

Witness Statement

John Daniel Kenny

I, Dr John Kenny of 20 Fairthorne Road, Launceston, in the State of Tasmania, declare as follows:

Background/Experience

1. I am a Senior Lecturer (Level C academic) in Science Education in the Faculty of Education at the University of Tasmania (“UTAS”).
2. I commenced employment at the UTAS in 2005 after completing my PhD. I began as a Lecturer (Level B academic) and have since been promoted to Senior Lecturer. I hold a “teaching and research” academic appointment. My teaching field is Primary School Science Education.
3. I am a member of the National Tertiary Education Industry Union (NTEU) and have held various elected offices at the state and national levels of the Union.
4. As a member of the NTEU’s enterprise bargaining team, as a union officer engaged in the resolution of workplace disputes, and as an academic researcher, I have become familiar with the operation of academic workloads across UTAS, including developing a strong understanding of their impact on the working time of academic staff.

How academic work is organised

5. At UTAS, academic work is grouped into three broad categories: Research and Scholarship, Teaching and Related Activity, and Administration and Community Engagement. Clause 74 of the *University of Tasmania Staff Agreement 2013 – 2016*, which deals with academic workload, reflects these categories. While the precise

terminology to describe these components of academic work may vary from place to place, they are widely understood across the university sector in Australia.

6. Some of an academic workload reflects allocated duties – typically teaching and related duties, and some administration – while some is self-directed work, where the employer may set output targets or expectations, but the academic has significant discretion about how those targets will be met. An example of self-directed work would be a research project, where the employer may require a certain number of publications arising from research activity, but does not dictate the subject of the research or the precise form of the publication(s) arising from it. Therefore, in order to understand the volume of academic work that an employee is required by their employer to perform, it is necessary to consider not only the specifically allocated tasks which are likely to appear in a departmental or faculty work allocation spreadsheet, but also the amount of self-directed work which is necessarily required in order to meet the performance expectations of the employer.
7. At UTAS, “balanced” teaching and research academics are nominally entitled to a workload distribution of 40% teaching and teaching-related duties, 40% research; and 20% administration and community service. This is colloquially known as a 40:40:20 allocation. This may be expected to vary from time to time, but should average out over the three year assessment period. For example, in Semester 2, 2015, I undertook the preparation of the curriculum and teaching materials for a brand new unit. I was allowed time within my workload allocation to do that, but it pushed me up to 50% of my load in that year being teaching or teaching related, instead of 40%, so I should be able to negotiate a lower teaching load in the following year or lower Research Performance Expectations (“RPEs”) as compensation.

8. UTAS has a global set of academic workload guidelines, which are supplemented at a faculty level, to guide the allocation of academic work.

A copy of the *Workload Guidelines* is Attachment JK-1.

Each Faculty is required to base its specific workload allocation process on these Guidelines.

A copy of the *Faculty of Education Addendum to the Workload Model* is Attachment JK-2.

9. UTAS has developed an extensive academic performance document called *Opening UTAS to Talent: The UTAS Academic (2014)*, released in 2013, which “defines minimum performance expectations in the four areas of academic work, namely research, learning and teaching, community and internal service. While it specifies minimum expectations, it is anticipated that many staff will aspire to – and increasingly achieve – performance levels above these minima.” Amongst other things, *The UTAS Academic* is a reference point for managers in relation to performance management goal setting and reviews, and for decision-makers in probation confirmation, promotion “and similar contexts”.

A copy of *The UTAS Academic* is Attachment JK-3.

10. *The UTAS Academic* is supplemented by the following documents which are attached:

- *Research Performance Expectations for Academic Staff 2014* (Attachment JK-4)
- *Teaching Performance Expectations (TPE) Framework* (Attachment JK-5)
- *Community Engagement Performance Expectations for Academic Staff 2014* (Attachment JK-6)
- *Internal Service Performance Expectations for Academic Staff 2014* (Attachment JK-7)

11. As a result, every member of academic staff, with a research load of 20% or higher, is not only subject to research performance expectations (RPEs). Additionally, academics are expected to meet the minimum performance expectations, which are under development for teaching and service. There are increasing administrative loads being put onto academics through the adoption of online learning and management systems, reductions in support staff and centralisation of services and external and internal quality assurance demands. Increasingly the self-directed time for academic research is being eroded.
12. In accordance with these workload guidelines and local faculty addenda, and the various performance expectations, each member of academic staff is allocated duties to be performed during the year.
13. The allocation of teaching duties incorporates many assumptions about the time taken to perform particular academic tasks. For example, in my large second year Primary Science Education subject, there are three standard assessment tasks to be completed by each student. I am allocated 70 minutes per student for marking all three pieces of assessment. I am allocated 20 minutes per student for student consultation (30 minutes for online students). Time is allocated for the moderation of results, and of course for the preparation and delivery of teaching.
14. There is a “workload calculator” spreadsheet provided by the Faculty of Education, which is based on the “UTAS workload guidelines” (Attachment JK-1), as per the Enterprise agreement, with and addendum (Attachment JK-2) to account for faculty-specific activities and roles which are not included in the generic Guidelines. An example of this Faculty Calculator is Attachment JK-8. However, the current version of the faculty calculator has not been updated for several years and there are errors in it. For example, it does not count the actual delivery time associated with teaching

activities and the research section has not been adjusted to accommodate *The UTAS Academic*. As a consequence, if an academic were to use the Faculty workload calculator, it would underestimate the time required to perform both teaching and research duties. I have pointed these errors out to Faculty management, but there has been no revised spreadsheet provided by the Faculty. The Faculty workload committee needs to address this matter.

15. To aid transparency of workload calculation, the NTEU Tasmanian Division has developed a workload calculator to assist members in better understanding and calculating their workloads by reference to the three components of academic work recognised in the Agreement. The tool is called the “*NTEU Workload Calculator for UTAS Academic Staff: Consistent with the Academic Workload Guidelines*” (‘the NTEU Calculator’). The NTEU Calculator does not suffer from the errors describe at paragraph 14 above, so I advise members to use the NTEU Calculator to calculate their workload, instead of the Faculty one.

A copy of an assessment of my workload using the NTEU Calculator is Attachment JK-9.

16. If academics stick to the guidelines in the NTEU Calculator, the resulting working hours are manageable. However there is often a lack of transparency in the allocation process. Many academics are still not conversant with the workload model and there is little enthusiasm from management or HR to conduct training sessions on how to use the calculator. Consequently, some academics have been allocated teaching loads well above an appropriate workload. For example, in 2013, one of my colleagues, Dr Megan Short, was allocated a teaching allocation of 168% (four times her nominal allocation of 40%) as well as undertaking supervision of research students and publications.

Documents showing

the workload allocation for Dr Short in 2013 are Attachment JK-10.

17. I attended a meeting of the University Academic Senate in November 2015 where the Provost reported that only 34% of academic staff were using the University's faculty workload calculators. I proposed that the University should make use of the NTEU Calculator compulsory, as an integral part of the performance review process, but this suggestion was not adopted. From discussions I have had with the Provost and other senior university managers, including at the bargaining table, I have ascertained that it is convenient for UTAS to continue to underestimate the time required for academic staff to perform our duties as it enables them to avoid hiring extra staff.
18. When I commenced at UTAS in late 2005, the workload pressures on staff were bad. Although I had been recruited to a position with a notional 40% teaching allocation, in 2006, I was assigned a 90% teaching load which put me under enormous pressure and interfered with my ability to advance my research activities. On paper, I was still expected to spend 40% of my time on research, despite the very high teaching load. There were few transparent systems in place to enable my workload allocation to be contested – the allocation of work was largely at the discretion of the local Head of School. As a result of this treatment, I became a workload activist, and academic workloads and working time became one focus of my research.
19. From my discussions with other staff and from my research into the question, I have identified the following factors as reasons why academic staff take on workloads that require them to work very long hours:

- There is pressure on faculty budgets which pressures Faculty managers to squeeze as much juice out of the academic lemon as possible;
- Many academics are on short term contracts (or three year probation) and fear they will not be re-appointed if they insist on their rights;
- There is a wide-spread culture of just accepting more demands with little or no negotiation or subtle pressure to comply;
- People don't want to admit that they can't cope, as this may make them vulnerable when it comes to decisions on probation, promotion, contract renewal, performance appraisal, etc;
- People don't want to stand out from the crowd by being seen as a squeaky wheel or troublemaker;
- Professional commitment: people don't want to let the students down;
- Professional commitment: people don't want to let their colleagues down, or be seen as not pulling their weight;
- Generally, high-achieving people don't like to admit that they're struggling;

20. While research performed by academic staff, and by the postgraduate students we supervise, is a source of institutional prestige, it is teaching that brings in the majority of money to the University. Approximately 80% of the University's income is generated from teaching, compared to 20% generated from research. In practice in universities, the income stream from teaching cross-subsidises much of the research activity, which typically costs more than it brings in. This creates an institutional incentive to squeeze the maximum amount of teaching possible out of each academic, which manifests as larger class sizes – for example “tutorials” with 40 students. The Faculty of Education, with high student numbers, is treated as a cash cow. There is ever-present pressure from the university to grow student numbers to increase

revenue, and most academics in my Faculty are expected to increase our teaching load, while still taking on administration and/or service roles and producing research outcomes.

21. My teaching allocation:

In 2015 and 2016, I have been and continue to be the unit coordinator for two units

- ESH250: An introduction to primary & early childhood science. This subject typically attracts over 200 students. I coordinate a teaching team of three other staff: two casuals and one teacher seconded from the Tasmanian Department of Education.
- ESG795: Using student representations as a mode to learning science. This is a post-graduate professional development unit I have developed that is designed for teachers of science in Tasmanian schools who do not have formal qualifications in science.

22. In my experience, despite expectations to the contrary, initially the preparation and delivery of online teaching takes more time than face-to-face teaching. In my unit, the student cohort is similar between the online and on-campus groups. And while the content of the course is the same for both groups, the online learning is necessarily structured differently to the on-campus teaching to account for the asynchronous nature of the learning and the physical remoteness of the students. The lectures delivered to the face-to-face students are recorded and made available for students to access via the online learning system. As online students are not present for the lecture, specific materials often have to be prepared to get the information across to them. For example, if I wish to do a demonstration in the lecture, I either have to arrange to have this filmed, processed and put online, or source an example I can use over the internet. On-campus tutorial and practical classes also have to be redesigned

into a form that online students can undertake, usually within their own homes, to emulate the activities and give these students the opportunity to learn the same things as other students are learning in a hands-on way in the tutorials. Online students also need more time for consultation and feedback, as interactions are more likely to be individual rather than occurring during or immediately after classes, where other students may learn from or engage with the issue raised by their peers in class.

