

**THE REALITIES OF  
CASUALISATION AT  
THE UNIVERSITY OF  
GLASGOW**

**FEBRUARY 2020**





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## **Section 1: Summary**

### **Scale and impact of precarity at the University of Glasgow**

- Nearly 40 per cent of academic staff at the University of Glasgow are on fixed-term or atypical contracts, using conservative measures
- 80 per cent of casualised staff at Glasgow surveyed by UCU are considering leaving academia
- Working on casual and insecure contracts is a cause of high levels of stress
- Casual and insecure contracts negatively impact the mental health of the majority of workers employed on that basis
- The primary concerns for Graduate Teaching Assistants are underpayment, lack of training, and precarity
- There are significant inconsistencies in conditions for GTAs/hourly-paid staff between different schools and colleges
- Casualisation contributes to excessive workloads
- It is far too common to be employed on fixed-term contracts for many years
- For the overwhelming majority, casual and insecure contracts make it hard to make long-term family plans, or long-term financial commitments
- Lack of paid hours for teaching and preparation is detrimental to the quality of education that students receive
- Lack of job security for researchers harms research integrity and risks failure to complete projects
- Staff turnover prevents the creation of the links and capacity required for knowledge exchange, public engagement and outreach

### **Key proposals for change within the University of Glasgow:**

- A significant reduction in the number of fixed-term contracts for all staff
- Improved redundancy processes
- Better and more consistent pay and conditions for Graduate Teaching Assistants
- An end to unequal treatment of staff
- University processes should no longer disproportionately disadvantage staff on the basis of gender, age, social class, disability, or ethnicity
- Increased transparency relating to casualisation



## **Section 2: Introduction and context**

Precarity in employment is a widespread and growing problem. In the decade since the financial crisis, workers in the UK have experienced stagnant wages combined with an increase in labour market ‘flexibility’. The most recent data show that there are 118,000 temporary workers in Scotland, over a quarter of which report being in temporary work because they cannot secure a permanent job.<sup>1</sup> In the last quarter of 2018, 72,000 workers were on zero-hour contracts. Additional precarity is hidden within the 321,000 officially self-employed people in Scotland.<sup>2</sup> Nearly one in ten workers in Britain do some form of ‘gig economy’ work, which has doubled in the last three years. This is particularly concentrated among young workers.<sup>3</sup>

Casualisation and precarity is rife in the higher education sector. Nearly half of UK universities use zero-hour contracts to deliver teaching. 68 per cent of research staff in higher education are on fixed-term contracts, with many more dependent on short-term funding for continued employment.<sup>4</sup> Statistics are more readily available for teaching and research staff but the issue impacts on staff in all types of jobs across universities.

The University of Glasgow is no exception. According to UCU analysis of the 2016/17 Higher Education Statistic Agency (HESA) data, over 1800 workers – nearly 40 per cent of academic staff at Glasgow – were on either fixed-term or atypical contracts. Of all teaching staff – both those on research and teaching, and teaching only contracts – it was 45.9%.<sup>5</sup> Again, this is likely a significant underestimate, not least because staff on ‘open ended contracts with a fixed funding end date’ appear not to count as insecure for these figures.

*‘The inconsistency and precarious nature of fixed-term tutoring contracts means that I am living with my parents and commuting up to 20hrs a week because I can’t commit to rent. I can’t sustain this much longer, so it is likely I will be leaving academia.’*

University of Glasgow member of staff

Precarity has a serious, detrimental impact on staff. In 2018, UCU carried out a survey of casualised staff employed in higher education to look at the impact of insecure work. The results for the University of Glasgow paint a grim picture.<sup>6</sup> Over 70 per cent of respondents

<sup>1</sup> Scottish Trades Union Congress, *Collectivising in Precarious Work*, October 2019.

<sup>2</sup> STUC, *Precarious Work*; Trades Union Congress, ‘Two million self-employed adults earn less than the minimum wage’, 28 September 2018, <https://www.tuc.org.uk/news/two-million-self-employed-adults-earn-less-minimum-wage>.

