



University of
South Australia

Academic Workload Guidelines 2019



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Introduction

Scope & application

These academic workload guidelines apply to all continuing and fixed-term academic staff (whether full-time or part-time) employed pursuant to the *University of South Australia Enterprise Agreement 2019* (the Agreement). These guidelines do not apply to casual staff (employed under Schedule 3 to the Agreement) or staff employed under the Senior Staff Agreement. These guidelines are to be read in conjunction with clause 35 of the Agreement as they provide guidance and operational support in implementing the academic workload provisions.

"Supervisor" for the purpose of these guidelines refers to the staff member's Executive Dean (or equivalent), or another designated position where the Executive Dean (or equivalent) has delegated the responsibility for allocating and supervising workloads.

Why does UniSA need workload guidelines?

The aim of these guidelines is to encourage innovation, effectiveness and efficiency in teaching and research. The guidelines provide transparency and encourage an equitable process by illustrating how workload is allocated, and detailing how an individual staff member's specific strengths and career plans can be reflected in their workload. The guidelines also facilitate a consistency of approach across the University for academic staff members.

Clear allocation of duties ensures a shared understanding of expectations between a supervisor and staff member. It is important that workloads strike a balance between ensuring that staff members are productive and contributing to the University's goals, while recognising health and wellbeing considerations to prevent workloads from becoming excessive.

These guidelines provide a framework for constructive discussions between supervisors and academic staff members in setting and varying workloads. They are intended to provide clarity and consistency for staff members as well as building on the performance expectations outlined in the Minimum Standards for Academic Levels (as per Schedule 4 of the Agreement).

Workload Profiles

Academic staff members may be appointed as a Teaching and Research Academic, a Research Academic, or as a Teaching Academic on either a continuing or fixed-term basis. There are however certain eligibility restrictions in relation to fixed-term employment which are outlined in clause 8 of the Agreement.

Profiles

Teaching and Research Academic: The majority of staff members entering the UniSA academic workforce will initially be appointed within this profile. These roles contain a balance of the three (3) broad categories of academic activity, typically structured with 40% of the staff member's workload allocated to teaching, 40% allocated to research/scholarship activities, and 20% allocated to administrative activities (referred to as 40:40:20).

Research Academic: These roles focus on research, scholarship and related activities. Those in Research Academic roles will also undertake teaching and administration as required.

Teaching Academic: These roles undertake a combination of teaching and administrative activities of up to 80% of their allocated workload. The Teaching Academic profile can also encompass circumstances where the role is purely administrative in nature (e.g. an academic staff member employed on a fixed-term basis to undertake a program review).

For the majority of Teaching Academics, scholarship must be a *minimum* of 20% of total allocated workload. The only circumstances where scholarship can be less than 20% is where the role is a short-term administrative role, or where the academic staff member is enrolled as a student within the relevant Academic Unit or Research Institute. In these instances, the level of scholarship time allocated will depend on the individual circumstances.

Changes to academic workload profiles

All staff members have the opportunity to seek to broaden or specialise their academic focus. The distinct workforce profiles, discussed above, allow opportunities to change the balance of activities in discussion between the staff member and their supervisor whenever appropriate.

Teaching and Research Academics transitioning to a Teaching Academic role:

- Following evaluation of a staff member's academic activities and outcomes in performance and career discussions, the staff member may apply through their supervisor and Executive Dean (or equivalent) to the Provost and Chief Academic Officer for a change in academic profile.
- A staff member who has become a Teaching Academic through the aforementioned process, may transition back to a Teaching and Research Academic through the same process as that set out to transition to Teaching Academic.

Scope of Academic Activities

Understanding which activities are categorised as teaching, research, or administration and engagement is integral to workload allocation.

Outlined on the following pages is a range of academic activities grouped into three (3) broad categories. This list of activities is not intended to be exhaustive.

Scholarship activities are a subset of research given that scholarship will typically contribute to the 40% research component of a Teaching and Research (40:40:20) Academic. For the majority of Teaching Academics however, scholarship is distinctly defined as at least 20% of the allocated annual workload.

