Witness Statement

Professor Phil Andrews

I, Professor Phil Andrews of 23 Kooringal Road, Upwey, in the State of Victoria, declare as follows:

Background/Experience

1. I am employed by Monash University ("Monash") as a Professor (Level E) in the School of Chemistry in the Faculty of Science. This is a teaching and research position, with significant administrative and leadership responsibilities.
2. I am Deputy Head of the School of Chemistry, which has about 65 non-casual academic staff, 16 professional and technical staff, two sessional (casual) lecturers, four sessional (casual) tutors, and a large number of casual laboratory demonstrators drawn from our PhD student cohort. Of the non-casual academic staff, 24 are employed as teaching and research academics, two hold senior "education focused" appointments and the remainder are Research Fellows on "research only" appointments.
3. I directly supervise a Level A grant-funded post-doctoral staff member, and as part of the Performance Development process am responsible for the performance reviews for about 6 Level B and C academic staff in the School.
4. I have worked for Monash University since 1995, commencing as a post-doctoral research fellow.
5. I am a member of the National Tertiary Education Industry Union (NTEU), and have previously held elected office in the NTEU at branch, state and national levels.

How academic work is organised

6. At Monash, academic work is categorised under the general headings of Teaching, Research, Administration and Service. Exactly which duties fall within each of these categories can be argued. For example in Science, Medicine and Engineering at Monash, most of the work arising from the supervision of Higher Degree Research students is counted as part of the academic's research workload allocation. This reflects the fact that in these disciplines a PhD candidate is only enrolled if their research project is funded, which relies on a member of the academic staff having obtained grant funding. As a result, PhD students are always engaged in a research project in collaboration with a member of academic staff, out of which both the student and the academic will, usually jointly, generate research outcomes (such as publications). Nevertheless, much of the work associated with PhD supervision is administrative in nature, and the volume of that work has skyrocketed. The fact that this is counted as research eats away at the amount of time the supervising academic has available to do actual research. Another example is that in Chemistry we have introduced a small number of undergraduate research units, which enable later year students to undertake a semester-long research project under the supervision and guidance of a member of academic staff. This involves teaching research methodology, as well as providing guidance on any discipline expertise relevant to the particular project. The undergraduate students work in a team with a PhD student, and produce a mini-thesis, which the academics then assess. These units specifically address the emphasis in the University's Graduate Attributes on "employability". Although the staff involved know this to be teaching work, the Faculty treats it as

research. This enables those staff who have developed and are implementing this innovative program to be given more teaching work, and reduces their opportunity for undertaking research. Nevertheless, despite these occasional arguments about the correct categorisation of particular duties, the broad categories are widely understood and inform all the workload allocation models and performance appraisals for academic staff at Monash.

7. From 2011 until 2015, I held the position of Associate Head, Education, within the School of Chemistry. In this role, I had responsibility for high level management of teaching allocations within the School, as well as running the School Education Committee, which oversees teaching allocations, responses to student evaluations (SETUs), management of teaching spaces, and other administrative functions, and sitting on the Faculty Learning and Teaching Committee which oversees all the education of aspects of the Faculty, and sitting on the School Executive and responding to the Head of School on all matters to do with teaching and learning. In this capacity I became intimately familiar with the way in which teaching workload is distributed in my School.
8. In my School, the allocation of teaching hours is fairly transparent and collegial. The process runs from November through to January in each year, and everybody sees what is proposed in a spreadsheet, which goes through usually about 8 or 9 iterations before final workload allocations are made. Of course, sometimes people have to be told that they will have to cover certain things.
9. People have an opportunity to provide feedback during this process, and often do. Individual deviations from the 40:40:20 would normally be negotiated during the performance management procedure. I know from when I did the teaching allocations when I was Associate Head Education that people did negotiate changes to their

percentages, usually based on leave requirements, whether they required more time for grant applications, whether they had large numbers of students including postgraduate students, whether they were Research Fellows. But when I consider the workload distribution overall, it is only a few people every year who would have those adjustments to lower their teaching load to allow for those other elements of their workload.