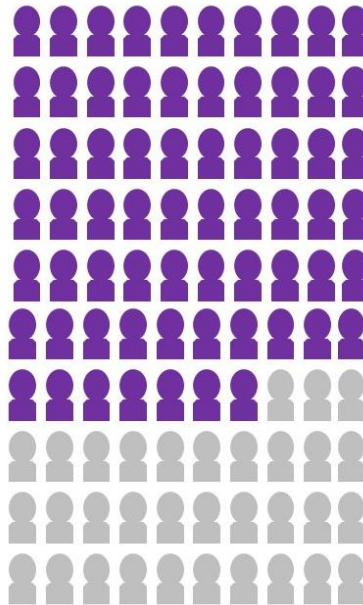
<sup>3</sup> Statistical Services and Consultancy Unit, University of Hertfordshire and Hertfordshire Business School, *PlatformWork in the UK 2016-2019*, 2019, <https://www.feps-europe.eu/attachments/publications/platform%20work%20in%20the%20uk%202016-2019%20v3-converted.pdf>.

<sup>4</sup> <https://www.ucu.org.uk/stampout>.

<sup>5</sup> University of Glasgow figures from <https://www.ucu.org.uk/article/8154/Precarious-contracts-in-HE---institution-snapshot>.

<sup>6</sup> The figures cited are from University of Glasgow respondents to UCU’s national survey on casualisation. The national report *Counting the Cost of Casualisation in Higher Education* is available

agree or strongly agree that they regularly have to work beyond their contracted hours. Half reported that insecure contracts meant they had problems paying bills, with over a third having issues paying rent and/or securing rented accommodation as a result. Detrimental impact for some staff in securing visas was also reported. Staff were asked to rate on a scale of 1-10 how stressful they found working on an insecure contract: 43% gave a 9 or 10. Two thirds reported that their mental health had been affected by working on insecure contracts. 85% of respondents agreed or strongly agreed that precarious contracts made it hard to make long-term family plans, and a similar number believed it made it hard to make long-term financial commitments.



**Two thirds of survey respondents at the University of Glasgow said their **mental health has been affected** by working on an insecure contract.**

Dealing with precarity and casualisation is a priority for the University of Glasgow branch of the University and College Union. As a branch, we have set up an Anti-Casualisation Committee of representatives, which has organised a series of open meetings to discuss the issues experienced by casualised members of staff and to talk about proposals for how to improve the workplace at Glasgow. Members of staff have also written to us to outline their situation. In addition, we have produced a survey of hourly-paid workers. This report draws on each of these sources to provide a snapshot of the reality of casualisation at the University of Glasgow, and also to put forward proposals for how the situation can be improved.

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here: [https://www.ucu.org.uk/media/10336/Counting-the-costs-of-casualisation-in-higher-education-Jun-19/pdf/ucu\\_casualisation\\_in\\_HE\\_survey\\_report\\_Jun19.pdf](https://www.ucu.org.uk/media/10336/Counting-the-costs-of-casualisation-in-higher-education-Jun-19/pdf/ucu_casualisation_in_HE_survey_report_Jun19.pdf).

### Section 3: Conditions for GTAs and other hourly-paid staff

#### 3.1. Survey overview: unpaid labour, precarity, and low morale

Graduate Teaching Assistants, Teaching Associates, Tutors, and Demonstrators at the University of Glasgow are employed as hourly-paid workers on Grades 5-6 and paid via the completion of timesheets. Our GTA survey asked participants to tell us how many hours they are contracted to work, versus how many hours they actually work. We also asked for open feedback regarding more general issues and concerns related to GTA employment and conditions.

The survey finds GTAs primary concern is - unsurprisingly - underpayment, with precarity being the second most important issue. Two thirds of respondents mentioned underpayment and one third mentioned casualisation/contract issues. A lack of adequate training and support was also mentioned by many respondents. The general tone of the responses was negative; GTAs report feeling 'demoralised' and 'disrespected' throughout the survey. One GTA describes their experience as

highly demoralising, particularly seeing the daunting prospects we may have even if we ever managed to stay in academia. The situation is so bad that I am already considering my way out once I finish my PhD [...] Coming from the private sector where I worked for several years to senior positions before embarking on a PhD, I am shocked to see that fully private all-for-profit companies can be way more considerate to their employees than an institution such as the University [...]