Administration and Engagement Activities

Academic Integrity Officer

Attending and/or chairing Program, Discipline, Unit, Research Institute (or equivalent) or University meetings

Conducting student and staff orientation

Career and study counselling of students (non-course related), including liaison and referral

Engaging with clinical partners

Research Ethics Advisor

Major program reviews – internal/external

Participating on advisory boards – internal/external

Participating in planning days

Participating in Open Days and events including Graduation and other ceremonies

Peer teaching review

Promotion of programs (or equivalent) and the University
Quality assurance (e.g. accreditation)
Sourcing and hosting speakers from the profession/community
Recruiting, training and coordination of staff contributing to the delivery of courses
Organisation and/or participation in student exchanges/field excursions/study tours
Community engagement to support University strategy e.g., Reconciliation Action Plan workshops
Industry liaison
Sourcing and securing student placements, internships etc
Travel associated with international teaching
Travel between campuses or to other locations for the purpose of teaching related duties

Research and Related Activities

Developing and submitting internal and external funding applications and coordinating delivery of funded projects.
Creating publications – scholarly book, scholarly book chapters, refereed journal articles, refereed conference papers
Developing and delivering conference presentations
Organizing and managing conferences and/or symposia
Mentoring other researchers to enhance funding and/or publication success
Exhibitions
HDR supervision*
Undertaking a higher degree by research
Creating non-traditional research outputs
Creating and/or delivering interim or final research reports to funders and/or stakeholders.
Editorial review work for external publications
Grant Assessment Panel duties
Research group coordination
Engaging with current and/or prospective research partners

*In instances where a supervisor and staff member agree, and consistent with other workload principles, HDR supervision may contribute to the teaching workload rather than research.

Scholarship Activities

Engagement with discipline specific and teaching and learning literature to incorporate into teaching
Professional development activities, including those required to maintain professional registration/accreditation or to develop professional networks
Keeping up to date with developments in the relevant disciplinary field, including attending research seminars, conferences, symposia, workshops and other fora
Undertaking work (paid or unpaid) for an external organisation to maintain industry/professional knowledge relevant for teaching

Investigating teaching and learning practice for personal, local or public knowledge, with the latter being characterised by (often peer reviewed) discipline education-focused presentations and publications, including reports, articles, book chapters and books

Contributing to the research effort of the discipline or profession, or generating creative works

Engaging with opportunities for internal and external teaching and learning awards, grants and fellowships

Interface with national and/or international colleagues

Teaching and Related Activities

Course development, including background research, software familiarisation and updating of course content

Course co-ordination, including preparation of the Learn Online site, course outlines and study guides for students, tutorial/workshop guides for colleagues, marking rubrics, and liaison with learning support staff

Preparation of teaching materials and learning resources for face to face, online, external and other modes of delivery

Delivery of lectures, tutorials, seminars, demonstrations and workshops

Delivery of off-shore and distance education

Delivery of online course and related activities, including facilitation and moderation of online activities

Student consultation

Supervision of students undertaking fieldwork, internships, placements, study tours, or research projects

Supervision of projects within course work, Masters degrees or Honours

Preparing, marking and/or moderation of student assessment, including checking for plagiarism and liaising with regard to academic integrity processes

Academic Work Definitions

The staffing of teaching and learning activities within the University has many elements: course coordination; delivery in person or online, with associated preparation; marking; and associated duties and activities as outlined in these guidelines.

Clarity and consistency of practice requires careful articulation of frameworks, parameters and considerations.

The expectations outlined below focus on the principal activities undertaken in teaching and learning that apply regardless of the type of room or facility in which they occur. They also consider current requirements for different modes of delivery. Information for students is also provided, for communication through course outline and other media.

The expectations do not address supervision of placements, internships and practicums: these practice-based activities vary by discipline, accreditation, and where and how the practice takes place. Practice-based supervision workload should include any training or preparation required, and travel time where relevant.

Mode of delivery

Student information

The mode of delivery (internal; external) refers to the way in which a student is undertaking a course or program.

There are two primary modes of delivery:

Internal mode includes face to face/in person components such as lectures, tutorials, practicals, workshops or seminars that may be offered at a University campus or delivered at another location. Courses delivered in internal mode may also be offered intensively allowing them to be completed in a shorter period of time. There is an expectation that students will be physically present for the delivery of face to face/in person teaching and learning activities.

External mode includes online, distance education, industry placement or directed research. Virtual classrooms are deemed to be an external mode of delivery. External mode does not normally include a face to face component, however some courses offered in external mode may require a small component of on-campus activity, or practical sessions.

The expectations of your activity and preparation for each course will be aligned to the activity being undertaken. For example, if you are studying externally and there are virtual lectures, your preparation would be as listed under the lecture section of this guide.