23. The research shows that primary science is an area where teachers generally do not feel confident. Many pre-service teachers have a lack of background in science and so need a high degree of support to build their confidence to teach science. The teaching program needs to be of high quality to support these pre-service teachers to plan for effective teaching, maintain safety levels in practical activities with their students and to reflect the high expectations of any teaching program under the auspices of a faculty of education.

24. My research expectations:

The *Research Performance Expectations for Academic Staff 2014* document (Attachment JK-4) outlines minimum Research Performance Expectations (RPEs) for academic employees, differentiated by academic level and discipline. The RPEs are listed under three categories: publications, supervision of research students (divided into the number of supervisions (load) and then number of successful completions) and external grant income. These are specified for a 40% (680 hour) research workload and are meant to be adjusted pro-rata to an individual academic's actual research load. The RPEs for each discipline group and classification level are set out in Table 1 (pp. 2-3) of that document. As a Level C academic in Education my RPE requirements are to demonstrate on average, over a three year assessment period, a minimum of 1.5 publications (i.e. journal articles), \$16000 in external competitive

grant income and 0.5 supervisions and 0.5 completions of research higher degree students. The RPEs get significantly higher for higher academic levels. The way that these targets are managed over a three year period, together with the stated expectation that exceeding the targets is preferable to merely meeting them, is set out under the heading “2.3 Time period for calculation” on p.6 of that document.

25. I have previously described the intrinsic motivation and dedication to their work of many academics which naturally leads to long working hours and over achievement. In a collegial academic environment, with academics engaged in largely self-directed activities, this works well. However, in a managerial environment, with revenue problems driving and increasing pressures for outcomes, the performance expectations in universities, and the way promotion processes are implemented, have been designed to normalise this behaviour. The basic assumption behind the UTAS RPEs is that all academics will work long hours, but the cost of the extra hours is borne by the academic, not the institution, so there is no incentive for the university to change this practice. The only recourse for me, as an individual academic, is to control the time allocated to my teaching and service roles, so I can be assured of quarantining time in my working week to dedicate to my research.
26. As I am employed to perform research and scholarship, I am able to spend paid time informing myself about developments in my discipline and in my areas of research. Most of my reading is in association with current or proposed research projects, teaching activities or the supervision of research students. I would usually read articles of interest in the following Journals: *Research In Science Education*, *International Journal of Science Education*, *Australian Journal of Teacher Education*, *Australian Universities Review*, *Journal of Higher Education Policy and Management*, as well as other related articles from time to time and pertinent research

reports. I generally attend two or three conferences each year usually, with at least one overseas, requiring about 16 days, including return travel. Each conference also usually requires a paper and/or presentation to be prepared at 10 hours each. Further, I estimate that I spend about 300 hours a year in general scholarship, writing grant proposals and preparing journal articles to maintain my currency and research track record. If I was not research active, I would have a significantly higher teaching load, and while I would not be required to publish as many journal articles or apply for external grants, it would still be necessary to take a scholarly approach to my teaching which requires publication, and to read in order to keep up to date with developments in my discipline.

27. My Service and Administration activities:

My major service roles have been as Secretary and committee member of the NTEU Tasmanian Division; and a member of NTEU National Council and Executive for five years. This is recognised in my workload as community service. I have also been an elected representative on Academic Senate at UTAS for five years. I have been a founding member of the Faculty Workload Advisory Committee and a key developer of the academic workload calculator and advisor for my colleagues on workload matters. These are recognised in my workload as internal service.

My academic service also requires me to peer review articles, to examine theses and to support colleagues from time to time.

28. My Overall Working Hours:

My personal performance expectations are negotiated with my performance manager for a three year assessment period, based on information in *The UTAS Academic* and the associated documents.

A copy of my current 3-year performance plan is Attachment JK-11.

29. The spread of particular duties across the academic year means that working hours pressure varies from time to time. For example, during marking periods, it is typical for myself and other staff to work very long hours in order to meet tight deadlines. Unfortunately, this is not adequately balanced by periods of low work intensity because outside of teaching and assessment periods, most staff have to attend to our research and service obligations. The preponderance of teaching periods (at UTAS we have five teaching periods) encroaches on time for these other duties for many academics. Staff typically try to attend conferences between semester breaks, write papers or conduct research. There is no working week in which I would perform less than 38 hours required work.
30. I estimate I typically work about 45 hours a week these days. This has come down from about 65 hours per week because of the application of the workload model we have established through the enterprise agreement. This model has allowed me to reduce my teaching load from 90% in 2006 to 40% today and to put more time into my research and generate a very good research record. To me this attests the importance of a transparent and fair workload allocation process.
31. I am always aiming to exceed the expectations of UTAS, as we are encouraged to do by UTAS management, especially if we wish to be supported in going for promotion. Like most of my academic colleagues, I am intrinsically self-motivated and take my teaching and research very seriously. I spend lots of time updating and reviewing my teaching program from year to year and get excellent student feedback. In order to maintain my research performance, I have to undertake research and develop proposals for external research grants (noting that these typically have only about a 10% chance of success in Education), so a lot of time has to be spent on developing proposals, often with academics from other universities. If a grant proposal is

successful, time has to be spent on managing the budget; sourcing research assistance; getting ethics approval; meeting with fellow researchers; collecting and analysing data; reporting; and publishing and disseminating results.

32. After many years of working nights and weekends, I now try very hard to limit work at these times and keep some balance in my life. I would tend to work later at the office at times of high demand. Had I continued on my previous trajectory, working over 60 hours per week just to meet the requirements of my job, it would have been damaging to my health. At one point I had shingles which I am sure resulted from over work. The workload calculator and enterprise agreement help me to keep my workload more manageable (around 45 hours a week), but as I indicated earlier, many of my colleagues find it difficult to place limits on their work.

33. I would prefer to work a 38 hour week, but the work has to be done and often the deadlines are unreasonable. I am the only one who can do much of it due to my specialised knowledge. While a small number of functions could be delegated to other staff, my colleagues are all working similarly long hours and there is no one with spare capacity to whom I could delegate. We often have to draw on casual staff to reduce the teaching demands on full time academics, but the faculty is often criticised for this as it adds to the staffing budget. The stark choice is that either that I do the work, or it simply would not get done, but this would eat into my research time OR we employ casuals to keep my teaching under control. Other staff rely on the work being done to meet deadlines, such as processing marks within a certain time, and students, of course, are always keen to receive their feedback and results. Conferences and grant applications often have lead times of 8 or nine months to submit proposals for acceptance or review, but others appear with little forewarning and have to be actioned urgently.

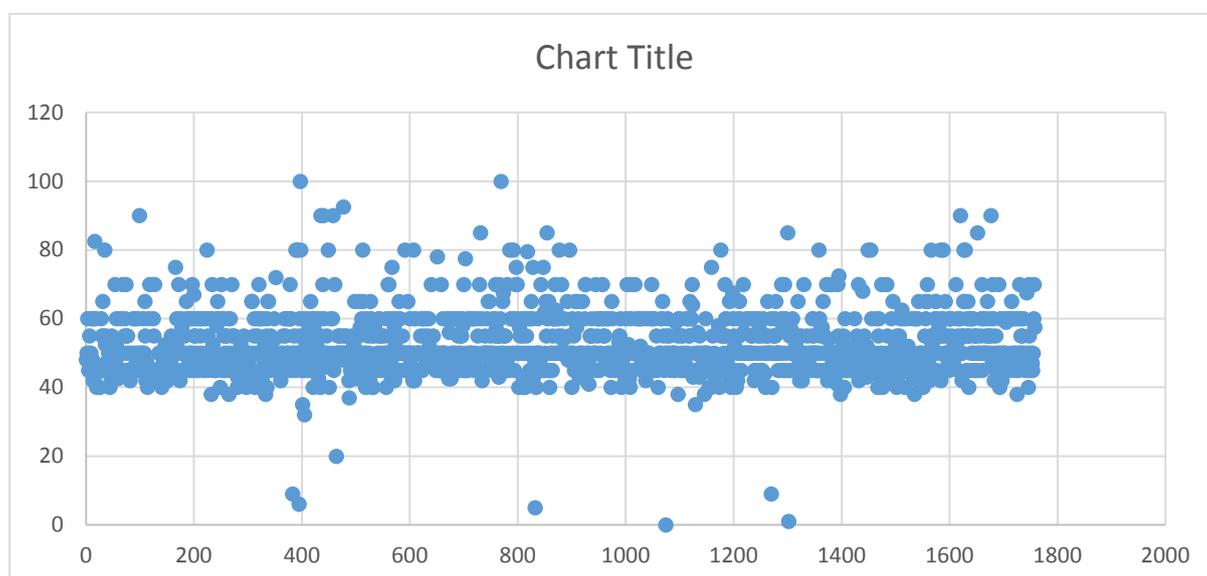
34. I try to avoid doing work during my holidays, but occasionally urgent matters (eg deadlines for grant applications or journal submissions) arise and I need to action them.
35. Email and online learning provide flexibility but it also it means students and peers have access to staff at any time of day. This expectation needs to be managed and academics need to be assertive in preserving their time.

Knowledge of the working time of other academics

36. In late 2015 and early 2016, I conducted a national online survey of academic staff to enquire about their workloads and performance management expectations. This survey was distributed electronically to 8000 academic staff, both members and non-members of the NTEU. It employed both quantitative and qualitative methods to ascertain realistic estimates of the time taken to complete a range of common tasks academics perform as part of their teaching, research and service duties. There were 2061 respondents to the survey which is nearly 27% response rate a very good response rate for such surveys.
37. At the time of writing this statement, the research is still being analysed, and its results have not yet been published. I understand that a preliminary copy of the survey results has been provided in these proceedings by the NTEU.
38. Key findings of the survey, which attracted 2061 respondents from 39 Australian universities, include:
- 90.5 % said they are unable to complete their duties and meet their performance expectations within a 38 hour week.
 - 94% said they have to work weekends to get their job done.
 - 89.5% citing increased administrative demands
 - 65.5% citing increased teaching demands

- 78% claim the time allocated for their research is inadequate.
- About half of all respondents disagree that the workload allocation process in their institution is transparent, applied equitably, was developed in consultation with them or reflects what they actually do.
- 79% claim their workload allocation process does not contain realistic estimates of the time required to complete the tasks they are required to do.