10. Where staff need a lighter workload as a result of health or family responsibility issues, they would move to part-time employment rather than having an adjustment within the balance of their workload. For example, we currently have one staff member who has gone half time due to health issues.(See section on Workload, below).
11. Generally, contact teaching hours for teaching and research staff would range from 38 to 55 lectures per year and 40 to 110 demonstrating hours in the laboratory.
12. Every unit we offer requires laboratory demonstrators. Laboratory classes usually run for either 3 or 4 hours each. In addition, they generate marking and student consultation work. School policy means that we are limited to a ratio of one demonstrator to 16 students in 1st year, and one demonstrator to 10 students in later years. Despite a large allocation of laboratory supervision to our fixed term and ongoing staff, there is still a very large number of lab classes to be covered. The Full time PhD students are limited to a maximum of 8 hours paid employment per week by the terms of their scholarships, so our practice is to spread the lab demonstrating work thinly across a large number of PhD students. Almost all of our current 165 PhD students do some laboratory demonstrating work.
13. Despite the collegial process, transparency, and relative equity of the allocation of teaching workload in my School, this is

a common topic of conversation amongst my colleagues, both in formal school meetings and in the corridors. Certainly the work allocations and performance expectations are higher than could reasonably be expected to be completed within an average 38 hour week.

14. Staff below Level E have an annual performance review in the process of which an online form is filled in listing all the academic's duties, expectations and aspirations for the year. The engagement profile sets out what has to be done, and then there is an aspirational profile setting out what the academic aims to achieve in the next three years. This then forms the basis for performance management discussions. This is particularly important for probation and promotion processes. Level E staff are managed through more informal discussions.
15. Workload pressures in Chemistry at Monash have increased significantly in the past five years. This results from a number of factors, including a large increase in student numbers while the number of teaching and research academic staff has fallen, growing and changing pressures to generate research output, and a range of smaller things such as changes to the weighting of promotion criteria, and the way the Tertiary Education Quality Standards Authority, TEQSA, approaches the auditing of subjects.

16. Increased student numbers

In the past five years, Chemistry has had around a 40% increase in undergraduate student numbers. The pipeline effect of this has also led to increased postgraduate enrolments. As a result, we now deliver more lectures and tutorials, run more laboratory classes, undertake more supervision and student contact, and do more assessment and student consultation. We now run five teaching streams instead of two for first year (this means that lectures are repeated five times instead of just two, in

order to manage the fact that more students are enrolled than can fit in the lecture theatre at any one time). All of this extra work is being done with a slightly reduced number of teaching and research staff in the School. Almost every member of non-casual academic staff has had an increase in their teaching workload.

17. We have introduced strategies to increase student retention. One of these has been to reintroduce tutorials. These have been very successful and are popular with students, but have created additional pressures on academic workloads and working hours.
18. The increased number of student enrolments has brought in extra income to the university, but there is no talk of using that money to employ additional staff to manage the teaching. The School of Chemistry has proposed the creation of three new teaching and research academic positions. Each of them has been knocked back by the Dean of Science, on the basis that existing staff should do more teaching.
19. Even staff appointed to “research-only” positions are generally now required to do as much as 12 lectures per year. Although the ARC does expect research-funded staff to do some teaching, this has traditionally been in the nature of guest or specialist contributions to courses taught by others. Due to the pressures created by the growth in student numbers, Research-only staff are increasingly being asked to take on core teaching functions. We try to limit teaching allocation to research only staff to 20% of their workload.
20. The School now has 165 PhD students, and about 65 fixed term and ongoing academic staff. Each PhD student has a principal supervisor as well as a reader panel of three other academic advisors who perform regular functions in relation to reviewing that student’s progress. The majority of academic staff would serve on four or five such panels as well as supervising their own PhD students. This involves reading, attending meetings and presentations, attending pre-submission seminars,

and filling in paperwork, This load has also increased as student numbers have increased.

21. This increase in teaching and supervision workload has been implemented without changing the percentage of workload allocation described as teaching. Instead, the 40% has simply become 40% of a higher load.

22. Pressures on research output

For many years, partly in response to changes in the policy and funding settings imposed by governments and funding agencies and partly due to the priority Monash places on being a high-performing research university, there have been increasing pressures on academic staff to generate research income and produce research publications which will be counted in relevant national and international metrics. As these metrics change, the character of the research deemed most valuable by the university also changes. As a result, I and my colleagues have experienced changing demands both in relation to the quantum of research performed, and in relation to the character of that research.

23. Academic staff are now required to meet minimum research performance expectations and in practice are expected to exceed those minima. Monash's Performance Standard Indicators set both minimum and aspirational targets. Chemistry is quite a research-intensive school, and is ranked high on the league tables, so there is a large amount of pressure from the University and the Faculty for people to perform well in the research space in order to maintain our School's reputation. In addition to these generic expectations, there is now a constant narrative within Monash about the need for staff to keep the university competitive by achieving higher research output, and particularly pressure to obtain Category 3 (Industry) research grant funding.