Our survey shows that GTAs across all schools are working more hours than they can claim payment for, ultimately lowering their effective hourly rates. The vast majority of GTAs (over 90%) work 2-4 times as many hours as they are contracted for. This would suggest that GTA duties cannot reasonably be carried out in the allocated paid hours, and thus GTAs are being systematically underpaid for their work. The inconsistent rates of pay mean GTAs across the university are not receiving equal pay for equal work, with many earning less than the legal minimum wage per hour worked. Furthermore, the timesheet system functions in such a way that claiming for hours worked outwith department budgets often results in timesheets being rejected and impacting on payroll deadlines.

*'I want to offer my students the best support I can and I often make that choice knowing that **it is work that will go unpaid**'*

University of Glasgow GTA

A number of respondents mentioned being caught between 'wanting to do a good job and gain meaningful experience' and the reality that doing the job to standard results in vast underpayment. One GTA describes their contract as 'so pitiful that if I were to stick by it, I wouldn't even be able to plan the lessons I'm contracted to give my students. And they deserve an education of some sort.'

Generally, GTA duties and rates of pay can be categorised as:

#### *Teaching time*

Seminar, demonstrating, and lab work is paid per full contact hour, although our survey shows hourly rates vary significantly between £15.20 - £25.86 per hour.

#### *Preparation time*

Many GTAs who responded to the survey had been documenting their working hours via spreadsheets, and preparation time stands out as a significant area of exploitation. Our survey shows allocated preparation time at the university is largely inadequate, being paid at varying ratios of 1:0.5 and 1:2 (teaching:prep). GTAs across all schools report paid preparation time to be insufficient for the work involved, particularly during the first year of teaching on any module/course. Some Schools – the School of Social & Political Sciences, for example - have addressed this concern somewhat, paying a supplementary hour of prep time per week where GTAs are new to the course. Across the majority of Schools however, GTAs report contracted preparation time makes limited allowances for the fundamental requirements of seminar preparation, which at the very least requires reading the set texts, and in some cases attending lectures, screenings and performances. Common sense dictates it is not possible to run a seminar to expected standards without engaging with the required teaching materials, yet GTAs are regularly not being paid to complete this essential work.

More positively, GTAs in some departments report that they are provided with lesson plans and seminar activities to work from, mitigating the amount of unpaid prep work required. Others report being responsible for designing course handouts, planning lessons from scratch, and updating moodle, reading lists and online course materials. To illustrate the scale of inconsistency across schools, a GTA in English Literature reports their effective preparation rate of pay (contracted rate 1: 0.5) as follows:

‘Most I got paid: £2.13 /h  
Least I got paid: £0.73 /h  
Average: £1.27 /h’

This represents the lowest hourly rate of pay from our survey. At the ‘better’ end of the spectrum, GTAs in Scottish Literature report working ‘at least twice the amount of preparation time we are paid for’, translating - at best - to an effective rate of £7.85 per hour. This illustrates that on average GTAs are earning less than the legal minimum wage for workers over the age of 25, despite the University of Glasgow’s status as an accredited Living Wage employer.

#### *Marking duties*

Marking rates vary widely across schools and departments. Often, the allocated paid time is insufficient to mark and provide feedback to the expected standard. To illustrate these inconsistencies: GTAs in Film and Television Studies are expected to mark up to a total of 6000w per hour (2000w essays at a rate of 3/ph) and provide separate 5-point written feedback for each essay, yet GTAs in History report an allocation of between 30 and 45 minutes paid time to mark each 1500w essay. In further contrast, English Language and

Linguistics GTAs mark 1500w essays at a rate of 3p/h, and 2000w essays at a rate of 2 p/h. To meet quality standards, many GTAs report doing much of their marking unpaid.

Additionally, many GTAs are not paid sufficiently for office hours, administration time, or feedback sessions, and report doing this work – which is necessary to achieve teaching standards - largely unpaid.

