

ACADEMIC WORKLOADS

Academic Workload Guidelines



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These guidelines have been developed to assist Heads of Schools and academic staff members implement the University's Academic Workloads Model.

The processes outlined within these guidelines, are indicative only and are not intended to be exhaustive or prescriptive.

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ACADEMIC WORKLOAD GUIDELINES

1. Introduction

The Academic Career Pathways and the Academic Workloads Model, the MSALs, the associated Framework and Context

In 2009 the University identified the need to provide more flexible career path options for its academic staff rather than maintaining the standard Teaching and Research MSAL and Research Only MSAL academic streams¹. Providing additional career development options for staff to enable improved work/life balance options is also consistent with the University's Mission and values.

Improved career path flexibility should provide opportunities for academic staff to be able to move between the different "academic pathways" at different stages of their working life. The ultimate career flexibility is for academic staff to be able to have an individual workload which may be at any point of the academic continuum of duties.

The ACU Staff Enterprise Agreement, 2010 – 2013 (the **Agreement**) has created greater flexibility with regard to Academic Career Pathways through the identification of the five academic roles:

1. Teaching-focussed
2. Teaching and Research
3. Research-focussed
4. Research-only
5. Academic Leadership / Service

The five Career Pathways are academic roles on a continuum which are enabled through the Minimum Standards for Academic Levels (MSALs). The academic continuum could best be described as encompassing one or more (in any combination) of the following:

Teaching-focussed / Teaching and Research / Academic Leadership / Research-focussed / Research-only

The Agreement incorporates the MSALs for Teaching and Research, and, Research-only Academic Staff. The MSALs are minimum standards for each academic level. The interplay between the Academic Career Pathway and the MSALs means that the continuum of Teaching-focussed to Research-focussed can be found in the Teaching and Research Academic Staff MSAL. Therefore the MSAL provides the best guidance to definitions of Teaching-focussed and Research-focussed staff, they are at the teaching or research side of the minimum standards.

The normal expectation is that an academic staff member is a teaching and research academic staff unless otherwise established through the appointment process or as an outcome resulting from appraisal procedures of the Performance Review and Planning Program for Academic Staff or its equivalent replacement.

¹ See the Managing Change Proposal "Introduction of Flexible Academic Career Paths", on the Enterprise Bargaining sharepoint site: Enterprise Bargaining at ACU

In discussing a relevant Academic Career Pathway, workload with respect to outcomes is one factor. The second factor also relates to workload outcomes and that is that the outcomes are of a kind that are appropriate to the academic level with regard to the quality of the teaching or research expectations. The third factor is the sustainability of an individual academic staff member's Academic Career Pathway in the context of the strategic priorities of the University, Faculty and School.

For example, in the above context, for an academic staff member to be confirmed as a Research-focused staff member, in addition to the relevant research outcomes resulting in a workload allocation the staff member would need to:

- “engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline.” – Level B MSAL
- “play a major role or provide significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community...” – Level C MSAL
- “have attained recognition at a national and international level in his or her discipline. He or she will make original and innovative contribution to the advancement of scholarship, research and teaching in his or her discipline.” – Level D MSAL

The confirmed Academic Career Pathway and the MSALs will be used as the base to identify satisfactory performance in the following processes:

- Incremental Progression,
- Confirmation of Probation,
- Career Planning and Review, and,
- Promotion.

The confirmed Pathway and associated MSAL will also be used to identify unsatisfactory performance for the purpose of managing staff performance that may result in disciplinary action including termination of employment.

The purpose of the Academic Workload Model and associated Framework is to establish a shared understanding of how an academic workload should be managed and allocated, and to support academic staff and Heads of School in consulting on the allocation of an academic workload on an annual basis.

The Academic Workload Framework provides clarity to academic work and academic availability and aligns academic work and availability to the strategic priorities of the University. The Framework encompasses the academic workload activities of teaching and learning, research and scholarship, University Service and Administration and professional activities and takes into account the changing nature of academic work.

The University recognises that it is difficult to quantify precisely all aspects of academic work and this is not the purpose of the Framework. Rather, the Academic Workload Framework signals the University's commitment to contemporary academic roles, and provides objectives, principles, broad definitions of academic work, normal workload allocations for academic work and a process to manage identified workload issues.

