

Academic Workload Framework

1. Principles

The allocation of workload for full-time and part-time academic staff at Southern Cross University will be related to scholarly activity which includes Teaching, Research and Service activities. The principles guiding the allocation of workload are:

- **Aligned:** the allocation of work tasks is aligned with the SCU Strategic Plan and Enterprise Agreement in place at the time, the sustainability of the institution as a whole, the work unit's operational needs, and the staff member's skills, expertise and career aspirations.
- **Consistent:** the allocation of workload is consistent across/between individuals and across/between work units and aligned to the objective of balancing cost, quality and the sustainability of the University's resource base.
- **Consultative:** an opportunity for employee's, and the work unit's, requirements to be considered in the workload allocation process.
- **Transparent:** each/all staff members have access to information about the workloads of other staff members within the work unit. Formal mechanisms will also ensure the capacity for work allocations to be compared across the Faculties/Colleges on a cyclic basis.
- **Flexible:** the allocation of workload permits flexibility to accommodate for special or unforeseen circumstances that arise for either the University or the individual.
- **Fair and Equitable:** it is important that the workload model promotes fairness and equity in the manner in which academic workloads are allocated across the University and in consequence, underpins the incentives and practical capacity for cooperation and sharing across work units.
- **Planned:** it is the responsibility of the Head of Work Unit to manage the allocation of work pursuant to the framework ensuring adequate consideration of the opportunity to take leave and the content of each year's PRP process.
- **Empowering:** the allocation of work tasks and time for those tasks is empowering for the staff member, aligned with their career aspirations and respectful of the needs of individuals and work units.
- **Monitored:** the allocation of workload is monitored through the PRP process.
- **Supportive of Professional Development:** workload allocation will support the need for academic staff to engage in professional development activities and accreditation appropriate to their discipline.

It is an overarching principle of this framework that the University acknowledges that academic workloads are based on 1725 hours per year and the University expects that work allocated pursuant to negotiations with heads of work units under this framework will be commensurate with the 1725 hour envelope in a given year.

2. Teaching

Teaching is a scholarly activity that engages students in learning. It is informed and revitalised by scholarship, research, consultancy and/or professional practice. In the Southern Cross context, teaching aims to ensure that students are provided with effective learning opportunities regardless of location. It encompasses a wide range of approaches including face-to-face teaching with large and small groups, online teaching, one-to-one consultations, supervising students' experience in work-based settings, advising students, assessing students' work, providing feedback on students' progress, preparing teaching and course materials, and contributing to curriculum design and development.

The SCU teaching delivery model is flexible and capable of accommodating teaching undertaken in a variety of modes, in intensive settings, across study periods and where used, sessions.

It is a core principle of the University's academic workload framework that all academic staff should contribute to teaching, including those staff whose dominant required duties relate to research.

For the purposes of calibrating the level of activity teaching activity required by academic staff in order to fulfil the principles set out in part (1), above, the University defines the teaching component of academic workloads by reference to the activity required to deliver teaching activities to a level of EFTSL.

At Southern Cross University, the following target allocations of EFTSL apply to each of the indicative workload profiles set out below. These target EFTSL allocations lie within tolerable ranges to allow flexibility and to enhance the simplicity of workload allocations during a year.

Teaching Scholar - Work Profile: 70% Teaching, 20% Scholarship of Teaching, 10% Service

– Target 40, Range 38 - 42

Teaching & Research - Work Profile: 60% Teaching, 30% Research, 10% Service

– Target 35, Range 33 - 37

Teaching & Research - Work Profile: 40% Teaching, 50% Research, 10% Service

–Target 23, Range 21 - 25

Research Scholar – Work Profile: 20% Teaching, 70% Research, 10% Service

– Target 11, Range 10 – 12

Academics with fractional appointments shall have their workload pro-rated to the same FTE fraction.

EFTSL includes all sub-bachelors, undergraduate, and postgraduate coursework students taught directly by the University. An EFTSL constitutes the equivalent of one year of full-time equivalent study for students. Where team teaching activities occur, the Head of Work unit will determine the workload allocations relating to each teaching team member proportionate to their contribution to the overall effort associated with delivery of the unit.

Teaching and related duties, include but are not limited to:

- i) unit coordination and all required activities related to the coordination of activities within the unit of study.
- ii) development of curriculum, pedagogy, maintaining currency and further development of teaching materials and unit/course learning resources for delivery on-campus, by distance, online and at other campuses and delivery sites, both in Australia and, where relevant, overseas.
- iii) delivery to students, including undergraduate honours students, through lectures, tutorials, laboratory classes, teaching intensives, residentials, practicums, clinical education and training, work integrated learning, project-based learning, performance, online presentations, research projects, fieldwork and team teaching as required for all approved units and delivery modes.
- iv) effective engagement with students through positive face to face interactions, high standard online delivery and through professional phone, technology based and email communication.
- v) supervision of other academic teaching staff, including fixed-term and casual staff as required.
- vi) setting, assessing and grading of all required student work including assignments, quizzes, exams, portfolios, performances, clinical competency, projects and all other approved assessable items.
- vii) all required teaching and learning related administration, including preparing unit profiles, setting text books and other learning materials, formal advice to students, unit grade submission reporting, unit and course reporting and internal and external accreditation requirements.
- viii) maintaining currency with existing teaching technologies and implementing unit delivery through new approved teaching and learning technologies and platforms as required.
- ix) implementing unit improvement strategies agreed at relevant Faculty/College or university level teaching and quality committees.
- x) undertaking teaching of the coursework elements of professional doctorate programs, noting that the research supervision component is to be regarded as falling within the ambit of research activities.
- xi) any other teaching and learning duties not listed above which are manifestly teaching and learning duties.

