

UNE Business School
Workload Guidelines 2019

PRINCIPLES

Underpinning the School's workload policy is the [University of New England Academic and ELC Teaching Staff Collective Agreement 2014 -2017](#) (EA). While the School's workload Guideline seeks to establish key operational principles to guide staff, the EA takes precedence.

In allocating teaching loads, the following principles apply:

1. *Transparency*, equity and the active involvement of the teaching staff concerned.
2. Where possible, to maximise the *quality* of the student experience, expertise, experience and qualifications will be matched to the units taught to ensure the best learning outcomes for our students.
3. *Equity* requires that annual teaching loads should, wherever practicable, provide an equitable mix of:
 - a. internal and external teaching modes;
 - b. larger and smaller units;
 - c. postgraduate and undergraduate teaching (depending on qualifications);
 - d. teaching loads spread evenly over two trimesters;
 - e. team-based learning; and
 - f. due regard for agreed staff development needs.

The EA specifies certain quantifiable principles that must be adhered to. These include:

1. Staff who are teaching within the allocated load of their cluster EFTSL band, or research active staff (using ERA indicators), or staff who have a reduced teaching load because of a defined administrative role must not be required to teach any more than 2 out of 3 trimesters per annum
2. Staff who are not teaching within the allocated load of their cluster EFTSL band and who are not research active may be required to teach up to 5 out of 6 trimesters over a two-year period.
3. Equity consideration shall be given in determining expectations of research activity in the case of early career academics and academics who have had a recent significant break in their career (e.g., primary care giver or returning from parental leave).
4. Where there are multiple and overlapping arrangements (e.g., 5 or more teaching sessions), no staff will be required to work more than 3 out of 5 overlapping sessions or to work in a pattern that would prevent the use of 12 weeks per annum free from teaching responsibilities.
5. Staff must not be required to work in a pattern that would prevent taking a four-week block of annual leave per annum.

PROCESSES

1. *Initial workload allocations*

Discipline group leaders are responsible for collegially conducting initial planning for unit coordination and workload allocations for the following calendar year, and advising the Head of School accordingly. Continuing staff have priority over casual staff in the allocation of EFTSL. If a staff member is designated less than their required EFTSL load, then the staff member must be offered an opportunity to undertake a greater load, despite any circumstance where casual staff may have particular teaching expertise.

2. *Allocation of workloads*

The Teaching and Supervision Index (TSI) translates into 25-33 EFTSL for academic staff at UNE Business School. Staff must be allocated the relevant EFTSL allocation for the following calendar year based on their research productivity, as per the Table contained in Appendix 1. Formal service roles in the School must be recognised with specific EFTSL allocations detailed in Appendix 2. Early Career Researchers (Levels A or B, and within 5 years of their PhD) must be allocated 25 EFTSL for the first two years of their appointment as they seek to establish their research activity.

3. *Coordination duties are the responsibility of continuing staff members*

All units must be coordinated by a continuing staff member, except for special cases approved in writing by the Head of School.

4. *Online teaching hours calculations*

For the purpose of calculating workload for team teaching and casual assistance, on-line teaching must be counted as face-to-face teaching on the basis of one session for each 30 external students with the first such session being equal to three hours work (one hour of delivery and two hours of associated working time). The teaching of second and subsequent groups of 30 students must be considered equal to two hours work (one hour of delivery and one hour of associated work).

5. *Announcement of workloads*

The Head of School must circulate workloads as soon as practicable after each trimester's census dates. The workloads would be actual for the current trimester, prospective for the remaining trimesters and must also specify any teaching not yet covered. The workloads of casual staff must be published separately as soon as practicable after the trimester 3 census date.

6. *Carryover of excess load*

It is expected that reasonable steps are undertaken to manage EFTSL load consistent with the allocated load and there will normally be no carryover of load from one year to the next. Where there are exceptional circumstances for staff unable to appoint appropriate casual teachers to absorb their forecast excess load, carryover of EFTSL may be agreed with the Head of School and supported in writing.

