TEACHING WORKLOAD MODEL

The attached workload model will be adopted from 2011. It is intended to be simple and transparent.

The basic principles behind the new workload model have been developed by a Working Party comprising the Deputy Dean as Chair and Heads of Disciplines, with some input from the Associate Dean of T&L in the later stages. The principles were discussed at the Management Group meeting held on 8 April 2010 at which the principles were endorsed for discussion at discipline meetings. The workload model has since discussed at discipline meetings as well as at a Level A/B academic staff forum. Feedback and comments from these meetings have been taken into account in developing this final version.

Professor Izan (Deputy Dean) – Chair of Working Party
Professor Ken Clements (Head, Economics)
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Professor Ray da Silva Rosa (Head, Accounting and Finance)
Professor Geoff Soutar (Head, Marketing)

July 2010
Teaching Workload Model

All academic staff are expected to be engaged in teaching, research and service. This workload model focuses on teaching activities, and should be read in conjunction with expectations under each of these areas.

A. Principles in Teaching Workload Allocation

1. A standard teaching load for teaching and research staff is 4 teaching blocks per year.

2. All teaching and research staff should do a minimum of 2 teaching blocks per year.

3. Reductions in teaching load can be achieved by:
   - Appointment to a “Dean’s Research Fellowship”. Staff can apply for a limited number of Fellowships that provide ‘one block’ of teaching relief per year, based on prior research performance. A maximum of eight such fellowships will be provided annually, with no more than two normally in each discipline group. At least four of these fellowships will be available for Level B-D appointments only. (The Associate Dean of Research will develop criteria for the Fellowship that will include competitive and other grant records and publications). Research Fellowships can be held for a maximum of two years, and successful recipients will not be eligible to reapply for the subsequent two years. The number of such Fellowships may be increased pending the School’s budget position.
   - Involvement in HDR and Honours supervision. All research active faculty can potentially offset teaching through supervision (for sole supervisors, 3 HDR students = 1 block, and 5 Hons students = 1 block ). Research active staff are able to offset up to two blocks by HDR supervision (ie supervise up to 6 HDR students), provided a satisfactory record of HDR completion can be demonstrated.
   - Teaching relief buyout from research grants (to a maximum of one block)
   - Involvement in academic leadership roles such as Head of Discipline, Program Directors, Associate Deans, etc.

4. Staff who are not research active can add additional blocks of teaching in order to balance their workload.

5. New appointees will be given a credit of ‘one block’ in their first academic year.

6. Supervision during periods of sabbatical leave should form part of the study leave program of research activities; staff who are unable to carry on with supervision during their periods of leave will be required to make alternative arrangements during their absence. Note that under ‘Research Active’ definition, staff at level C and above are expected to have some involvement in research supervision.

7. All existing overload points will be converted to ‘equivalent blocks’: 155 points = 1 block. It is expected that overloads will be managed down over a two year period, and normally an overload at the end of each academic year should not exceed one block.

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1 The School has outlined some minimum expectations for staff to be classified as ‘research active’, expectations on teaching and service contributions at the various levels.
B. Definition of ‘teaching block’

**UG classes (including marking and liaising with tutors)**

**Lectures**
- < 40: All lectures and up to two tutorials = 1 block per semester
- 40 to 150: 2 x one hour lectures plus 1 tute = 1 block per semester
- 150 to 350: 2 x one hour lectures = 1 block per semester
- > 350 (with Repeats): 4 x one hour lectures = 2 blocks per semester

**Tutorials**
- 1 hour tutorial plus 4 repeats = 1 block per semester

Classes with three hours of lectures per week are restricted to quantitative units. For classes with < 40 students, all lectures and tutorials = 1 block. For other classes it is proposed that 3 lectures = 1.5 blocks.

A decision whether to run UG classes with enrolments of less than 40 will be made by the Deputy Dean (Operations) following advice from the Head of Discipline and the UG Program Director. The Associate Dean T&L has advised that a statement be included in the Handbook that classes may be cancelled due to small enrolments.