The Academic Workload Model

The Model prescribes a time allocation and discretion for time allocation of academic tasks identified as the basis for informing and calculating the staff member's annualised workload. The Model and the allocations contained therein, give effect to the Academic Workload Framework and allow Academic Career Pathway discussions to occur within the context of an actual workload which reflects a staff member's academic pathway.

The Academic Workload Model - Guidelines

These guidelines have been developed to assist Heads of School (which includes Deputy Heads of School, Assistant Heads of School and other nominated supervisors) and academic staff members to implement the University's Academic Workloads Model.

The processes outlined within these guidelines are indicative only and are not intended to be exhaustive or prescriptive.

2. Background Information

Responsibilities and obligations required of Heads of School concerning workloads include but are not limited to:

- a. Consultation with individual academic staff regarding their Academic Career Pathway and their associated workload;
- b. Allocation of all academic staff members' workloads, including sessional staff as appropriate, within existing School budgets and resource allocations;
- c. Ensure consistency between the staff member's workload and his/her professional development in terms of:
 - i. The Academic Career Pathways Framework;
 - ii. The Professional Learning for Academic Staff Policy;
 - iii. The Performance Review and Planning for Academic Staff (and its equivalent replacement); and
 - iv. The Performance Recognition and Reward process and documentation.
- d. Provide appropriate professional development for staff to be able to use the University's on-line and web enabled technology for workloads, including the Academic Workloads System; and
- e. Develop a research plan and/or monitor research activities and outputs as appropriate.

3. Responsibilities of Staff

Responsibilities and obligations required of staff in undertaking their workload allocation include, but are not limited to:

- i. Discussing their Academic Career Pathway and associated workload allocation with their Head of School;
- ii. Understanding the impact of individual workloads on the available School budget and resource allocations;

- iii. Enhancing the University's efficiency and productivity;
- iv. Better servicing the needs of students and clients;
- v. Strengthening the quality of service delivery;
- vi. Where possible, achieving economy of operations;
- vii. Effectively utilising the benefits of technology; and
- viii. Facilitating income generation including through obtaining externally funded research grants.

4. Consultation

Heads of School will consult with their academic staff on an individual basis to discuss their workload allocation. At ACU, there is a definition for consultation under clause 1.3(vi) of the *Australian Catholic University Staff Enterprise Agreement 2010 – 2013*.

Consultation means providing the individual staff member with a bona fide opportunity to influence the decision maker. Consultation is not perfunctory advice on what is to happen, this is a common misconception. Consultation is not a joint decision making process or even a negative or frustrating barrier to the prerogative of management to make decisions. Consultation allows the decision making process to be informed before final decisions are made.

1.1 Initial Consultation

Consultation with staff will take place on an annual basis in advance and will normally be on an informal basis. The Head of School should ensure that staff members have a reasonable opportunity to reflect on and ask questions about their proposed workload allocation. In some cases, teams of staff may be created to consider and provide recommendations about workload allocation.

Academic staff members are required to take part in a career conversation meeting with their supervisor, to decide on their Academic Career Pathway (ACP) and to set work goals for 2012. Staff should also be invited to put forward specific comments, either verbally or in writing, for their workload allocation, including suggestions for appropriate scholarly, project and/or community engagement activities.

1.2 Evaluation of Consultation Outcomes

The Head of School will take account of the points / issues / suggestions raised by the staff member(s) and will give serious consideration to her or his views (or the recommendations of a team where appropriate) before finalising the proposed career pathway and workload allocation, either in its original or a revised form.

In particular, the Head of School must give consideration to staff who request access to reasonable flexible arrangements (including requests for timetable adjustments) due to their caring responsibilities; particularly if they are the primary carer of a child under school age (or a child with a disability up to the age of 18 years). In such circumstances it is recommended that the Head of School seek advice from the Coordinator Equity and Diversity as depending on the form of the request, a written response may be required.

Where there is a change in circumstances which leads to the need to change a workload allocation, consultation with the staff member will normally occur and the workload allocation and/or employment fraction will be amended as soon as possible by the Head of School or nominee.

1.3 Discussion at Career Planning and Performance Planning Review meetings

As part of the workloads discussions, the Head of School should discuss potential projects; research plans and anticipated performance outcomes (including identifying KPIs) etcetera during the annual performance review, and monitor the outcomes.

