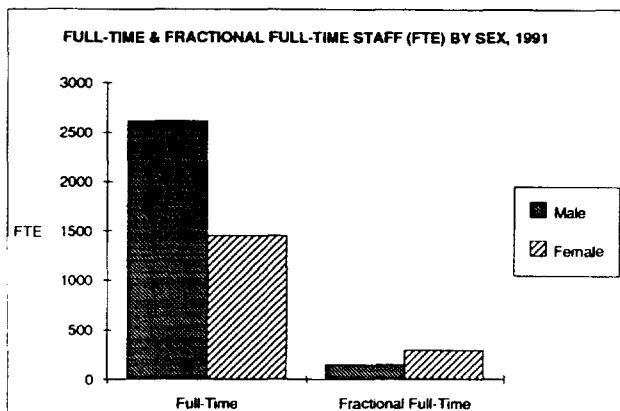
The total FTE of female staff at the University in 1991 is 1954, which is 39.1% of the total staff FTE. In terms of appointment they represent 35.7% of the Full-Time staff and 66.3% of the Fractional Full-Time staff.

A higher proportion of staff in all classifications are male, except Clerk, in which 80.1% of staff are female. This proportionality is particularly pronounced in the higher Academic classifications, such as Senior Lecturer, which is 87.8% male, and Above Senior Lecturer, which is 92.9% male.

As the University of New South Wales has grown over the years in both teaching and research, the number of Academic and General Full-Time and Fractional Full-Time staff has slowly increased.

Similarly, the proportion of female staff in both these categories has also slowly increased. Of the Full-Time and Fractional Full-Time staff in 1981, 14.5% of Academic staff were female, and in 1991 20.3% are female. There is a higher proportion of female staff in the General category, with 43.0% female Full-Time and Fractional Full-Time staff in 1981, increasing to 48.8% in 1991.

The proportion of Academic to General Full-Time and Fractional Full-Time staff has fluctuated slightly over the years, from 35.0% Academic in 1981, to 33.8% Academic in 1986, and 35.2% Academic in 1991.

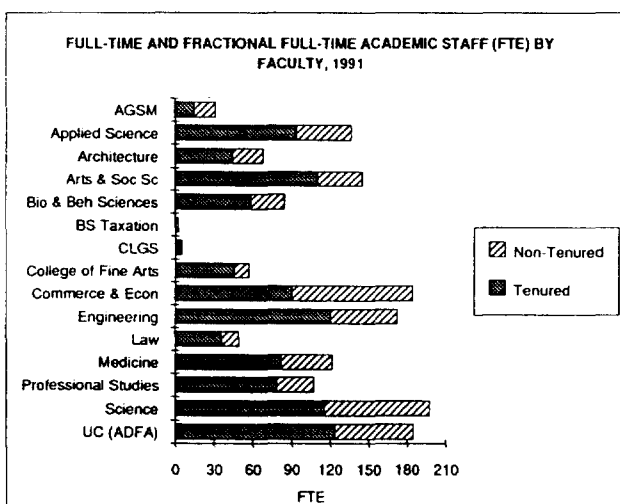


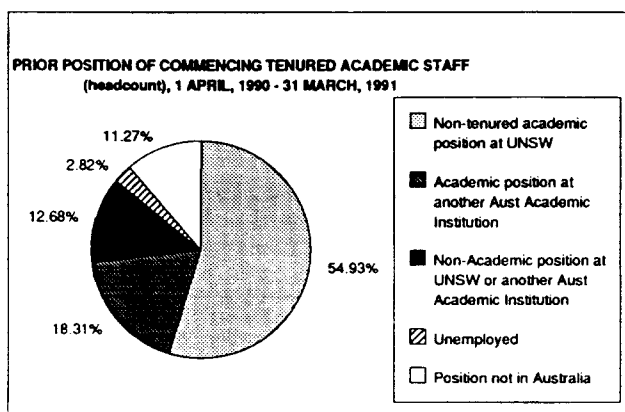
**FULL-TIME AND FRACTIONAL FULL-TIME ACADEMIC STAFF (FTE), 1981 - 1991**

Year	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Total No.	1417	1362	1302	1314	1312	1356	1345	1302	1325	1483	1589
% Female	14.5	13.8	13.5	14.0	14.3	14.5	15.2	15.5	16.3	19.2	20.3

