ACADEMIC STAFF WORKLOADS POLICY

This document applies to academic staff. The definitions for HOS and School are drawn from the *University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016*:

HOS (Head) means a Head of School, which means head of a school within a faculty, including a Head of school and Dean, or a Head of School and Dean of a University school, appointed in accordance with the relevant University rules, policies and procedures.

School means an organisational unit or equivalent budget unit established by the Vice-Chancellor on recommendation of the Provost and reporting through a faculty.

Faculty means a faculty or University School, as established in each case by its constitution.

> **Note:** See *University of Sydney (Governance of Faculties and University Schools) Rule 2016*

Principles and purpose

1. This workload policy and its applications are directed at supporting the mission and strategic directions of a faculty, school, and/or discipline and the University. The policy is prepared in the context of the *University of Sydney Enterprise Agreement 2013 - 2017*.

2. The policy is designed to encourage principles of equity, transparency, and flexibility for staff to manage their workload in a way that is most effective for them and for the benefit of their particular unit and the University as a whole.

3. It is recognised that individual staff at any one time, are at different stages of their careers, have different career objectives, have different research objectives and contribute to the University in a variety of ways. The application of this policy should be based on consultation with individual staff and take account of these factors along with curriculum and other needs of a specific unit, including financial directions, staff and student profiles and development needs. Special consideration should be given to new and early career staff.

4. All workload policies at the school or unit level should be approved by the dean of the relevant faculty.

Guidelines and Procedures

1. These guidelines are designed to provide a framework for the development of workload allocation arrangements at the school or faculty level. The local workload allocation arrangements for a school or faculty should be generally understood and supported by the majority of academic staff within the unit.

2. Schools or faculty should review annually the balance, distribution and priorities associated with the group's workload, taking into account the previous year's experience, strategic plans and anticipated resources for the forthcoming year.

3. Any amendments or changes arising out of such reviews should be forwarded to the Academic Workloads Committee once ratified by the faculty and/or dean.

Responsibilities

1.   Responsibilities of the head

The head is responsible for:

(a)   workload allocation within the school, setting work priorities (in accordance with the EA 2013 - 2017) and discussing with staff the most efficient ways of achieving strategic goals;

(b)   consulting with staff in respect of the allocation of duties;

(c)   monitoring changes in workload and ongoing evaluation of the impact of workload;

(d)   taking into account workload allocation arrangements when working with PM&D supervisors and reviewers to set and review benchmarks for performance standards in the school; and

(e)   providing adequate support to staff.

2.   Responsibilities of staff

Staff are responsible for:

(a)   working efficiently and towards individual and school/faculty goals;

(b)   participating in discussions concerning workloads with the aim of reaching a common understanding of the issues; and

(c)   reporting any workload difficulties and variations to supervisors/line managers.

Teaching

The following overarching principles should be used as guidelines for allocating teaching:

1   Staff should teach within areas in which they have ongoing research activity and/or recognised expertise.

2   Staff would normally complete a variety of teaching, such as lectures, tutorials, online teaching etc, in each semester and/or year.

3   Academic staff who do not have research only appointments should contribute to teaching in each semester or equivalent.

4   Teaching will normally comprise 40% of an individual's annual workload. Any variation to this would be the result of an agreement with a supervisor to have a heavier of lighter proportion of workload in other areas such as research or service, depending on the particular circumstances of the staff member and the needs of the academic unit.

5   Based on the 40:40:20 principle, teaching allocations for workload purposes should be in the region of 690 hours per year, providing the staff member has a normal teaching workload allocation. The hours will vary if the proportion devoted to teaching is different.

6   It is expected that periods of high teaching loads within semesters will balance with periods of lower teaching loads outside of semester commitments, however teaching workloads during teaching weeks of the year should not normally exceed the hours of a normal working week.

7   An individual's teaching allocation should be discussed and negotiated with the relevant person (supervisor, unit of study co-ordinator, etc) in the faculty, school or discipline.

8   A faculty, school or discipline may wish to weight various activities.

Leadership activities in learning and teaching

1   Staff at various levels would be expected to take leadership roles in the delivery of high quality learning and teaching experiences. Faculties and schools should take into account the work loads associated with these roles throughout the year.

2   This allocation of time should recognise that the workload in some roles does not vary with the number of students, whilst others do.

3   Faculties should ensure that the allocation for leadership activities in learning and teaching are not also counted as service.

Research degree supervision

1   The primary supervisor of a student should be allocated teaching hours as part of their teaching workload.

2   Associate supervisors should only be allocated teaching hours where their contribution is substantial, for example when the primary supervisor is on leave.

3   The workload associated with the supervision of research students should vary with the academic level of the individual.

