

1 SEPTEMBER 2023



Australian
Higher
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Association

**Australian Higher Education Industrial Association
Response to the Australian Universities Accord Panel
Interim Report**

AUSTRALIAN HIGHER EDUCATION INDUSTRIAL ASSOCIATION

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1 September 2023

Preamble

The Australian Higher Education Industrial Association (AHEIA) commends the Universities Accord (Accord) for its commitment to transformative change in higher education and the tabling of its bold vision for the future of the higher education sector.

As detailed in the Accord's Interim Report (Report), the higher education sector is facing significant funding issues. Any shift towards industrial change that increases costs to universities (particularly in reducing workforce flexibility) should only be pursued in conjunction with funding reform and/or other changes that increase productivity. To do otherwise would aggravate the current funding difficulties. In this context, it should be noted that academic and non-academic staff in universities already enjoy superior working conditions compared with the national workforce. This includes pay at well above national averages for most positions, 17% superannuation, transferable long service leave, generous paid parental leave, flexible work arrangements, professional development/scholarships and other forms of paid leave above the National Employment Standards (NES). The sector also offers severance provisions for fixed term employees and very generous redundancy entitlements for continuing employees that significantly exceed the NES. Any focus on changes to particular elements of the industrial system (eg casual staff) should be undertaken with consideration of the industrial system as a whole and the cost implications of such changes.

Recommendations

- 1. Creation of a mechanism for tripartite examination of the industrial settings for higher education with a view to modernising and simplifying existing settings for the benefit of both employers and employees.**

Rationale:

The current industrial relations framework for our sector is no longer fit for purpose. It is inflexible, outdated and contains numerous disincentives for more secure forms of employment. AHEIA is not alone in its view that there needs to be a concerted effort to reduce the complexity and ambiguity of Enterprise Agreements which should be underpinned by an update of the sector's modern awards.

AHEIA welcomes the Interim Report's recognition of the importance of considering the industrial elements of valuing all types of academic work (pg 88), ensuring pay accuracy (pg 122) and appropriate workload and conditions (pg 122). In addition, without proper consideration of the industrial elements, many of the broader reforms envisaged by the Accord will be limited by existing inflexible and complex settings – the Modern Awards, for example, predate the digital age and do not reflect the changes to teaching and research that technological advances require.

To reform the current industrial settings in an efficient manner we propose the key stakeholders (unions, employers and government) meet in a formal, regular cadence to address key issues, including the simplification of Enterprise Agreements across the sector and the updating of the modern awards.

The causal relationship between funding certainty (including access to additional funding) and more secure forms of employment requires harmonisation to ensure the ongoing sustainability and growth of the higher education sector, which is why government participation in these discussions would be welcome. Such discussions may take place as part of a parallel process associated with the broader Accord or the final report may wish to recommend a mechanism to take these discussions forward. AHEIA would welcome the opportunity to participate in such discussions.

2. Extend the delay on the implementation of the fixed-term employment provisions, at least insofar as they apply to higher education and research institutes, for an additional six months to allow for clarification of ambiguities in the language of the legislation.

Rationale:

The changes made in the [Fair Work Legislation \(Secure Jobs, Better Pay\) Amendment Act 2022](#) (Act), particularly the new fixed term provisions, have the potential to cause significant challenges for the sector. The sector is more reliant than most on contracts, many of which are of 3-5 years duration, offer high quality and well-paid jobs, and entail a redundancy payment in line with the NES when they terminate. These roles are often found in research focused areas where sources of funding (including from government) are of limited duration.

It appears clear to us that the exemptions in the legislation that refer to government funded roles and exceptions under modern awards were included in part in recognition of the research intensive organisations such as universities and research institutes. However, there is some ambiguity in those provisions that will need to be clarified either by regulation or by seeking the view of the Fair Work Commission. There are other areas that are not covered by the exemptions (for example, research grants provided by philanthropy, industry or international grants bodies).

Please see **Attachment 1 - Association of Australian Medical Research Institutes ('AAMRI') - AHEIA Submission to the Department of Employment and Workplace Relations (DEWR)**, for specific examples of the costs associated with pivoting the higher education sector toward more secure forms of employment.

AHEIA has welcomed constructive engagement with the government on these issues and has recommended either an extension of the implementation date of the fixed term provisions insofar as they apply to higher education and research institutes or the adoption of regulations which clarify some of these issues.

The Accord panel will need to be aware, however, of the potential impact on Australia's research capacity and the likely reduction in research focused jobs if the ambiguities cannot be resolved in a way that allows for limited term research contracts. These impacts will be severe for research intensive universities where substantial portions of the workforce are on short term research contracts and in regional universities which will not be able to afford the substantial redundancies that would accompany the legislation if the legislation was interpreted in a way that limited research roles to two years.

AHEIA recognises that long-term contract employment is not ideal and would welcome this issue being part of the negotiations under the tripartite agreement outlined above, including sources of funding to make up the inevitable shortfalls in funding when external sources are not renewed.

3. Consideration of the best way to provide high-quality and appropriate casual employment.

Rationale:

It is recognised by all stakeholders that casual employment has an important and appropriate place in higher education, providing temporary employment for students (particularly PhDs), engaging industry experts and professionals, and providing an option for those for whom ongoing employment is not desirable (eg retired academics). It is also recognised that casual employment can reach an undesirable level and that casual staff should be provided with appropriate working conditions and paid appropriately.

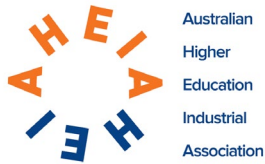
There is a lack of quality data around casual employment in the sector. **Attachment 2 – Staffing FTE Percentage at Universities 2012-2021** illustrates that over the past three decades the engagement of employees in fixed term and casual roles has been relatively steady as a function of full-time equivalent employment (FTE). In addition, the majority of FTE are engaged as ongoing employees. This contrasts with some anecdotal evidence about overuse in some areas and limited data sets which argue that casuals are overused, particularly in teaching.

There has been significant pressure on universities to reduce the number of casual staff involved in teaching. Unlike other sectors, there is a substantial cost implication to transferring a casual teaching staff member onto an ongoing academic position as all such positions require such staff to be involved in service and scholarship/research (with a minor number of short-term exceptions). An example of this is the finding of the Fair Work Commission set out in **Attachment 3 - Priest v Flinders University of South Australia**. It should not be assumed, therefore, that any steps toward substantial decasualisation can be achieved without a real funding uplift for teaching.

AHEIA has commissioned an independent, expert report to provide additional insights to inform this discussion. The full results are not yet available, but interim data (**Attachment 4 - Interim Draft Report - Casual Staff Characteristics In Selected Australian Universities**) suggests the overwhelming use of casuals is appropriate. The full report will be made available to the panel when it becomes available.

Conclusion

The higher education sector is a significant driver of Australia's future. It is a major export earner for the nation. How staff are employed, how universities are funded, and the industrial relations frameworks in which the sector operates, must be fit for purpose and cohesive to realise the Accord's bold vision. A collaborative, tripartite approach between the government, universities (AHEIA), staff and the unions is urgently required in order to harmonise the current discord in the sector between desired modes of employment (driven by government policy) and significant funding constraints/inequities that exist. It is only through comprehensive and constructive dialogue that the sector can advance towards a more robust, integrated tertiary education system.