2. Allocation of Workloads

Following consideration of any issues raised by the staff member, the Head of School will allocate the staff member's load. This will normally involve loading and updating the relevant details for the staff member on the University's Workload Planning System.

5. Implementing the Academic Workloads Model

Principles of Academic Workload Allocations

The following principles provide the basis for workload allocation:

General Considerations

Resources, Requirements and Mission

1. In the determination of workload allocation, Australian Catholic University needs to be mindful of its mission, local and national structures, and the proportion of its resources committed annual to academic staffing;
2. Academic workload must be deployed so as to facilitate the University in meeting its institutional, regular, statutory and financial obligations;
3. The teaching requirements of all courses, and therefore the academic workload allocations, must be able to be met within the resources allocated to the Faculties;
4. Heads of School must consider the impact of a workload allocation with regard to actual weekly allocation, daily allocation with respect to the University timetable, and spread of allocation across the calendar year;
5. Australian Catholic University focuses its community engagement on staff expertise in teaching and research. Thus, community engagement will normally be embedded within a staff member's teaching and/or research workload although it may, in special circumstances, be reflected in the other activities.
6. Workload does not include private practice or personal community service
7. New initiatives or changes in academic processes should be given a fair and proper consideration of impact on academic workload.

Privacy

8. Academic workload allocations are transparent (having regard to Privacy requirements) and include full disclosure of academic workloads by staff to staff within the School, the Executive

Dean, all relevant Deputy Vice-Chancellors, and Human Resources to support reporting requirements and decision making by the University.

Academic Career Pathways

9. The default position for workload allocations will normally include teaching, research and scholarship, administration and other activities as required by the University. The normal expectation is that an academic staff member is a teaching and research academic staff unless otherwise established through the appointment process or as an outcome resulting from appraisal procedures of the Performance Review and Planning Program for Academic Staff or its equivalent replacement.
10. Minimum teaching is normally required from all Academic Staff as per the Framework. Teaching is a valued activity that should be undertaken by all academic staff, except for research-only staff for whom supervision of research students will normally be a priority.

Academic Availability

11. In ensuring that the needs of University students and other relevant stakeholders are effectively met, Heads of School can expect academic staff generally to be available during the University's normal operating hours for student and other consultation and meetings concerning teaching, research, administration and other activities (see also the Academic Availability Policy).

Exercise of Discretion

12. The Model enables some discretion with regard to the allocation of load. This discretion is normally expressed as a range or as an "up to" allocation. Judgements are required about size and complexity in order for discretionary load to be allocated at the upper limits. For example the 15 minutes consultation per student has been redistributed to the Lecture and Tutorial so the work expectation has changed. This suggestion applies to sections
 - A8,
 - A15,
 - D1,
 - D2,
 - D3,
 - D4,
 - D6,
 - D7 and
 - D8.
13. Many allocations identified in the Academic Workloads Model are not automatic. Many allocations within the Model identify a range, a cap, split or pro rata allocation.

Range

14. Ranges for allocations within the Model occur where there is discretion to make an allocation for workload within an acceptable range.

For example: A15 of the Academic Workload Model prescribes an allocation for the 'Revision of an online unit (minor or major updating). The allocation is 'normally between 35-70 hours'. In this instance, the Head of School can apply a minimum or a maximum allocation, however, this allocation must be predicated on a judgment about whether there is minor or major updating required for this task.

15. The Head of School should consider allocating lower to middle level load for allocations that have a range or "up to". In the absence of information regarding size and levels of complexity, the Head of School should use a "normal" allocation which is approximately mid range of the potential spread. This suggestion applies to sections:

- A9,
- A10,
- A11,
- A12,
- A13,
- A14,
- D5, and
- D9.

Caps

16. Caps usually denote allocations that specify an 'up to' in the amount prescribed for the task identified. In this instance, the Head of School is empowered to exercise discretion to allocate a workload within the maximum specified.

For example: A8 of the Academic Workload Model allows for an allocation '...up to 18 hours' for administration/consultation time for large classes.' In this circumstance, the Head of School can exercise discretion to apply the model between a range of 0 to 18 hours. In this regard, the Head of School should take into account a range of factors such as the size and complexity of the subject involved.