24. As the number of publications required of academic staff has increased – and to cope with the substantial number of journal articles now coming out of China, there has been a huge expansion in the number of journals in the discipline, and in the total number of articles being published. Most academic publishing houses and discipline associations have increased the range and number of academic journals they produce. This has two consequences for academic staff. The first is that, while expectations that we will generate a certain number of publications have remained high, the emphasis in employer evaluation of our research work has shifted from simply the number of publications to placing much greater importance on the status of the journals in which we publish, and the "impact" of our published research, as measured by things such as how often it is cited by other researchers. The second is that there is now a much larger volume of published research to read in order to keep up with developments in our disciplines. While the development of electronic search engines has made it easier to find relevant articles, the sheer volume of published information means that it is impossible to keep up with it all, let alone find time to read it and digest it.

25. Changes to promotion criteria

At Monash, this year education performance standards and expectations are going to be more rigorously examined in the promotion process. Previously, provided that an academic could demonstrate satisfactory student evaluations, promotion applications were judged overwhelmingly on the academic's research record. This is reflected in the fact that year after year, the success rates for promotion among research-only staff have been noticeably higher than among teaching and research staff. Now the University has placed high priority on improving student experience. From 2016,

applicants for promotion need to document and provide evidence on their educational innovation and teaching methodologies.

26. As a result, people aiming to go for promotion in the next few years will need to spend more time focussing on improving and documenting their teaching skills. This may be a desirable outcome in terms of the quality of teaching, but it also has workload implications for staff who could previously have relied primarily on their research record. The University now expects excellence in both domains – teaching and research.
27. It is likely, however, that demonstrated research output will continue to be very highly valued in academic promotion, as well as in selection for advertised positions. Junior academics, who in many schools are loaded up with heavy teaching loads, have little option but to do research in their own time if they want to have any chance of promotion.
28. **TEQSA** is a federal authority which reviews and accredits university courses. In the past, this was a predictable process, whereby new courses would go up for accreditation, and established courses would be reviewed according to an established schedule. Now TEQSA can audit a course at any time. Academic staff need to be continually vigilant and ready to demonstrate that they have complied with policies and met the standards expected by TEQSA such as having unit guides up online, meeting deadlines, and delivering student satisfaction. This carries an increased administrative burden, in terms of documenting and reporting. Student satisfaction and employability requirements have placed new pressures on academic staff. It takes a lot of time to redesign things around the students. In the past, we did not have to make them happy – we just had to teach them.

Workload

29. The starting point for workload allocation discussions at Monash is that each academic should spend 40% of their time on teaching and related work, 40% of their time on research, and 20% of their time on administration and service. Chemistry is an unusual School because we expect staff at all classification levels to carry an equal share of teaching, so that junior staff have some space in their workloads to do research and build their careers.
30. Higher degrees supervision is an area that is chronically under-counted in the workload model. The model allows 2 hours of teaching time per week per student for PhD supervision. The Monash Institute for Graduate Research considered this allocation a few years ago and recommended to Academic Board that the amount be increased to 5 hours per week. This proposal was rejected, not because it was unrealistic, but because it was deemed unmanageable: to accurately reflect the work involved would have blown a hole in the facade of work allocations. An academic with 8 PhD students would have 40 hours a week teaching allocation, and would have no time left to do anything else. Hiding the remainder of time spent in PhD supervision as research time makes the allocation for research look better, but in fact has the effect of reducing the time available to complete the academic's own research. An increasing proportion of research time is spent simply getting PhD students through the administrative process as well as coaching them through the research project.
31. The Administration and Service component of academic workload in our School incorporates participation in a range of School or Faculty committees, and occasionally in university-wide committees. Most academic staff are expected to engage with this work over time. Some committee roles are ex-officio. For example

senior staff and chief examiners sit on the School Executive and School Education Committee. Others are optional.