39. The respondents on average report working 52.3 hours per week with a median value of 50 hours and a modal value of 50 hours. (See plot below)



40. Due to methodological constraints, including that the survey participants are not a random sample, these results do not necessarily translate into an accurate statistical picture of the workforce. Nevertheless the survey provides reliable evidence that a significant majority of the academic workforce is working longer than a 38 hour week, and of the factors that are driving those long working hours.

41. Most of the 1706 respondents who answered the open question: “In general, how would you describe the changes to your workload in the last five years?” either reported that workload pressures had always been and remained high, or that workload had increased in the past five years.

A copy of the full set of responses to this question is Attachment JK-12.

While an examination of attachment JK-12 will show that there were many similar comments, (as well as a small number of respondents who reported that they were comfortable with their work time arrangements), I have excerpted below a selection of those responses which illustrate some of the most common themes that emerged and which is also consistent with much of the research on academic work.

- ***A general expectation that work will be done outside working hours***

Ongoing workload intensification. Continual addition of new tasks that are not included in the workload, along with reduction in hours allocated to existing tasks. Apparent expectation that online work be conducted in volunteer hours ('invisible' work).

Higher expectations, more work, less time to do that work.

It's not that workloads have increased per se, but that the pressure to publish has changed the landscape dramatically. I quite happily work above 38 hours regularly, what I resent is the pressure from the institution to meet unrealistic targets.

Higher expectation to perform all activities without recognition of actual hours to undertake

Increased number of tasks being completed in personal time

Research tends to be done in personal time.

Research and writing mostly done on own time.

insufficient time for research or have to work over-time to make up the time for research.

Nobody cares how much time you put on trying to reach the increasingly higher expectations, some of which are set unrealistically high

my workload has remained largely constant which is 30 points over our workload quota. Research is the area that is sacrificed (especially publications) as the only time to do them is after hours or when on holidays

Absence of study leave (because have not published since last because no time for research though I have remained research active with journal referee reports to prove it) means teaching is relentless with no sabbaticals or little opportunity for research except in breaks and weekends.

Teaching massive numbers of students is my punishment for not being sufficiently research productive. Not being sufficiently research productive flows from my choice NOT to work at night and all weekend.

I have had to figure out ways to do my job with less precision and quality just to finish things like subject preparation and marking assignments.

Much more work time required to get the job done, paid for 7 hr days (35hr week) and never work 7 hour day. I am very efficient but the amount of admin is endless and student neediness and numbers have vastly increased over recent years. Workload is increasing and mgt have expectation we will work weekends as required we also have to be available from 8am to 8 pm for classes and can be allocated classes starting at 8 and finishing at 6 on same day. That is not a 7 hour day. Just been informed the marking load/ words per paper for an hour has just been increased as sessional budget is going to be less in 2016. 'Time in lieu' is unheard of in my workplace for academics.

No change - I have always needed to work longer than paid.

I need to work weekends to achieve the required research outcomes.

Increased expectations from the institution and from students for intensive feedback, immediate and 24/7 availability and demonstrated ever-improving outcomes.

Currently, everybody I know works nights and weekends and that is seen as the norm if you want to meet research publication requirements and receive satisfactory performance reviews.

There is the culture that one has no cap on hours and I feel the pressure that if I don't work weeknights and/or weekends I am not doing enough. There is always more to be done.

More weekends and evenings are now spent marking assignments and preparing lectures or lab classes because these "soft" tasks get squeezed out of the week days to make way for "more urgent" tasks.

More academic staffs work in the evening and on weekends, especially if they want to stay ahead in their research.

It has increased steadily but it has always been much higher than 38 hours per week. I think it started out easily as 50 and is now typically over 60 per week, often considerably more unless I make a point of curtailing the work to protect my wellbeing, home life and physical health.

Increasing workload demands, particularly for course coordination, in a managerial culture mean that research has to be done on weekends and in annual leave periods.

I can't get everything done. The marking has increased exponentially. Semester 1 2016 I've been told I am teaching 3 units with a total of over 400 students and am not allowed a tutor because it - I will have to do all the teaching myself. I have no idea how I am supposed to do teaching research as well.

We also run a trimester system so a number of staff get "no break" between semesters and therefore no time for research and it is impossible to get 10 weeks free from teaching for research as outlined in our EBA, yet the university is imposing more on staff for increased quality research output. The only break is 1 week after semester 1 and the Christmas close down period. My head of department expects me to do research during my annual leave on my time.....I prefer to go on holiday and relax as I am entitled to after a very busy year.

OUTRAGEOUS - An ongoing gross underestimation of time required to complete duties.

My first 5 years as an academic were horrific in terms of workload - regularly finding it necessary to work 60 or more hours per week to meet requirements. Now I have mastered my allocated subjects and been given somewhat reduced teaching because of having good research outputs, my workload is more reasonable - 45-50 hours per week.

It has actually reduced, but only because when I started in this job my workload was truly ludicrous. Now it still significantly exceeds 38 hours per week, every week, but it's less than it was in my first few years in this job.

My workload has not changed. A normal working week has never been enough to have a successful research career.

W/o evenings and weekend work, doing research on top of teaching, admin and committee work is just not possible.

My workload has mostly decreased, because we have more staff. But I suspect we are all still working more than our paid hours.

As I increase in competency I am being asked to do more in terms of stakeholder engagement and teaching, which pushes me above the allocated working hours.

To keep up with the marking and administration (I do OHS as well) I have worked evenings and weekends regularly for the last five years.

Crazy! (days still have 24 hours but in order to meet the performance expectations in the 3 areas where we are evaluated you need to work for 28 hours or so!)

I am not quite so overloaded as I was last year but I do find my teaching standards have dropped due to inadequate preparation time. Also, I want to continue my research which will have to be in my own time.

My Head of School has supported use of workload model so teaching workload has decreased. However, I still don't have the time to meet University and Faculty expected outcomes

It has not changed. It has always been the same, which means I have to finish work during personal time.

I do not work excessive hours, things just don't get done.

Position is supposed to be research only, but pressure to perform has led to the expectation to take on tasks that include teaching and service to the university, which significantly decreases research output, hence the increase in the number of working hours to compensate for the 'abuse' the researchers receive at the hands of the university/school.

There are no apparent caps on maximum workload - whatever needs to be done needs to be done whenever demanded irrespective of what else is going on.

To meet the research expectation I have to work on the weekends and outside normal working hours.

Workload model provides less time for specific tasks, so that more tasks have to be completed within workload model; expected research outputs have increased to the point where it is absolutely impossible to reach minimum expected standards with 38 hour week.

My contract has ended 3 weeks ago now, and I am now having to use my own time for finalising the research project.

Extremely increased hours to combat underfunded projects that have strict time frames.

Increased pressure to produce outcomes and bring in income has seen my work contact hours increase significantly. There is now an expectation that we will work weekends and in the evenings.

Much more of a 24x7 working environment. Working late at night, on weekend, during public holidays and while on leave is considered normal and expected.

Expected to do more in less time. Previously we were allocated 120 hours as topic leader for a new topic. Now we are allocated 60 and expected to write a topic alone in that time. Of course we go way over this allocation in actual hours spent which means we are writing on weekends and holidays to get the work done OR we are letting other activities such as research and publications take a back seat because curriculum has urgent deadlines.

The use of information technology (mainly email and blended learning using Blackboard Learning Management) has significantly increased my workload. During semester I work at least 6 days a week and when marking, 7 days a week. I receive WAY too many urgent emails from the university and from students. Students appreciate the quick response they receive but that is at the expense of my personal time.

Online tutorials outside office hours in addition to my normal work day, are "encouraged".

I am now doing the work that student services officers used to do such as manually signing off on enrollments for all students enrolled in the 2 courses I coordinate. I have a 75%+ teaching load on top of research and course coordination duties. I have gone from coordinating 1-2 subjects per semester to up to 5 subjects and teach across 9 subjects in a year. I work evenings and weekends just to keep up with the demands. Workload systems do not accurately reflect the time actually required to undertake tasks such as assessment and feedback on student work, or student consultations. Online subjects are given less allocation in the workload, despite taking just as much time, if not more than face-to-face subjects.

On-Line work means you have to work weekends and evenings and very early mornings to keep up with student queries.

students also seem to expect that academics are available via email 24/7.

Increasing demands for publications means the only time for writing is holidays and weekends as meeting teaching etc take up most of working week.

Workload is standard but I choose to work longer hours due to passion for research.

The increased pressure to teach more units and tutorials (particularly more tutorials with more students - up from 80/unit to 125/unit) just means working hours at home.

if I 'work to rule' on the hours I could not do what I need to do; the QUALITY of what I do is not important to my superiors (but it is to me and my students); if I complain, I am labelled as the problem, not the system in which I work. I can not complete my teaching, service and research tasks with the 37.5 hrs of the 48 weeks of the year. Thus am forced to use my own time to do my work.

Pressure to do more and higher quality research while also being asked to do more teaching and admin. My workload for much of 2015 was calculated (by our own university system) as being 140%.

Substantial increase -- I get up at 5 a.m. to work.

As a research intensive academic, I was employed full-time to work on a specific, externally funded project to produce a report. However, the report doesn't fall into a performance category, so publications and applying for grants then become something to fit in on top.

Although research is expected and we are told we get time for it – we do not. At our school it is expected that we do your research in your spare time i.e. evenings and weekends. Our head of school makes it clear that she does her research between 9p.m. and midnight, and strongly suggests we do the same.

- ***An increased requirement for administrative and teaching-related duties, such that time available for doing research has been squeezed***

Increased administration, more teaching and greater expectations for teaching and research outputs.

Too much administration, too much un-counted teaching related activities, very little time for research = immense pressure.

More demands to ensure quality teaching and good student outcomes, however, no additional time allocated. Research has certainly suffered.

Large increases in teaching workload and teaching related activities - mainly by reducing the amount of time given to particular tasks (e.g. time for assessment) and increasing complexity of tasks (e.g. mandatory pre/peri/post moderation of assessment; designing common assessment and criteria across different campuses with no increase in time on workload; etc.)

The fact that we have more students, and that a higher proportion of them are quite weak students and often have mental health issues, in combination with less money for hiring tutors and marking help does create some major time (and fatigue) problems sometimes.

I still teach 5 subjects and unit coordinate these as well as unit coordinate one more, plus manage a few sessional staff. All of this is done as a Lecture A level because I am on a contract which only allows you to apply for promotion during the first 1.5 years of a contract- so a catch 22. Also I find it really difficult to accept that if I teach one subject of 60 students versus two different subject of 42 students I receive more work points. I really hate the work points

calculation as teaching is hardly recognised. I have a lot of research potential having developed scales to measure trust etc but teach too much to do as much research as I would like to do. So I am going to do a pay cut and go part time to .8 or .9 so I can teach less and do some writing.