Splits

17. Where an allocation is split between three (3) allocations such as in D1 of the Academic Workloads Model for Head of School, the Associate Dean or Executive Dean must apply these allocations according to the size and complexity of the School in question based on 'small', 'medium' and 'large'.

Pro rata

18. Certain allocations within the model are variable and are designed to apply specifically to tailor allocations, based on the variables at play with the particular workload.

For example: The allocation provided for in C3 and C4 for supervision of Research Students provides a workload allocation that is pro rata '...based on the student's enrolment status' and also the supervision type, such as co or joint supervisor. In this case, the allocation would be reduced commensurate with the enrolment status of the student.

Workload Calculations and Tolerances

19. The maximum academic workload allocation is 1,595 hours per annum;

Leave, Fraction and IRS / OSP

20. The taking of OSP will have the net effect of reducing the overall annual workload available for distribution. The allocation will be reduced contingent on any agreed leave plan. Heads of School need to be aware of any prospective leave plan or any other plan that involves an absence from the University such as OSP to ensure that it is appropriately calculated and the relevant workload allocation is reduced appropriately. The Academic Workloads system has been updated to reduce the available allocation for the purposes of OSP.

The following is an example of a teaching and research staff member who has an annual leave plan to take 4 weeks' leave and in addition will be absent on OSP for six months:

- 35 hpw x 52.175871 – 4 weeks annual leave – 13 public holidays and University concessional holidays = 1595 hours per annum
- 1595 – 910 (26 weeks x 35 hpw) = 685 hours to distribute
- Using the 40 / 40 / 20 ratio, the 685 hours are distributed as = 274 / 274 / 137

In addition, the tolerances still apply and pro rata rate is allocated for administration (D11).

21. The University expects that, where the full allocation of 140 hours of annual leave is not taken in a calendar year, these are available workload hours for Other Activities.
22. The Annual Leave plan of every staff member is core to the workload allocation. It is also an express term pursuant to 3.27 of the Workload Framework.
23. A part-time academic staff member will normally undertake the same range of duties as a full-time academic on a pro rata basis with regard to their fraction of employment;

Tolerances

24. For a given staff member, a +/- 5 percent allocation of annual workload hours is an acceptable tolerance. In these circumstances, a carry forward of +/- hours will not occur;
25. "Special project" allocations in previous years are more likely to now fit into the available Scholarship (up to 159 hours) or Administration (159 hours) and should be discussed by the Head of School with the staff member in setting expectation of outcomes for these hours.
26. Academic work not specifically assigned a value in the workload model may be given a workload value by the Head of School which is recommended for approval by the Executive Dean and, following approval, is recorded in the electronic workload planning system;
27. Where Other Activities exceeds 20 percent for undertaking assigned or administrative roles, the workload allocation for Teaching, and, Research and Scholarship will be evenly reduced, however, minimum teaching activity is required;

28. Where administrative staff members are providing significant administrative support for aspects of a course coordinator role allocation, for example, 0.5 hours per student allowance should be allocated for D7 instead of 1 hour.

TEACHING AND RESEARCH

29. Academic workload allocation for teaching and research academic staff is: Teaching 40% (+/- 10%), Research and Scholarship 40% (+/- 10%) and Other Activities 20% (+/- 10%);
30. A teaching and research academic staff member shall not normally teach in more than eight units (having regard for class size) across the University teaching periods each calendar year with a maximum of 336 hours per year face-to-face (or equivalent) contact time;
31. A teaching and research academic staff member will receive from 40 to 159 hours of workload allocation for scholarly activity;
32. A teaching and research academic staff member who does not meet the workload allocation with respect to Research and Scholarship to expected standards, may elect the teaching-focused career pathway for an agreed period of time and normally from the commencement of a new calendar year;
33. A teaching and research academic staff member who does not meet the workload allocation with respect to Research and Scholarship and who does not elect the teaching-focussed career pathway will be managed in line with relevant provisions of the Enterprise Agreement.