You may also be supported through online facilitation, with preparation required, and other learning activities provided in your course, that will each have specific preparation requirements for you. These requirements should be set out in individual course guides.

Peer Interaction is usually included in UniSA courses in both external and internal modes of delivery and is considered a critical element of the learning process that may involve activities, projects, discussion forums, presentations, practicals, workshops.

Staff information

Academic workload, and relevant preparation time for internal and external mode of delivery, should reflect the activity required (lecture, tutorial, online facilitation, etc.) as described in the official course and curriculum documentation. If a staff member is teaching a course in both internal and external mode concurrently, workload allocation should reflect any additional development or administration required.

Lecture

Student information

A lecture is delivery of course content either in person, or online in a virtual classroom, that builds on the course readings and pre-lecture requirements for you and other students in the course. The primary purpose of the lecture is to comprehensively describe and explain course content, ideas or skills to provide a foundation on which students build understanding through extended study. Lectures may also be pre-recorded and embedded in online courses.

All students are expected to have undertaken required readings and assigned activities prior to the lecture.

Staff information

A lecture is delivery either in person, or online in a virtual classroom environment, of original material to students with the primary purpose of comprehensively describing and explaining course content, ideas or skills.

Consequently, lectures require adequate preparation time to ensure appropriate and current content across multiple delivery modes. Online delivery may require additional preparation time to adapt or record material.

Seminar

Student information

A seminar is facilitated learning either in person, or online in a virtual classroom environment, in which you and other students in the course are expected to develop, and be prepared to demonstrate an understanding of specific assigned material in the course via guided discussion by an expert academic or guest speaker. You may also be asked to discuss assigned material in the context of a broader framework of knowledge.

All students are expected to be familiar with relevant assigned source material prior to participation, and to actively engage in group discussions, activities and/or presentation.

Staff information

A seminar is facilitated learning either in person, or online in a virtual classroom, in which students in the course are expected to develop and be prepared to demonstrate an understanding of specific assigned material in the course. It is expected that students may also be guided through assigned material in the context of a broader framework of knowledge in which the staff member has expertise.

The academic's role in a seminar is to guide the discussion and facilitate student participation and to provide immediate formative feedback on student contribution to discussions and related presentations.

A seminar therefore requires adequate preparation time and where the first hour of a seminar is in place of a lecture, the preparation time for the first hour would be no less than for a lecture.

Tutorial

Student information

A tutorial can be conducted either in person or online in a virtual classroom. A tutorial is a facilitated group discussion, where your tutor leads analyses of issues and/or more detailed explanations related to the topics provided to you in online resources and/or lectures.

All students are expected to be familiar with relevant lecture content and readings prior to a tutorial and to participate actively in the related activities assigned for preparation. Tutorials may include a range of activities, including problem solving, group work, practical activities, and presentations.

Staff information

A tutorial can be conducted either in person, or online in a virtual classroom, as a facilitated group discussion, which includes analysis of issues and/or more detailed explanation related to topics provided in online resources and/or lectures. Tutorials may include a range of activities, including problem solving, group work, practical activities, and presentations.

Staff are expected to be familiar with the relevant and related course content as described and set out in the course documentation. Consequently, tutorials require adequate preparation time to ensure relevance to, and reinforcement of, course content across multiple delivery modes.

Workshop

Student information

A workshop is a structured activity, delivered either in person or online in a virtual classroom in which the student is required to actively contribute. Your instructor will facilitate guided activities that relate to course content previously covered in a lecture and/or seminar and/or tutorial.

All students are expected to be familiar with relevant lecture, seminar and/or tutorial content prior to a workshop in preparation for undertaking the activities in the workshop.

Staff information

A workshop is a structured activity delivered either in person, or online in a virtual classroom, which involves guided, structured activities that relate to course content previously covered in a lecture seminar and/or tutorial.

Workshops would normally require less preparation than a lecture or tutorial, but require reasonable time allocated to set up materials and equipment prior to the workshop, and to dismantle, clean and put away materials and equipment on completion. Where relevant, set up and break down time may require an allocation each time the workshop is delivered.

Demonstration/Practical class

Student information

A demonstration/practical class is a session with the primary purpose of demonstrating skills and practising those skills in a supported and guided environment. These classes are critical in developing skills through the application of theory and acquired knowledge in a practical setting.

All students are expected to be familiar with prerequisite knowledge from their program of study, relevant lecture and/or seminar and/or tutorial content, and materials provided and assessments relevant to the demonstration, prior to a demonstration/practical class. All students are expected to actively participate and contribute to the demonstration/practical class where required.