The expectations around admin and teaching have increased considerably - it is just impossible to manage.

the workload is far too heavy given expectations with regard to research output.

Increase in teaching load which means that all of my research is now done on weekends, after hours or while I am on leave.

since becoming a T&R [Teaching and Research] academic I no longer have anytime to do any research and have not done so for two years.

Admin has increased, student numbers have increased with no added teaching support, I am working approx. 45 hrs/week.

Massive increase in administration which has impacted on my capacity to perform as a teacher-researcher. I work over 60 hours a week. Class sizes are now well over 30 students per 'tutorial'.

More teaching has been added, with larger cohorts of students, but no adjustments made to other commitments made and no extra support given. My research therefore tends to take place in my own time.

- ***University workloads are higher in Australia than in comparable countries***

My workload has dramatically increased since going to an Australian university from American academia.

having come to Macquarie University from a European country I find I have much more administration to do here to justify my performance.

A nightmare. There is no support for my own PD. There is increased admin and the presumption I will do everything. I am teaching more than I have ever taught, expected to have research outputs that my colleagues in America do not even approximate, and am consistently undermined and criticised at work.

My workload is significantly more difficult to manage than my workload at my previous institution (UK), particularly in terms of what teaching is worth, and I get less time allocated to do research here.

As I came from overseas I can only compare to my previous institution, which provided more time for research.

This is my first position in Australia, but in comparison to the UK there is more admin/regulations here.

Working in Australia for the last 1.5 years. Workload has been constantly high and higher than many other parts of the world.

I've worked at three different institutions on three different continents and have only been at [name of Australian university] a few months, but -- so far -

the level of micromanagement and general experience of officiousness is at least as bad as some of the worse universities in the UK.

I have done my PhD in South Australia, then moved to the US for a postdoc (Research Associate level) where I was employed for Research only full time fixed contract. Over there, I never had to deal much with admin work and I was doing my own research work which was directed by my boss who was there to guide me very well and we shared many interesting scientific discussions. After the end of my contract in the US, I moved back to Australia, though this time in Sydney, as I got a new position as a postdoc (Research Associate level) for which the position was specified as Research only. I however felt completely overloaded non-stop and had no idea of all the administrative paper works or even my own research work I was meant to do.

- ***Working in an academic's own time is necessary to maintain an academic career: prospects of contract renewal, probation confirmation, promotion, satisfactory performance appraisal depend on working additional hours.***

largely due to increase in admin. expectation for research and grant writing have increased as well, but one can choose not to go for promotion ...

However, if one's actual employment hinges on research profile, then the situation quickly becomes unsustainable.

A large increase in the amount of administrative duties. Leaves little time for research, which is hindering my chances of promotion.

Expectations regarding research output have increased (in both quantity and quality). Also expectations required for promotion have significantly increased meaning that people who want to progress have to forgo life outside of work to succeed.

Very significant increase, and done in an increasingly aggressive atmosphere of complaining about what is not achieved and complaint about quality of making students happy (not giving them what they need). And promotion is based on the hobby one does (research) after about 60 hours per week, and resources for research are virtually zero.

My teaching load has tripled and my administrative load has increased incrementally to the point where I have to sacrifice personal life to do research to meet promotion requirements.

It is increasing each year with further expectations placed on staff. Especially if you are seeking promotion

No time for research thus will never be more than an Level A.

I was told again this week, by the Dean of Science, that if I did not want to perform unpaid work during week ends and during leave, I was better to go work elsewhere.

I have worked hard and as a result have been rewarded through a continuing position and a promotion.

The problem is with expectations. I had a Head of School who openly said that academics are expected to work 70 hours per week and he judged performance on that basis. As I could physically work "only" 45 hours per week, my performance was judged satisfactory, even when I felt that I was performing above satisfactory.

My workload has been increased around 10% year on year for the last 5 years ... I have not been paid any more for this and I am told I will be sacked if I don't do it.

I have spent four years trying to get a research track record, working up to 80 hours a week. Last year I did not do this. I got study leave which allowed me to meet my research output. This year I refuse to work more than 38 hours but I am not sure what the impact will be on my employment over the coming years. The last two years my admin load has doubled. As a course co-ordinator it is impossible to publish at all. I have now refused to continue in the role of course co-ordinator which created a near crisis in my college due to the lack of any available staff to take it on.

The expectations in terms of productivity bear no relation to the reality of how much time I must spend on administrative and reporting tasks (excessive) or the quality of work produced. I am permanently caught in the cycle, as I don't have a permanent post, but am instead constantly renewed on fixed-term contracts.

It has increased! Partially due to the perceived pressure as an early career researcher to be publishing and getting competitive grants in order to get a full-time ongoing position. This means that I often take on more work than I can actually do within standard work hours. Also, because I currently work across multiple short-term contracts, I often have to take on work on projects that I'm not really interested in in order to make an income. This means that I end up writing publications based on my own areas of expertise/interest in my 'non-work' time in order to maintain a track record in my own field.

I switched to Teaching Focussed simply because the time allocated to research is ridiculously low and the expectations ridiculously high.

More responsibility associated with moving from early post-doc into more established mid career researcher. I don't feel that I've had specific changes imposed on my workload. I have mostly taken on extra in the desire to be more competitive for grant funding and achieve greater job security.

I've been asked to coordinate more courses rather than teach but coordinating teams of sessionals takes more time than is allocated to course coordination - consequently you spread yourself too thinly across all tasks and don't achieve the standards expected (either by myself or by the organisation)

There is an accepted practice and need to work long hours both in my current position and previous at UoN. Basically if you don't do it then you cannot meet your performance objectives

high workload is a requirement for continued success and therefore employment.

Terrible - almost 90% of my faculty is worse off. Classified as below minimum standards, doesn't this mean the measure is wrong???

My workload is manageable because I have not taken on much administrative responsibility - this precludes me from promotion but protects my family time to an extent.

My teaching has quadrupled. My research has also increased, as this is the only path towards promotion, but this is largely done in my own time - at nights and on weekends.

Expectations of research income and the reality of the funding landscape (even with industry support) dictates workload. Over promising is required in order to be competitive which results in a vastly increased workload.

expected and demanded increased such that not completing tasks or sticking to regular working hours would not be looked upon favourably.

Administrative work and teaching load clearly militate against research - which is crucial for promotional purposes.

The better I do, the more things I am asked to manage. This management work is not rewarded, and I won't be promoted for it, as I will only be promoted when my book comes out. Yet the management takes time away from the book. So I just work more.

All teaching now considered small seminars of 45+ students. Blurs line between lecture and tutorial so in effect we do 8 hrs plus of lectures each week disguised as massive tutes. All coordination considered service not teaching. So you don't get teaching credits even where you coordinate massive UG units of 500+ students with 10+ tutors to manage. If you ask for teaching credits for coordination you are labelled a poor colleague unwilling to contribute to the school.

They have been so catastrophically damaging to my career and my wellbeing that I am actively seeking employment overseas.

- ***Long working hours have a negative impact on family responsibilities***

I can complete my teaching requirements in 40 hours per week, but I have no time for research. My choice, as a fixed term academic, is between work-life balance and achieving research outputs that will secure me longer term work. As a parent, I choose work-life balance, so it is unlikely I will continue to be an academic when my contract finishes in 2018.

I have changed to a teaching-focused academic because attempting to be a research focused academic while raising a family has proven virtually impossible.

The workload policy used by my Department (which derived from the Faculty policy) essentially 'punishes' staff for inferior research performance by piling on 'more' teaching making it essentially impossible to get back on track with one's research output as most of the working week is taken up by teaching related matters. Only way to improve research performance in this instance is to work on weekends or early morning/late night - not a great option for one with you children!

A direct affront to work/life balance.

Due to a restructure and redundancies my teaching load essentially tripled and has left me little time for research or even a healthy work life balance.

- ***Long working hours have a negative impact on stress levels and health***

I have taken on a leadership position. I don't have time for research anymore. I have far more to do than I have time for. I have had to stop working in evenings and weekends though because it was having a bad impact on my health. I now just do what I can.

My workload and the university expectations are unreasonable and I am exhausted from working exceedingly long hours with no recognition or empathy by the university.

As the only permanent staff member in the program until this year (2015) the workload to co-ordinate, mentor and administer the student cohort has been immense and extremely stressful.

Bullying metric based house of torture.

The changes have been significant. I don't normally complain at all, but over the past 5 years our teaching workloads have increased significantly. I also have little time for annual leave as my units run onshore in semesters and offshore in trimesters, hence I teach from January through to December. The university classification for 'research active' status has also become almost unattainable. An annual publication, working with postgrads and an annual conference presentation are not even close to their definition. Administration requirements have really increased - almost breath-takingly so. I and many of my colleagues are so tired, physically and mentally.

Increasing and unsustainable in context of maintaining personal health and well-being.

I have actually had a lesser teaching load than I did four years ago, partly because I came down with pneumonia twice and ended up in critical care, and my faculty realised I was overloaded.

generally I feel very stressed about workload.

Has become increasingly exhausting.

Exhausting.

Very crammed periods of intense work to complete assignment marking, resulting in visits to a doctor from stress from this. There is never support because if your EFTSL is about right, they don't care, but this is not about EFTSL. It is about how much one human being can possibly do in trimesters which don't allow time to breath and sleep properly, and one day that is going to kill someone.

There has been massive work intensification in my research centre. I look at what is expected of me by the end of the month and feel sick, I don't know how I can get through it. I have to cut corners and take risks to process the volume of work. Quality is definitely taking a back seat, as is my health and family.

42. 964 respondents answered the open question “To what extent do you feel you can competently fulfil the requirements of your role within a normal 38 hour week?”

The answers to that question are Attachment JK-13.

The most common answers are “impossible” or “not at all”. 34 (3.5%) gave ambiguous or non-responsive answers. 45 (4.7%) indicated they felt able to fulfil the requirements of their role within a 38 hour week. The remaining 885 (91.8%) answered with varying degrees of outrage, that they could not perform the role that is expected of them within a 38 hour week.