### 3.2. Training and development

There is little to no department-specific training for teaching or assessment skills. Some GTAs are expected to attend introductory meetings and/or training unpaid, while others are allocated a limited amount of paid training. Some receive no training at all. Our survey shows GTAs across the university report feeling underprepared and unsupported in their teaching and professional development. To illustrate the disparity between schools, the School of Social & Political Sciences workload tariffs clearly state hourly allocations for Statutory Training, Subject Meetings and paid time for GTA Reps to attend committee meetings and other Rep duties. In contrast, the School of Culture and Creative Arts does not provide a detailed breakdown of training allocation in the GTA Guidebook, stating 'training/formal meetings are paid at actual time' with no clear guidance or expectations for GTAs.

### 3.3. Precarity

The majority of GTAs contracted for less than four hours per week are employed as casual workers with no 'guaranteed' work, despite their letters of engagement generally confirming a fixed-term of teaching duties. GTAs report that many departments do not provide confirmation of teaching schedules or courses assigned in a timely manner, with some arriving after the start of the semester. Contracting GTAs in this way when they are expected to deliver a fixed amount of work over an entire semester/academic year is not justifiable. GTAs are often employed by the same department on several contracts over consecutive years, yet there is little clarity around hiring processes and available work from semester to semester.

Many schools also bar Thesis Pending students from undertaking GTA work. This appears to be on the grounds that PhD students should be devoting as much time as possible to writing up their thesis, but ignores the reality that this

*'Despite working over a dozen separate contracts over almost 5 years across various departments, I have to wait a month in lieu before receiving my first pay cheque every single time and it has twice been delayed by up to 3 months of the basis of clerical errors [...] it is entirely in the lap of the gods as to whether you will receive work the following year or not. Even if you respond to calls for tutors or GTAs there are no guarantees right up to the last minute if you will get work, how many classes it will be or when they will take place.'*

University of Glasgow GTA

rule simultaneously deprives them of a source of income during a particularly precarious time.

### 3.4 Employment status

Furthermore, those GTAs on casual worker contracts have limited employment rights and no access to sick pay. Additionally, casual workers are only allocated 12% statutory holiday pay. This leaves a 6% shortfall in holiday pay between GTAs and fixed-term/ permanent employees.<sup>7</sup> GTAs also lose out on potential pension contributions, as the hours that most GTAs *actually* work - usually over a period of years - would qualify many for the pension scheme. These discrepancies clearly evidence a lack of equality of employee benefits between GTAs and permanent staff. These insecure contracts without benefits are both classist and ableist, excluding (at the point of hiring) potential applicants who fundamentally cannot afford to commit to these conditions. Many GTAs work under these conditions for several years - both during and after their PhD period – meaning these losses in staff benefits are significant. Additionally, post-doctoral teaching assistants continue working under these conditions and are often not rewarded for length of service.

A long-term GTA describes being employed under the same conditions even after having been awarded a PhD:

for my Honours classes, my students' experience is inconsistent with that of students being taught by permanent members of staff - I have limited office hours, and they can't come to me after the teaching period has ended to discuss final essay/exam feedback. I turned down an Honours lecture this year because everyone else delivering one was a permanent, salaried member of staff, whereas I would have received less than £50 to research, write and deliver an original lecture. It is therefore very difficult to feel like a valued member of the team despite colleagues' support and best intentions

The above findings appear to be in conflict with the University's Extended Workforce Policy<sup>8</sup>, which reads:

2.3 Where there is a sufficiently meaningful and predictable level of regular work over a given period the University will typically offer an employment contract which may be fixed term or permanent/open ended, full or part-time and will provide as much security of employment as possible.

7.3 Fixed Term contracts may also be offered to post-graduate students who are engaged in roles such as Graduate Teaching Assistants or Demonstrators when the level of predicted activity and mutual commitment merits engagement as an employee rather than as a worker, however any such contracts would normally cease upon completion of their studies at the University.

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<sup>7</sup> 'Casual worker' holiday pay is pro-rata'd per hour of payment filed for at 12.0319% of the hourly rate, based on 28 days statutory holiday for full time workers. Hourly-paid staff on fixed-term contracts are paid pro-rata of 31 days plus 9 public holidays, in line with permanent employees. See 'Extended Workforce Policy': <https://www.gla.ac.uk/myglasgow/humanresources/mgrs-admin/extended/ewpguidelines/>.