Staff information

A demonstration/practical class is a session that has the primary purpose of demonstrating skills and supervising a group of students in practising those skills in a supported and guided environment.

Staff involved in demonstrating/practical classes are a source of technical, clinical or creative advice and expertise in:

- Setting up and/or supervising the correct method of use of equipment;
- Issuing instructions and/or demonstrating experimental procedures;
- Supervising students in carrying out experiments, laboratory or clinical work;
- Providing creative, design and artistic advice in studio work.

Demonstration/Practical Classes would normally require less preparation than a lecture, seminar or tutorial, but may – in some circumstances - require provision for time to set up materials and equipment and/or undertake safety checks, and to dismantle, clean and put away materials and equipment on completion. Where relevant, set up and break down time may require an allocation each time the demonstration/practical class is delivered.

Online facilitation

Student information

Online courses generally require students to independently read, view and/or work through all required materials, including pre-recorded presentations that have been produced and provided to facilitate this form of learning.

Independent online learning is supported by Online Facilitators who supplement online teaching resources by facilitating, monitoring and moderating online forums; answering student queries via virtual office hours or help desks, online dialogue and/or phone conversations, providing formative feedback on your work or explaining comments and marking of your prior work.

Students are expected to be familiar with all relevant course content, including materials provided and assessments, and engage appropriately with facilitators within the timeframes provided.

Staff information

Online facilitation by an academic may include monitoring online forums, hosting virtual office hours or help desks, online dialogue and/or phone conversations with students, providing formative feedback on a student's work or explaining summative feedback/marks on prior work.

These activities do not generally require regular preparation time as there is not delivery, *per se*, but preparation time for course familiarisation may be required before and during the teaching period to ensure that the facilitator maintains knowledge and awareness of course materials, course content, assessment requirements and student progress.

Preparation time

Preparation time is required to prepare for the teaching activity (e.g., reading) and preparing materials, resources and notes (e.g., preparing an exercise), planning activities. Adequate preparation time may vary with staff member experience; with specific teaching practices; to meet accreditation requirements; and/or the subject matter and specific requirements of the course. If adequate preparation time is provided for the initial delivery, concurrent and repeated deliveries in the same study period will not normally require additional preparation time, except as noted above.

The preparation and delivery ratios in **TABLES 1, 2 and 3** will be used as a general guide to assist discussions, with the opportunity for the staff member and supervisor to discuss and negotiate requirements for their own context.

TABLE 1: Preparation time per hour of lecture delivery (or first hour of a seminar, where it replaces a lecture)

	Less than 1 year of University teaching experience	Early career academic (< 3 years) OR first study period at UniSA	Experienced Academic
Newly created course; no existing structures	4	3	2-3
Major re-development of course required – new mode of study; significant content and assessment change	3	2-3	2
Existing course with significant change (e.g., new software or teaching technology; content and assessment changes that extend throughout the course)	2-3	2	1-2

	Less than 1 year of University teaching experience	Early career academic (< 3 years) OR first study period at UniSA	Experienced Academic
Standard updating; existing structures and materials retained.	2	1-2	1

TABLE 2: Preparation time per hour of tutorial/seminar

	Less than 1 year of University teaching experience	Early career academic (< 3 years) OR first study period at UniSA	Experienced Academic
Newly created; no existing structures	2	2	2
Existing tutorial/seminar with significant change (e.g. new software or teaching technology; content and/or pedagogy)	2	2	1
Standard updating; existing structures and most materials retained	2	1	1

TABLE 3: Preparation time (in hours) per hour of workshop/demonstration/practical delivery

	Less than 1 year of University teaching experience	Early career academic (< 3 years) OR first study period at UniSA	Experienced Academic
Newly created; no existing structures	1-2	1-2	1
Existing tutorial/workshop with significant change (e.g. new software or teaching technology; content and/or pedagogy)	1-2	1-2	1
Standard updating; existing structures and most materials retained	2	1	up to 1

Workload Allocation Principles

How is workload allocated?

Effective work allocation is achieved through a constructive dialogue between the staff member and their supervisor. Factors which influence the composition of a staff member's work include the University's overarching strategic direction, priorities and aspirations, as well as student enrolments, and financial considerations such as external research funding. It is the supervisor's role to balance a staff member's needs and preferences with operational requirements and the strategic priorities of the University.