7. *Special Studies Program*

Staff who qualify for the Special Studies Program (SSP) and are granted one trimester or two trimesters SSP must have their annual teaching workload reduced by 50 per cent. The SSP will be taken in one of the staff member's two teaching trimesters. The remaining 50 per cent of workload will be taught in the remaining teaching trimester.

8. *Adjustments for Long Service Leave*

Staff who undertake Long Service Leave (LSL) must have their teaching workloads reduced by the proportion of the workload period while on leave.¹

9. *HDR supervision while on leave*

For staff on SSP or LSL, existing provisions regarding HDR supervision agreed by the Head of School and PDVC must apply to workload. It is the responsibility of the staff member who is taking SSP or LSL to inform the Head of School on HDR supervision arrangements. Staff may continue to supervise HDR students while on SSP or LSL. However EFTSL that would normally accrue must not be included in that staff members' workload calculation.

10. *HDR supervisions and Special Topics, Honours dissertations and Masters minor dissertations*

Supervision of full time Honours and Masters dissertations must be allocated one EFTSL. Doctoral supervisions must be allocated two EFTSL. These allocations apply only during the agreed enrolment period and exclude any leave periods taken by the student during their enrolment. Less than full time supervision must be allocated EFTSL on a pro rata basis. EFTSL arising from enrolments in Special Topics, Honours dissertations and Masters minor dissertations units must be allocated to the staff member performing the teaching.

11. *Appeal procedures*

Academic staff have two weeks to appeal their workload allocation. In the first instance, a meeting must be held with the Head of School to attempt a resolution. If the staff member and the Head of School cannot reach agreement, an appeal should be directed to the Dean of the Faculty of Science, Agriculture, Business and Law to summarily decide the issue, depending on the factors preventing agreement. Thereafter, disputes about workloads must be resolved using the Dispute Settlement Procedures of the UNE Academic and ELC Teaching Staff Collective Agreement 2014-17.

12. *Annual Guideline Review*

The School Executive Committee must review this Guideline annually so as to produce a draft Guideline for the subsequent year before 1 December of the current year.

13. *The appended tables are part of this guideline*

¹ For example, ten weeks of LSL must result in a workload reduced of 21 per cent (10/48).

Appendix 1 Impact of Research Activity on Workloads

The calculation of research productivity for the purpose of workload allocation is based on the quantity and quality of publications produced over the previous three years. The maximum teaching load of 33 EFTSL can be reduced by up to 8 EFTSL depending on research productivity. This means that the load for the most productive researchers is 25 EFTSL. The expectation of research productivity of staff increases with their academic level. The bar is set highest for level E and it decreases proportionally to salary for levels D, C and B.

Points assigned to research outputs

The points assigned to a publication are adjusted according to the number of authors and the quality of the output. The proportion (X) of a publication assigned to an author is calculated based on the number of authors (N) as $X = (1 + 1/N)/2$. This method gives higher weight to single-authored outputs but still encourages collaboration by introducing only a small and decreasing penalty for each additional author. The author proportion for each publication is then multiplied by the number of points accrued by the output type, as defined in Table 1.

Output type	Points
Journal papers:	
A*	10
A	5
B	2
C	1 ⁺
Book	5
Edited Book	1
Book Chapter	1
Conference paper	0
Unranked paper	0

Table 1. Points assigned to each academic level per publication type under the research workload model. ⁺ Note: Level E staff do not receive credit for C journal papers.

Total points assigned to a staff member are given by their research outputs over the last three years. These points are converted to EFTSL allowances according to academic level as per below.

Research workload formula

The formula used to calculate EFTSL allowances is:

$$A_i = A_{\max} \times \min\left(\frac{P_i}{H_i}, 1\right)$$

where:

- A_i is the EFTSL allowance for staff member i .
- P_i is the number of research points obtained by the staff member
- H_i is number of points at which i receives the maximum allowance depending on academic level (see Table 2).
- A_{\max} is the maximum EFTSL allowance given for research activity, 8 EFTSL under the current scheme.