43. As a supervisor of casual academic workers over many years, I am aware that such staff are expected by UTAS:

- to be familiar with UTAS policies and procedures, including all the policies which relate to teaching and assessment of students, management of behaviour and conduct, health and safety (which can be of particular importance in science education) and their own employment. These policies are voluminous, and can be found on the UTAS web site at <http://www.utas.edu.au/policy/by-category>.
- to keep up to date with pedagogical and theoretical developments in the field in which they are working. In addition to attending lectures, and doing any readings necessary to prepare for specific classes they are teaching, they need to maintain a level of professional authority in relation to the discipline at large. They are generally from a practitioner background and not expected to undertake research. They would not tend to read journal articles nor would they be supported by the institution to attend conferences as a non-casual academic may be, but we nevertheless confer on issues of interest. For example, I would from time to time draw articles of interest I had read in the discipline literature to the attention of my casual colleagues, or discuss new ideas in science education pedagogy with them,

and from time to time they will draw my attention to a recent article which they have read.

Both of these tasks are time consuming, but are not paid for in the current schema of casual academic rates.

Employer responses to the issue of academic working hours

44. I have never been instructed or advised by my employer not to take on additional duties or not to work very long hours.
45. Scheduling of work in my workplace sometimes imposes long working days, as well as long hours when averaged over a year. For example, in addition to the very long hours expected of academic staff to complete marking within prescribed deadlines, I am aware of instances where staff have had 6 consecutive hours of teaching scheduled back to back with no break.
46. UTAS does not instruct academic staff to work on weekends (except in relation to occasional specific instances such as Open Days) or evenings. It is an assumed part of professional control over our work that we are entitled to decide when and where much of our work will be performed, and many staff choose to take work home. However current workload volume is such that, rather than a choice, for many of us it is a requirement of the job if we are to meet deadlines and perform our duties to the standard required of us by our employer.
47. To my knowledge, despite concerns about the impact of long working hours and high workload pressures on staff having been raised both in enterprise bargaining and at Academic Senate, UTAS has not conducted any health and safety audits in relation to the working of long hours by academic staff?
48. UTAS has, in my experience, resisted any meaningful quantification of academic work. Several of my research articles outline the history of workload allocation and

performance management discussions at UTAS. The NTEU has had to take UTAS to the Fair Work Commission on two occasions and instigate formal grievances to force some action. In the absence of realistic and transparent workload measures and performance procedures, the employer can rely on subtle pressure or direct coercion to force unreasonable work demands on individuals.

Information Technology

49. Every subject in which I teach is required to have an online presence. This includes online delivery of scheduled classes, but also maintenance of online resources and the provision of online feedback and advice to individual students and groups of students.
50. In addition, students regularly contact academic staff by email, without considering the time or day. In many cases it is best to reply to such emails promptly, even if that means doing so in the evening or on a weekend. I attempt to schedule time to deal with out-of-hours email correspondence, to minimise the extent to which it intrudes into my personal time, but in practice it is not possible to corral all such work into planned times.
51. I use my personal phone and laptop to perform academic work when at home or away from campus. This includes marking, preparation, research, student consultation and administration work. I maintain an internet connection at home which I use for work purposes.
52. I estimate that I spend approximately ten hours a week working online from home.
53. The ability to work from home or while away at a conference, is one advantage of the flexibility in academic work space and a choice which many academics appreciate.
54. In addition, retaining flexibility in completing the academic work is essential due to the factors outlined earlier, arising from being overseas or interstate at conferences,

tight deadlines associated with, for example, unexpected grant applications, requests to review articles or supervise new students, etc.

55. As a result of these factors, it is necessary for me to maintain an internet connection at home, as well as a smart phone and a laptop. I estimate that approximately 50% of the use that I make of these is work-related. These are all maintained at my own expense. UTAS does not provide me with any subsidy or allowance in relation to these expenses.

Attachment JK-1



ACADEMIC WORKLOAD GUIDELINES

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Introduction

A requirement of the Academic Staff Agreement 2010–2012 (Clause 26) was that an Academic Workload Development Committee (AWDC) be formed to develop workload guidelines to be used by performance managers and academic staff in negotiating workload allocations. As stated in Appendix B of the Academic Staff Agreement 2010–2012, academic workload is crucial to the effective operation of academic units, but it is difficult to quantify and includes a broad range of components and considerations. It can vary significantly according to discipline and work/team circumstances, suggesting that an overly prescriptive workload formula is unlikely to be appropriate for many schools and faculties. Flexibility is needed to maintain and enhance the overall function of the University, and it needs to value a range of different contributions. Different configurations of workload profile are appropriate for different staff members and may vary at different stages of their careers and there may also be a range of operational constraints to consider. In that context, the Academic Workload Guidelines are an informative document, and are intended to be used to support and guide the formation of academic workload models. The University acknowledges that each Faculty, Institute and School has specific discipline expertise and appropriate consultative mechanisms. Accordingly, the Guidelines are not to be read, interpreted or used as a document that prescribes or dictates the allocation of workloads at a Faculty, Institute, School or individual academic level. It is however important to have guiding principles and agreed criteria for allocation of workload and that is a major aim of this document.

In the interests of fairness and transparency the purpose of these guidelines are to clearly document the range of activities to be considered when allocating annual workloads to academic staff. The guidelines consider academic workload on a holistic basis to ensure each individual can negotiate a reasonable balance of research, teaching, administrative and community and industry engagement duties and that the annual time allocation for these duties, for a full time academic staff member, will fall within the range of 1702–1717 hours. These guidelines will also enable schools to more clearly determine their academic staffing needs when framing budget submissions.

UTAS is committed to improving its performance in areas of research, teaching and community and industry engagement and it is currently developing statements of performance expectations for academics. In this context the intention is that these workload guidelines are to be used to assist in allocating time to a range of research, teaching, administrative and engagement activities and are not meant to be used as a measure of evaluating performance.

Part of the ongoing role of the AWDC is to monitor the impacts from the implementation of these guidelines once they are operational. In that process the AWDC (or insert the new nomenclature, ie AWCC) will consult with Faculties, Schools, Institutes, and all academic staff from time to time to evaluate and review the guidelines and modify if necessary, on the basis of relevant information and evidence.

Academic Research Workload Guidelines

Preamble

It is intended that these research guidelines are to be used as an indication only of **minimum** threshold of input activity and expected outputs and are not meant to be used as a measure of evaluating performance. In performance management discussions, individual academics and their supervisor are to use these guidelines to review previous outputs and agree on research input activities and which should lead to outcomes that exceed the thresholds indicated in Table 4. Indeed it is expected that for staff members seeking promotion and keen to accelerate success in their academic careers, the level of research outputs and outcomes would be consistently greater than the thresholds included in this document, noting that the type, quality and quantity of outputs will differ between disciplines.

The relative weightings of academic load by classification in Table 1 are to be used as starting points for negotiation of individual research workload allocations:

Table 1: Academic workload by category			
Workload Allocation Category	Teaching & Related Activity	Research & Scholarship	Administration & Community Engagement
Research Intensive	20%	60%	20%
Balanced Research/Teaching	40%	40%	20%
Teaching Intensive	60%	20%	20%
Research Only	*0%	80%	20%

*Source Academic staff agreement 2010-2012. This does not prevent negotiation of minor contributions consistent with individual contracts (e.g. guest lectures).

Research measurement and workload

Research and teaching and administration workloads should be considered holistically. A research active academic will be encouraged to develop a balanced portfolio of research inputs and research outputs. Moreover, such balance will be achieved over time and will, in a given four year period (in full operation), result in research outputs. This acknowledges that research activity cannot be determined solely on inputs.

Research and Scholarship

This section is developed on the assumption that UTAS is a research led university and that research is fundamental to the work of academics. In framing these guidelines it is recognised that research is largely a self-directed activity and that:

1. Research and scholarship are activities central to the work of academics and improved research performance is a key goal of UTAS.
2. Bearing in mind the notions of academic freedom and the complexity of the task, the research and scholarship component of academic work is largely self-directed. Academics will, however, remain accountable through the performance management process for the use of their research time allocation and agreed outputs.
3. Research and scholarship refers to a range of scholarly activities including scholarship which informs and improves individual practice in an aspect of academic work, including teaching in a discipline.
4. Research and scholarship, whether funded or unfunded, builds the reputation of the university and is central to the career advancement and developing expertise of academics.
5. For accountability purposes, the research and scholarship workload for an individual academic may consist of a range of associated activities as listed in Table 2.
6. The establishment of a research track record and profile is essential to early career researchers (ECR), those wishing to gain competitive external research funding, consultancies or attempting to publish in prestigious journals.
7. As a complex process, to be effective, it is desirable to retain blocks of time free from other activities for research and such blocks of time should be recognised in the determination of an academic's workload.
8. The proportion of an individual academic's workload devoted to research and scholarship can be adjusted by negotiation to account for particular circumstances and career aspirations. This may occur, for example, where there is a desire to undertake more teaching or an individual undertakes an increased administrative load.
9. Any such adjustments to an individual's research and scholarship workload allocation must be matched by a corresponding pro-rata increase or decrease in teaching and/or administrative duties to ensure the allocated work time does not exceed the range 1702-1717 hours per annum as stipulated in Clause 24 of the Academic Staff Agreement 2010-2012.

Table 2: Research and scholarship related activities:

The time allocated for research and scholarship in an academic's workload enables them to engage in a range of Research and Scholarly activity which includes:

- undertaking and publishing research projects
- consultancies and projects with, and for industry
- reflection and preparation for research
- writing articles and other publications, exhibiting and performing
- scholarship & research in teaching
- undertaking higher research degrees or courses to obtain or maintain appropriate qualifications
- submitting research proposals and teaching development proposals
- research supervision, and RHD supervision (Note: an academic may opt to count supervision as either teaching or research, and this would normally remain in force for a period of 4 years as per Clause 26.2 (i) of the Academic Staff Agreement 2010 – 2012)
- presenting scholarly papers, addresses to conferences and the like
- editing journals and books, curating exhibitions and directing performances
- refereeing, examining or reviewing grant proposals, journal articles and theses, etc.
- staff development for research and scholarly activity
- professional development for research and scholarly activity
- mentoring early career researchers
- approved travel associated with this work.

Grants & consultancies: Additional time for research may be negotiated with the performance manager if funds exist in the relevant contract to compensate a school through "buy out" of teaching or administrative duties.

Accountability for Research Time Allocation

For the purpose of accountability for the research component of their workload, there will be a determination in performance management of whether individual academics are deemed "research active". This determination will be based on the indicators in Table 3 and on the guidelines of minimum research input and output as outlined in Table 4.

In recent years, many universities and faculties have tended to focus solely on 'output measures' alone, such as publications to determine research activity. When estimating workload, however, it is essential to also consider the 'input' effort required for academics when undertaking many of the research activities listed above.