Attachment 1 – AAMRI-AHEIA Submission

SUBMISSION

DEPARTMENT OF EMPLOYMENT WORKPLACE AND RELATIONS

FAIR WORK LEGISLATION AMENDMENT (SECURE JOBS, BETTER PAY) ACT 2022

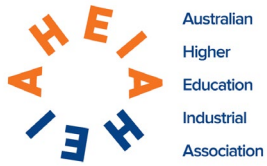
19 June 2023

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About AAMRI

The Association of Australian Medical Research Institutes (AAMRI) is the peak body representing medical research institutes (MRIs) across Australia¹. Our 58 member organisations have over 20,000 staff and research students, are internationally recognised and undertake half of all government funded health and medical research in Australia. Our members include independent MRIs as well as university- and hospital-based institutes with a central focus on health and medical research. Their combined revenue exceeds \$2.4 billion per annum and they received over \$693 million in competitive grant funding in 2020. With over 1100 active clinical trials and over 100 new patents awarded each year, medical research institutes have a firm focus on improving health outcomes and delivering great commercial returns for Australia. Together, they aim to drive innovation in healthcare through research to improve the lives and livelihoods of people in Australia, and worldwide.



¹ For further information about AAMRI and its members, please visit <https://aamri.org.au>



About AHEIA

The Australian Higher Education Industrial Association (AHEIA) is the employer association for the higher education sector, registered under the Federal Fair Work (Registered Organisations) Act 2009. Our 32 Australian university members currently employ over 150,000 staff in a variety of academic, research, professional and technical roles, and play a vital role in serving the needs of the communities in which they are located.



Overview

The Association of Australian Medical Research Institutes (AAMRI) and the Australian Higher Education Industrial Association (AHEIA) and their members support much of what is proposed in the *Fair Work Legislation Amendment (Secure Jobs, Better Pay) Act 2022* (the Act). Medical Research Institutes (MRIs) and Universities are fair employers, who promote job security, gender equality, and their enterprise agreements contain generous provisions. AAMRI and AHEIA are concerned that the changes proposed under Division 5 - Fixed-term contracts (Subdivision A – Limitations on fixed term contracts; subsection 333F) of the Act will have significant negative ramifications for both the MRI and higher education sectors.

Researchers, whether employed by MRIs or universities, predominately rely on funding from government, but more recently have become to rely on other funding sources, such as philanthropy and commercial investment. A summary of funding sources for MRIs and universities is at [Attachment A \(Department of Parliamentary Services' Quick guide to university research funding\)](#). Typically, these funding sources operate in cycles of 1-5 years, and with the unpredictable nature of securing funding (with success rates often below 10-15% from major government funders), shortterm contracts provide more assurance than casual employment, as the financial risks associated with redundancies are borne by the MRIs and universities themselves. The external nature of research funding means that a researcher is likely to spend their entire career working under a series of consecutive fixed-term contracts.

Without any foreseeable changes to the funding landscape in Australia, AAMRI and AHEIA strongly recommend that changes be made to the exceptions to limitations outlined in subsection 333F (1a, 1e and 1f) of the Act as outlined below. If the MRI and higher education sectors are not carved out of these provisions, or if they are not at least significantly amended, the unintended consequences will undermine research in Australia, jeopardise financial security and sustainability of MRIs, result in substantial job loss, and drive research offshore.

Exemptions in the Fair Work Act are insufficient

The exceptions to the limitations on fixed-term employment set out at s 333F of the Act are not sufficient to resolve the key issues for the MRI and university sectors.

Section 333F(f)(i) provides for an exception where the performance of work *"is funded in whole or in part by government funding or funding of a kind prescribed by the regulations for the purposes of this subparagraph"*. As set out above, not all research is wholly or even partly funded from government. We also note that the regulations have not yet been drafted.

Further, the additional requirement at s 333F(f)(iii) that *"there are no reasonable prospects that the funding will be renewed after the end of that period"* is far too restrictive, and would mean that many, if not most, research-based contracts would not fall within the exemption.

Section 333F(h) provides an exemption where *"a modern award that covers the employee includes terms that permit any of the circumstances mentioned in subsections 333E(2) to (4) to occur"*. The reference to award coverage is in itself problematic. Actual terms and conditions for most MRI and university employees are set by enterprise agreements, meaning that while an award might "cover" an employee, it does not apply to them while an enterprise agreement is in operation. It will therefore be necessary to refer to an industrial instrument that does not apply to an employee to determine their full terms and conditions of employment, and in particular whether they are properly employed under a fixed term contract. The consequences for entering a prohibited fixed term contract are that the employee is effectively turned into a continuing employee (s 333G(a)).

Further, it is not clear whether the 2 modern awards in the higher education industry include terms that "permit" fixed term employment. The relevant clauses (Clauses 11.2 of the Higher Education Industry—Academic Staff—Award 2020, and the Higher Education Industry—General Staff—Award 2020), specifically refer to restrictions on the use of fixed-term employment, to certain categories. Even if the clauses as a whole are considered as to "permit" fixed term employment (subject to certain restrictions), they do not provide for the circumstances set out in subsections 333E(2) to (4) as follows:

- the identifiable period greater than 2 years only refers to certain contracts
- the award does not provide for an option or right to renew the contract more than once
- the award refers to contracts for the employee to perform the same, or substantially similar work, in subsequent contracts, but only in respect of the entitlement to limited severance and pay, not as to whether such contracts may be entered into on a fixed-term basis.

In addition, there are no provisions in modern awards that “permit” fixed term employment in the Professional Employees Award 2020, which covers employees of MRIs.

Likely consequences

If MRIs and universities are unable to employ staff on a fixed-term basis, they must employ them either on a casual or continuing basis. Clearly, casual employment is less secure than fixed-term employment. In addition, with the application of 25% casual loading to rates, valuable funds will be exhausted prematurely, and the research projects will be under greater risk of not achieving outcomes. The provisions in sector enterprise agreements mandate that staff who are employed on a continuing basis cannot be declared redundant unless a formal, lengthy, consultation process, including union involvement, is undertaken, and often the process includes an internal appeals procedure. The severance payments for staff employed under enterprise agreements across some MRIs and universities are far in excess of community standards, and it would not be tenable for these organisations to pay such severance to multiple former fixed-term staff. Current terms in the higher education modern awards and university enterprise agreements provide for a community standard severance (NES standard) where fixed-term contracts are not renewed in certain circumstances. This means that MRIs and universities would face enormous additional costs if this were to change.

In summary, if no changes are made to the exceptions to limitations as outlined above, the likely outcome would be:

- Reduced opportunities for researcher employment due to a more conservative approach from employers who will need include a provision for inevitable redundancies – inevitable due to the fact that not all research efforts are successful by their very nature (inevitable redundancies will impact employers, without achieving job security for employees, as is the intent of the legislation).
- Inequity in employment status - permanent versus fixed term/maximum term for essentially the same work, based on the employee’s funding source.
- Parents/carers who are required to work part-time will be negatively impacted if the twoyear limitation is not extended to two years FTE. This is of particular concern for women in the sector, where there is already an issue in retaining these talented researchers.
- Ideally, it is recommended that the two-year limitation is extended to five-years which aligns with the typical government/non-government funding cycle.
- Temporary visas for researchers are often greater than two years – if there are no changes made, Australian research organisations will not be able to attract overseas talent.
- Research currently undertaken by in Australia would be sent offshore.