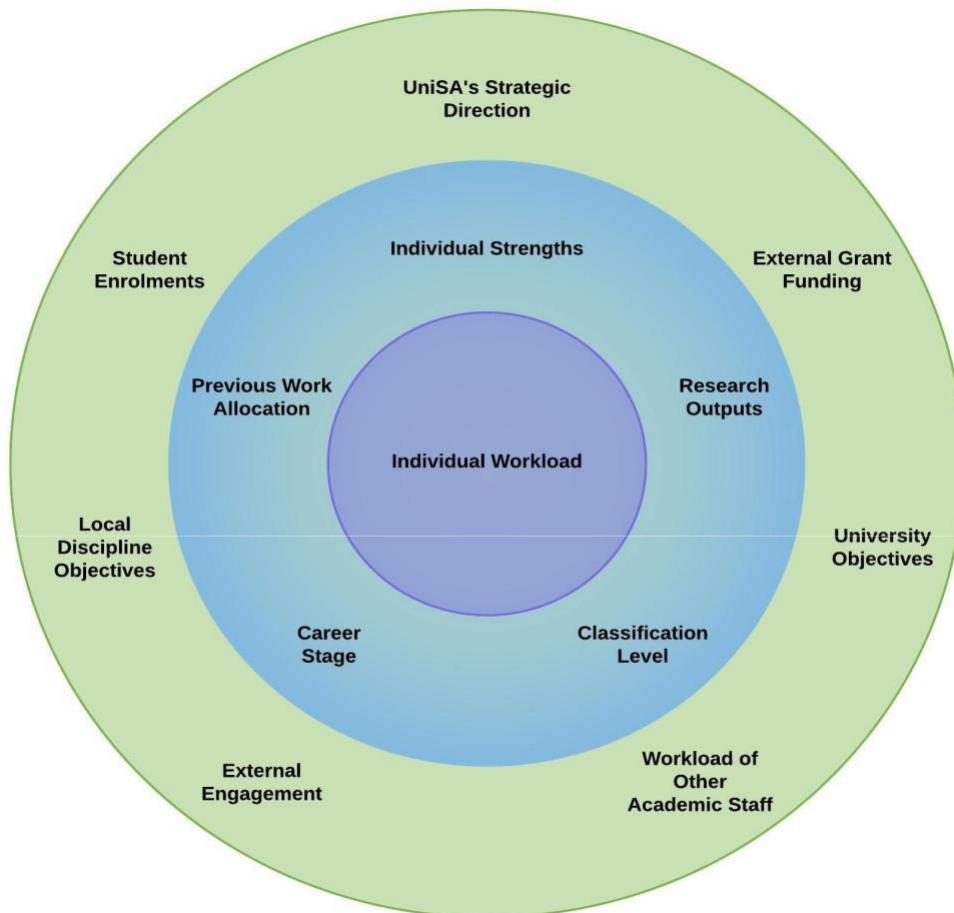


Figure 1: Context for determining composition of workload

Principles

The aim of these guidelines is to facilitate productive discussions between supervisors and staff members, and encourage innovative approaches to ensure the effective delivery of teaching and research. Outlined below are the principles that underpin each staff member's allocated workload.

Principle 1: The total hours of work will be reasonable

- (1a) A full-time academic workload should be achievable in 1725 hours over the course of a service year. The total of allocated activities should not exceed, or be significantly under 1725 hours. A part-time staff member will be allocated work commensurate with their pro-rata hours, equivalent to their employment fraction.

- (1b) The teaching and learning definitions and related preparation time, together with related activities, will form the basis of determining the contribution of teaching to the 1725 hours, with allocations for administration, engagement, research and/or scholarship. Supervisors will still be required to make judgements to ensure the times accurately reflect the complexity of the task and capability and experience of the staff member within the individual environment. If necessary, a commensurate reduction or increase in time will be made by the supervisor based on what is a reasonable time for the tasks to be undertaken, having regard to equity with other academic staff members.
- (1c) It is recognised that workloads will reflect the number of students enrolled in a course/program, however there are minimum expectations in developing and delivering any academic offering at UniSA.
- (1d) A staff member's entitlement to four (4) weeks of recreation leave has been taken into account in the 1725 hours per year requirement. Any other periods of approved leave (including PEP, long service leave etc) will be considered in the workload allocation process and result in a commensurate reduction in workload. It is not the intention for total workload hours to be adjusted due to short periods of unanticipated leave (e.g. personal, family responsibility leave or other unexpected leave of this nature).
- (1e) Academic staff members are expected to manage their own hours and it is recognised that there may be a fluctuation in hours worked each week. During the University's operating hours academics are to spend most of their working time on campus, or make other appropriate arrangements to ensure accountability and encourage interaction with students and colleagues.