It is recognised, for example that an academic will invest a significant amount of time in developing a research paper for submission, or a grant or tender application. This time needs to be acknowledged within the workload allocation process. Research input and research output are both legitimate indicators of research performance, as set out in Table 3.

Table 3: Indicators of “Research input” and “Research output.”	
<i>Research input</i>	<p>Means legitimate research and scholarship related activities that academics may be engaged in as outlined above in Table 2.</p> <p>This measure is pertinent to justifying the research component of the workload activity of academics.</p> <p>Each year, individual academics should verify with their performance manager the research, scholarship, projects and other relevant activities undertaken in the relevant period.</p> <p>Those activities planned for the coming year should also be discussed in performance management to ensure the level and mix of research and scholarly activity is appropriate.</p>
<i>Research output</i>	<p>Means the resultant published outputs, completed products and projects of research and scholarly related activities including grant applications, published articles, successful grants and tenders, books, book chapters, conference papers, posters, artistic creations, etc. (see Table 2).</p> <p>These outputs should be verifiable in performance management.</p> <p>These activities can be used to justify an individual’s research workload allocation as part of the annual performance management process and as evidence of a track record when applying for promotion, awards, grants, etc.</p>

Whilst research input and research output demonstrate research activity undertaken by academics, to be regarded as “research active” an academic will need to have research output over the University’s given assessment period, currently 4 years, that involves income producing contributions as per Table 4.

Research role descriptions

(a) Teaching intensive academics (20% scholarship)

The main focus of this group of academics is teaching. The 20% of their role linked to scholarship is provided to enable scholarly activity associated with their teaching role such as professional development, or maintaining accreditation or currency in an area of expertise related to their academic role.

(b) Balanced teaching and research academics (40% research & scholarship)

This group includes a high percentage of early & mid career academics. They will have with substantial teaching loads. Finding time to do research is a key issue for these staff. These guidelines are designed to encourage and support academics to undertake research activity

commensurate with their level of experience and time available to do research (approximately 680 hours).

(c) Research intensive academics (60% research & scholarship)

This group includes academics with minimal teaching duties who are acknowledged as high researcher performers in their field or those leading substantial successful external research and development projects.

These guidelines are designed to encourage continued high performance and to guide those who seek to undertake high quality research activity commensurate with their level of experience and time available to do research (approximately 1020 hours).

(d) Research only academics (80% research & scholarship)

This group includes academics with no formal teaching duties. It typically consists of two groups of academics:

- those hired to work on specific research projects, or
- experienced researchers acknowledged as top performers in their field.

These guidelines are designed to encourage continued high performance and to guide those who seek to do more and higher quality research commensurate with their level of experience and time available to do research (approximately 1360 hours).

(e) Early Career Researchers (Nominally 40% research & scholarship, or higher as negotiated on appointment)

In recognition of the difficulties in establishing a research profile, early career researchers should be supported with mentoring and advice from more experienced colleagues. If they choose not to be teaching intensive, then subject to agreement with their performance management supervisor they will be allocated a research intensive or balanced research/teaching workload during:

- the first five years of any non-casual academic employment;
- the first five years after the completion of a PhD; or
- the first three years of return to work from parental leave of 6 months or more.

Table 4: Guidelines for accountability of research /scholarship allocation
***(to be read in conjunction with notes below)**

Research Category of staff member	Minimum expected inputs (Planned activities for Up-coming year) ⁴	Minimum expected outputs over the assessment period (4 years) ⁴
Teaching Intensive (20% scholarship)	At least 1 activity such as on-going or planned PD or scholarly activity to maintain certification or currency in an area of expertise related to the academic's teaching role	Output-to be negotiated that is related to the activities undertaken or scholarly reflection on some aspect of the work undertaken.
Balanced research and teaching academics (40% research allocation)	On-going or planned research activities (Table 2) including 2 that are commensurate with the level of experience and which may result in an output. ²	At least 4 demonstrable ERA or other external income producing outputs
Research intensive academics (60% research allocation)	On-going or planned research activities (Table 2) including 4 that are commensurate with the level of experience and which may result in output. ²	At least 8 demonstrable ERA or other external income producing outputs (Choose which of a or b below is applicable)
Research only academics (80% research allocation)	<p>1. Researchers on fixed contracts To meet on-going expectations in accordance with their contracts which in turn are to be consistent with the UTAS Academic Staff Agreement 2010-2012.</p> <p>2. Researchers holding on-going positions are expected to: On-going or planned research activities (Table 2) including 6 that are commensurate with the level of experience and which may result in output.²</p>	<p>a. Expectations in accordance with their contracts which in turn are to be consistent with the UTAS academic staff agreement 2010-2012.</p> <p>OR</p> <p>b. At least 10 demonstrable ERA or other external income producing outputs</p>

*NOTES:

1. For accountability purposes, while research active academics are expected to ensure they always meet the minimal expectations in Table 4, they should aspire to consistently exceed them.

2. In negotiating suitable expectations for research activity in performance management the minimal output thresholds above should be considered so that they are commensurate with the level of experience and will contribute to the career development of the academic concerned. In the descriptions below, the terms “quality”, “minor”, “medium” and “major” should be interpreted within the norms of the discipline and may be expressed in some cases as appropriate dollar value ranges.
 - a. **Level A:** The main career focus for academics at this level is likely to be completing an RHD or initiating a research profile and establishing networks. Examples of suitable commensurate activities that may lead to outputs include:
 - i. Submitting to relevant local and national conferences, journals or creative projects and exhibitions.
 - ii. Submitting for funding for minor internal grants, minor exhibitions and attendance at local and national conferences.

 - b. **Level B & C:** The main career focus academics at this level is likely to be consolidating a national profile and networks and/or building a track record through publications, exhibitions, performances, etc. Opportunities may be sought to initiate and/or contribute to innovative research, creative projects, consultancies or tenders and to establish international connections where possible. Examples of commensurate activities that may lead to outputs include:
 - i. Applying for small to medium internal or external seeding grants or consultancies
 - ii. Co-supervising one or two RHD students
 - iii. Submitting to national and international conferences, journals or major exhibitions.
 - iv. Contributing as a member of a team to major national and international collaborative projects or projects in a specific discipline area.

 - c. **Level D & E:** Academics at this level will be leading figures in their field. Their main career focus is likely to involve publications, exhibitions, performances etc. to consolidate and maintain an established national profile and build on

their track record. They will be looking to establish or maintain an international reputation in a field and will initiate or play a key role in project teams, mentoring junior colleagues. Examples of commensurate activities that may lead to outputs include:

- i. Be involved in submitting proposals for major competitive research and/or creative projects, consultancies and/or tenders
 - ii. Co-supervising up to six RHD students
 - iii. Submitting regularly to a range of high impact publications
 - iv. Applying for medium to large external funding for research projects, consultancies and tenders.
3. It is acknowledged, however, that the achievement of some outcomes is beyond the control of individual academics in any given year and unexpected events or opportunities may affect their plans.
4. The figures in Table 4 are designed to protect research time allocations; they are in no way to be considered as automatic triggers for an academic to be reclassified to a different research category. Changes of this nature must be discussed in performance management and carefully planned as outlined by sub-clause 26.8 Research transition of the Academic Staff Agreement 2010-2012.
5. The figures in Table 4 assume full-time academic positions. The expectations are to be adjusted pro-rata in accordance with the actual time fraction and average percentage of the academic's workload spent on research during the assessment period. Where an output involves joint authorship, each author can claim the output for workload accountability purposes.
6. All research outputs (e.g. publications, etc.) are regarded as having a weighting of one except for a research book which has a weighting of 5.

Teaching, Administration and Service and Engagement Workload Guidelines

UTAS considers teaching as fundamentally important to its performance. Good university teaching is informed by research and scholarship, with quality teaching delivered by staff committed to continuous improvement and resourced adequately to perform their role. A quality learning experience will enhance the reputation of the University and directly relates to the student experience.

Preamble

Teaching is a central and highly valued activity in this university. As per the requirements of the Academic Staff Agreement, the AWDC has prepared the following guidelines, which include standard time allocations for various teaching and administrative activities, to be used as the basis for allocating workloads for these activities across UTAS. They are designed to help in calculating individual teaching workloads for performance management and the planning of resource allocation. They are derived from the existing workload models that were developed by Schools and Faculties for the same purposes. The time allocation figures in the guidelines approximate the median values for these previous models and they capture the teaching and administrative activities that occur in most parts of the university.

Figures are not provided for all teaching or administrative activities that may occur in specific disciplines. Determination of time allocations for these activities should be a matter for decision by those in the schools who engage in them in consultation with the affected staff.

It is expected that schools will adapt their existing workload models to incorporate the figures in this document and use them as the basis of individual workload discussions with academics. Each school or cost centre may need to supplement these guidelines with allocations for any more discipline specific activities not included herein. Conversations with academics about their workload should be conducted on the basis of these figures but may involve some negotiation concerning the workload balance of individuals provided that overall the workload requirements of the academic staff agreement are met.

These guidelines are not static and will evolve with feedback from individuals and schools over time. In its monitoring role, the AWDC will collect data from schools on staff workloads each year and review the implementation of the guidelines, with a view to making on-going improvements.

Application

The allocations noted in these guidelines will form the basis for negotiation of individual teaching workloads. Individual teaching loads will be considered on a holistic basis and ensure that the welfare of the individual staff member is a paramount consideration.

The delivery of quality teaching is a complex process involving a range of activities. These include lecturing, tutoring and laboratory demonstration, as well as associated activities such as planning, preparation, marking and student consultation (refer Table 5).

Table 5: Components of Teaching
<ul style="list-style-type: none"> • unit coordination responsibilities • development of teaching materials and learning resources (e.g. unit outlines, authoring learning resources for delivery via online/print formats and may include the use of media such as audio/video, streamed to the web) for award courses, non award short courses, bridging courses and enabling programs • delivery of award courses, non award short courses, bridging courses and enabling programs and any units delivered as part of these courses and programs • assessment of student work, including assignment and examination marking, checking for plagiarism, moderation of grades, etc • student consultation, including face-to-face and online • field work supervision • supervision of honours students and postgraduate research projects and supervision of those RHD students to be counted in teaching as negotiated in performance management • evaluation of teaching methods and teaching materials • teaching scholarship including, developing knowledge, keeping content up to date, maintenance of course materials and reflecting on curriculum design • staff development associated with teaching related duties • approved travel associated with teaching, e.g. inter-campus travel, national and transnational programs

Time Allocations for Components of Teaching

Two main categories of activity have been identified in relation to time allocations for the components of teaching articulated in Table 5. These are:

1. *Activities where the time required is directly related to the number of students involved.*

These activities include assessment of student work and consultation with students. In such cases, time is allocated on a per-student basis, using an approximate EFTSL figure.