**FULL-TIME AND FRACTIONAL FULL-TIME GENERAL STAFF (FTE), 1981 - 1991**

Year	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Total No.	2637	2544	2587	2490	2582	2656	2719	2604	2608	2799	2931
% Female	43.0	43.5	43.2	43.3	43.5	44.4	44.6	44.5	45.4	48.3	48.8





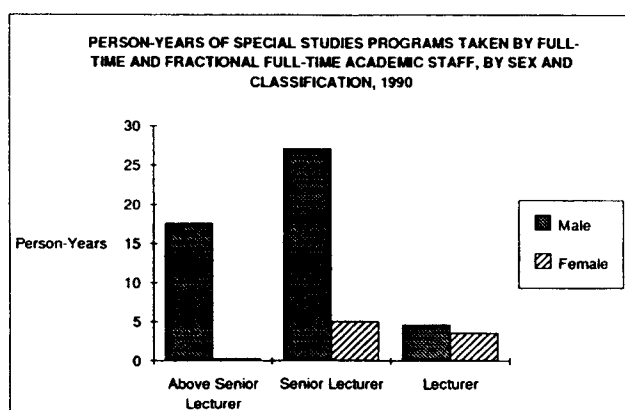
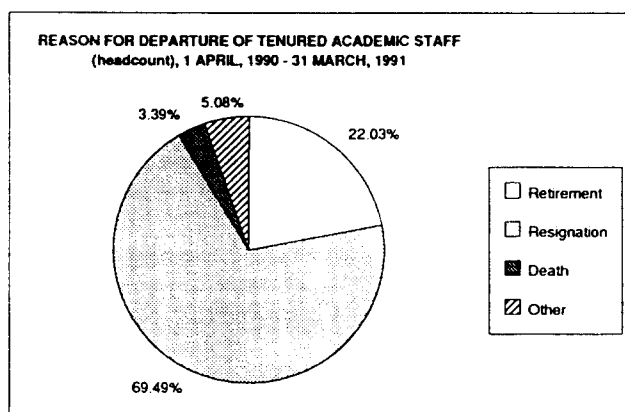
Academic staff may be either Tenured (confirmed) or Non-Tenured (probationary - tenurable or fixed term). Tenured staff make up 65.6% of the Full-Time and Fractional Full-Time Academic staff (FTE) at the University in 1991.

The proportion of tenured to non-tenured Academic staff varies considerably between Faculties. For example, 45.9% of Academic staff (FTE) in the AGSM are tenured, compared with 65.2% in the Faculty of Architecture, and 76.0% in the Faculty of Arts and Social Sciences.

During the period from 1 April, 1990 to 31 March, 1991, 71 Academic staff (headcount) were appointed to a Full-Time tenured position at the University, and 59 departed from Full-Time tenured employment at the University.

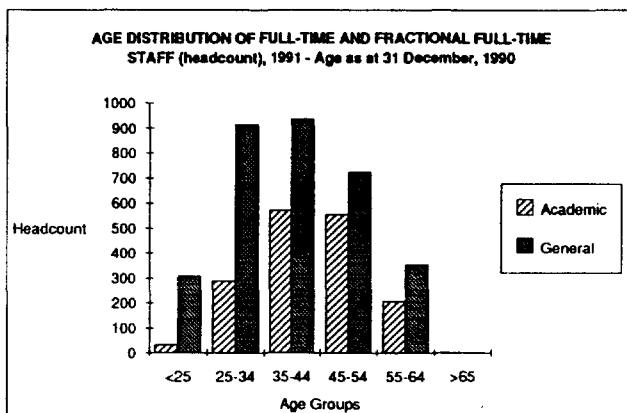
For those staff appointed, their previous position was most commonly a non-tenured position at the University of New South Wales. Only 2 commencing tenured Academic staff were previously unemployed.

Tenured Academic staff left employment at the University for various reasons. Most resigned or retired from their positions. There were 2 tenured Academics who died while employed by the University.



