

From: Linda Gale [<mailto:lgale@nteu.org.au>]

Sent: Thursday, 1 September 2016 3:44 PM

To: Chambers - Johns C; Chambers - Catanzariti VP; Chambers - Kovacic DP; Shannon, Allison; Catherine Pugsley; Stuart Pill; Renee Veal

Subject: AM2015/6 NTEU Document - survey instrument relevant to evidence of Dr John Kenny

Dear Associate,

Please find attached a copy of the survey instrument mentioned in the evidence of Dr Kenny today in this matter.

Sincerely,

Linda Gale
NTEU

NTEU Academic Workload Survey

Section A: Questions about you

Academic workload remains one of the key areas of concern for our membership. Evidence indicates many staff are working longer hours and enduring increasingly heavy performance expectations.

This questionnaire is to be conducted Nationally and is open to academic staff in Australian Universities (both members and non-members) of the NTEU. It will provide comprehensive data and enable an evidence based analysis of academic work and will support the development of realistic workload policies and reasonable performance expectations for academic staff across the country.

This survey is not about the notional hours allocated to you under an agreement or a workload formula. Rather, it aims to capture your actual experience by collecting realistic estimates of the time you actually spend performing your academic duties.

The target audience is all academic staff at Australian universities in on-going or fixed term positions. The survey is not intended for academics in casual positions.

A. Demographic data

* 1. Academic Level (Select from A-E)

Level A Level B Level C Level D Level E

* 2. Select the Name of your Institution

* 3. How do you identify yourself?

- Woman
 Man
 Other (please specify)

* 4. How many years have you worked as an academic?

- 0-5 years
 6-10 years
 11-15 years
 15-20 years
 greater than 20 years

* 5. Select the best option to describe your major discipline area

- Humanities, Arts or Social Sciences (HASS)
- Science, Technology, Engineering or Mathematics (STEM)
- Medicine or Health Sciences
- Agricultural and Veterinary Sciences
- Built Environment and Design
- Other (please specify)
- Education
- Economics
- Commerce, Management, Tourism and Services
- Psychology and Cognitive Sciences
- Law and Legal Studies

* 6. How many years have you worked at your current institution?

- 0-5 years
- 6-10 years
- 11-15 years
- 15-20 years
- greater than 20 years

* 7. Select the option which best describes your current employment status

- Full time continuing/tenured/ongoing
- Part time continuing/tenured/ongoing
- Full time fixed term
- Part time fixed term

If part time, please specify your time fraction

* 8. Please select the option which best describes your academic employment category

- Teaching and Research
- Teaching Intensive
- Research Intensive
- Research Only
- Teaching Only

Other (please specify)

Section B. General questions about your academic work

* 9. The standard working hours (SWH) for most full time Australian employees are 38 hours a week. Regulation of standard working hours for academics is less clear. In your experience, are 38 hours a week sufficient to perform your actual academic workload (AAL) and meet your performance expectations? If you work part time, please respond on the basis of your time fraction as the SWH.

Yes

No

NTEU Academic Workload Survey

* 10. Please give an estimate of the average number of hours you work per week?

For the following group of questions, select the most appropriate response from your experience

* 11. I have to work in the evening and/or on weekends to get my job done.

Strongly agree Agree Unsure Disagree Strongly disagree

* 12. The volume of administration I have to do has increased.

Strongly agree Agree Unsure Disagree Strongly disagree

* 13. My teaching load has increased.

Strongly agree Agree Unsure Disagree Strongly disagree

* 14. The time allocated in my workload for research is adequate.

Strongly agree Agree Unsure Disagree Strongly disagree

* 15. In general, how would you describe the changes to your workload in the last five years?

* 16. What specific suggestions would you propose that might protect academics from overwork?

NTEU Academic Workload Survey

Section C: Teaching

The following group of questions seek to obtain realistic estimates, based on your teaching experience, of the actual time required to undertake a range of teaching tasks.

Please only complete the questions which relate to tasks in which you have direct and recent teaching experience. For the purpose of consistency, in your response, assume the questions refer to teaching in a typical undergraduate subject.