This formula results in a linear increase in the allowance received as the number of research points increases, but it is truncated at the maximum allowance $A_{max} = 8$. The number of research points required to receive the maximum allowance (H) is currently set at 25 for a level E. This could be achieved by producing five A journal papers over three years or other combinations, such as 2.5 A* papers or 12.5 C papers (see Table 1). The maximum allowance received by a staff member (H_i) is adjusted relative to the benchmark of 25 according to relative salary as illustrated in Table 2.

Academic level	Salary (\$1,000)	Salary ratio	H_i
B	93	0.58	14.5
C	112	0.70	17.4
D	132	0.82	20.4
E	161	1.00	25.0

Table 2. The number of research points at which staff members are considered highly productive (H_i) based on their academic level. H_i is calculated by multiplying the salary ratio times the maximum H_i value (25).

Applying the formula

The actual EFTSL load is calculated by subtracting the allowance (A_i) from the maximum load of 33. Figure 1 shows the results of applying the formula. Research-inactive staff (those with zero points) receive the full teaching load of 33 EFTSL. The workload of research-active staff decreases linearly depending on their research productivity, but the decrease is fastest for level B and slowest for level E, reflecting relative research productivity expectations.

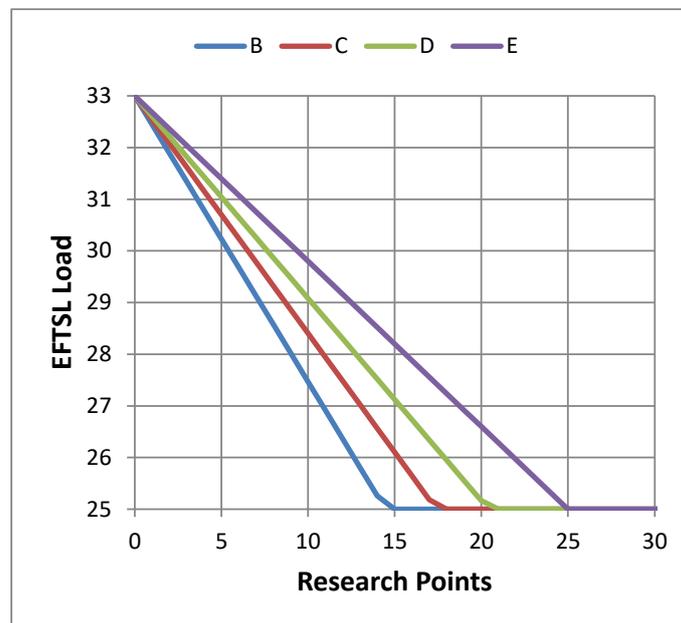


Figure 1. Workload assigned according to academic level and research outputs.

Appendix 2 Formal service roles recognised through EFTSL allocation

Role	EFTSL recognition
Deputy Head of School	25 EFTSL
Chair, Teaching and Learning Committee	25 EFTSL
Chair, Research and Research Training Committee	11 EFTSL
Course Coordinators for cluster of courses	4-15 EFTSL depending on size of cohort
UNE Abroad Coordinator	7 EFTSL
Academic Integrity Officer	4 EFTSL

Appendix 3 Course development recognised through EFTSL allocation

Role	EFTSL recognition
New unit development	4 EFTSL
Existing unit redevelopment	By prior arrangement with HoS

Appendix 4 Overseas delivered units recognised through EFTSL allocation

For units delivered in partnership with internationally-based education providers, some recognition for additional EFTSL is required. However, it should be acknowledged that in-country support for tutorial delivery is provided. Such in-country support receives tutor training, ongoing support, exam marking and travel that requires input from the Unit Coordinator. These demands will however, reduce as the relationship with each international partner matures for each unit.

Academic staff are required to articulate the breakdown of ongoing support on a case by case basis for each unit taught with internationally-based education providers.