There were also 11 tenured Academic staff (headcount) who resumed work in 1990 - 1991, having been on unpaid leave at the previous year's census date of 31 March, 1990. Similarly there were 9 tenured Academic staff who took unpaid leave between 1 April, 1990 and 31 March, 1991, and had not returned to work by the census date of 31 March, 1991.

Special Studies Programs are available to Full-Time and Fractional Full-Time staff, to undertake specific programs of study and research either in Australia or overseas. For 1990, a total of 58.2 person-years for Special Studies Programs were granted to 157 Academic staff (headcount).



Those granted Special Studies Programs represent 9.5% of the total number of Full-Time and Fractional Full-Time Academic staff. Most of those granted Special Studies Programs were Senior Lecturers or Above Senior Lecturers.

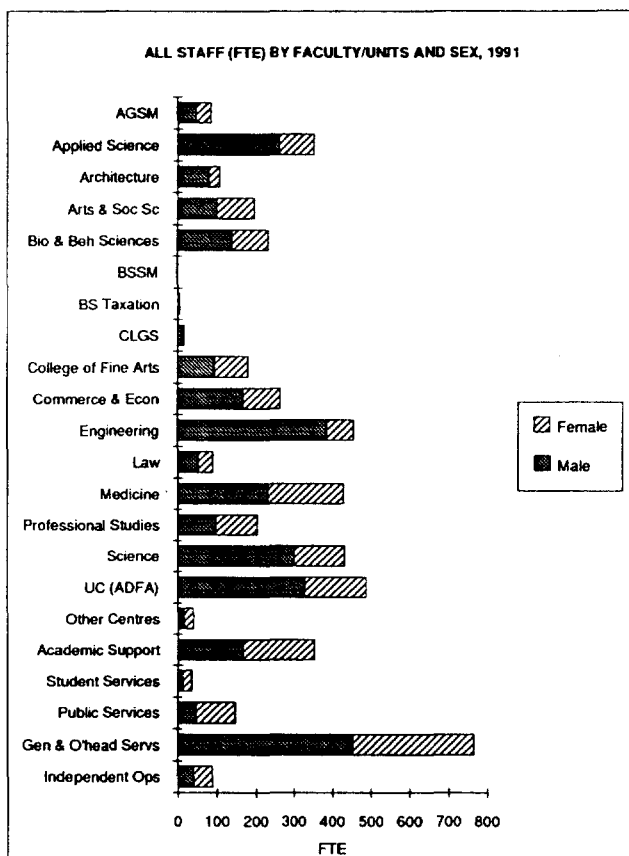
The age distribution of Full-Time and Fractional Full-Time staff varies between Academic and General staff. Most General staff are aged between 25-44, while most Academic staff are aged between 35-54. Only 2.0% of Academic staff were under the age of 25, compared with 9.5% of General staff (headcount). The total number of staff over the age of 65 is 5.

Staff at the University are employed in many areas, in the Faculties, and in such areas as Academic Support, or General, Public and Student Services. The highest proportion of staff is employed in General and Overhead Services, which includes Administration, Building, Plant and Grounds, Cleaning Services, and Security.

In the Faculties, those employing the most staff are those in scientific and technological areas, including the Faculty of Applied Science, the Faculty of Engineering, the Faculty of Medicine and the Faculty of Science, and also the University College - ADFA.

As a whole the University employs more male than female staff. This proportion is reflected in most Faculties and Divisions.

December, 1991



More information about any of these statistics is available in the Annual Statistics Bulletins or from the Planning Services Office. Copies of Issue No. 1, STUDENTS 1991, are available from the Planning Services Office.

Telephone: 697 2487  
697 2793  
Facsimile: 662 6848

# **Appendix Five: Academic and General Staff Conditions of Employment Awards**

This appendix contains selected extracts from the Awards for general and academic staff as they apply to casual employees.

**New South Wales Universities (General Staff - Conditions of Employment) (State). Effective on and from 24th August, 1983**

## **Clause 5 - Part-Time Employment**

- (a) An employer may employ an employee as a part-time employee. A part-time employee is an employee engaged as such working a regular number of hours per week; such hours being less than the corresponding full-time hours prescribed for the classification but not less than seven hours and not more than thirty hours per week.