The Questions are organised into two groups:

- Questions 17-41 refer to teaching related tasks which are largely independent of the number of students involved in the course (e.g. planning a unit and preparation of specific teaching activities)
- Questions 42-45 refer to teaching related tasks which depend directly on the number of students in the unit or course (e.g. assessment and consultation).

Consecutive questions ask for separate time estimates (in hours) for both online and on-campus activities, so if you do not teach online you just do not answer those questions.

Please leave blank any sections in which you do not have direct recent experience.

C1. This group of questions is concerned with common teaching tasks considered independent of student numbers in the unit.

Unit planning and development includes a range of tasks such as: preparing a unit outline, reference list, designing assessment tasks and rubrics, scheduling teaching sessions, etc. Give the best estimate from your own recent experience for each of on campus and online situations and assume you are teaching within your area of expertise.

Leave blank any sections for which you have no recent experience

17. Estimated time (in hours) to undertake unit planning activities- (On campus teaching).

Totally new unit (or one you have not taught previously)

Substantial review of an existing unit (previously taught)

Update of an existing unit (previously taught)

18. Estimated time (in hours) to undertake unit planning activities- (Online teaching).

Totally new unit (or one you have not taught previously)

Substantial review of an existing unit (previously taught)

Update of an existing unit (previously taught)

The next few questions relate to the time to prepare a range of common teaching activities. Each question is repeated to capture information for both online and on campus teaching.

Please use your recent experience to make a realistic estimate required (in hours per hour of delivery).

19. Lectures- estimated preparation time (hours per hour of lecture)- (On campus teaching).

Develop a totally new lecture.

Substantial review of an existing lecture (previously taught)

Update of an existing lecture (previously taught)

Repeat a lecture in a given offering of the unit

20. Lectures- estimated preparation time (hours per hour of lecture)- (Online teaching).

Develop a totally new lecture.

Substantial review of an existing lecture (previously taught)

Update of an existing lecture (previously taught)

Repeat a lecture in a given offering of the unit

21. Tutorials- estimated preparation time (hours per hour of tutorial)- (On campus teaching).

Develop a totally new tutorial.

Substantial review of an existing tutorial (previously taught)

Update of an existing tutorial (previously taught)

Repeat a tutorial in a given offering of the unit

22. Tutorials- estimated preparation time (hours per hour of tutorial)- (Online teaching).

Develop a totally new tutorial.

Substantial review of an existing tutorial (previously taught)

Update of an existing tutorial (previously taught)

Repeat a tutorial in a given offering of the unit

23. Workshop or seminar (i.e. assume the session involves some theoretical input) - estimated preparation time (per hour of delivery) - (On campus teaching).

Develop a totally new workshop.

Substantial review of an existing workshop (previously taught)

Update of an existing workshop (previously taught)

Repeat a workshop in a given offering of the unit

24. Workshop or seminar (i.e. assume the session involves some theoretical input)- estimated preparation time (per hour of delivery) - (Online teaching).

Develop a totally new workshop.

Substantial review of an existing workshop (previously taught)

Update of an existing workshop (previously taught)

Repeat a workshop in a given offering of the unit

NTEU Academic Workload Survey

The next series of teaching tasks are assumed to be on campus only

25. Laboratory session (per hour of delivery)

Develop a totally new lab session or deliver for first time

Substantially revise an existing lab session (previously taught)

Update a lab session (previously taught)

Repeat a lab session in a given offering of the unit

26. Studio class (per hour of delivery)

Develop a totally new studio class or deliver for first time

Substantially revise an existing studio class (previously taught)

Update a studio class (previously taught)

Repeat a studio class in a given offering of the unit

27. Field trip (per hour of delivery)

Develop a totally new field trip deliver for first time

Substantially revise an existing field trip (previously taught)

Update a field trip (previously taught)

Repeat a field trip in a given offering of the unit

28. Time to set up for a class or tutorial (per class)

29. Average time (per student) to visit and supervise students in industry placement, teaching practicum, clinical placements or other work integrated learning activities.

C2. The next few questions relate to teaching tasks for which the workload is directly linked to the number of students. The estimates here should come directly from your own recent experience and be provided in terms of an estimated average number of minutes per student for online and on campus teaching.