Overview of recommended changes to the Act

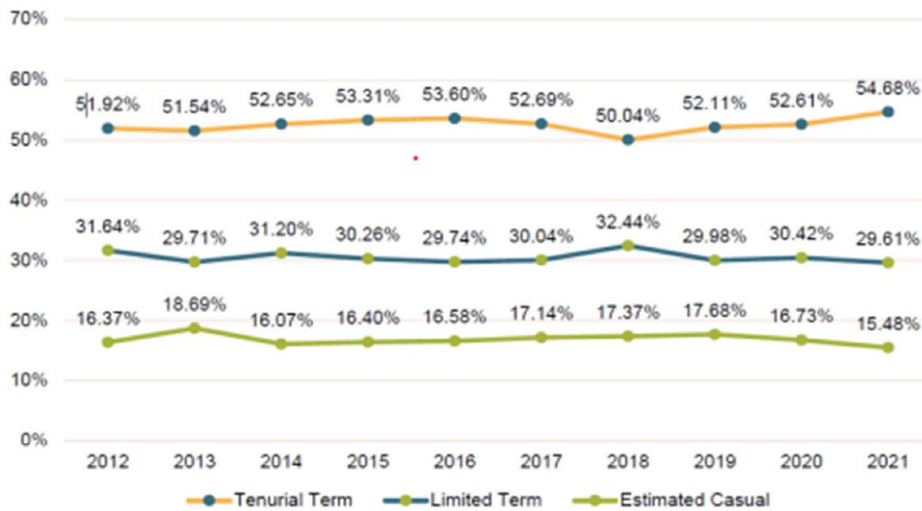
Section	Recommendation
Section 333E(2)	Amend reference from 2 to 5 years
Section 333E(3)(a)	Amend reference from 2 to 5 years
Section 333E(5)(d)(i)	Amend reference from 2 to 5 years
Section 333F(1)(a)	Further clarification is required on the following “distinct and identifiable tasks involving specialised skills”
Section 333F(1)(f)(i)	“is funded in whole or in part by government funding” should be expanded to include all forms of funding (e.g. government, philanthropic, investment, industry etc)
Section 333F(1)(f)(ii)	Amend reference from 2 to 5 years
Section 333F(f)(iii)	Delete “there are no reasonable prospects that the funding will be renewed after the end of that period”
Section 333H	Amend reference to include enterprise agreement

Conclusion

AAMRI and AHEIA fully support the desire for better job security, gender equality and collective bargaining for all Australians. As it currently stands, implementation of the new workplace laws for fixed-term contracts, under the Act, will have a catastrophic impact on Australia’s health and medical research community. It is crucial to strike a balance between promoting job security and providing flexibility to adapt to the unique challenges faced by our sector. By allowing exceptions to limitations on fixed-term contracts, researchers and medical research institutes can better navigate funding uncertainties and continue their vital work for the benefit of all Australians.

Attachment 2 – Staffing FTE Percentage at Universities 2012-2021

Staffing FTE Percentages at Universities from 2012-2021



Source: Department of Education, Skills and Employment – various reports.

Attachment 3 - Priest v Flinders University of South Australia.

In [Priest v Flinders University of South Australia \[2022\] FWC 478](#) the Fair Work Commission (FWC) upheld the decision of Flinders University to not offer a casual academic conversion to a permanent part-time academic appointment. The dispute relating to the obligation to offer casual conversion under section 66B of the Fair Work Act 2009 was the first such dispute to be determined by the FWC under the casual employment legislative regime introduced in March 2021.

In ruling in favour of Flinders University, Commissioner Platt held that the casual academic staff member had not satisfied the section 66B(1)(b) requirement that the conversion to a part-time appointment could occur “*without significant adjustment*”. In reaching this conclusion, the Commissioner contrasted (i) the duties that the casual academic staff member was currently required to perform, which were essentially confined to conducting tutorials and marking, with (ii) the duties of a Teaching Specialist as regulated by the enterprise agreement, which were not required of him as a casual academic. In doing so, Commissioner Platt referred [at 58] to evidence presented by the University that: “... *Mr Priest is currently not required to undertake duties associated with permanent academic appointment such as administrative functions, course development, engaging in scholarly research, or partaking in the annual performance development process. In addition, in his casual role there is no requirement or expectation for Mr Priest to represent the University externally at any engagements or functions*”. In this respect, Commissioner Platt concluded at [59]: “*Whilst I accept that Mr Priest is performing some of the duties of a part-time academic staff member, I do not accept that he is required to.*”

Also canvassing other reasons why conversion to a Level A Teaching Specialist appointment under the enterprise agreement would in fact result in a “*significant adjustment*”, Commissioner Platt ultimately concluded at [66] that: “... ***the obligations under the Agreement in respect of a part-time academic role result in marked differences in Mr Priest’s responsibilities and the University’s obligations when contrasted to Mr Priest’s current casual role. These changed entitlements and obligations, together with the financial impact of the differing pay structures (which would result in a salary increase of \$7860.35 per annum (or 26%)), lead me to conclude that the proposed change to part-time employment would not be without significant adjustment.***” emphasis added.

With respect to other requirements of section 66B having been met, Commissioner Platt found that the 12 months employment requirement in section 66B(1)(a) was satisfied and also concluded that Mr Priest met the requirement of section 66B(1)(b) that: “... *during at least the last 6 months ... the employee has worked a regular pattern of hours on an ongoing basis ...*”.



Attachment 4 - Interim Draft Report - Casual Staff Characteristics In Selected Australian Universities

AHEIA

Interim Draft Report - Casual Staff Characteristics In Selected Australian Universities

September 2023

Interim Draft Report - Casual Staff Characteristics In Selected Australian Universities

Introduction and summary of key insights

This is the initial analysis of the sample data to generate insights into patterns of casual employment in Australia. Once analysis of the more detailed data is complete, more generalised inferences can be made.

The sample captures around 2.3 million recorded casual hours in 2021 from five sample universities.

- University A with 2,516 individual casuals working 688,782 hours,
- University B with 1,928 individual casuals working 202,048 hours,
- University C with 3,273* individual casuals working 670,263 hours,
- University D with 1,882 individual casuals working 440,181 hours, and
- University E with 2,439 individual casuals working 320,876 hours.

(*) The data from University C shows some anomalies so caution needs to be taken in analysing this figure.

The key insights from the 2021 sample data are as follows:

- There is no dominant stereotype for a casual academic in the sample, but there are some emerging patterns that differentiate *several* different types of academic staff members based on their characteristics.
- The key differentiator appears to be number of years employed at a university as well as the discipline in which academics undertake casual work. Age grouping and whether or not a PhD is held are less significant factors explaining differences in employment patterns in the sample.
- On average the casual employees in the sample worked 189 hours over the year or roughly one full day a fortnight (0.1 FTE).
- The majority of casuals did less than this, and for the two universities where more granular data was analysed it revealed that over half of the casual academics did less than three weeks (full time equivalent) in 2021.
- However, there are clear cohorts of casual academics who are working large numbers of hours (roughly full time for both semesters in 2021) in the sample universities. The sample data cannot reveal whether casual academics are working at multiple universities so this may be more common than in the sample.
- Differentiation in patterns of employment and activity type likely comes from differences in discipline/faculty practice. For example, a detailed analysis of one university shows longer term teaching academics are in BusEco, while shorter tenure staff (doing marking) were more in the sciences. The cluster analysis in the final sector provides a useful example of this.
- Once the full sample is analysed more generalisable conclusions should be able to be offered. Further analysis will reveal how generalisable these patterns are, as well as work patterns throughout the year.