Principle 2: The work value of an individual's duties will be appropriate

- (2a) A staff member's allocated activities and expected outputs will be aligned with their level of appointment. Reference should be made to the Minimum Standards of Academic Levels (as per Schedule 4 of the Agreement) which outlines the levels of autonomy, complexity and leadership requirements expected at the different levels (e.g. expected research outputs will differ according to the level and profile of appointment).

Principle 3: Workloads will be tailored to each individual with consideration of the staff member's performance and career progression.

- (3a) For 40:40:20 academic staff members, an increase in allocated teaching activities above 40% will require a corresponding decrease in research and/or administrative components to ensure total hours allocated do not exceed 1725 in a service year (pro-rata for part-time staff). Alternatively, negotiations can focus on increasing research or administrative activities above the standard allocation, with a corresponding reduction in other activities.
- (3b) Particular consideration will be provided to the needs of early career academics in establishing their profile of research and/or scholarship.
- (3c) Performance and development discussions will take into account opportunities for staff members to undertake work which will produce outcomes required for career advancement.
- (3d) Workloads can be adjusted to reflect individual circumstances with agreement between the staff member and the supervisor. Agreement to alter a staff member's workload profile is not required in instances where a 40:40:20 staff member is deemed as not being research productive.

Principle 4: Performance outcomes will be evaluated

- (4a) On an annual basis, a staff member's prior outputs and performance across teaching and/or research and/or administration and engagement activities will influence their workload for the upcoming year.

- (4b) While research is largely a self-directed activity, academics will remain accountable via performance and development discussions and associated evaluation of evidence-based outcomes. The quantity and quality of outcomes will be assessed over a reasonable period and will influence the research time allocated to the staff member for the upcoming year.
- (4c) As a guide, 'a reasonable period' for evaluating research performance will be a three (3) year period. Assessment will also involve consideration of the staff member's research outcomes relative to those of colleagues at the same classification level.

Principle 5: Allocation of workload will be transparent

- (5a) To facilitate transparency for staff members in understanding how their allocation has been established, academic workloads for an Academic Unit, Research Institute or other grouping will be communicated internally via the University's secure internal systems, e.g. via the Academic Unit's TeamSite.
- (5b) Where a staff member is required to undertake a significant administrative role and it is not the sole duty of the individual, a commensurate number of hours representing the role should be subtracted from the staff member's total annual hours (e.g. 1725 hrs for full time, pro-rata for part-time staff members). Significant administrative roles allocated to staff members (e.g., Program Director, Academic Integrity Officer) will be communicated to other academic staff within the Academic Unit or Research Institute (or equivalent) and noted on the academic workload document that is shared within the Academic Unit, Research Institute or grouping.

Time Allocation

Allocation of research workload will be based on planned outcomes rather than inputs. Teaching and administrative workload will be based on allocating time to deliver required outcomes. To assist in determining how many and which activities should be allocated, supervisors will draw on a thorough consideration of appropriate work activities and requirements and reasonable preparation times associated with teaching related duties.

It is recognised however, that academic activities vary across the university and that individual staff members perform work at different speeds, given individual expertise and experience. Activities also vary in their degree of innovation and complexity, and for different modes of delivery. Given this, the preparation and delivery ratios in **TABLES 1, 2 and 3** will be used as a general guide to assist discussions, with the opportunity for the staff member and supervisor to discuss and negotiate requirements for their own context.

Individual Workload Review

If a staff member believes that their workload is excessive, unreasonable or inconsistent with the Agreement, the staff member should raise the matter with their Executive Dean (or equivalent) to discuss required amendments. If the matter is not resolved, the staff member can seek review from the Provost and Chief Academic Officer.

Reference should be made to clause 35.14 of the Agreement for additional information.

Amendment of Guidelines

These guidelines apply during the life of the *University of South Australia Enterprise Agreement 2019*, except as varied by agreement between the University and the NTEU.

Further Information

Supervisors should contact their local People, Talent and Culture team in the first instance. Queries may also be directed to the Employee Relations team within the University's People Talent and Culture team.

Staff members may seek assistance from their supervisor, local People, Talent and Culture team, or their union representative.

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