Please leave blank any tasks for which you have no recent experience.

30. Student consultation (average minutes per student per unit)

On campus

Online

31. Average time to assess and give feedback on student work (average minutes per student per unit).

Please note this question refers to the total average time required per student for all assessment tasks in a unit, regardless of the form of the assessment.

On campus

Online

32. Average time taken to moderate student assessment items (average minutes per unit)

On campus

Online

33. Please specify any other teaching related activities not captured in section C and add an estimate (in hours per unit) for each activity.

D. Questions related to your research workload and performance expectations

D1. Based on your current or recent experience, please enter a realistic estimate of the time (in hours) required to undertake each of the following research related tasks, and the time per year you would spend doing so.

Please leave blank any questions for which you do not have direct recent experience.

34. Typical time to develop and submit a competitive research grant proposal (e.g. ARC, NHMRC or similar) in your discipline area.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

35. Typical time to develop and submit a competitive research grant proposal (e.g. With industry, CRC or other public sector Income source) in your discipline area.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

36. Typical time spent managing a competitive research grant (e.g. ARC, NHMRC, or similar) in your discipline area.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

37. Typical timespent managing a competitive research grant proposal (e.g. With industry, CRC, or other public sector Income source) in your discipline area.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

38. Typical time spent preparing an ethics application.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

39. Typical time spent preparing an 'A1' (refereed article in a scholarly journal) for submission and peer review.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

40. Typical time spent preparing an 'B1' (Authored book- Research) for submission and peer review.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

41. Typical time spent preparing an 'C1' (Chapter in a book- Research) for submission and peer review.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

42. Typical time spent preparing an F1 (peer reviewed conference paper) for submission and peer review.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

43. Typical time spent preparing G1 (a Registered Design)

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

44. Typical time spent preparing or undertaking K1-5 (a Published/Recorded work, Curated exhibition or Performance).

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

45. Typical time spent preparing J1 (a patent).

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

46. Typical time spent co-supervising an HDR student.

Average estimated time in hours for this task

How many hours would you spend on this type of task in a typical year?

47. Typical time spent in a year studying for a doctorate or masters in connection with your employment or probation (estimate total hours).

48. Typical time in a year for any other research related tasks not yet mentioned (Please specify).

Task

Hours per year

Task

Hours per year

D2. Questions about your research workload.

D2. Based on your experience, please select the best response for the following questions. If you have no experience please select NA

49. I am able to self-manage my research workload.

Strongly agree Agree Unsure Disagree Strongly disagree NA

50. I have adequate time provided in my workload allocation to do conduct my research.

Strongly agree Agree Unsure Disagree Strongly disagree NA

51. My research workload allocation process should take account of planned (input) activities for the coming year such as supervision, grant applications, article submission, etc.

Strongly agree Agree Unsure Disagree Strongly disagree NA

52. Research workload must be considered as part of a holistic allocation process that is fair and transparent.

Strongly agree Agree Unsure Disagree Strongly disagree NA

53. Research workload performance must be considered holistically, taking account of my teaching, administration, service and community engagement duties.

Strongly agree Agree Unsure Disagree Strongly disagree NA

54. Briefly please describe the research performance expectations that apply to you on an annual basis (eg "I am expected to bring in \$35,000 in research funding and publish 1 A1 article a year")

55. Research performance should specify transparent minimal expectations, suited to each discipline, that are achievable by a competent academic within their allocated research time.

Strongly agree Agree Unsure Disagree Strongly disagree NA

56. The minimal research performance expectations should be considered as a demonstration of satisfactory performance by a competent academic in their discipline.

Strongly agree Agree Unsure Disagree Strongly disagree NA

57. Minimal research expectations on an individual must consist only of tasks that are achievable by and within the control of the individual academic.

Strongly agree Agree Unsure Disagree Strongly disagree NA

58. The minimal expectations should be transparently applied and adjusted pro-rata to match the actual research time allocated to the individual.

Strongly agree Agree Unsure Disagree Strongly disagree NA

59. Research expectations may describe aspirational levels of performance above the minimum which are clearly not mandatory.