2. *Activities where the time taken to undertake an activity is largely independent of the number of students enrolled in a unit.*

These activities include planning and preparing teaching materials. In such cases, a standard time allocation applies to the specific task.

The tasks listed in this section are considered common to all disciplines and recognise the degree of effort involved in providing quality teaching. There may also be more idiosyncratic activities specifically related to a particular discipline that are not listed. Reasonable time allocations for these activities should be developed by the relevant budget centre in consultation with the academic staff concerned, and included in the relevant workload model.

Allowances for planning and preparation

Levels of development

Three levels of development effort are identified for developing learning materials for units. These are: (i) new development; (ii) review; and (iii) update (refer Table 6).

New Development

The time allocated to new development acknowledges that significant extra time is required to research, plan and develop new units and/or specific new materials within an existing unit. In particular, the development of new materials for activities such as lectures, tutorials and workshops requires substantial time commitments to research the literature, identify, create or adapt resources, and undertake the subsequent educational design, preparation and evaluation of the unit.

The New Development allocation will apply when determining the workload of an academic who is required to plan a new unit and/or develop new teaching materials for use within an existing unit.

Review

The time allocation for review acknowledges the time required to substantially review and adapt an existing unit or specific teaching materials within a unit.

The review of a unit or individual lectures, tutorials or workshops within a unit, requires additional time to research the literature, adapt resources, and undertake the subsequent educational redesign, preparation and evaluation.

The Review allocation will apply when determining the workload of an academic who is required to:

- Continue to develop a new unit that has been through its first iteration and needs to be reviewed in preparation for the second iteration;
- Teach an existing unit for the first time for which materials exist, but with which the academic needs to become familiar and/or modify; and/or
- Adapt an existing face-to-face unit for online/flexible delivery or vice versa.

Update

The time allocation for Update is considered the “default” allocation for mature units. It is presumed that the staff member has taught the unit before and the materials are within his/her area of expertise.

The Update allocation acknowledges that quality teaching stems from continuous improvement and ensuring the currency and relevance of teaching materials and approaches. The allocation ensures sufficient time is provided to plan and prepare the unit schedule, update the materials and references, make changes in response to student feedback, update specific lecture, tutorial and/or workshop materials; and improve assessment tasks.

This allocation will apply when determining the workload of an academic who is required to:

- Teach a unit s/he has developed to a ‘mature’ stage; and
- Teach in a unit with materials created by others, but where s/he has taken the unit before and/or is very familiar with the material.

Unit Planning: At each of the levels of development described above, the act of planning a unit requires different degrees of effort, involving academic tasks such as: developing curriculum, addressing issues from student feedback, developing a unit outline, developing/modifying learning outcomes, checking key dates, establishing a unit schedule, designing assessment tasks and rubrics, sourcing/updating references and readings, sourcing/ checking currency of websites, etc.

Table 6 gives the time allowances that will apply when an academic undertakes planning a unit.

Table 6: Time allowances for Unit Planning (12.5% unit)		
Level of effort	Time allocations Face to face delivery	Time allocations Online/mixed mode
New Development	40 hours	120 hours
Review	20 hours	60 hours
Update	10 hours	10 hours

Unit Coordination

The Unit Coordinator will typically have specific expertise and experience in the subject matter covered in the relevant unit and will be the person primarily responsible for a

range of *administrative and academic tasks* related to conducting and managing a unit in accordance with the UTAS course and teaching quality guidelines.

Administrative tasks

Tasks to be undertaken while conducting and administering a unit include: completing QA for a unit site in MYLO, notifying bookshop and library regarding references, coordinating the unit teaching team, supporting casual teaching or tutoring staff, organising moderation meetings, keeping track of extension requests, processing student marks, attending assessor meetings, etc.

- *Administrative allowance:* to administer a unit, a unit coordinator is to be allocated 30 hours for up to 150 students, with an additional 10 hours for units with more than 150 students and for each additional 150 students thereafter.

Academic tasks

In the typical situation where a Unit Coordinator also has the primary academic responsibility for planning a unit, the allowances in Table 6 will also apply.

- The existence of unit materials developed for previous offerings of a unit may be relevant and useful reference resources when designing a unit, but the final determination of the value of such resources and the extent to which they are useful should be left to the professional judgement of the Unit Coordinator.
- *Assessment:* In accordance with good practice where a unit contains several assessment tasks, the weighting and distribution of the standard marking allocation over the assessment tasks is to be determined by the unit coordinator in accordance with the UTAS teaching quality guidelines.

Teaching related duties

Preparation: These allocations apply for each individual academic teaching into a unit. The allocations reflect the effort required to prepare for specific teaching sessions. The level of preparation required (Table 7) varies according to the type of teaching session, how developed the materials are and how familiar the individual academic may be with the material.

Note, the time for delivery of these sessions is not included here and is to be additional.

Table 7: Type of teaching session: Allocated time per hour (excludes delivery)			
Level of preparation	Lecture (per hour)	Workshop (per hour)	Tutorial (per hour)
New Development	9 hours	7 hours	5 hours
Review	4 hours	3.5 hours	3 hours
Update	3 hours	2.5 hours	2 hours

If the staff member teaching the unit in any of the teaching session types noted in Table 7 was also responsible for planning the unit (see Table 6), and where it is agreed between the staff member and the supervisor that he/she is very familiar with the material to be covered, the time allocated per hour to this person would normally be in accordance with an "Update".

Assessment & student consultation

Time allocated to assessment and student consultation is directly related to the number of students involved in a unit and, accordingly, is allocated on a per student basis. The time allocations in Tables 8 and 9 assume that, in accordance with good practice, a variety of tasks will be used to formally assess students and, where several markers are involved, some moderation of assessment will take place.

A wide range of formative and summative assessment tasks may be appropriate, with some more appropriate in certain discipline. Assessment tasks may include essays, assignments, examinations, portfolios, presentations, field supervision, practical examinations, and professional experience.

The standard allocations for assessment and consultation in Table 8 apply to the individual academics **who teach the students in tutorials**. It is assumed that in general the staff dealing with students in tutorials will be the main person the students will consult for advice regarding issues which arise during the unit.

Table 8: Allocations for Assessment & Consultation (Allocations for a 12.5% unit in minutes per student per teaching semester)		
Mode of delivery	Face to face	Online /Flexible
Assessment	70 minutes	70 minutes
Moderation Process	70 minutes x number of students to be moderated x weighting of moderated tasks.	
Student Consultation		
<ul style="list-style-type: none"> • Allowance per undergraduate and postgraduate coursework student • Allowance per student in first year undergraduate units 	20 minutes	30 minutes
	30 minutes	40 minutes

Notes: The times allocated for assessment in Table 8 assume that:

- 1 All 12.5% units place a comparable degree of demand on students and so require a comparable time for staff to mark and provide feedback;
- 2 The allocated time for assessment is to provide for the formal summative marking of students' work, giving written feedback and processing the results;

Table 9: Other teaching related allocations and standards	
Delivery time	<ul style="list-style-type: none"> • The total time to be spent by an academic in conducting scheduled teaching activities such as lectures, tutorials, practical classes, workshops, lab sessions, etc. • Online/flexible delivery units will be allocated a delivery time equivalent to an equally weighted face-to-face unit.
Repeat session	<ul style="list-style-type: none"> • A repeat session is a session delivered in the same offering of a unit and in the same delivery mode within one week of the original session. • If no further preparation time is needed for a session, only the delivery time is allocated, otherwise the appropriate preparation allowance applies.
Travel time	<ul style="list-style-type: none"> • Equals the actual time spent in transit to deliver teaching (see Glossary).

Group size	<p>Means the number of students usually acceptable within a session that is consistent with its educational purposes and any WH&S requirements.</p> <ul style="list-style-type: none"> • Tutorials, workshops, demonstrations and practical classes are essentially small group activities and should not normally exceed a student-staff ratio of 22:1 and operate within appropriate safety constraints • NOTE: In many cases (e.g. laboratory sessions, adventure activities, field trips, etc.) the student-staff ratio will need to comply with WH&S requirements, space limitations or other safety regulations regarding supervision.
Online/ flexible delivery	<ul style="list-style-type: none"> • Quality online and flexible teaching resources require extra time to develop and maintain. • Additional time is included in this table on a per unit basis for units in “New Development” or “Review” mode. • For resourcing purposes, delivery time and student-staff ratios in flexible/online delivery mode are assumed to be the same as equivalently weighted face to face units.
Staff / professional development	<p>Means activities planned within performance management designed to develop or extend an academic’s understanding of the discipline area, to maintain certification in their area of expertise or to update their professional or teaching skills.</p> <p>Staff should be able to negotiate an appropriate time allocation to complete such tasks as part of their teaching workload.</p>
New staff allowance	<p>Means academic staff newly appointed to UTAS whether or not they have come from another university.</p> <ul style="list-style-type: none"> • New staff who are required to undertake the unit in the graduate certificate as part of their probation, ELT 501, An introduction to University Teaching, will be allocated 100 hours from their overall workload.

Supervision of Honours & Postgraduate project work students

Supervision of Honours and Postgraduate student projects

Honours and many postgraduate students undertake a research project or other creative work as a major component of their assessment. Supervision of these projects requires regular meetings involving one student and one or more staff members for the purpose of assisting students with ethics, research design, data collection processes, the implementation of creative techniques, and/or the iterative critical appraisal of outcomes before submission.

The minimum allocation of time for the supervision of an individual Honours or postgraduate project student is two hours per week for the period in which the supervision takes place.

Supervision of RHD students as teaching

The following provisions apply where it is agreed as part of performance management discussions that the supervision of RHD students will be counted as a component of teaching (refer to research workload guidelines).

UTAS generally requires two supervisors for each RHD student. However, it is recognised that although joint supervision often produces better outcomes for students than supervision by a single supervisor, the workload for individual supervisors is not necessarily diminished.

The total allocation for supervision of an equivalent full time RHD student is 120 hours per annum.

- In the case of two supervisors (e.g. each with 50% supervisory responsibility), there will be an allocation of 60 hours each per annum.
- In the case of two or more supervisors the allocation will be apportioned to reflect the responsibility of each supervisor, as negotiated between them.