<sup>8</sup> <https://www.gla.ac.uk/myglasgow/humanresources/mgrs-admin/extended/extendedworkforcepolicy/>

9.1 The University will normally only offer work on an hourly paid casual worker basis where the level of work is insufficient to justify an employment contract

## Section 4: Fixed-term contracts

A large proportion – approximately a quarter – of staff at the University of Glasgow are on fixed-term contracts.<sup>9</sup> Over the past months, we have spoken to staff on fixed-term contracts throughout the University, and heard many reports detailing the difficult conditions and consequences that see many staff consider leaving the sector. In the words of one of our members, ‘these contracts are doing a disservice to students and staff, limiting the quality of teaching, restricting opportunities for professional development and undermining our capacity to commit to the job.’ In the following section, we will detail some experiences of staff on fixed-term contracts.

**Four in five survey respondents at the University of Glasgow have considered leaving the sector.**



### **4.1. Professional impact**

Once workers are trapped by the fixed-term work cycle, there is less hope of escape every year. While staff have to adapt to a new department and fulfil the requirements of their new job, battling isolation and insecurity, it is often impossible to work on funding applications or academic work necessary to one day receive a permanent contract.

*‘I don’t have the resources to do my job as fully as I am capable of - **these contracts are doing a disservice to students and staff, limiting the quality of teaching, restricting opportunities for professional development and undermining our capacity to commit to the job.**’*

University of Glasgow member of staff

We have received reports from staff who have moved across numerous departments on fixed-term contracts, who spoke about the isolation and difficulties of continuously starting new contracts in new departments or workplaces. If individuals manage to negotiate the pay they should have received after a certain number of years, researchers then become ‘too expensive’ and likely will be replaced by younger, and therefore ‘cheaper’, researchers. One member of staff told us ‘I’ll soon be too expensive for those who are looking to hire a 1 or 2 year researcher. This has already happened, where I was told if they were to hire me, I would eat up 75% of their budget.’

Fixed-term workers are often reliant on their line managers or more senior staff to secure extensions or new contracts. This leads to a workplace culture where staff on fixed-term contracts feel obliged to take on extra work without remuneration to

<sup>9</sup> In the most recent figures, 2275 of 9212 members of staff were on fixed-term contracts. These figures are provided by the University of Glasgow to UCUG as part of the Collective Consultation Forum (CCF).

increase their likelihood of a contract extension or a new contract.

While UK law requires workplaces to grant a permanent contract to a member of staff who has been employed for more than four years, we spoke to numerous staff who had worked on fixed-term contracts for considerably longer. One members of staff told us, for example, that they had been employed on 16 different short-term contracts over a period of six years. Approximately a quarter of those who are at risk of redundancy at any one time have been employed at the university for more than five years. Furthermore 10% of staff at risk of redundancy have more than 10 years' employment with the University.

It is not only employees employed formally on fixed-term contracts that are affected, as significant numbers of staff are hired on Open-Ended Contracts with Funding End Dates. Approximately half of the members of staff at the University of Glasgow who are at risk of redundancy at any one time are on such 'permanent' contracts. The mean length of employment among staff on fixed-term funding is now five years.<sup>10</sup>

The university has used a Job Seekers Register (JSR) with the aim of avoiding redundancy by redeploying staff into new positions. While the JSR improved security and was valued by staff in at least one institute, elsewhere, it was poorly implemented, and staff were largely unaware of it. Consequently, few researchers and hiring managers used it effectively, and the JSR has been considered a failure and replaced with a new system. While the new system has some improvements, it places nearly all responsibility on those who are at risk of redundancy and has some potentially major flaws. Without serious investment, it will by itself do little to address the problems generated by insecurity.

#### 4.2. Personal impact

In a recent survey by UCU, 67% of staff at the University of Glasgow reported a detrimental impact on their mental health as a result of insecure contracts.<sup>11</sup>

Female members opened up about the difficulties and anxieties about planning a family on fixed-term contracts, as it is quite likely that women will end up without a contract and thus no paid maternity leave, even though often they have been employed at the University for many years. This is one way in which precarity has significant equalities implications.