Overall patterns

The majority of casual work in the sample is for marking and tutoring, as shown by figure 1. Lecturing is a much smaller percentage of the work as is commonly portrayed in the narrative around casualisation. A third of academic

casual are undertaking “other academic duties”, which is a combination of demonstrating and other work classified as related to teaching and education though not usually research.

The data suggests that the often-repeated statement that a big proportion of casual academic work is related to clinical training in medicine and nursing may not be accurate. Two of the sample Universities have medical/health sciences schools and several have nursing schools, and the percentage of hours is lower than has been portrayed in the public debate.

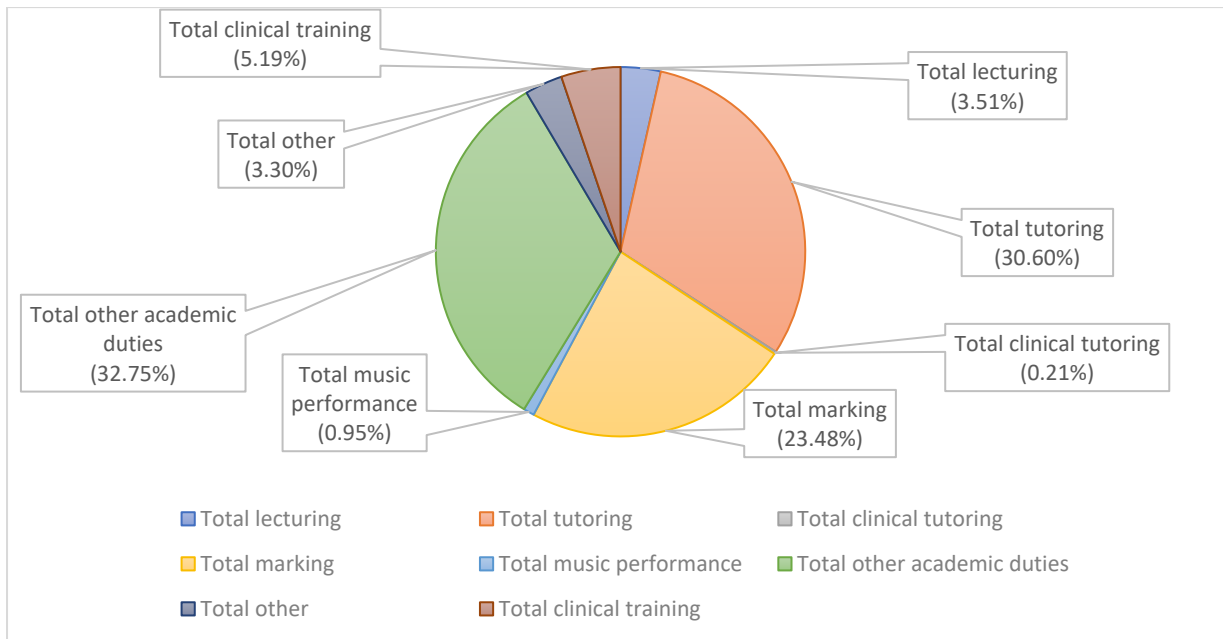


Figure 1: Activities by hours and proportion in the sample

Prima facie, the length of service data indicates that casuals work in the University is mainly for 4 years or less, with roughly 70 per cent of casuals serving less than 4 years at four of the five universities sampled. This could suggest that many casuals are PhD students but more detailed analysis needs to be completed for this to be confirmed. As figure 2 shows, around 14 per cent have served more than ten years.

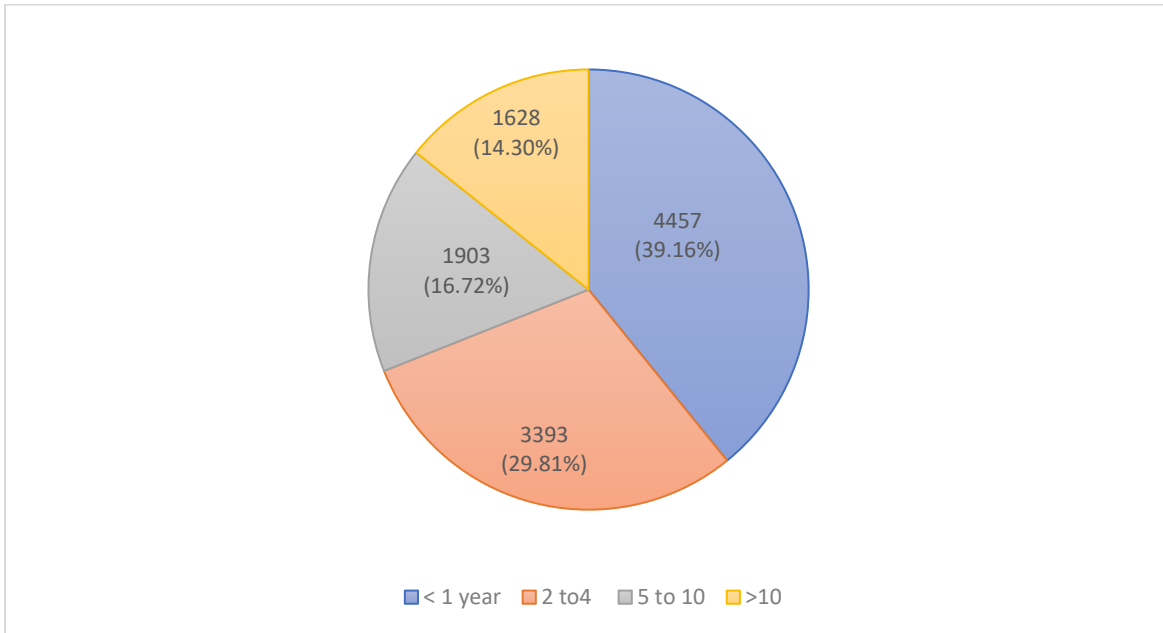


Figure 2: Length of tenure for four universities (A, B, C, D)

As figure 3 shows, there is some notable variation between four universities in terms of the proportion in each tenure category, which suggests that for at least two institutions there is a large number of longer serving casual employees, even though they are the minority.