TEACHING-FOCUSSED

34. Academic workload allocation for teaching-focussed academic staff is: Teaching 60% (+/- 10%), Research and Scholarship 20% (+/- 10%) and Other Activities 20% (+/- 10%);
35. A teaching-focussed academic staff member shall not normally teach in more than twelve units per annum (having regard to class size) across the University teaching periods each calendar year with a maximum of 480 hours per year face to face (or equivalent) contact time, and the total of 957 hours per year would not normally be increased;
36. A teaching-focussed academic staff member is expected to be engaged in sufficient scholarship to ensure that she/he is up-to-date in the discipline of her/his teaching can be performed at the University level, and should also perform other activities including administration appropriate to her/his academic level.
37. A teaching-focussed academic staff member will receive 159 hours of workload allocation to undertake scholarly activity.
38. It is important to make use of the +10% range for teaching where ever possible.

RESEARCH-FOCUSSED / RESEARCH-ONLY

39. Academic workload allocation for research-focussed and research-only academic staff is: Teaching up to 20% (+/- 10%), Research and Scholarship up to 80% (+/- 10%) and Other Activities up to 20% (+/- 10%).
40. In the transition period, Heads of School should consider exercising the tolerance allowable to a 105% workload allocation. The work identified in Scholarship (from 25 hours to 159 hours) and Administration (159 hours) may not result in full utilisation of the staff member until the Head of School sets the expectation of outcomes for these hours.
41. In cases where the Head of School might identify a staff member to be Research-focussed or Research-only, the Head of School can still expect the staff member to undertake minimum teaching in line with the Academic Workload Model. In these cases a staff member may exceed a full annual workload even beyond the 105% tolerance.

ACADEMIC LEADERSHIP / SERVICE

42. Academic workload allocation for academic staff in a Leadership/Service role is: Teaching up to 40% (+/- 10%), Research and Scholarship up to 40% (+/- 10%) and Other Activities up to 60% (+/- 10%).
43. The Head of School should consider allocating a “normal” allocation which is approximately mid range of the potential spread. This suggestion applies to:
- D2,
 - D3 and
 - D9.

6. Frequently Asked Questions relating to the Academic Workloads Model

Q1/ How is the annual amount of hours (1595 hours) calculated?

A/ It is calculated on the basis of 35 hours per week x 52.175871 – 4 weeks annual leave – 13 public holidays and University concessional holidays = 1595 hours per annum.

Schedule 4 Academic Workload Framework, Section 5

Q2/ Can the Teaching and Research Role have a teaching workload allocation of 50%?

A/ Yes, there is a +/- 10% tolerance.

Schedule 4 Academic Workload Framework, paragraph 3.17

Q3/ Can a staff member be asked to discuss their Annual leave plan and be held accountable?

A/ Yes, an annual leave plan is core to the workload allocation process. It is also an express term of the Agreement (see sub-clause 3.27 of the Workload Framework at Schedule 4 of the Agreement). If a staff member does not have a leave plan or her/his leave plan does not involve 4 weeks annual leave, additional proportionate workload can be allocated. For example if a staff member has only planned to take 2 weeks annual leave, an additional 70 hours (for a full time staff member) of workload can be allocated.

Schedule 4 Academic Workload Framework, sub-clauses 5 and 3.27.

Q4/ An academic staff member is an LIC for a class of 100 students. It is a straightforward unit that has little complexity. The staff member has asked for an additional academic workload administrative / consultation allocation due to the class size. How can I respond?

A/ Refer to A8 of the Model. This is not an automatic allocation as it is capped at 18 hours, and the range is 0 to 18 hours of a class size between 50 to 200 students.

You need to exercise judgment depending on the size and complexity of the subject. You should acknowledge the request, consider the request, exercise judgment and respond with reasons to the staff member.

Q5/ An academic staff member is seeking an academic workload above the normal allocation. How can I respond?

A/ Where the model states 'normal' or 'normally' this is the starting and sometimes ending position regarding allocations. The description, however, provides scope. For example D5 – could be higher, could be lower.

For example the answer will depend on the exercise of judgment in the full context of:

- ✓ Complexity;
- ✓ Administrative support; and
- ✓ Other administrative roles / allocations already provided.

Q6/ Do I have to allocate all of the 159 hours in administrative activities to every academic staff member?

A/ Yes, but staff need to be accountable for this allocation. If this allocation is not to be applied for leadership roles, you must be satisfied that it is applied in furtherance of University Service, as identified in Table 4 of the Model.*

*The use of this allocation may also subsume allocations that in previous years may have been projects.