**PG and Honours Classes**

Most PG and Honours classes have three contact hours per week, either run as a 3-hour seminar or 3-hour lecture, with each unit having 36 contact hours per semester/trimester.

- One by 3-hour seminar/lecture = 1 block per semester/trimester
- Repeat Lecture = 1 Block
- Intensive Teaching = Each unit to be treated in similar manner as per PG unit

A decision whether to run PG/Honours classes with enrolments of less than 20, and to run intensive classes, will be made by the Deputy Dean (Operations) following advice from the Head of Discipline and the PG Program Director. The Associate Dean T&L has advised that a statement be included in the Handbook that classes may be cancelled due to small enrolments.

A decision whether to stream PG classes will be made on pedagogical grounds following consultation between the Head of Discipline, PG Program Director and the Associate Dean of T&L.

**Transnational Program Teaching**

Most teaching on transnational programs is done offload. Any teaching of PG units done on-load will be treated in the same manner as other PG units (one unit = 1 block).

**Supervision**

HDR (sole) = **0.3 block per FTE HDR student** per academic year; **maximum of 4 FTE years** per candidate

HDR (joint) = **0.4 block per FTE HDR student** per academic year to be split between supervisors depending on relative contribution, provided the split is at least 70:30. This formula means that a supervisor who supervises 70% of an HDR will receive a maximum of 0.27 of a block. A supervisor whose share of the load is >80% will receive a maximum of 0.3 of a block (equivalent to a sole supervisor). Maximum of **4 FTE** years per candidate.

Hons (sole) = **0.2 block per FTE student** per academic year
Hons (joint) = **0.25 block per FTE student** per academic year, to be split between supervisors.
C. Academic Support

For **undergraduate units** of greater than 150 students, administrative support will be provided in the following ways:

- Tutor to assist – load of **.4 block** to be allocated to a designated tutor (2 tutes); assistance include assisting with student queries, particularly around examinations and liaising with other tutors. It is possible for example that a tutor be appointed on a contract basis for the semester to provide this assistance.

- If no tutor is appointed to assist, Unit Coordinator will receive **0.4 block in lieu of admin assistance**

- As a guide, the lecturer in charge is expected to do the equivalent of two tutorials worth of final exam marking

- Marking during the semester (mid term exam, essays) is included as part of the contract for each tutor.

For units with enrolments between 100 and 150, load of **.2 block** (one tute) will be provided in lieu of admin assistance.

For a **postgraduate unit with** greater than 45 students (offered in **one** stream), unit coordinator will receive **0.2 block in lieu of admin assistance**, or direct assistance for marking any given piece of assessment.

D. **Contact Hours per week under proposed model**

**UG per Block**

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>Contact Hours per Week</th>
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</thead>
<tbody>
<tr>
<td>&lt; 40</td>
<td>4 (As of March 3, 2010 there were 9 UG units with enrolments &lt; 40.)</td>
</tr>
<tr>
<td>40 to 150</td>
<td>3</td>
</tr>
<tr>
<td>150 to 350</td>
<td>2</td>
</tr>
<tr>
<td>&gt; 350 (repeat)</td>
<td>2</td>
</tr>
</tbody>
</table>

**PG per block**

<table>
<thead>
<tr>
<th>Contact Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Some examples of contact hours for 2 blocks of teaching:**

<table>
<thead>
<tr>
<th>Load for semester</th>
<th>Number of blocks</th>
<th>Contact hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 UG &lt; 40 plus 1 UG 40 to 350</td>
<td>2</td>
<td>3 (or 4) + 3 = 6 or 7</td>
</tr>
<tr>
<td>1 UG (40 to 150) + 1 PG</td>
<td>2</td>
<td>3 + 3 = 6</td>
</tr>
<tr>
<td>1 UG (40 to 150) + 1 UG (150 to 350)</td>
<td>2</td>
<td>3 + 2 = 5</td>
</tr>
<tr>
<td>1 UG &gt; 350 (with repeats)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1 UG (150 – 350) + 5 tutes</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>2 PG</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>1 PG with repeats</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Tutorials – 10 tutes</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

It is expected that staff at level C and above will have some supervision so that their classroom contact hours will be reduced further.
E. Early Career Researchers

The model does not allocate any teaching relief for Early Career Researchers, other than new appointees. ECRs are encouraged to apply for teaching relief from the School’s and University Research Development grants schemes, both of which have a bias towards ECRs. Those who have been employed at UWA while completing their HDR are also eligible to apply for study leave.
FREQUENTLY ASKED QUESTIONS

1. Why does the workload model not recognise research?

The teaching workload model should be read in conjunction with the “Research Active” paper, as well as expectations on Teaching and Service for different levels of appointments.