Where a part-time employee, works more hour per week than his/her regular hours of work per week, but not in excess of the ordinary hours of duty for a full-time employee, in the same classification, as defined in the New South Wales Universities (Conditions of Employment - Hours) (State) Award, such employee shall be paid at the ordinary rate of pay for each additional hour so worked.

- (b) A part-time employee shall be paid on a proportionate basis to the appropriate full-time employee, and shall be entitled to the provisions of this award on a proportionate basis unless otherwise provided by this award.

## **Clause 6 - Casual Employees**

- (a) An employer may employ an employee as a casual employee. A casual employee is one engaged and paid as such. A casual employee shall be paid on an hourly basis at the rate of 12 1/2 per cent in addition to the hourly equivalent of the applicable rate prescribed for the classification and shall not be entitled to the benefit of any leave provisions in this Award. Annual leave shall be paid for in accordance with New South Wales Annual Holidays Act 1944 as amended.
  - (b) The employment of a casual employee may be terminated in accordance with clause 26 of this Award.
-



**Clause 12 - Statement of Duties**

Each full-time employee, other than a full-time limited term employee appointed for a period of one year or less, shall, upon entry upon duty be provided with a statement of the duties, designation and classification of the position occupied.

**Clause 26 - Termination of Employment**

- (a)
    - i)
      - Except in the case of limited-term employment, casual employment and in the case of employees with less than one year's service, employment may be terminated by 2 weeks written notice on either side and shall be subject to the payment or forfeiture of a fortnight's pay if notice by either side is less than a fortnight.
      - The employer and the employee may agree, on appointment, to a period of notice greater than that prescribed in (1) above provided that such a period of notice does not exceed three months.
      - The employer and the employee may agree in writing to a lesser period of notice than that prescribed in (1) above.
    - ii) Employment of limited term employees and employers with less than one year's service may be terminated by either side by the giving of one week's written notice and shall be subject to the payment or forfeiture of one week's pay if notice by either side is less than one week. Provided that in the case of limited term employees no notice shall be required by either side in relation to the termination of employment at the completion of appointment.
    - iii) The employment of casual employees may be terminated by the giving of one hour's notice on either side.
  - (b) Notwithstanding the provisions of sub-clause (a) hereof, the employer shall have the right to dismiss any employee without notice for serious or wilful misconduct. In the event of the employer taking such action the employer shall inform the relevant Union/Association immediately. In such cases the employee's salary shall be paid up to the time of dismissal only.
  - (c) Upon termination of employment for any reason whatsoever, the employer shall be entitled to deduct any monies due to the employee other than monies due to the employee in lieu of accrued annual leave, any monies owing by the employee to the employer.
-

## **Clause 46 - Advertisement of Positions**

Full-time positions to be advertised by an employer will be circulated within that employer's establishment and in appropriate circumstances shall be placed in newspapers.

A copy of any such advertisement shall be sent to the appropriate Union/Association.

## **Clause 47 - Definitions**

In this award, unless the context otherwise indicates or requires:

- (a) 'Employer' means a University set out below:
    - Macquarie University
    - The University of Newcastle
    - The University of New England
    - The University of New South Wales
    - The University of Sydney
    - The University of Wollongong
  - (b) 'Employee' means a person employed by a University listed in subclause (a) of this clause, who fall within the area, incidence and duration clause of this Award.
  - (c) 'Ordinary Rate of Pay' means the total remuneration an employee is entitled to receive for performing his or her ordinary hours of work and shall not include overtime, penalty rates, disability allowances, shift allowances, special rates or any other payment of a like nature.
  - (d) 'Union' means an organisation of employees set out below:
    - The Public Service Association of New South Wales
    - The Public Service Professional Officers Association of New South Wales
    - The University Library Officers Association of New South Wales
    - The Electrical Trades Union of Australia - New South Wales Branch
    - The Amalgamated Metal Workers Union.
  - (e) 'Casual Employee' is one engaged and paid as such.
  - (f) 'Overtime' means time worked in excess of or outside the ordinary hours of duty specified in the New South Wales Universities (Conditions of Employment - Hours) (State) Award, other than as specified in Clause 9(f) overtime.
  - (g) 'Limited Term Employee' means an employee engaged as such whose terms of engagement provide for a specific limited term of employment.
-