Schedule 4 Academic Workload Framework, Section 4

Q7/ I have concerns about an academic staff member's performance. What allowances should I make with regard to their workload allocation?

A/ The Model assumes that every staff member is performing their allocated workload to a competent level to their assigned role and there is no allowance in the model for non-performing staff. Managing for performance should be in accordance with

- the Academic Career Pathways Framework,
- The Professional Learning for Academic Staff Policy,
- The Performance Review and Planning for Academic Staff; and
- The Performance Management Policy and Procedures.

7. Frequently Asked Questions relating to the Academic Career Pathways and the Academic Workloads Model

Q8/ An academic staff member has not published in recent years and insists on remaining a teaching and research academic and seeks the transitioning allocation to enable research activity. What action can I take?

A/ You need to outline the eligibility requirements for the transitioning allocation pursuant to C2(c), they are:

1. Development of a Research Plan which requires the endorsement of ADR. The Plan needs to identify the research training courses and the anticipated HERDC recognised outputs in a year; and
2. You need to have a conversation about the implications of the staff member either not meeting the outcomes and where there is no endorsement from ADR*
3. If C2(c) is the only research workload allocation this does not mean that the staff member is meeting the performance requirements of a teaching and research academic role. This should be outlined to the staff member to encourage the staff member to become teaching-focussed until she or he is research productive, and the plan should reflect this.

*Remember the career pathway environment and the potential to revisit managing performance.

If the staff member

- does not obtain endorsement from their ADR for a Research Plan necessary for the transitioning allocation, and
- insists on remaining a teaching and research academic,

the staff member should be advised that the Agreement states that:

" ... A staff member who does not meet the workload allocation with respect to Research and Scholarship and who does not elect the teaching-focussed career pathway will be managed in accordance with the other provisions of the Agreement (see also Q 12 below).

Q9/ A staff member is interested in pursuing the Research-focussed pathway. What advice should I give?

Moving to a Research-focussed Pathway requires fairly rigorous parameters such as the staff member being able to demonstrate:

- Outcomes relative to the academic level as outlined in the MSALs
- Grant income sufficient to cover (reimburse) an amount equivalent to the staff member's salary;
- A history over at least the preceding three years of high research productivity, and
- That the staff member's Research area is strategically aligned to the goals of the School, the Faculty and the University.

NB: Some teaching would still be required of up to 319 hours including 168 hours face to face.

Schedule 4 Academic Workload Framework, sub-clauses 3.21 and 3.22

Q10/ Do I have to allocate hours of scholarly activities to every academic staff member?

A/ The allocation for scholarly activity will vary depending on the staff member's career pathway. Teaching-focussed academic staff should receive the full 159 hours to enable them to undertake scholarly activities to maintain the teaching-research nexus. The allocation for teaching and research staff ranges from 40 to 159 hours, and for Research-focussed and Research-only staff, the allocation ranges from 25 to 159 hours (see comments about ranges at points 14 and 15).

Staff members need to be accountable for how they use the load allocated to them for scholarly activities. Consultation should occur so that staff members can propose appropriate activities under this heading, eg. attending relevant conferences, seminars, debates and professional briefings. Staff should be encouraged to share the information they receive through their scholarly activities, eg. by writing up brief reports and/or giving presentations at school or faculty meetings. Staff should be able to demonstrate how their scholarly activities support the teaching-research nexus, eg. as input into an updated curriculum.

In considering an appropriate allocation, Heads of School need to exercise their judgement with regard to the "most sensible" allocation. For example, it is likely that the majority of Research-only and Research-focussed staff members will only need to be allocated the minima of 25 hours. Research-only and Research-focussed staff members should be able to demonstrate how their overall research activities as well as their scholarly activities contribute to the teaching-research nexus.

Schedule 4 Academic Workload Framework, 3.20; and C.16 of the Academic Workloads Model.

Q11/ What could a Teaching-Focussed Workload allocation look like and what does the "face to face cap" mean?

A/ A teaching-focussed staff member could undertake the following as a typical load for one 12 week semester (noting that the face to face cap is up to 240 hours of a total load of 578.5 hours per semester*). The face to face cap refers to face to face teaching activities of lecturing and tutoring.