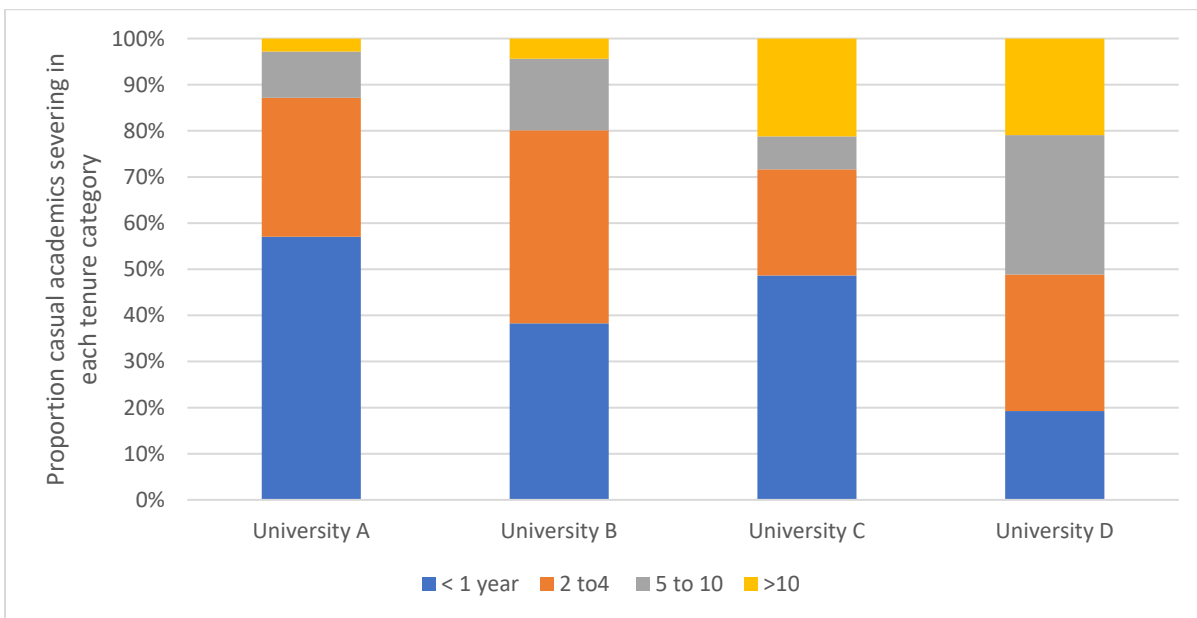


Figure 3: Length of service by tenure category

Looking at the average number of hours worked in detail for University A and B, suggests that the majority of casual academics only work for the equivalent of a few weeks each year. At these two universities in 2021, roughly half of the academic casuals worked for less than the equivalent of three full-time weeks (112.5 hours).

Looking in greater detail at University B, suggests that in 2021:

- more than half of casual who delivered lectures did so for twelve hours or less,
- half of casuals who were paid for marking did so for less than the equivalent of four days, and,
- a quarter of casual delivering tutorials did so for less than 14.5 hours, and half less than the equivalent of a full week.

University A was analysed for different types of academic casuals that shared similar characteristics (cluster analysis). This showed some distinct patterns, with different faculties and schools employing casuals in different ways. Some, such as the equivalent of the Business faculty, had large numbers of long-term teaching casuals, while others, such as in the Science faculty, had large numbers of shorter tenure casual undertaking marking.

The cluster analysis of University A suggests that the age category is less of a useful indicator of patterns of employment and work, neither was whether or not a PhD was held by the casual employee. The following sections provide some detail on specific aspects.

Activities by tenure length

The average length of tenure appears to vary between activities. University D provides a good example of this. Figure 4 shows that the majority of those lecturing have been at University D for at least five years and a fifth for over ten years. A similar pattern existed for tutoring. However, for marking and other duties, casuals on average had been employed for a shorter period.

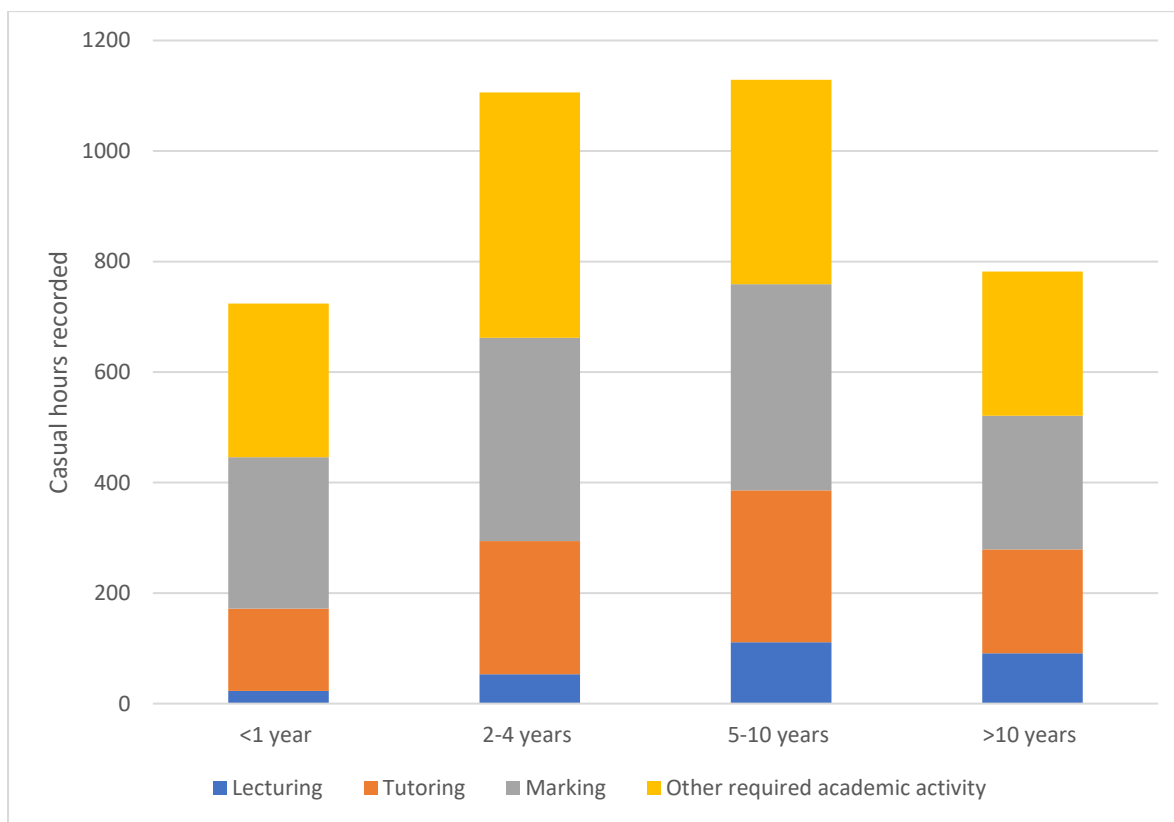


Figure 4: Activities by hours recorded by tenure length at University D

Average hours – Detail from Universities A and B

Examining Universities A and B in further detail shows that in 2021 around half of casual employees worked the equivalent of three weeks or less. Figure 5, 6 and 7 shows this distribution in more details.