3. Research

A Teaching and Research Academic will receive an annual allocation of 30% for research and research-related duties (subject to Guideline 1).

Research allocations may be varied in accordance with the Enterprise Agreement.

Staff expected to undertake research as part of their defined duties are required to achieve and maintain “Research Productive” status, as defined by the Deputy Vice Chancellor (Research). Research productive staff will have the discretion to work autonomously within their research allocation, however it must be relevant and align with the strategic objectives of the Work Unit and the University and adhere to the University’s requirements for quality and impact. Research related work includes, but is not limited to:

- i) developing research ideas and concepts, research themes and specific projects
- ii) writing research proposals, grant applications and securing external funding
- iii) gaining required ethics, permits or other approvals prior to conducting research related activities
- iv) undertaking research projects
- v) supervising, mentoring and directing the research activities of other research staff and within time research students
- vi) leading the research activities of a university research centre or group
- vii) publication of research monographs, book chapters and peer reviewed research journal articles
- viii) presentation of research outcomes and results to academic peers at significant national and international conferences
- ix) acting as an invited reviewer or editor for research publications
- x) conducting original and creative performance work
- xi) serving on expert panels such as the ARC College of Experts
- xii) any other research activities not listed above which are manifestly research related activities.

4. Scholarship of Teaching

Teaching scholars are provided with a 20% allocation of time under the Enterprise Agreement to undertake scholarship of teaching. This time may be used for a variety of purposes directed towards the enhancement of the student learning environment and learning outcomes at Southern Cross University. It may encompass a range of activities including the preparation of teaching and course materials, contributing to curriculum design and development, scholarly activity that directly informs

teaching practice and curriculum development, teaching activities incorporating peer review or expert demonstration, the maintenance of currency in developments within a scholar's discipline and engagement with peer review and development activities. The primary orientation of these activities must be agreed with the Head of Work Unit on at least an annual basis, and dominantly directed towards the advancement of strategic institutional priorities in pedagogy, curriculum development and learning quality and engagement.

5. Service

Service refers to the role of an employee as a citizen of Southern Cross University, the community and relevant profession. Service draws upon an employee's expertise and must be relevant to the University's strategic objectives.

Service to the University, the community and an academic employee's profession will endeavour to enhance the reputation of the University. It is expected that Service to the community will foster relationships between the University and a range of organisations in the community. In particular it should explore prospective partnerships between University colleagues and outside organisations through activities such as collaboration on projects of regional significance to the University and its partner organisations.

Academic employees will receive a minimum 10% allocation for service contribution across the University, the community, and their profession. Additional service allocation may be negotiated with the Head of Work Unit and approved within relevant delegations applicable to Heads of Work Units.

Service activities planned for each year should be explicitly documented and agreed by the Head of Work Unit and include, but are not limited to:

- Course Coordinator (see Guideline 1)
- Unit Assessor (See Guideline 1)
- Chair of Faculty/College Board (see Guideline 1)
- Associate Dean, Education (see Guideline 1)
- Associate Dean, Research
- Director, Higher Degree Research Training (see Guideline 1)
- Community Engagement related to and of benefit to Southern Cross University
- Research Integrity Officer
- Academic Integrity Officer
- Conference or seminar organisation
- Supervision of undergraduate honours students
- Attendance at Work Unit planning days, Faculty/College Board, staff meetings, or department/discipline/program meetings
- Active participation on University or Work Unit committees
- Journal editing and review
- Active participation in Faculty/College marketing/student recruitment activities
- Regular attendance at graduation ceremonies

6. Additional Guidelines

1. Formal allocated administrative roles such as Course Coordinator, Unit Assessor, Chair of Faculty/College Board, Chair of Discipline, Associate Dean (Education), Associate Dean (Research), and Director of Higher Degree Research Training will be allocated to the service component of the annual workload allocation for academics. There will be circumstances where the burden of the workload associated with these roles requires an adjustment to the service component of workloads beyond the standard 10%. These adjustments will be made on a consistent basis across the institution as a whole in accordance with the University's [Service Workload Allocation Guidelines](#).
2. Workload allocations under this framework will be referable to a single academic year (or part thereof) only.
3. Employees may refer disputed or unresolved workload matters to the Chair of the Academic Workload Committee, in accordance with the Enterprise Agreement.
4. The Academic Workload Committee will annually monitor and review the Academic Workload Framework to ensure an equitable allocation within work units and across the University.
5. Employees are expected to engage in activities appropriate to their profession or discipline including professional development and accreditation and maintaining currency in their area of teaching and research. Professional development requirements should be discussed with the relevant supervisor during PRP discussions. Professional development is expected to occur within and as part of the overall workload allocation for teaching and research activities.
6. It will not be appropriate to govern the allocation of some forms of work undertaken by SCU staff under this model, for reasons of practicality. In these circumstances, including the delivery of non-award transitions programs, ELICOS programs, executive education programs and the delivery of education through partnerships, Heads of Work Units will determine appropriate work allocations sensitive to the sustainability of these activities, proportionate to required effort and the overall tenor of this framework, and, as appropriate, adjustments to work allocations otherwise determined under this framework.
7. Unless wholly governed by the clauses of the Enterprise Agreement that stipulate the number of hours required for the engagement of casual staff to undertake a variety of academic tasks, engagements of casual staff for academic purposes will be subject to the university's [Casual Academic Engagement Guidelines](#).