Teaching-focused roles

1   The decision to enter into a teaching-focused position is between the individual and their supervisor. The teaching workload would normally be up to twice that of a regular teaching load, that is up to 80% of total working hours. The actual workload should be arranged in consultation with the supervisor and be mindful of the other activities undertaken by the individual.

Postgraduate fellows

1   Postgraduate fellows are generally appointed on fractional appointments for teaching-focussed roles. As a consequence the target number of hours (pro-rata) is generally higher. Faculties should recognise that postgraduate fellows are developing skills in learning and teaching and should be provided with additional mentoring and support.

2   Postgraduate fellows should not be expected to co-ordinate units of study but could be called upon to assist with lecture and tutorial preparation, etc.

Auditing of teaching workloads

1   To promote transparency, a faculty, school or discipline should develop a method of recording workload that can be audited on a regular basis to ensure transparency and that staff are neither over or under-worked in terms of teaching.

Expectations at different academic levels

1   Level A

Level A staff are developing their academic careers. They should not be expected to co-ordinate units of study, nor be solely responsible for the delivery of any unit of study. Staff at this level would be expected to deliver lectures, present tutorials, take responsibility for modules within a unit of study, etc.

2   Level B

Level B staff are expected to have diverse teaching portfolios, covering several units of study and sometimes over several courses. They can be expected to take on some co-ordination and curriculum responsibilities.

3   Level C

Staff at this level are expected to demonstrate leadership in learning and teaching activities and have central roles in course and curriculum development, and peer mentoring. It is likely that Level C staff will teach at both the undergraduate and postgraduate levels.

4   Level D

Level D staff are expected to provide strategic, farsighted leadership in the planning and delivery of curriculum, and to give students consistently excelling learning experiences. In addition to regular

teaching duties, staff at this level should be able to provide a 'content specialist' role within the faculty, teaching in specialist areas across courses and disciplines as appropriate.

5   Level E

Level E staff are expected to be internationally respected leaders in their areas of teaching and research.

Research

1   Research activities will vary depending on the discipline and the faculty. In some cases research student supervision that involves writing a paper, lab work, etc can be both research and teaching in terms of workload.

2   There is an underlying assumption that providing that any given unit has adequate controls on teaching and service, there will be adequate time for research.

3   It is important not to confuse research workload with research performance, although over a period of time (usually 3 years), however, the University would expect staff to be allocated sufficient time to research to be considered research active. Performance should be dealt with via other processes such as PM&D.

Service

1   It is important to differentiate between service that benefits the school, faculty or discipline within the boundaries of the University and service that has no direct benefit to the above. Service in a workload model should demonstrate a direct benefit to the unit or University. Other service (for example, organising a conference for a professional organisation) may be of benefit in terms of promotion but would not normally be considered part of a workload model.

2   Staff at various levels would normally undertake leadership roles within their faculty, school or discipline and within the University. To recognise the workloads associated with these roles, an allocation of time should be made based on the extent of the role. Faculties may wish to allocate service using a numerical calculation similar to that of teaching.

3   Some service activities such as unit of study co-ordination will be counted as teaching and some service work is given teaching relief. It is important to ensure that regardless of where the activity is counted, it is only counted once.

4   Where the role is primarily academic, it may best be placed in the teaching allocation, whereas primarily administrative roles should be allocated under service.

5   Faculties should also consider what proportion of the 20% allocation for service may be used for personal activities, such as the organisation or management of conferences. Whilst personal time should be allocated to ensure that staff have met the appropriate requirements for promotion, this time should not be taken to such an extent there is no time for University service.

6   The following activities can be considered as a guide for University service in terms of workload allocation: membership of the Academic Board; being an Associate Dean or Deputy Dean; or participation in recruitment selection committees or academic promotion committees (local or central).

Staff development

1   It is important that staff are able to attend workshops, courses and conferences that promote the development of skills for both teaching and research.

Administration

1 Background/context

This document provides guidance on the management of academic staff workloads at the unit and individual level.

2 Consultation

Input for this document was received from the Academic Workloads Monitoring committee and several faculty specific workload documents. The Faculty of Health Sciences workload document for 2010 was particularly valuable in the development of this policy.

3 Management responsibility

Provost and Deputy Vice-Chancellor

4 Implementation responsibility

Deans

5 References

Enterprise Agreement 2013 - 2017

Faculty of Health Sciences workload document 2010

6 Dates

Approval (Version 1)	**7 February 2011**
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Approval (Version 2)	**7 June 2011**
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Review	**31 December 2012**
Administrative amendment	**21 June 2017**

7 Approval

(Version 1)	Professor Stephen Garton Provost and Deputy Vice-Chancellor
(Version 2)	Professor Stephen Garton Provost and Deputy Vice-Chancellor

8 Signature

Approved by:

Name: Professor Stephen Garton

Position: Provost and Deputy Vice-Chancellor

Date: 7 June 2011

Signature:_____