*'I have paid for private counselling for the past 6 months (£40 per session) due to issues of anxiety and panic attacks. These are more common at the end of job contracts where there is a feeling of helplessness/powerlessness, and I begin to worry about money or about having to move elsewhere in the UK in order to continue in my career'*

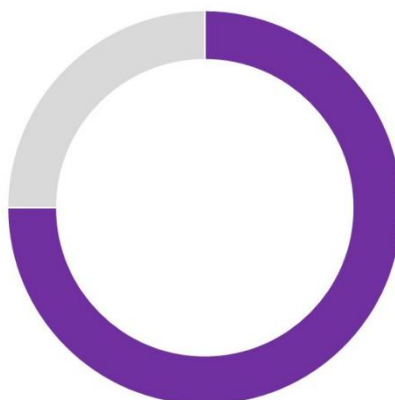
University of Glasgow member of staff

<sup>10</sup> Figures provided to UCUG by University of Glasgow.

<sup>11</sup> University of Glasgow respondents to UCU, *Counting the Cost of Casualisation in Higher Education* survey.

Flexibility of research means that research posts do have some attractive qualities as a job for people with caring responsibilities and older workers, but the insecurity and requirement for geographic mobility means that these workers are greatly disadvantaged with respect to their careers, and their talents are underutilised by universities.

Formal processes for redundancy can often be dehumanising. Terminations notices have been sent with emails containing no more text than 'see attachment', and other sources of support are frequently not forthcoming. Such issues only add to the already high levels of anxiety and stress caused by casualisation.



On a scale of 1 to 10, **three-quarters** of respondents at the University of Glasgow rated their level of **stress working on a insecure contract as 7 or above.**

**One in five** rated it as **10.**

Ultimately, many people we spoke to, and nearly 80 per cent of casualised staff at Glasgow surveyed by UCU, mentioned that they are considering leaving academia.<sup>12</sup> This is often seen as a last resort, as members have invested many years into the field and job they love, but increasingly they find themselves unable to make ends meet:

I am still working late nights and doing more hours than I am contracted to do. Not because I am slow or overly meticulous, just because the job demands it. And that's during term-time – the rest of the time I am left with no income whatsoever, trying to make ends meet, looking for freelance work, looking after my kids and developing research funding applications (although I'm not eligible for the majority of funding opportunities here because of the kind of contract I'm on).

### 4.3. Experience of research-funded staff

Nearly three-quarters of academic staff at University of Glasgow who are at Risk of Redundancy due to contracts ending are on research-only contracts.<sup>13</sup> We have spoken to many members of research-funded staff about the significant problems of casualisation at the University of Glasgow.

Discussions with colleagues and members highlight that people with fixed funding end dates face significant barriers to their career development. For example, researchers often report being unable to be primary PhD supervisors, or to apply for both internal and external funding because their funding end dates render them ineligible. Lack of job security means that it is difficult to prioritise long-term career planning and development activities. Staff on precarious contracts are often more reliant on the goodwill, or patronage, of senior colleagues. There is therefore a greater impetus to undertake inappropriate work. For example, in some departments, staff on research only contracts told us they are pressured

<sup>12</sup> University of Glasgow respondents to UCU, *Counting the Cost of Casualisation in Higher Education* survey.

<sup>13</sup> CCF figures.

into taking on teaching duties far outside their areas of expertise, with no extra time allocated for this work.

It is also widely recognised that insecurity has detrimental impacts on research integrity. High staff turnover rates mean that many researchers simply lack the knowledge and skills to carry out research to the highest standards. In particular, it makes difficult the development of longer-term relationships that successful public engagement, and similar work, relies upon. And even if staff do have the knowledge, they may have to defer to the judgement of their PIs and produce scientifically unsound work because they fear losing their jobs if they speak out.

It should also be recognised that many professional and support staff are employed on research grants and consequently experience the stresses of insecure employment. As well as the personal impact on staff, this risks significant loss to the university in terms of skills and institutional knowledge.