Strongly agree Agree Unsure Disagree Strongly disagree NA

60. Please make any general comments about your experience with research performance expectations.

E. Academic service and administrative roles

You are asked to provide an annual estimate of the time (in hours) each of the roles below actually takes to do competently.

E 1.

This group of questions is concerned with formal leadership or administrative roles. Please include all aspects of the role such as chairing/attending meetings, managing staff, travel, reporting, etc, to determine the annual time spent (in hours).

In responding to these questions please draw on your own recent experience in undertaking a specific administrative role.

Leave blank if you have no opinion or no direct recent experience in the role.

61. Dean or Director of a budget centre : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

62. Sub-Dean or Deputy Director of a budget centre : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

63. Associate Dean of Teaching and Learning : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

64. Associate Dean of Research : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

65. Graduate Research Coordinator : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

66. Course (Program) Coordinator : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

67. Discipline Coordinator : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

68. Honours, Year level or Campus Coordinator : annual estimate of hours worked in the role

Large faculty or cost
centre (approx 151 staff
or more)

Medium faculty or cost
centre (approx 51-150
staff)

Small faculty or cost
centre (less than 50 staff)

69. Other formal academic service role (please specify) : annual estimate of hours worked in the role

E2. Various academic service roles internal or external to the university

The following service roles are optional but vital to the functioning of the university or the profession. They are pertinent to be acknowledged in your performance review or promotion. Please give an annual estimate of the time (hours) you spend or leave blank if you have no recent experience.

70. University service (e.g. Elected staff representative on Academic Board (or Senate)) : annual estimate of hours worked in the role

Elected staff representative on Academic Board (or Senate)	<input type="text"/>
Formal school or cost centre review	<input type="text"/>
Service as OH&S representative	<input type="text"/>
Member of disciplinary board	<input type="text"/>
Member of ethics committee	<input type="text"/>

71. Other university service roles (Please specify and give an annual estimate of hours worked in the role)

72. Service external to the university : annual estimate of hours worked in the role

Office holder on professional body associated with your role.	<input type="text"/>
Editor of a journal	<input type="text"/>
Member of an editorial board	<input type="text"/>
University representative on a state or national board	<input type="text"/>
Examining thesis	<input type="text"/>
Formally reviewing articles and course materials	<input type="text"/>

73. Other external service roles (Please specify and give an annual estimate of hours worked in the role)

NTEU Academic Workload Survey

F. Questions about the process for allocating academic work as it applies at your institution.

F. In this section we aim to explore the process for allocating academic work. All universities now have an academic workload clause designed to regulate the work demands on non-casual academic staff.

This final group of questions relate to how this operates within your institution.

Please choose the most appropriate response. If you have no opinion or recent experience, select N/A

74. In my workplace the process for allocating academic work

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree	NA
Is published and freely available to academic staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is applied transparently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is applied in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures equitable allocation of the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflects what I actually do as an academic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was developed in consultation with the affected staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covers all or nearly all aspects of my role as an academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures adequate balance between the components of my academic role: teaching, research and service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contains realistic estimates of the time needed to complete the tasks I am required to undertake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a user friendly mechanism that enables me to quickly estimate my workload (e.g. a spreadsheet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly agree Agree Unsure Disagree Strongly disagree NA

Provides a transparent means to compare my overall workload with that of my colleagues.

Ensures adequate time is provided for me to meet all minimum performance expectations I have to meet.

Assists in setting realistic goals during my performance management discussions.

Enables me to identify areas of overload and negotiate changes in performance management discussions with my supervisor.

75. To what extent do you feel you can competently fulfill the requirements of your role within a normal 38 hour week?

76. On average, how many hours per week do you estimate it takes to do your academic role competently?

77. In your experience, what are the main strengths of the current approach to the allocation of academic work at your institution?

78. In your experience, what are the main challenges to the fair allocation of academic work at your institution?

79. In your experience, what are the main reasons for the challenges you mentioned in the previous question?

80. Please make any final remarks on academic workload and/or performance management based on your experience.

81. This survey is anonymous. If you are willing to be contacted for a confidential follow-up interview by the researchers, please insert your name and a contact email in the text box below.

Please note that your submission of this completed questionnaire indicates your willingness to participate in this project.