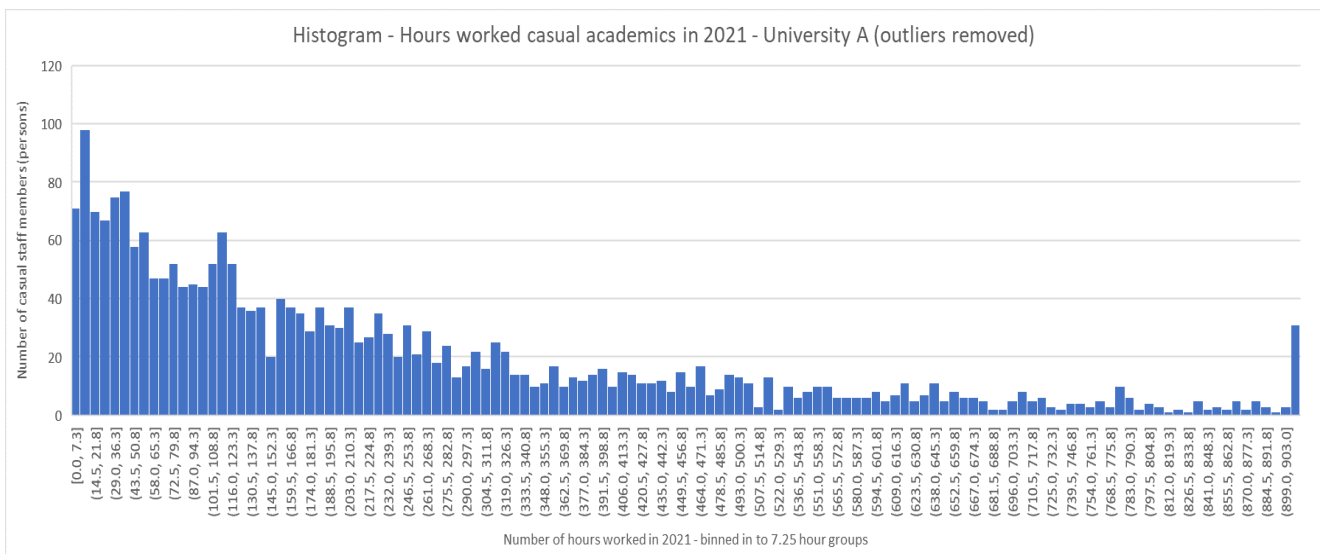


Figure 5: Average hours per casual employee University A

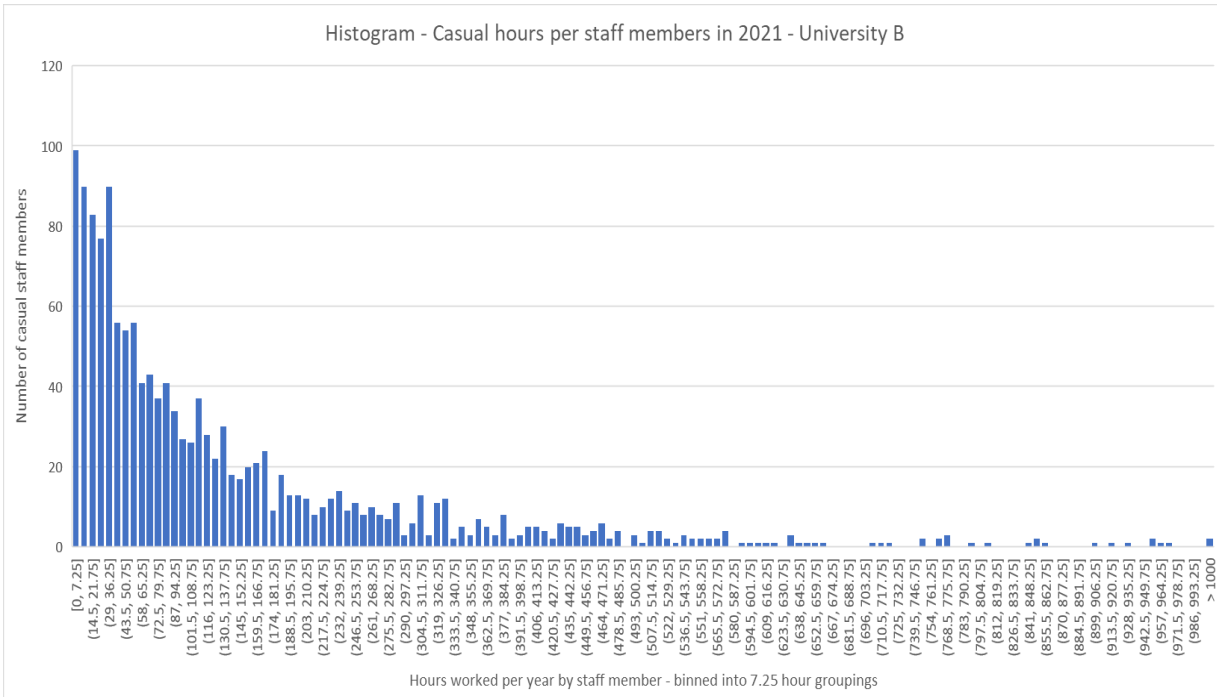


Figure 6: Average hours per casual employee at University B

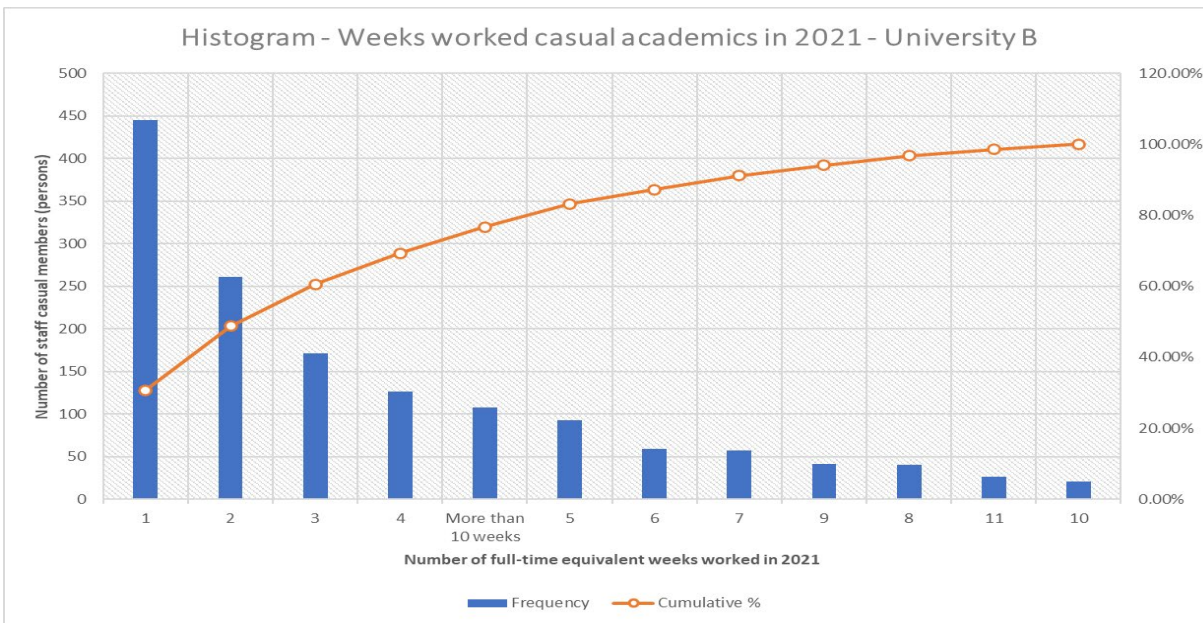


Figure 7: Casual weeks worked at University B

For music tuition at University B, figure 8 shows that around half of the casual employees delivered less than a week of full-time equivalent sessions.

