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| Academic Workload Allocation Model |

This template is to be used without amendment apart from the highlighted sections which are intended to be adapted as appropriate.

1. Background

The Academic Workload Allocation Model for {unit name} has been developed in accordance with ***The University of Queensland Enterprise Agreement 2021 – 2026 (clause 15)*** and UQ’s ***Workload Allocation for Academic Staff Policy and Procedure*** for the purposes of overseeing workloads of academic staff generally within a School, Institute or Centre. It has been developed in consultation with the academic staff of the {unit name} and agreed to by the majority of staff to be covered by the model (see Appendix A).

The model includes an estimate of the time for each type of work or bundle of work to be accounted for, having regard for a staff member’s classification, experience and other relevant factors. The estimate is considered a fair and accurate estimate of the average time that a staff member should take to perform this work to a professional standard and at a satisfactory level of performance.

The Academic Workload Allocation Model and workload allocations made under the model can be accessed (in a way that allows the individual to compare their allocation with the allocations of their peers) by academic staff within the {School / Centre / Institute} in which the model applies {insert link / location}.

1. Principles

A set of core principles have been established to guide decision makers in the process of allocating individual workloads.

* Workloads will be allocated fairly and distributed equitably among staff, having regard for a staff member’s classification and experience, across all relevant domains of activity, and in alignment with the University’s commitment to equity and diversity.
* Individual allocation preferences will be given reasonable consideration and accommodated where aligned with the operational requirements for the academic unit. This includes in relation to family/caring responsibilities and personal responsibilities, professional development needs, and objectives for confirmation, promotion and career progression more generally.
* Allocations will make the best use of staff capability and give consideration to academic categories, optimising for fit between an individual’s strengths, commitments and expertise, and operational requirements. Consequently, it is expected that the workload is likely to vary across staff in any particular area.
* Allocations will seek to take advantage of opportunities for efficiency, such as course repeats and stability in allocations over time.
* Methods used to calculate and allocate comparative workloads will be transparent and readily understood.
* Allocations will be sensitive and flexible to the dynamic nature of teaching and service, where needs cannot always be determined a year in advance and may change unexpectedly.
1. Procedure for allocations

{Insert local procedure, including: 1) procedure for enabling individual staff allocation preferences, 2) outline the process, person(s) responsible for each step and expected timeframes, and 3) mechanisms by which staff can provide feedback and seek review}

1. Academic categories and weightings

Academic activities are categorised according to the four domains of teaching, research, supervision and researcher development, and citizenship and service. The Academic Categories Procedure outlines the indicative weighting range across the four domains of work for each academic category.

The allocation of work and the weightings attributed to each domain is recorded in the Academic Workload Tool and considered when assessing individual performance.

The Academic Workload Allocation Model is a points-based system, with 1000 points representing the annual workload of a full-time academic staff member. For example, 100 points is equal to 0.1FTE (10%) or approximately 172.5 hours for a full-time staff member. If staff of an organisational unit agree that expressing workload in both points and hours is useful, then this template may be amended to allow for that.

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| Indicative Workload Ranges by Academic Category and Domain (points) |
|  | Teaching | Research | Supervision & Researcher Development | Citizenship & Service |
| Teaching & Research | 300-500 | 300-500 | Up to 200 | 100-300 |
| Teaching-Focused | 600-800 | Up to 300 | Up to 100 | 100-300 |
| Research-Focused | Up to 200 | 600-800 | 100-300 | 100-300 |
| Clinical Academic | 300-700 | 200-600 | Up to 400 | 100-500 |

[Further to the indicative workload ranges outlined in the Academic Categories Procedure, schools may choose to add examples of typical workload allocations for relevant academic categories in their school here]

1. Individual workload allocations
	1. Allowable workloads

The workload allocated to or required of a full-time academic in a calendar year should not exceed that which can be reasonably performed in 1725 hours, or approximately 37.5 hours per week over 46 weeks (52 weeks less annual leave and public holidays). This applies pro-rata for part-time or part-year employees.