Activity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Total
A1/1 st lecture	1X2.5	1X2.5				5.00
A2/Repeat lecture	1X1.5					1.50
A3/1 st tutorial	1X2.5		1X2.5	1X2.5	1X2.5	10.00
A4/Repeat tutorial	1X1.25		1X1.25	1X1.25		3.75
Total Face to Face						20.25*
Total f2f Semester						243
A7/Marking & Feedback time for Students	100 students = 100 hours		30 students = 30 hours			130
A8/Administration	10					10
A9/LIC	18	18				36
C16/Scholarly activity						79.5
D11/Other University activities						79.5
Total Hours						578

* NB the Academic Workload Framework allows for tolerances of +/- 10%

Q12/ The Agreement says that a Teaching and Research staff member who does not meet the workload allocation with respect to Research and Scholarship and who does not elect the Teaching-focussed career pathway, "will be managed in line with the relevant provisions of this Agreement". What does this mean?

A/ The important consideration is to determine the reasons why the staff member's workload does not meet the workload allocation for her or his Academic Career Pathway. For example, if the reason for the staff member being under load is that there are insufficient students enrolled in the staff member's particular discipline area, there are two options for consideration under the Agreement. One is an agreement that could be reached, and the other is a formal change to the composition of the academic workforce. Both processes require consultation with the staff member or affected staff members.

The first option is for agreement to be reached for the staff member to reduce her or his fraction, which would take the effect of a variation to the staff member's contract of employment. This could be either on a temporary or ongoing basis.

A reduction in fraction could also occur if the staff member is interested in moving to a pre-retirement agreement (whereby the University tops up the staff member's superannuation so that she or he retires at the end of the contract with no disadvantage).

The second option is to consider the Redeployment, Redundancy and Voluntary Retirement provisions of the Agreement. The University may declare a position to be redundant due to a decrease in student demand or enrolments in any academic course, or subject or combination or mix of courses or subjects conducted on one or more campuses.

If the staff member is under load and the Head of School is concerned about allocating load from other areas because of issues to do with the staff member's performance, the issues of performance should be managed in accordance with the Managing Performance provisions of the Agreement, with the assistance of HR.

If the staff member is under load and the Head of School is reluctant to allocate load from other areas because of concerns to do with the staff member's wellbeing, the Head of School should contact HR in order to ascertain whether a medical assessment may be required before additional load is allocated.

Q13/ Where can a description of "Research-focussed" staff be found?

A/ The MSALs provide guidance about both the activities and standards expected for Research-focussed staff. For an academic staff member to be confirmed as a Research-focussed staff member, in addition to the relevant research outcomes resulting in a workload allocation the staff member would need to:

- "engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline." – Level B MSAL
- "play a major role or provide significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community..." – Level C MSAL
- "have attained recognition at a national and international level in his or her discipline. He or she will make original and innovative contribution to the advancement of scholarship, research and teaching in his or her discipline." – Level D MSAL

Q14/ What should I do in circumstances where N-2 research outcomes result in a workload allocation that the staff member presumes means that they are a "Research-focussed" staff member for 2012?

A/ You will need to have a discussion with the staff member to ascertain if the staff member's research outcomes are sustainable and whether they meet the standards required by the relevant MSAL (see question above). In the absence of an agreement to move to the Research-focussed career pathway, the default position is that the staff member remains a Teaching and Research academic.

Q15/ My reading of C2 is that staff will see it as an expectation if they fit category a) or b). Would an untimely doctorate still fit b)?

A/ This is an area where judgement is required as the individual circumstances will need to be considered, particularly how "untimely" the doctorate completion has become and the reasons why.

Q16/ For C2(c) it just says unpublished in recent years. So what about those staff members who wish to stay in the teaching and research pathway and who wish to access the Transitioning to Teaching and Research allocation because they haven't published. Will they be submitting to the ADR for the 300 hours?

A/ The model provides details of the requirements for a staff member to access the 300 hours and the sign off of the ADR to a Research Plan is a precondition. This is a once only enabling workload allocation for 2 years provided that the applicable conditions are met (see also Q 8).

Q17/ I find B14 – B16 unclear in whom they refer to. Is it all coordination or is some allocation for a university supervisor?