## **Australian Industrial Relations Commission**

### **Industrial Relations Act 1988**

s.113 application for variation

Australian Universities Industrial Association  
(C No. 37818 of 1989)

**Australian Universities Academic Staff (Conditions of Employment)**  
(ODN C No. 01855 of 1987)

Academic staff

Educational services

Commissioner Frawley

Melbourne, 13 February 1990

### **Conditions of Employment**

#### **Order**

- A The above award is varied by inserting at the end of clause 3 the following new subclause:
- (d) Clauses 7, 8, 9 and 10 of this award shall have no application to part-time (non-fractional) employees (as defined) employed continuously for less than twelve months.
-

## **In the Australian Conciliation and Arbitration Commission**

Conciliation and Arbitration Act 1904

In the matter of a notification of an industrial dispute between the

**Federated Australian University Staff Association**  
and  
**Australian Universities Industrial Association**  
and others

in relation to conditions of employment (C No. 2552 of 1987)

Commissioner Baird

Sydney, 31 January 1989

### **Award by Consent**

#### **1 Title**

This Award shall be known as the Australian Universities Academic Staff (Contract of Employment and Other Matters) Interim Award 1988.

#### **3 Application**

This award shall be binding according to its terms upon the Federated Australian University Staff Association and upon the respondents named in the Schedule to this Award.

#### **4 Period of Operation**

This Award shall come into operation on and from 24 November 1988 and shall continue in force for twelve months.

#### **5 Contact of Employment**

In respect of any employee who is given a letter of appointment the letter shall specify:

- (a) the term of contract;
- (b) the salary range applicable to the position;
- (c) the salary of the employee on commencement of employment;

and shall incorporate, whether directly and/or by reference to other documents, the conditions of employment and/or statement of the duties that attach to the position.

Where the conditions of employment and/or statement of duties are incorporated by reference to other documents, the contract shall advise the employee where those documents are.

---

## **6 Advertisement of Position**

When an academic position is advertised by an employer, the advertisement shall indicate clearly whether the appointment is to be a tenured or tenurable position or to be a fixed-term contract position. The position should normally be filled according to the designation in the advertisement.

## **7 Right of Re-application**

An employee on a fixed-term contract shall be entitled to:

- (a) re-apply for, and be considered for appointment to, his or her position whether it be offered on a fixed-term, tenured, tenurable or continuing basis; and
- (b) apply for, and be considered for appointment to, any other position advertised by the employer.

## **8 Incremental Progression of Salaries**

Subject to the provisions of the Australian Universities Academic Staff (Conditions of Employment Award 1988 regarding unsatisfactory performance or serious misconduct, the salaries of all employees shall be progressively increased by annual increments to the maximum point of the applicable salary range.

## **9 Inspection of Award**

A printed copy of this Award shall be reasonably available for inspection by any employee covered by this Award.

## **10 Jury Service**

An employee required to attend for jury service shall be reimbursed by the employer for an amount equal to the difference between the amount paid in respect of his/her attendance for such jury service and the amount of salary he/she would have received in respect of the ordinary time he/she would have worked had he/she not been on jury service.

## **11 Leave Reserved**

Leave is reserved to the parties of any one of them to apply to vary the terms of this Award.

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# Appendix Six: Survey Methodology

## Sample Selection

The data upon which this report is based were collected from a survey of casual academic employees employed by the University of New South Wales. The sample was selected from amongst a sample casual employees who, after submission of a casual pay claim form, received payment from the University on one particular pay day during the second semester of 1991. In choosing the specific pay period in which to select the sample, three main factors were taken into account:

- the period of the pay claims had to cover a typical teaching period;
- payments were usually lagged at least two weeks behind the actual performance of the duties for which pay claims were lodged; and
- the claims could not relate to weeks in which there were any public holidays.