*'I do not know if I will be a researcher in another 5 years. If (getting funding for an 'interdisciplinary' project and applying for grants) does not work out, I am leaving academia. It isn't worth it, **the University does not care about research-only staff**, and if they do care, it is only until the money runs out. There is no loyalty.'*

University of Glasgow member of staff

## **Section 5: Proposals for change**

### **1. A significant reduction in the number of fixed-term\* contracts for all staff**

- There is a continual need for teaching, research, and all support staff at universities. As such, the normal form of employment for all staff at the institution should be permanent. For new posts: where continuous employment is likely (e.g. consistent teaching numbers, research requirement, administrative/support workloads), permanent contracts should be issued
- For existing staff on fixed term contracts: the process for moving staff onto permanent contracts should commence immediately
- Bridging funding available to ensure continuous employment for staff working on externally-funded projects

\*This includes 'open-ended with fixed funding end date' contracts, as in reality this amounts to the same as a fixed term contract.

### **2. Improved redundancy processes**

- When there are research posts reliant entirely on funding from external sources, bridging funding (e.g. for writing up research after a post has 'ended') should be available to ensure the continuous employment of research (and related) staff, therefore reducing financial hardship and insecurity for staff and retaining expertise in the institution.
- Improvement in redundancy conditions: hiring managers to be held accountable for proper usage of the redeployment register
- Redeployment register to facilitate and encourage career progression (moving upwards in grade)
- Improved contractual redundancy rights upon termination of employment

### **3. Better and more consistent pay and conditions for GTAs**

Our research has uncovered a great deal of inconsistency in terms of pay and conditions across the university, particularly for the most junior staff including GTAs. Some GTAs are still being paid at Grade 5, and the amount of pay for seminar preparation and marking appears to vary significantly across and within Colleges. There appears to be two extremes, whereby GTAs in some schools have had all work of any value removed and are no longer permitted to run seminars due to lack of resources to pay them for this work, and in other schools GTAs are essentially designing and convening courses, much of this unpaid.

- All teaching-related posts should be paid at a minimum of Grade 6
- Pay and conditions for GTAs and other hourly paid staff should immediately be standardised at least to the current most favourable level (with continual monitoring to ensure improvements where the level of work required is not reflected in workload tariffs)
- GTAs and other hourly paid staff should not be expected to do any unpaid labour e.g. attending lectures, responding to student emails, reading for seminars or attending meetings. All tasks completed as part of the GTA role must be paid at the full rate

- GTAs and other hourly paid staff should not be expected to reapply for the same job each year, therefore employment contracts should be continuous, and experienced GTAs should be rewarded with incremental pay rises
- There should be transparent and consistent hiring policies across the university, to be concluded two months in advance of the new academic year
- In line with the Extended Workforce Policy, all GTA's should be classed as employees of the university, and as such should receive a contract of employment as well as the same employment benefits as other employees, including sick pay, pension, parental and holiday pay

#### **4. An end to unequal treatment of staff across the institution**

As well as for GTAs, our research has found a great deal of inconsistency in conditions for academic staff in terms of workload. There are lecturers on insecure, fractional contracts who are expected to deliver more teaching than colleagues on permanent contracts, with little or no time built into their contracts for research or writing. The university must ensure there is not a 'two-tier' system disadvantaging more junior and/or recently-arrived staff.

- All staff should have adequate paid time - a 20% allocation of working time - for research development and professional development opportunities

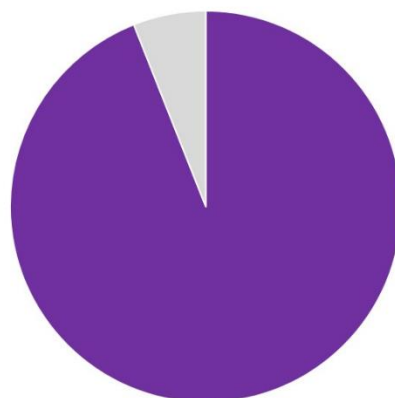
#### **5. University processes should no longer disproportionately disadvantage staff on the basis of gender, age, social class, disability, or ethnicity**

Casualisation disproportionately affects people with protected characteristics. As such, this can only be achieved by abolishing casualisation.

- The university should immediately undertake an equalities assessment of fixed-term and casualised contracts.
- The university should work with UCUG on measures to end any discrimination.

#### **6. Increased transparency relating to casualisation at the institution**

- Statistical data and other relevant information and policies relating to casualisation across the university should be regularly published. This process and actions related to this data will be overseen by the joint negotiating committee.



Of those survey respondents at the University of Glasgow on fixed term contracts, **94% said they want a permanent contract.**