32. At Monash, unit and course coordination duties count as part of the teaching workload. A unit coordinator has a concomitant reduction in their contact teaching allocation, but as nearly everyone does unit coordination, this tends to even out.
33. Working hours are generally longest immediately prior to and during semesters. There are 12 teaching weeks in each semester, followed by one study week and then four weeks of exams. Then there is marking and the collation of marks, and finally unit coordinators and chief examiners participate in examiners' meetings. As most academics in our School are unit coordinators, so almost everyone is still here for the examiners' meetings. During the study week, we still run tutorials to assist students with recapping the semester, and deal with a high volume of individual questions. There are two peak periods for conferences – with the majority of European, UK and US conferences held in July or August, and the majority of Australian conferences held in late November and early December. From Christmas through to the end of the first two weeks in January, the School runs a "brown out" where we encourage people not to attend work.
34. The deadline for grant applications for these major funding bodies coincides with the peak workload period for preparing for the new teaching year. As a result, despite a community perception that university staff enjoy a long, lazy summer, most staff are back at work by mid-January, and working long hours through January and February in order to have everything ready for when the students return to campus.
35. In addition to conducting our own research, academic staff are expected to maintain a broad knowledge of developments in our disciplines. Those of us with PhD supervision responsibilities find that much of this is done in the course of reading

materials relevant to our student's theses. Attending conferences is also an important part of keeping up to date with our field, and I would generally attend 2-3 conferences each year. Most of my academic colleagues attend a similar number of conferences to me. The School directs some funds to our Postdoctoral research staff to enable them to attend conferences, even though the research grants under which they are employed do not provide for that. The time I have available to read papers and think about things in a broader context is limited, since I have a high administrative load. I look at the most recent literature when I get a chance, while eating lunch or if I have an hour between meetings. I estimate that I spend approximately 20 hours during semester breaks and two-three hours a week during teaching periods keeping up to date with the literature. Other academics with lower administrative loads are expected to spend much more time in this work.

36. One of the reasons people choose an academic career is a personal commitment to doing research. It is difficult to draw a line and say "you must stop working now" when someone is pursuing research they have a passion for. The problem with the current workload arrangements are that the things the employer is requiring us to do to meet our workload allocations and our performance expectations have grown to the point that they crowd out time to do the things people are really interested in. Time to do research and pursue those personal interests has been chiselled away, and it is expected that will be done after all the other work is completed. The internal motivations of the majority of academic staff ensure that they will work very long hours to get their required work done in order to then find time to do the creative work that they value.
37. A lot of academic work is subject to fixed deadlines. Grant applications are subject to externally-fixed deadlines. The academic year for students imposes immovable

deadlines. All of the work associated with teaching is tied to the semester dates. Marking must be completed by set deadlines, and so on. Once a research grant has been won, it contains its own deadlines. All of these deadlines can overlap, and the result is periods of extremely long hours in order to complete things on time.

38. The Monash workload model hides a multitude of sins. While it purports to limit "allocated hours" to 1645 per annum, the fact that work is allocated by duties rather than time, and that each Dean and Head of School is constrained by their staffing budget, means that there is a strong incentive to simply cut the cloth to fit, and pretend that the allocated duties can fit within 1645 hours. For example, if preparation of a new lecture takes 12 hours, but recognising that fact will mean the School does not have enough staff time available to prepare the necessary new lectures this year, then an executive decision is made to say that preparation of a new lecture actually only takes 8 hours. These sort of pragmatic lies enable the School budget and current staff to be allocated all the work that needs to be done. The "hours" that are allocated bear no real world relationship to the duties that are allocated.

My working hours

39. I currently work approximately 50 hours a week on completing my allocated duties and meeting the written and implicit performance expectations of Monash. My hours of work fluctuate – some weeks are heavy and some are not. There is no part of the year when I work as little as a standard 38 or 40 hour week.
40. Due to my family responsibilities I impose greater limits on my working time than I could otherwise justify to myself. Three days a week I do not arrive at work until 9am, as I do school drop-off on those days. One day a week I leave at 2.30pm to take my daughter swimming, but I will then work in the evening just to catch up. There is

sufficient flexibility in the organisation of my working hours to allow this, which I value.