A/ B15 refers to classroom observation and troubleshooting so B14 to B16 covers both coordination and supervisory activities.

Q18/ In D, if you are not a course coordinator or AHOS etc – where can you get more than the pro-rated 159 hours?

A/ The only possibility for additional load is for the HOS to allocation a special project. Normally this would occur following a conversation between the staff member and the HOS.

Q19/ Research focused staff can be allocated up to 90 % research and 10% other – although this would equate to 105% as a total load. So, a staff member is allocated the 159 hours for University activities plus their research outcomes as per from C3 – C28 (using the N-2 formula). If there are hours left before the total of 1595 hours +/- 5 is reached, can those hours be used for teaching?

A/ Yes they can because all staff (other than Research-only staff) are required to undertake some teaching activities as per sub-clause 3.15 of the Academic Workload Framework.

Q20/ What workload should be allocated for research outcomes where the staff member is new to ACU but has recently published?

In normal circumstances the University will recognise research outcomes for new staff to ACU subject to provision of validated information into Research Master. In circumstances where this would result in a workload allocation of greater than 50% of the total academic workload the relevant workload allocation will be discussed with the relevant Executive Dean as core work continues to be a requirement for all academic roles.

Q 21 Is it correct that there is no allocation for administering the workload?

A/ Yes, that is correct. Administering the workload is covered by the allocations for Heads of School, Deputy Heads of School, and Assistant Heads of School.

8. Frequently Asked Questions relating to the Academic Career Pathways

Q22/ My research output for 2011 is very high, and I calculate (according to Table 3) that I should be allocated about 1000 research hours for 2012, taking into account hours allocated for a book chapter, several refereed papers and higher degree supervision. Therefore, I think I

should do a minimal amount of teaching (96 hours) in 2012. However, my Head of School wants me to continue to teach my previous units. What is your advice?

A/ While it is important to acknowledge the research outputs of academic staff in their overall workload allocation, there are a number of factors that need to be considered. The 96 hours of teaching that you refer to is the *minimum* teaching load applicable to Research-focussed and Research-only staff (note that a very few Research-only staff will do no teaching). If you wish to follow a Research-focussed career pathway, you will need to discuss this with your Head of School and demonstrate that your research outputs have been high over a number of years and are likely to be sustainable.

You will need to set short and long term goals consistent with the relevant career pathway. Your performance against these goals will be reviewed annually in line with the Academic Career Planning and Review process in 2013. If your Head of School agrees to a Research-focussed pathway, and you fail to meet the research-specific goals, your performance may be considered according to the performance management provisions of the Enterprise Agreement. If you are planning to seek promotion, you should take into account the potential risk of setting goals which may be difficult to achieve and potentially lead to an unsatisfactory performance record.

Your Head of School will balance the requests of staff for specific career pathways with a number of strategic and operational considerations, including the University's goal of becoming a high performing organisation, and the obligation to ensure that the School's teaching is covered without exceeding the resources available to the Faculty. Overall, Heads of School will be seeking to achieve outcomes for staff that are both reasonable and sensible, and will in particular take into account the inbuilt tolerances of the workload model (plus or minus 10% in the teaching and research allocation) to allow for some flexibility in managing individual staff contributions.

Q23/ *(Question from a Head of School). A staff member should be considering a Teaching-focussed career pathway because she has not been engaged in research in recent years, and does not have any research plan for the future. She refuses to make a firm commitment to a Teaching-focussed model because she has not seen the promotion criteria for Teaching-focussed staff. What can I advise?*

A/ You should acknowledge the reluctance to agree to a Teaching-focussed pathway at this time and confirm that the academic staff promotion policies are currently under review. It is expected that final versions of the policies which reflect the academic career pathways, will be considered by the Academic Promotions Committees by the end of 2011 and referred to the ACUSCC early in 2012 for introduction. While the policies are currently in draft format, you can assure the staff member that the University has made a firm commitment to facilitate career pathways for staff who more sensibly should be placed in a Teaching-focussed career pathway.

While the University could continue to recognise the staff member is following a Teaching and Research career pathway, if the work input and outcomes are not achieved, the staff member's performance may be considered against the performance management provisions of the Enterprise Agreement.