After careful consideration of these factors, it was decided to administer the survey to casual staff who had received a payment during the pay period ending 3 October 1991. In order to be able to check if other casual staff were performing duties associated with academic positions the questionnaire was sent to all casual employees, not just to those classified as 'academics'.

A total of 1137 individuals were paid as casual employees in the relevant pay period. A representative sample of 900 of these was randomly selected for inclusion in the sample and each of these people was sent a questionnaire.

## Response

Given the voluntary nature of responses and the depth of information requested the response to the survey was as satisfactory as could be expected. A total of 585 of the 900 questionnaires sent were returned. Forty-six of these were unusable because they were blank, insufficiently completed or returned marked 'not known at this address'. Of the 539 usable questionnaires returned, 364 were from people whose work fitted the EEO's Advisory Committee's definition of those undertaking work of an academic nature i.e. casual assistant tutor, casual tutor, casual research assistant, casual research fellow, casual assistant demonstrator, casual demonstrator, casual lecturer, casual marker or casual technical officer. On the assumption, based on Staff Office figures, that the University employed a total of 750 people who could be classified as casual academics (and that 489 of these received questionnaires) the final response rate, achieved after two reminder letters had been sent to members of the sample, was 74 per cent.

Accompanying each questionnaire was a letter explaining the purpose and importance of the survey. Its intention was to encourage participation while stressing the confidential nature of the responses. The letter took particular care to

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guarantee the anonymity of respondents. Throughout the project, care was taken to ensure that completed questionnaires were kept secure with access available only to SPRC staff employed on the project. The codes used on the questionnaires were such that they could not be used to identify individual respondents.

Respondents were asked to return the completed questionnaires via the University's internal mail system in pre-addressed envelopes.

The survey was preceded by a publicity campaign throughout the University. This was designed to boost the response rate by increasing awareness, explaining the rationale and stressing the confidentiality of the survey. Articles were published in the University's media, including *Uniken*, *Focus*, and the Newsletter of the post-graduate students association.

The SPRC requested the relevant Pro-Vice Chancellor, then Professor Wicken, to write to all Heads of Departments and Schools to advise them of the impending survey and to notify them that he had granted official permission for survey respondents to answer the questionnaire during paid work time. This was done in late September, 1991.

### **Questionnaire Development**

A questionnaire was developed which was intended to address the issues of concern to the EEO Advisory Committee and to elicit comprehensive information believed to be relevant to casual academic employment. The questionnaire comprised 78 questions designed to obtain information on employment background, working conditions relating to the casual job for which employees received payment in the 3 October pay period, education, training and advancement, demographic information and equal opportunity and affirmative action. Much of the questionnaire used a pre-coded format. However it also provided scope for respondents to elaborate on their pre-coded answers. Although the questionnaire was designed by the SPRC research workers employed on this project, in determining the data items to be collected, the advice of a range of people was sought, including other staff at the SPRC and members of the EEOAC. In addition, helpful information was derived from the experiences of the EEO Units at the University of Sydney and Macquarie University. The questionnaire design was also guided by the formats of past EEO-related surveys that have been conducted in Australia. The questionnaire was piloted amongst SPRC staff. A copy of the questionnaire used in this survey, with frequency distributions, is attached as Appendix 3.

### **Analysis**

The questionnaires were checked and coded within the SPRC. Data entry was then undertaken by a commercial data entry firm. Computer-based analysis of the data was performed on the University's IBM 3090 mainframe computer, using the SPSS<sup>X</sup> software package. The analysis presented in this Report is based on the responses from the 364 people who were identified as having casual academic positions.

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# SOCIAL POLICY RESEARCH CENTRE

UNIVERSITY OF NEW SOUTH WALES

October 1991

## **SURVEY OF THE WORKING CONDITIONS OF CASUAL STAFF AT THE UNIVERSITY OF NEW SOUTH WALES 1991**

This is the first comprehensive survey of working conditions of casual workers at any university in Australia. The Equal Employment Opportunity (EEO) Advisory Committee has asked the Social Policy Research Centre (SPRC) to undertake the survey. We encourage you to take this opportunity to let us know about your working conditions so we can take steps to improve them.