* 1. Teaching across semesters

Academic staff may be required to teach only in two out of the three of semester one, semester two and summer semester. Academic staff may, by agreement, teach or convene courses in each of three consecutive semesters where that includes a summer semester. Where academic staff agree to work during summer semester in this context, this will be recognised in the staff member’s workload allocation by provision of an equivalent teaching-free or convening-free time during the rest of the year, or other agreed offset (The University of Queensland Enterprise Agreement 2021 – 2026).

* 1. Allocation of workload across domains

To allocate workloads to individual staff, the Head must first understand the total (directed) academic work (teaching, service and other required duties) to be undertaken in the organisational unit.

In determining individual workloads, the expectation is that a Head will consider operational requirements for workload (including teaching and internal service) and other agreed commitments are prioritised before time provisioned for self-directed workload (research, supervision and researcher development, and external service) is determined, although commitments in the latter areas may to be taken into account to determine appropriate weightings across domains.

For each individual academic staff member, the Head will consider:

1. Any existing individual commitments agreed with the Head;
2. Appropriate workload allocation among staff, having regard for each staff member’s academic category, level, capability and experience,
3. The intensity of an individual staff member’s research program as evidenced in the IAP, including agreed obligations relating to externally funded research.
4. Individual circumstances, noting that these will be given reasonable consideration and accommodated where aligned with operational requirements. This includes in relation to family/caring and personal responsibilities, professional development needs, and objectives for confirmation, promotion and career progression more generally.

It is important to note that this process gives organisational units flexibility in the utilisation of the full indicative ranges within each domain as set out in Section 4 of this document. This is one of the aspects that will be monitored through the faculty level oversight process (Workload Allocation for Academic Staff Policy).

Flexibility in individual weightings across each domain are expected such that the overall work carried out by the combined staff meets the organisational requirements, while giving reasonable consideration to staff commitments in each domain, their circumstances and their career development needs.

The allocation of work and the weightings attributed to each domain are recorded in the Academic Workload Tool and considered when assessing individual performance.

* 1. Aboriginal and/or Torres Strait Islander cultural duties

The University acknowledges that Aboriginal and Torres Strait Islander staff have commitments and obligations to maintaining their relationship to Country, their communities and to the broader community. Where Aboriginal and Torres Strait Islander academic staff engage (by mutual agreement) in cultural activities on behalf of the University, these activities will be recognised in the workload allocation under the relevant domain (The University of Queensland Enterprise Agreement 2021 – 2026 (clause 19.3)).

* 1. Adjustments for leave

Workload allocations will be adjusted for any periods of extended leave (> 4 weeks) such as parental leave or long service leave.

1. Calculating workloads
	1. Teaching

Teaching can include a range of activities that span both teaching practice and teaching impact. The workload points in this domain are inclusive of these activities, although it is recognised that for teaching impact the activity (and therefore provisioned time) may sometimes be recognised in other domains.

The following formula is used to calculate workload points for teaching per calendar year.

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| Teaching Points = Course Coordination Points + Contact Points + Marking Points + Coursework Project Supervision Points + Additional Defined Teaching Activity Points |

* + 1. Course Coordination Points

The responsibilities of the Course Coordinator are described in [Teaching and Learning Roles, Responsibilities and Governance Procedure](https://policies.uq.edu.au/document/view-current.php?id=474)*.* The workload points detailed in the below table are all-inclusive of these responsibilities, excluding teaching into the course. Where these duties are distributed beyond the Course Coordinator, for example where others teaching into the course may contribute to assessment preparation or student consultation, this can be adjusted for using the percentage coordination responsibility.