41. The volume of work means that other activities that I value are squeezed out by the time required to keep up with my workload.
42. So I work on campus for at least 38 hours a week, plus all the additional stuff I do in the evenings and in the early mornings. There are scheduled seminars and meetings, but also a lot of my own work that I do from home in the evenings and on Sundays. I try not to work on Saturdays. After my children go to bed, I usually do a couple of hours work in the evening, doing prep for the next day's meetings and classes, checking emails, and reading materials sent by my postgraduate students.
43. We use dropbox for reviewing and updating documents, and materials are uploaded on Moodle – an online teaching platform. It is clear from the times when documents are updated in these tools that the majority of academic staff in the School work on Sundays. Sunday is, for me and my colleagues, the day when a substantial amount of preparation of teaching materials for the following week will occur. This enables me to get ahead of the game, before the week starts.
44. Email is a pervasive evil. It constantly demands attention. Students send emails in the evenings and on weekends, and expect an instant response. In the absence of a direct instruction not to respond to emails out of hours (and no such instruction has ever been issued), academic staff are guided by the demands to achieve high levels of student satisfaction, and in any case if I do not have sufficient time during office hours to deal with those emails either, so it would make no sense to leave them until the next day. I also receive a high volume of emails from colleagues and the University which arrive after hours. Sometimes this will include matters which must be read or responded to before a meeting at 8am the next day.

45. Meetings in our School are often scheduled at 8am, and classes are scheduled from 8am to 6pm. Due to increased student numbers to teach with a limited number of teaching rooms and laboratories, there is growing pressure to extend teaching into the evenings. These proposals have been resisted by staff, both for work/life balance reasons and due to real workplace safety issues associated with chemistry laboratories as well as concerns about student safety on campus late at night.
46. At the time of writing this statement, I have three grant-funded research projects underway, but two of them will finish this year, so I have recently spent long hours preparing applications for new grants, submitting four applications to the ARC and NHMRC. I do not expect all of these to be granted, as the success rate is quite low even for established researchers, so it is necessary to prepare and submit a higher number of grant applications than the number of actual grants I require to meet my performance expectations.
47. The balance within my working week between work required to meet my employer's expectations and work I do out of personal choice has shifted significantly. There is very little time left to do creative work.
48. I currently supervise 6 PhD and 3 Honours students, 3 undergraduate research project students and 1 overseas exchange student. This supervision requires me to spend time discussing their work with the students, reading materials that they have generated. As an experienced, senior academic, I believe I perform this function as efficiently as possible. I estimate that I spend approximately 2 hours a day in this work. I could spend a lot more time, and should do so, but it is limited by all the other things I have to do. (I am lucky that I have a post-doctoral research fellow working with me who also provides them with informal support, although that is not part of her allocated workload.)

49. This is in addition to time spent, liaising with the University and the reference panels, and performing large amounts of administrative functions associated with the supervision of my PhD students.
50. Monash has an option for academic staff where we can elect either to apply for annual leave and have it approved and recorded, or to simply agree at the beginning of the year that we will take our leave allocation and self-manage our leave. I probably do not take my 20 days leave each year, but it saves putting in the forms. I am aware that many of my colleagues who elect the first option have problems with excessive leave accumulations. Before this option was introduced, everybody in the School was accruing too much leave. There are people who say they are on leave but still come to work. In practice, it is difficult to carve out time when it is possible to take leave.
51. I generally work through lunch time. Due to the pressures on the use of teaching spaces, there is no longer a common lunch time – people grab lunch as and when they can. Seminars and meetings are regularly scheduled between 12 and 2, so it is common for me to take a sandwich to eat while attending these.
52. I would prefer to work fewer hours, but if I do not keep on top of things, work pressures spiral out of control. I feel an obligation to my students, and particularly to my research higher degree students, to spend time with them and to do all the follow-up work, which includes reviewing their thesis chapters and draft papers - I often do that in the evening when there is uninterrupted time to concentrate. I am in part motivated by the small amount of time I can devote to my own research interests.
53. I am on medication for high blood pressure. I experience a constant tiredness, and this is something which many of my colleagues also report.
54. When I was President of the NTEU Monash Branch, I met with many members of academic staff from a wide range of faculties and schools who were experiencing

high levels of stress and in some cases mental health issues arising from their long working hours and from work intensification.

My experience of enterprise bargaining about academic workloads

55. I have been a senior member of the NTEU enterprise bargaining team for Monash in the last two rounds, for the 2009 and 2014 Agreements. Given the length of time it took to finalise an agreement each time, this means I have several years of bargaining experience.
56. Academic workloads was a central issue in both rounds of bargaining. The Union's objective was to regulate workload in order to create time for people to have lives outside work. Monash management have vigorously resisted such regulation in enterprise bargaining. It is my assessment of the dynamics of bargaining that this resistance to effective and enforceable workload regulation is so strong and so entrenched that if the Union had held out for what we wanted, we would never have got an agreement.
57. Without any award provisions about academic working hours or workloads to provide a safety net for this aspect of bargaining, the Union negotiators have been in the invidious position of bargaining to establish any regulation at all.
58. As a result, the majority of academic workers have little faith that there will ever be a solution to the unreasonably long working hours required of them, and so instead they urge the Union to pursue higher wage outcomes.