The purpose of the survey is to ascertain exactly what sort of conditions casual employees at the University of New South Wales work under and to make recommendations as to how these conditions can be improved. The survey covers a wide range of issues we believe to be relevant to a good working environment. The success of this project depends on everyone participating.

We are collecting information from casual employees (for example, casual tutors, casual demonstrators, casual lecturers and casual technical officers) who have worked some time during the second semester 1991. Your participation is essential. Pro Vice Chancellor and Director of Affirmative Action, Professor Wicken, has given permission for you to complete the survey in privacy during your paid work time. To reinforce the importance of the survey Professor Wicken has written to all Heads of Department in this regard.

The questionnaire has been sent to you by the Pay Office for reasons of confidentiality and you have our assurance that your individual answers will remain anonymous. The completed questionnaires will be the property of the SPRC and will not be made available to anyone other than the research team working on this project.

The output of this project will be a report to the EEO Advisory Committee. If you would like a copy of the executive summary, we would be happy to provide you with one. Please contact Marina Paxman at the SPRC on extension 3846. It is planned that a public seminar on the results of the survey will be held in early 1992. This will be advertised in the University's publications.

Could you please complete the questionnaire and return it to the SPRC in the addressed internal mail envelope provided as quickly as possible. The questionnaire should take approximately 15 minutes to answer. Please turn over this page for instructions.

If you would like the assistance of an interpreter, have any sight problems or have any questions about this survey, please contact Marina Paxman at the SPRC on extension 3846. Please note that this is an anonymous survey. Your answers will remain confidential.

Thank you for your co-operation. We really do appreciate your participation which will help us get a clear view of your working conditions.

Your sincerely,

Dr Sheila Shaver  
Deputy Director



# Appendix Seven: Guide-lines for Hourly Rates of Pay for Casual Academic Employees

THE UNIVERSITY OF NEW SOUTH WALES

File:32129  
20 May 1992

Re: Part-time Teaching Rates Effective From 27 September 1991

The rates of payment for part-time teaching have been increased effective from 27 September 1991 as a result of the National Wage Case and are as follows:

1. Casual Lecture

Per one-hour lecture

\$129.97	paid to distinguished person for a single lecture or for each of a small group of lectures;
\$103.98	paid where the lecturer assumes significant responsibility for planning and developing a unit or a large part of a unit as well as lecturing, or where a lecture or small group of lectures calls for special expertise;
\$77.98	paid as the normal rate for a lecture;
\$51.99	paid for a 'repeat' lecture, such as a lecture covering the subject matter of a lecture given perhaps a week before to another group of students.

2. Casual Tutorial

Per one-hour tutorial

\$55.68 (tutor)	paid for a one-hour tutorial involving the exercise of autonomous judgement or major responsibility for a tutorial sequence.
\$51.06 (assistant tutor)	paid for a one-hour tutorial;
\$37.12 (tutor)	paid for a repeat one-hour tutorial given within seven days of the original tutorial when the initial rate paid was \$55.68.
\$34.04 (assistant tutor)	paid for a repeat one-hour tutorial given within seven days of the original tutorial when the initial rate paid was \$51.06.

3. Casual Demonstration

Per hour

\$18.56  
(demonstrator)

paid per hour of service required by the school in those cases where the exercise of autonomous judgement is required or where the demonstrator carries a major responsibility for a demonstration sequence; hours of service include time for obligatory pre-demonstration preparation meetings and for marking required to be done outside the class contact hours;

\$17.02  
(assistant  
demonstrator)

paid per hour of service required by the school.

4. Casual Marking

Per hour

\$25.99

paid for marking requiring a significant exercise of academic judgement, usually as a supervising examiner;

\$18.56

paid for routine marking;

\$17.02

paid for simple marking, such as multiple choice examinations.

5. Clinical Sessions (Faculty of Medicine)

Clinical sessions will continue to be paid at the normal rate for casual lectures (\$77.98).