Course Coordination Points = Course Attribute Weighting × % Coordination Responsibility ×

(Course Coordination Base Points + Class Size Points)

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| Course Coordination Workload Calculation |
| Course Attribute Weighting | 2 unit course weighting = 14 unit course weighting = 1.5{others as required} |
| Course Coordination Base Points | 46 points (~79 hours) |
| \*Class Size Points | Fewer than 30 students = 030 to 400 students = 0.1 points (~10mins) per student>400 students = 40 points (~5h per week during semester) |
| *\*, for class sizes >400 students {School to specify what other support mechanisms are in place to manage associated workloads, for example additional tutor support or Student and Academic Administration support.}* |

**Example:** Individual course coordination of 2-unit course with 100 students = 1 x 100% x (46 + 10) = 56 points.

* + 1. Contact Points

The workload points detailed in the below table are calculated relative to contact hours and are inclusive of associated work time. Contact points are calculated for each teaching activity per course per semester.

Contact Points = (Contact Hours × First Delivery Multiplier) +

 (Repeat Contact Hours × Repeat Delivery Multiplier)

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| --- | --- | --- |
| Parameter | First Delivery Multiplier(points per contact hour) | Repeat Delivery Multiplier(points per contact hour) |
| Lecture / Seminar  | 1.7 points (~3 hours) | 0.87 points (~1.5 hours) |
| Tutorial / Workshop | 1.7 points (~3 hours) | 0.58 points (~ 1 hour) |
| Case-based learning | 1.7 points (~3 hours) | 0.58 points (~ 1 hour) |
| Practicals | 1.1 points (~2 hours) | 0.58 points (~1 hour) |
| Clinical coaching | 0.58 points (~1 hour) | 0.58 points (~1 hour) |
| {add/delete other types of teaching activity as relevant for school} |  |  |

**Example:** Delivery of weekly 1h lecture + 1h tutorial (first delivery) + 1h tutorial (repeat delivery) for 13 weeks = (1.7 x 13) + (1.7 x 13) + (0.58 x 13) = 43.9 points.

* + 1. Marking Points

The following formula is used to calculate workload points for marking per course per semester. Each course will be assigned a Course Assessment Load that appropriately recognises the effort associated with marking all assessment items for a single student within that course.

Marking Points = Number of Students × Course Assessment Load Points × % Share

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| --- | --- |
| Course Assessment Load | Course Assessment Load Points |
| ~1 hour per student | 0.6 points |
| ~1.5 hours per student | 0.9 points |
| ~2 hours per student | 1.2 points |
| ~2.5 hours per student | 1.5 points |
| ~3 hours per student | 1.8 points |
| {add/delete rows as relevant for school} |  |

**Example:** Course with 120 students requiring ~1 hour marking per student and the academic is responsible for 50% of the overall marking = 120 x 0.6 points x 50% = 36 points.

* + 1. Coursework Project Supervision Points

This metric is designed for courses where the primary student deliverable is a project or research thesis. The following formula is used to calculate workload points for supervision calculated per course per semester. Each course will be assigned a Project Supervision Load that appropriately recognises the effort associated with supervision per student (or group of students).

Coursework Project Supervision Points = Number of Students/Groups × Project Supervision Load ×

% Supervision Responsibility

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| Coursework Project Supervision Calculation {School to populate values as appropriate} |
| Course Unit Value | **Individual / Group** | **Project Supervision Load Points** |
|  |  | X points (~ Y hours per student / group) |
|  |  |  |
|  |  |  |

**Example:** {School to add example}.

* + 1. Additional Defined Teaching Activity Points

Allocated work in the teaching domain can extend beyond the teaching practice captured within the formulas for course coordination, teaching into courses, marking and coursework project supervision. In these circumstances, individual academic staff may be allocated an undifferentiated block of points that appropriately recognises the effort associated with delivering the defined teaching activities as agreed by the Head of School for the upcoming period.

New Curriculum Development

Additional work is typically associated with the development of new curriculum (new course or program). Where appropriate, the Head of School may recognise this as a defined teaching activity that requires additional time (points) to complete in the relevant calendar year. The updating and innovation of existing curriculum is expected and integrated in the time provisioned for allocated teaching activities.

