

## Academic Workload Guidelines

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### APPLICATION

This guideline applies to academic staff employed pursuant to an Australian Workplace Agreement (AWA) where a reference to this procedure is specifically referred to in the AWA.

### GUIDELINES

For the purposes of these guidelines, the term “staff” or “staff member” refers to academic staff only.

#### 1. Overview

- a) Academic workloads comprise a range of duties including teaching, supervision, research, creative activities, scholarship, leadership in staff members’ areas of academic and professional expertise (including community engagement), and the leadership and administration immediately associated with these roles including research leadership, course coordination and program direction.
- b) The parties acknowledge that the allocation of workload is dependent on a number of factors and must be consistent with the Minimum Standards for Academic Levels (Schedule 7), letter of appointment and position description.
- c) Consistent with the range of duties, staff will undertake work in various locations. However, to ensure that the needs of the University’s students and other stakeholders are met, staff will spend most of their time working on campus or make other arrangements to ensure that they are available to students, colleagues and others for consultation. Where staff are required to travel between University campuses in the course of their work, this will be acknowledged in workload allocation.
- d) The purpose of this guideline is to describe the process to be used to define and allocate academic workloads. However, it is recognised that academic workloads are a combination of allocated and self directed tasks.
- e) Allocated academic workloads will be determined consistent with the following principles:

- i) Each staff member is entitled to a reasonable workload. In particular, the allocation of work to a staff member will:
  - i. Be consistent with the staff member's level of appointment and time fraction;
  - ii. Acknowledge the needs of early career academics to establish their research profile;
  - iii. Have regard to the University's duty to care for, and protect, the health and welfare of staff in relation to the performance of their duties; and
  - iv. Recognise the importance of maintaining an appropriate balance between work and family life; and
  - v. Take into account their discipline, training and/or experience.
- ii) Workload should be equitably and transparently allocated between staff members, and open to discussion in school, institute or work team meetings where this is required to achieve clarity in relation to the distribution.
- iii) Over the course of their careers academics should have the opportunity to undertake work which will produce the outcomes required for career advancement.
- iv) While an individual may at times focus more intensively on a particular aspect of academic work, it is in the interests of both members of staff and the University for workloads to be a combination of the broad areas of teaching, research and administration, notwithstanding that some staff may be appointed to research only positions.
- v) For those staff whose allocated workloads are a combination of the broad areas of teaching, research and administration, a balance of effort and outcomes between the three of 40:40:20 is considered a reasonable balance.
- vi) In order to achieve this balance all teaching related activity should be accounted for through a formula that acknowledges all "actual teaching" as described below including the delivery of coursework in external mode and preparing courses for online or external delivery. An allocation for student consultation will be included.
- vii) An allocation for research must be tested against outcomes, and accordingly staff demonstrating a high level of performance in research should have additional time allocated commensurate with their performance and to the extent that the University is able to support such additional allocations.
- viii) All staff are required to maintain their scholarship and an allocation of workload should be provided for keeping abreast of one's discipline as demonstrated, for example, in conference papers, and the delivery of up to date courses including curriculum revision and development.
- ix) Similarly, staff enrolled in higher degrees and making satisfactory progress should have this factored into their workloads.
- x) Supervision of research degree students may be considered teaching or research.
- xi) Other academic activities and administration shall include community and professional service, course administration and management, major program review and school reviews and other tasks associated with advancing

scholarship and the academic goals of the University, program direction, program development meetings, school board, University committees and associated duties.

## 2. Workload Allocation

a) Workloads will be allocated using the following guidelines:

- i) The allocation will be based on planned outcomes rather than inputs – on numbers of students and courses taught, research programs led, grant applications approved by the Head of School/Institute Director and formally submitted, grants received, papers published, exhibitions etc.
- ii) Whilst it is recognised that professional academic workloads are a combination of self-directed and allocated tasks, in relation to allocated tasks each staff member will be allocated a workload which can reasonably be completed within 1725 hours per year for full-time academic staff, where the relation between hours and outputs is determined by a workload model as provided for below. For the purposes of this clause, 1725 hours is derived from 46 weeks (52 weeks less 4 weeks recreation leave and 2 weeks of public holidays) multiplied by 37.5 hours per week.
- iii) Workload models should use the allocation of hours for various “actual teaching” duties prescribed in this agreement for casual staff as a guide for determining the allocation of hours for those duties for all staff.
- iv) Staff who are not “research active” as defined by the division/school/institute workload allocation model and following a reasonable opportunity to undertake research may be allocated additional teaching or other academic duties. Where additional teaching and related duties are allocated, such duties will not exceed 60% of the yearly allocated hours for a full-time academic staff member. Heads of School and other supervisors will use the performance management process to seek ways of supporting staff to become research active where a staff member wishes to commit to this goal.
- v) While the criteria for staff to be considered research active will be determined by division/school/institute models as provided for in clause 2. b) below, the guiding principle is that staff are research active when their contribution to their discipline or professional field is recognised by their peers through competitively won external research funding, refereed publication or scholarly exhibition.

b) Workloads will be allocated by the following process:

- i) Workload models will be developed at the division, school or institute level. Existing workload models will be the starting point for any revised model.
- ii) In consultation with the staff concerned, each Head of School/Institute Director will develop a model of the workload involved in achieving the various kinds of outcomes, which the division/school/institute has planned. This determination will be formally agreed by the school board or equivalent, and be consistent with this clause. Before implementation each model must be authorised by the relevant Pro Vice Chancellor to ensure consistency with these guidelines.

- iii) The workload model should be used to assist the division/school/institute to prioritise work to ensure efficiency in the division's/school's/institute's operations.
- iv) Each staff member's allocated workload will be detailed in an agreed annual work plan that will also detail the training and support the staff member needs to undertake the workload allocated. This work plan will inform the performance management process.

### **3. Workload Review**

A staff member who believes that the workload assigned to them by their Head of School or other manager is inconsistent with the guidelines above, for example, it is:

- a) inequitable – that is, given the staff member's academic level and fraction of employment, their workload is not fair in comparison to the workloads of other staff in the school, or
- b) unreasonable – that is, could not be expected to be completed by a staff member with the required knowledge and abilities within the 1725 hour limitation, or
- c) unbalanced - that is, does not provide adequate opportunity to undertake a balanced range of workload elements,

should in the first instance discuss the matter with their Head of School or other manager to seek a variation in their workload allocation. If this does not lead to a resolution of their concern they may seek a review by their Pro Vice Chancellor.

### **CROSS REFERENCES**

- Applicable industrial instruments (refers to the applicable Collective Agreement, Award, Australian Workplace Agreement, contract of employment or legislation).
- Performance Management Policy and Guidelines
- Grievance and Dispute Resolution Procedures
- Professional Experience Program

### **FURTHER ASSISTANCE**

Management and staff may seek further advice from:

- Their immediate supervisor
- The designated HR officer/coordinator for their area
- The Human Resources Unit
- The Human Resources Web Site
- Staff representative

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