6. Practice Teaching Supervision

Payments to school teachers employed for the supervision of practice teaching (including the provision of written evaluations and assessments) are:

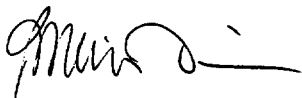
- (a) \$12.45 per student per day for supervision in secondary schools in one method;
- (b) \$21.20 per student per day for supervision in two methods and supervision in primary schools.

Payment to school teachers for the co-ordination of practice teaching supervision is \$1.30 per student up to a maximum of \$13.00 per day. Remuneration is not to be more than the equivalent of payment for ten students.

7. Exam Supervision

Payment to people engaged to supervise exams is made at the rate of \$11.60 per hour.

The new rates must be used on all claim forms submitted henceforth.



Brian Vassie  
Deputy Staff Officer

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## Casual Rates for Research Assistants

### Research Assistant

Classification Code: 0160

	Ordinary	Casual	Public Holiday
Grade 1 Year 1 (Diploma)	16.51		15.24
Grade 1 Year 2 (3Yr Grad)	16.69		15.66
Grade 1 Year 3 (4Yr Grad)	17.38		16.04
Grade 1 Year 4 (5Yr Grad)	17.92		16.54
Grade 1 Year 5	18.35		16.94
Grade 2 Year 1	18.97		17.51
Grade 2 Year 2	19.42		17.93
Grade 2 Year 3	20.15		18.60
Grade 2 Year 4	20.70		19.11

Research Assistant shall mean an employee who, for the adequate discharge of the duties of the position, is required to be in possession of an appropriate degree from a recognised tertiary institution requiring a minimum of three years full-time study or other qualifications and experience deemed by the university to be appropriate.

The duties as defined are ancillary to/or associated with research programs but do not include those of professional officers, academic, teaching or related staff.

The individual definitions for Research Assistant Grade 1, and Grade 2 shall be as follows:

**Research Assistant Grade 1:** Under general direction of a researcher, and/or senior research staff, performs work as described in the group definition and which may include any or all of the following duties:

- collect material for research projects
- run experiments
- process and collate information
- undertake case studies and draft reports
- undertake library or archival work
- prepare bibliographies
- arrange for and trial questionnaires
- undertake duties of a like nature and degree of responsibility

**Research Assistant Grade 2:** Under general direction of a researcher, and/or senior research staff, performs work as described in the group definition of a more difficult and responsible nature than that of a Research Assistant Grade 1. Work at this level may include any or all of the following:

- design and conduct experiments, case studies and questionnaires
- evaluate and interpret the subsequent results and supply the researcher(s) with analysed data
- decide priority of tasks to be undertaken
- present reports resulting from surveys, investigations, tests, field trials, observations and other related activities
- undertake duties of a like nature and degree of responsibility

## Casual Rates for Technical Officer

### Technical Officer

Classification Code: 0314

	Ordinary	Casual Public Holiday
Grade 1 Year 1	15.44	14.25
Grade 1 Year 2	16.00	14.77
Grade 1 Year 3	16.55	15.28
Grade 1 Year 4	17.12	15.80
Grade 1 Year 5	17.73	16.37
Grade 1 Year 6	18.30	16.89
Grade 1 Year 7	18.85	17.40
Grade 1 Year 8	19.46	17.96
Grade 1 Year 9	20.12	18.57
Grade 2 Year 1	20.71	19.13
Grade 2 Year 2	21.32	19.68

### Technical Officer - Award Provisions:

Grade 1: The qualification for appointment as a Technical Officer Grade 1 shall be the completion of a certificate course of a technical college of any other course deemed by the university to be equivalent and appropriate.

Grade 2: Appointment or promotion to Technical Office Grade 2 may be considered subject to

- the occurrence of a vacancy or
  - the qualifications of the member of staff and the manner in which he is performing his duties warrant his promotion as Technical Officer Grade 2 on a personal basis. In this case the position shall revert to Technical Officer Grade 1 on his vacating this position, or
  - an employee who satisfactorily completes a higher certificate course of the Department of TAFE in a relevant vocation, or associate diploma in Laboratory Technology of the Riverina CAE with courses in the relevant vocation, or
  - in determining the level of appointment due regard will be given to previous research experience deemed by the university to be relevant.
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