**Teaching Impact**

[Teaching impact](https://staff.uq.edu.au/files/128621/TF_Guidance_080923.pdf) is recognised as work that has reach and influence beyond the individual academic themselves and the students they teach, and is a particularly important component for Teaching Focused academics. Where the Head of School agrees that activities and workload extend beyond the parameters measured within teaching practice, this should be recognised as a defined teaching activity that requires additional time (points) to undertake.

**Adjustments for academics new to teaching**

Academics new to teaching are defined as staff within the first three years (or equivalent) of their teaching-related academic employment at any institution.

During their probation period, academics who are new to teaching and on a continuing appointment, may have the time provisioned to deliver their teaching activities adjusted by up to 100 points per year to acknowledge the need to establish their teaching practice and productivity.

* 1. Citizenship and Service

Citizenship and Service includes a range of activities internal to the University, including general activities and service roles expected of staff to contribute to the School and wider University community. It can also include service activities (unremunerated) external to the University, which are more often self-assigned workload.

The following formula is used to calculate workload points for citizenship and service per calendar year.

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| Citizenship and Service Points = Standard Citizenship and Service Points + Defined Service Role Points |

* + 1. Standard Citizenship and Service Points

All academic staff are given a fixed allocation of points in recognition of general internal activities and smaller (often allocated) service roles, and external service activities. Where appropriate, this will be applied pro-rata for part-time or part-year employees.

The expectation is that internal citizenship and service activities take precedent over self-assigned external service activities.

* + 1. Defined Service Role Points

It is recognised that there are more substantial service roles that cannot be reasonably undertaken within the Standard Citizenship and Service Points. Points will be assigned for defined service roles to appropriately recognise the effort associated with fulfilling all associated duties for that role. The associated points will be applied pro rata for part-year or shared appointments.

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| Defined Service Roles {School to customise table as required} | Points |
| Head of School |  |
| Deputy Head of School |  |
| Director, Teaching & Learning |  |
| Director, Research |  |
| Director of HDR |  |
| Program Convenor |  |
| Integrity Officer |  |
| Chief Examiner |  |
| Research Ethics Committee Chair |  |
| Research Ethics Committee Member |  |
| Local Confirmation and Promotions Committee Member |  |

* 1. Research

Individual academic staff will be allocated a block of points for their research and consultancy activity for the upcoming period that is within the range indicated for their relevant academic category.

In determining these points, the Head will take into account:

1. the intensity of an individual academic’s research program as evidenced in the IAP, including agreed obligations relating to externally funded research;
2. the individual academic’s teaching and internal service allocation and other agreed commitments for the upcoming year; and
3. other considerations as outlined in Section 5.3 of this document.
	1. Supervision and Researcher Development

The workload points for HDR supervision are determined using the following formula (for each student), and a cap will apply in alignment with the upper limit for this domain for the relevant academic category. Only in load student supervision will contribute to these points.

HDR Supervision Points = Student Attendance Weighting × Supervision Load Weighting ×

HDR Supervision Points

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| HDR Supervision Workload Calculation {Unit to adapt weighting and points values as appropriate} |
| Student Attendance Weighting | Full-time weighting = 1Part-time weighting = 0.5Out of load weighting = 0 |
| Supervision Load Weighting | X% Advisory load = 0.X |
| HDR Supervision Points | PhD & MPhil = 35 points (~60 hours)Professional Doctorate = 20 points (~35 hours) |

**Example:** Principal Advisor (70%) for a full-time PhD candidate (in-load) and Associate Advisor (30%) for a full-time MPhil candidate (in-load) = (1 x 0.7 x 35) + (1 x 0.3 x 35) = 45.5 points.

# Appendix A

{Insert summary of how unit developed Academic Workload Allocation Model in consultation with academic staff to achieve agreement by the majority of staff to be covered by the model.}

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