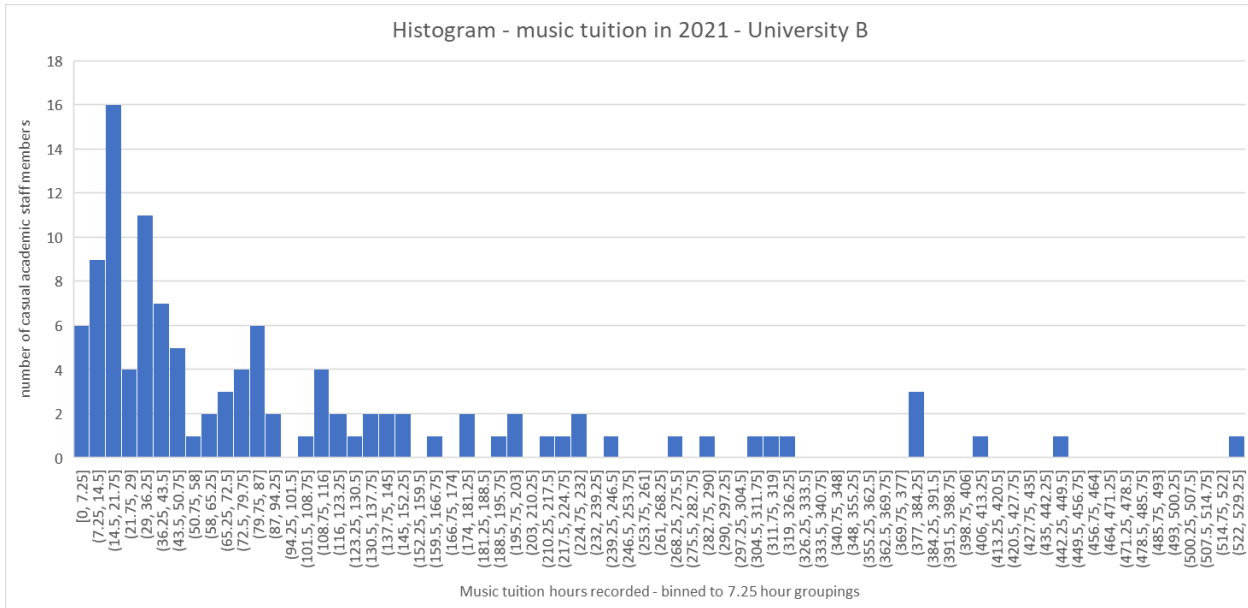


Figure 8: Music tuition/accompaniment at University B

Similarly for marking, around half of casuals undertook less than a full-time equivalent week of marking.

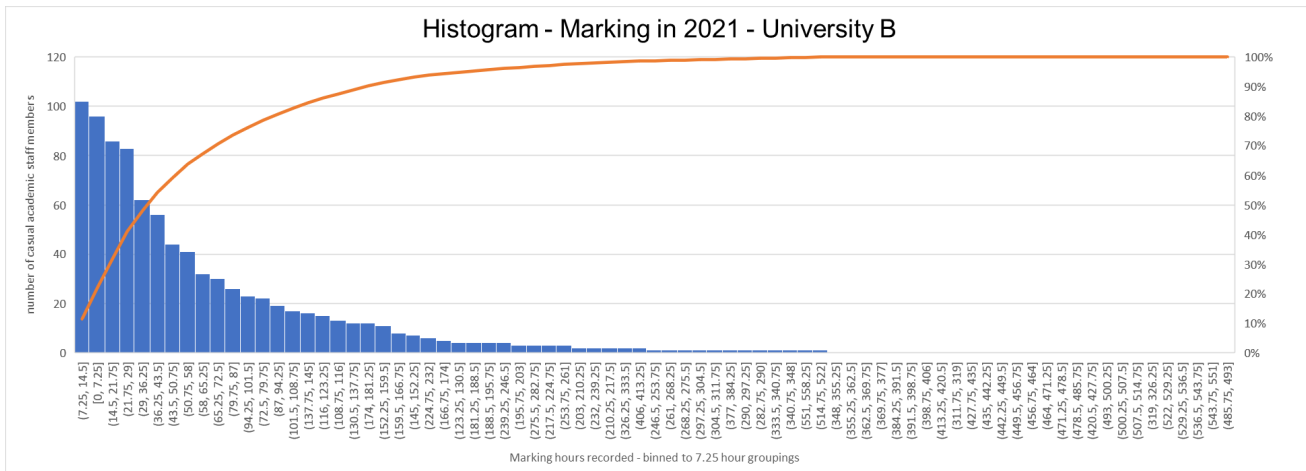


Figure 9: Marking at University B

Cluster analysis- University A

These are preliminary results from an Agglomerative Hierarchical Clustering (AHC) analysis. While they cannot be interpreted in a general way, they do reveal distinct patterns of casual employment.

Method

University A provided granular data capturing variables listed in the Appendix allowing analysis of the relationship between hours work/FTE for different academic casual duties (tutoring, lecturing, marking etc) as they relate to specific characteristics of the employee carrying out the work (age grouping, time employed at the university, faculty location and whether or not they have a doctorate). The data was analysed using an Agglomerative Hierarchical Clustering (AHC) method to establish classifications (clusters) of related characteristics in the sample. This is a robust method to statistically group characteristics. In effect, this is a means to get insight into the profile of different types of casual employees at University A in 2021. The results of the cluster analysis are described below.

Results

The data provided by University A was for the year 2021, where 2,516 individual casual academics worked a combined 688,830 hours or the equivalent of around 382 FTE based on a 37.5 hour week for 48 weeks. On average each employee worked around 0.1 FTE over the year, although the actual number of hours vary considerably.

Around 30 per cent of academic casual employees at University A had a doctorate, which was broadly consistent across faculties.

The AHC analysis suggests that the casual academic employees at University A in 2021 can be grouped into 5 distinct clusters (see figure 10) based on the variables outlined in the appendix.

An employee's age did not relate in a significant way to any of the other variables in the clusters. That is, all clusters showed a spread of age groups and being older was not necessarily associated with a longer time of employment as a casual staff member, especially as the majority of casual employees had been employed less than 5 years as per the following.

Length of Service	Unique Headcount
< 1 Year	1435
> 10 Years	71
2 - 4 Years	758
5 - 10 Years and more than 10	252
Grand Total:	2516

The academic casual staff at University A can be grouped into five significant clusters of individuals who had similar characteristics, which were as follows:

Cluster 1 – 'Long term BusEco teaching academics' – Academics in BusEco and some in Law and Legal Studies, just over half of which had worked *at least* 5 years at the University, mainly undertaking tutoring but also lecturing and marking.

FTE in the cluster = 112.

Cluster 2 – ‘Casual markers employed less than 4 years’ – Academics who mainly undertook marking, spread across the faculties. The vast majority of this cluster has been employed less than 4 years at the University.

FTE in the cluster = 51.

Cluster 3 – ‘Social Sciences tutors employed for 2-4 years’ – Academics in the Social Sciences, as well as well as some in Building, Design, Architecture, and related areas who had been at the University between 2-4 years who were mainly tutoring, though also undertook some marking and RA work.

FTE in the cluster = 46.