Excellence in research is recognised in various ways in the School:
- Staff can apply for promotion to the next level, or apply for accelerated increments if performance is recognised as outstanding
- The criteria for the Dean’s Research Fellowships will be based on research performance
- The University has a policy on the award of merit loadings to recognise excellence, especially for level Es who cannot apply for promotion
- Special awards such as the Aherns’ Early Career Research awards, the named fellowships (Don Voelte and Nancy Keegan and the BHP Billiton Fellowships)

2. What happens to ‘excess research points’ under the old workload model?

The previous model has ‘research points’ awarded for various activities, which were meant to reflect aspirational levels of research performance. The documentation developed by the then DDO stated:

“It is important to note that this is an aspirational level of research and each staff begins the year with 620 hours of research-related activity….Consistent deficits over a three-year period will trigger the allocation of increased teaching assignments, unless otherwise approved. Surpluses may, via some form of incentive scheme, result in either an increased research annum (assessed annually--perhaps $1-10K based on research activity), salary adjustment (accelerated increments, loading or retention of loadings) or be offset against teaching load (within some maximum limit).”

There was acknowledgment that the model was not workable as some aspects of the model are difficult to verify as we do not collect the necessary information (eg journal refereeing, seminar presentations). It is also expected that staff with significant ‘research points’ should have applied for promotion or may have receive other forms of recognition (loadings or retention of loadings, tenure). The same staff can also apply for one of the newly created “Dean’s Fellowships” which will provide one block of teaching relief.

The model provides for staff who are not research active -- they can add additional blocks of teaching in order to balance their workload.

3. How will the Dean’s Research Fellowships work?

It is proposed that the Dean’s Research Fellowships can be held up to 2 years, and that successful applicants will not be eligible to apply for the next round, but be required to wait for a period of two years following their Research Fellowship award.

4. What happens to current overload/underload balances

All balances accrued under the current model will be converted to equivalent ‘blocks’ under the new model (155 points = 1 block). It is expected that in future overloads can be carried over, but managed within a two year frame, and that not too many staff will be accumulating significant overloads.
5. What about the credit for ECRs and staff completing PhDs currently available under the workload model?

The model does not allocate any teaching relief for Early Career Researchers, other than new appointees. ECRs are encouraged to apply for teaching relief from the School’s and University Research Development Grants schemes, both of which have a bias towards ECRs. Those who have been employed at UWA while completing their HDR are also eligible to apply for study leave.

6. The model does not give additional credits for new preparation.

There is an expectation that within (say) a 3 year time frame, staff may have to contribute to curriculum development, including new unit preparation. Staff are expected to teach a unit over a few teaching semesters/years. Heads should monitor workloads such that staff cannot be expected to have frequent ‘new unit preparations’.

Appointees new to the School will have one block of teaching relief.

Staff embarking on any new curriculum overhaul be supported by a teaching development grant or special School grant, which may include some teaching relief.

7. The model gives credit for particular roles (eg Head of Discipline, etc). Which activities will lead to teaching credits and which will not?

All staff are expected to perform some service to the School and University, and the more senior the position, the more is often expected (see service expectations paper). Which roles will generate teaching credits have not yet been finalised at this stage.

8. Staff on study leave do not get credit for supervision done during leave periods. Won’t this discourage staff from supervising?

Sabbatical periods provide staff with a teaching free semester or year, but they are expected to do research and the research training component should form part of their research activities during sabbatical periods. Staff at level C and above are expected to be involved in supervision.