Employer responses to long working hours for academic staff

59. Monash University has a unit called Wellbeing at Monash, which organises a program of subsidised or free health and fitness activities designed to assist staff, including

academic staff, to manage the pressures of work. This is called the Staff Wellbeing Activity Program (SWAP). Staff are also encouraged to take part in the 10000 Steps Challenge each year. Other than these activities, which are encouraged but not compulsory, and which are difficult to sustain engagement with if they clash with lunchtime seminars, meetings, etc, I am not aware of any efforts by Monash to either reduce the amount of time worked by academic staff, or to ameliorate the impact of long working hours.

60. There is also an Occupational Health Team, which focusses on specific risks in the workplace environment, but does not appear to address issues of overwork stress. Its current list of Resources and Documents available on their website is:

    Resources & Documents:

    - Alcohol and drugs
    - Allergies and dust
    - Animals - working with
    - Australian Bat Lyssavirus
    - Defibrillator locations
    - Ergonomics and computer use
    - Flu Vaccinations for staff groups
    - First aid
    - Health Surveillance
    - Immunisations
    - Medical appointments on campus (University Health Service)
    - Occupational Noise exposure and control
    - Needle Stick Injuries
    - Pregnancy at Work
    - Travel

61. I have never been instructed not to work during lunch breaks or to refrain from working out of hours. I value the fact that I have professional control over how, when and where much of my work is performed. Without that control, the sheer volume of work would not be manageable.

62. Academic staff were once asked to record our hours over a two week period. I do not believe this was a university survey – it may have been a government initiative. I

never heard any outcomes from that data collection. Other than that, I am not aware of any efforts by Monash to properly assess the amount of time being worked by its academic staff, or the health and safety impact of the very long hours of work.

63. On the contrary, the University chooses to focus only on tangible aspects of academic work that can be relatively easily counted – contact teaching hours, the time we sit in meetings, and so on. A lot of our work is not named or counted in the university's approach to workload management. When the Union proposed to list the elements of academic work in the enterprise agreement, the University was highly resistant to that approach.

64. At Academic Board, the idea of regulating working hours is not taken seriously because senior staff are aware that if all the work was counted, the University would not be able to impose as much work on people as it presently does. Overwork is seen as a collective experience common to the whole sector, and no one institution can afford to reduce workloads. At one meeting of Faculty Board approximately two years ago I raised with the Provost, Professor Edwina Cornish, that there would be difficulties introducing the new work expectations because staff were time poor and would not be able to work proficiently across all the domains. Her response was simply to say words to the effect that Monash needed to maintain its competitive standing when compared to other leading universities in Australian and overseas.

65. Particularly in the research sphere, it suits management not to articulate what the different elements of work are, because the practice is to shift more and more work into "research" where it becomes invisible.

66. The latest enterprise agreement provides at clause 59.7 that "*The University will consult with affected staff and the NTEU prior to making any significant or substantial changes to the faculty or discipline-specific quantitative research*

performance standards that affect staff." This appears to have been successful in putting a brake on changes to the performance expectations, which until that time had been steadily cranked up. While they have not gone down, at least they have not continued to rise.

The working hours of general staff

67. I work with laboratory and technical staff as well as school and faculty administrative staff. I have observed that those staff are also working long hours. Labs are now scheduled from 8am through until 6pm, and generally require some time before and after for setup and cleanup. Before the increase in student numbers, we did not run morning labs, so preparation and setup could be done in the mornings for labs run in the afternoons. Now, preparation for morning labs must be done either the evening before, or in the morning before the labs start. As a result, lab staff are working longer hours.

Information Technology

68. Academic staff at Monash are given the option between a desktop computer or a laptop to use in our office. If we opt for a desktop computer, the University does not also provide a laptop.
69. I own a laptop, and ipad, a smart phone and a home desktop computer. I regularly use all of these for work purposes. This includes working from home, working interstate or overseas while at conferences, and working at different locations around campus or at different campuses, away from my office.
70. I also maintain an internet connection at home and a mobile phone account which I regularly use for work purposes.

71. I receive no financial assistance from the University for any of the expenses associated with purchasing and maintaining my own Information Technology equipment or connections.

Professor Phil Andrews

11 March 2016