Cluster 4 – ‘Social Sciences and Design/Architecture/Design academics with short tenure, mainly less than 1 year’ – Academics in the Social Sciences, Architecture, Design who had been employed for less than a year who were tutoring alongside other academic work.

FTE in the cluster= 83.

Cluster 5 – ‘STEM demonstrators with some other teaching’ – Academics in STEM the majority of which were employed as demonstrators and other academic work but also some tutoring, marking and lecturing. The majority of this cluster had been employed less than 4 years, however a notable proportion had been for more than 5 years and a few more than 10.

FTE in the cluster = 86.

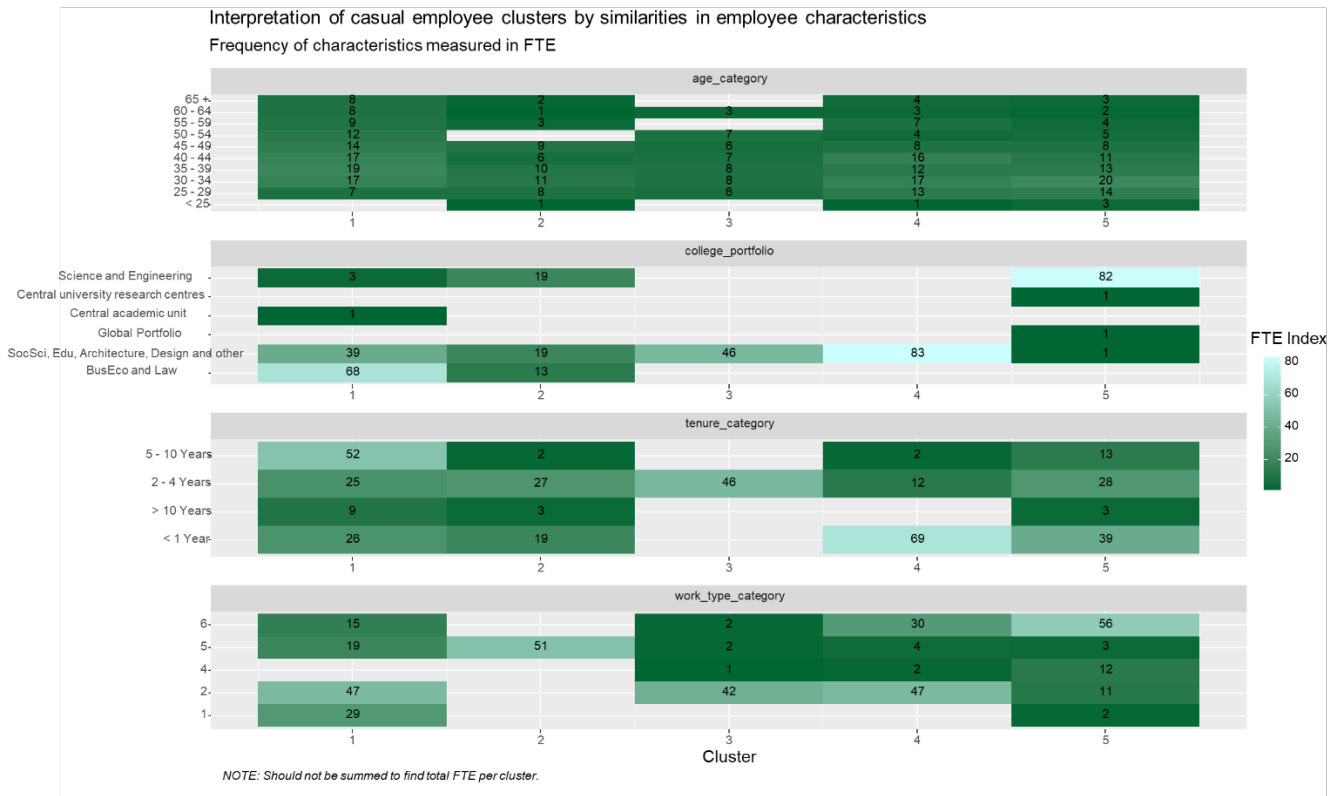


Figure 10: Visual summary of AHC analysis for University A

Appendix: Variables specifications – casual employees in Australian universities

The data relates to the 2021 year, with the following variables:

- 1 TOTAL CASUAL HOURS WORKED
Total casual hours worked by each payroll code for the relevant types of casual academic work - see Appendix A
- 2 TOTAL NUMBER OF INDIVIDUALS PERFORMING EACH TYPE OF CASUAL WORK
The number of individuals (not FTE) paid under each payroll code during 2021.
- 3 TOTAL NUMBER OF CASUALLY EMPLOYED INDIVIDUALS
The total number of individuals who have been paid as academic casuals during 2021.
- 4 AGE COHORT FOR EACH TYPE OF WORK
Data grouped by age of the total individuals who have been paid in the given year sorted according to HES data collection requirements:
 - <25
 - 25-29
 - 30-34
 - 35-39
 - 40-44
 - 45-49
 - 50-54
 - 55-59
 - 60-64
 - 65+
- 5 LENGTH TIME EACH INDIVIDUAL HAS WORKED
The length of time that each individual has been on the payroll grouped by span of years:
 - < 1 year
 - 2- 4 years
 - 5 – 10 years
 - > 10 years
- 7 FACULTY/SCHOOL/DEPARTMENT WHERE CASUAL WORK UNDERTAKEN

Appendix A –List of casual academic work types (taken from *the Higher Education Industry—Academic Staff—Award 2020 - MA000006*)

1	Lecturing
1a	Basic lecture (1 hour of delivery and 2 hours associated working time)
1b	Developed lecture (1 hour of delivery and 3 hours associated working time)
1c	Specialised lecture (1 hour of delivery and 4 hours associated working time)
1d	Repeat lecture (1 hour of delivery and 1 hour associated working time)
2	Tutoring
2a	Tutorial (1 hour of delivery and 2 hours associated working time)
2b	Repeat tutorial (1 hour of delivery and 1 hour associated working time)

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2c	Tutorial (1 hour of delivery and 2 hours associated working time) (where academic holds a relevant doctoral qualification)
2d	Repeat tutorial (1 hour of delivery and 1 hour associated working time) (where academic holds a relevant doctoral qualification)
3	Musical accompanying
3a	Musical accompanying (1 hour of delivery and 1 hour preparation time)
3b	Musical accompanying (1 hour of delivery and 1 hour preparation time) (where academic holds a relevant doctoral qualification)
4	Undergraduate clinical nurse education
4a	Little preparation required (1 hour of delivery and 0.5 hours associated working time)
4b	Normal preparation time (1 hour of delivery and 1 hour associated working time)
4c	Little preparation required (1 hour of delivery and 0.5 hours associated working time) (where academic holds a relevant doctoral qualification)
4d	Normal preparation time (1 hour of delivery and 1 hour associated working time) (where academic holds a relevant doctoral qualification)
5	Marking rate
5a	Standard marking
5b	Standard marking (where academic holds a relevant doctoral qualification)
5c	Marking as a supervising examiner, or marking requiring a significant exercise of academic judgment appropriate to an academic at level B status
6	Other required academic activity
6a	If academic does not hold a relevant doctoral qualification or perform full subject coordination duties
6b	If academic holds a relevant doctoral qualification or performs full subject coordination duties