Administration, Service and Engagement

Academic staff are expected to perform a wide range of administrative and service roles necessary for the University to function effectively. These tasks place a significant demand on academic time and are to be accounted for within a holistic workload allocation process.

Administration, Service and Engagement duties include:

- Formal academic administrative roles or professional service within UTAS, including active participation in a range of University committees; and
- Providing service to the University or engagement with the broader Community such as serving on professional bodies.

Table 10: Academic Administration, Governance and Coordination Activities

Academic administration governance and coordination activities include:

- formal leadership, management and coordination roles e.g. Dean, Head of School/Centre
- course, discipline or theme coordination, etc.
- reporting on teaching evaluations or research performance
- handling of student disputes, concerns and grievance resolution
- involvement in University publications
- timetabling
- management of academic organisation sub-units, functions or centres
- contributions to committees
- formal staff supervision, including casual staff supervision
- promotion of University enterprises or programs
- attendance at School, Faculty and University meetings
- general administrative work
- staff development for administration and governance
- approved travel associated with this work
- budget and financial management

Table 11: Professional Service & Community Engagement Activities

Professional Service and Community Engagement includes:

- conference organisation and participation
- consultancy and associated work
- being an information resource e.g. by running community seminars and workshops or other community education events
- contributions to and involvement with professional associations, community (service) organisations and business and industry
- representation on committees on behalf of the University, Faculty, Centre, School, Discipline
- course development including developing course proposals and obtaining professional accreditation and participation in course advisory, course administration activities
- clinical service work
- serving as elected staff representatives on Academic Senate, University Council, harassment officers, fire wardens, WH&S officers, etc.
- contribution to professional practice

- serving as Divisional President and Secretary of NTEU, or on Divisional Council
- promotion of the University to the community
- approved travel associated with this work

Staff appointed to specific academic leadership or administrative roles, such as Heads of School/Centre or Associate Deans, Course Coordinators, will require an additional allocation to be able to effectively undertake these duties.

Table 12 and Table 13 provide a range of additional allocations associated with specific roles.

Academic administrative and governance roles

It is expected that the responsibilities of academics undertaking formal leadership, management and coordination roles are commensurate with their level of experience as articulated by the Minimum Standards for Academic Levels (MSALS).

The following principles will apply in relation to academic administrative and governance allocations:

- Level A academics will not normally be expected to have administrative responsibilities, with the exception of Level A, Step 6 academics and above who may be asked to coordinate a unit within their specialised discipline area of teaching.
- Level B academics will generally have administrative responsibilities focused in their area of teaching, such as unit or discipline coordination. They will participate in, and contribute to, Faculty/School/Centre committees, research partnerships and coordinate small groups of colleagues.
- More senior academics will generally have greater administrative responsibilities connected with large competitive research grants and/or may also represent the University on external stakeholder bodies, represent the Faculty/School/Centre on University committees and/or assume leadership roles on Faculty/School/Centre committees and projects.
- It is expected that those academics holding key academic leadership, management and administrative roles (as articulated in Table 10) will retain some teaching and/or research responsibilities.

Table 12: Minimum Time Allocations for Academic Leadership and Administrative Roles	
Head of School/Associate Dean/Director- allowance depends on the complexity of the particular budget centre (Small, Medium or Large) with as defined by UTAS: <ul style="list-style-type: none"> • Head/Associate Dean/Director of Small budget centre • Head/Associate Dean/Director of Medium budget centre • Head/Associate Dean/Director of Large budget centre 	Small (30%) 510 hours Medium (45%) 765 hours Large (60%) 1020 hours
Deputy Head of School/Centre (depending on complexity of organisational unit)	One third of the allocation for Head of School/Centre
Associate Dean Teaching and Learning and Associated Dean (Research) and Associate Dean International (Faculty positions)	560 hours
Course coordinator (large program >500 EFTSL) Course coordinator (medium program 300-400 EFTSL) Course coordinator (small program <300 EFTSL) or assistant course coordinator in a larger unit	"Further feedback will be sought from Deans, HoS and staff to determine appropriate time allowances for these roles."
Discipline coordinator	
Graduate Research Coordinator	
Honours coordinator / Year level / Campus coordinator	

Where the total time allocation for all administrative and service duties for an individual academic (including unit coordination, duties listed in Table 12, Table 13, or other relevant duties) is greater than 20% or 340 hours, there must be a decrease in the teaching and/or research components of their workload equivalent to the number of hours in excess of 340 hours to ensure the total allocated work time does not exceed the range of 1702-1717 hours per annum as stipulated in the Academic Workload provisions of the Academic Staff Agreement 2010-2012.

Professional Service, Administration, Engagement & Service

Allocations for Professional Service, Administration, Engagement and Service account for the foreseeable commitments required to comply with the administrative requirements of the relevant budget centre, such as attendance at staff meetings or serving on committees. They also recognise a range of broader professional tasks associated with service to the University, and/or professional or community bodies relevant to the role of

the individual staff member. Formal commitments (such as election to Senate) should receive the appropriate allocation. Relevant activities which are more voluntary in nature may also be negotiated as part of this component of an individual's workload.

Table 13: Summary of the time allocations for a range of administrative, compliance and service duties for academics (excluding duties associated with defined administrative roles in Table 12)	
Activity / Task	Annual Time Allocation
Attendance at Faculty, School, Course and Program meetings or other formal meetings	Total scheduled hours of all such meetings plus any travel associated with attendance
Work-related travel	Actual time taken for transit
Chair of a working / decision-making body such as a committees or working party	Typically expected meeting time plus 50%
University Service (such as elected staff representative on Senate or Council, Academic Workload Development Committee)	Typically, expected meeting time, plus 50% and travel time
Less formal arrangements, such as Community Engagement / Professional Service (e.g. representing UTAS on State, National or International Professional Bodies; editorial boards, etc.)	Negotiated in performance management within this component of academic work
<p>General Compliance activities for all academic staff Including, but not limited to:</p> <ul style="list-style-type: none"> • Preparing for and attending Performance Management meetings; • Accountable person and WH&S training; • Proof-reading timetables; • Completing claim forms for expenditure; • Preparation for Faculty, School and Program meetings; • Providing feedback to University Policy draft papers; • Commenting on ERA journal ranking lists; • Applying for work-related leave; • Publication Entry System activities; 	70 hours per annum

<ul style="list-style-type: none">• Equipment bid preparation;• RHD supervisor registration processes; and• Course/School Review activities <p>Some are small tasks which are frequently repeated, others take considerably longer and are more involved.</p>	
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Glossary

Term	Definition
Assessment	means the process of formally marking submitted student work, as described in the unit outline, in order to provide feedback and / or attribute a grade.
Consultation	means support, discussion and general advice to students on an individual basis.
Delivery	means the actual conduct of teaching sessions, including timetabled lectures, tutorials, workshops, demonstrations, practical classes, and online activities.
Demonstration / Practical Class	means a session with the primary purpose of demonstrating skills and supervising a group of students in practising those skills and includes any educational delivery described as a demonstration/practical class in a course or unit outline, or in an official timetable issued by the University (as may be amended from time to time). Specific OH&S constraints may apply.
Discipline / Subject / Theme	means a specific field of knowledge that forms the basis of a field of study or a significant component within a course or program.
EFTSL (Effective Full-time Study Load)	means the effective number of full-time students enrolled. For example, in a 12.5% unit, every 8 students is equivalent to one EFTSL.
Fieldwork	means learning experiences outside the classroom, in the outdoors or in the workplace. Specific WH&S or other legal requirements may apply.
Flexible Delivery	typically involves a mix of delivery modes specifically designed to suit the needs of a particular cohort of students. Three specific modes of flexible delivery are recognised: <ol style="list-style-type: none"> 1. Online delivery – The unit is designed as to be fully online with all learning mediated by technology. 2. Face to face – The unit is designed to be conducted in face to face sessions with some minimal use of technologies to assist e.g. to deliver unit materials or email students. 3. Mixed-mode – The unit is designed to use a mix of technology assisted sessions and face to face classes (e.g. intensives)

Lecture	<p>means a real time (i.e. synchronous) activity whose primary purpose is the presentation and structuring of information, ideas, skills (or body of knowledge and/or skills) to a class to facilitate student learning.</p> <p>The activity may be face-to-face to a class or mediated by real time/synchronous technology (e.g. video-conference, audio-conference), and includes any educational delivery described as a lecture in a course or unit outline, or in an official timetable issued by the University (as may be amended from time to time).</p>
Moderation	<p>means the process by which student work is independently assessed and then compared to ensure consistency and fairness in the determination of grades.</p>
Online Delivery	<p>means asynchronous activities whose primary purpose is the presentation and structuring of information, ideas, and skills to a remote student audience or activities designed to facilitate learning and interaction between remote students and/or their teachers.</p> <p>Typically these will be recorded or created and made available via online technology to students as a file for download or streaming, e.g. a recording of a live lecture given face to face on campus, podcast, etc.</p> <p>Express permission for any subsequent future use of these materials should be sought from the creators.</p> <p>The existence of recorded materials does not justify a reduction in preparation time for staff who teach in subsequent unit offerings.</p>
Unit Planning	<p>means the act of designing and organising a given unit of work (Refer to table two).</p>
Preparation	<p>means the preparation of learning materials and activities for use in specific teaching sessions such as lectures, tutorials, workshops, online, etc.</p> <p>The time required by an individual staff member to create, review and/or source the teaching materials will vary according to the degree of development of the material and the mode of delivery.</p>
Repeat Session	<p>means the repeat delivery or facilitation of a lecture, tutorial, workshop or other teaching activity within a week of the original, by the same person and in the same offering and mode of delivery as the original.</p>
Scholarship	<p>means the process by which academics keep up to date with knowledge in their field and reflect on their work.</p>

Tutorial	<p>means a structured activity (synchronous or asynchronous) whose primary purpose is the clarification, exploration, reinforcement of subject content presented or accessed at another time or place (e.g. lecture, set reading) and includes any educational delivery described as a tutorial in a course or unit outline, or in an official timetable issued by the University (as may be amended from time to time).</p> <p>A tutorial is reliant on student-teacher and student-student interaction and dialogue for achievement of its learning outcomes so should normally not exceed 15-22 students for a theory class and numbers must comply with other specific safety and WH&S constraints.</p>
Unit	<p>means a planned teaching program that forms a part of a recognised course of study within the university. Students may enrol in one or more units from those offered in a teaching period.</p> <p>A unit usually has a recognised code and weighting. If the same unit is offered in different modes of delivery in the same offering (e.g. online, face to face, or mixed mode) for workload purposes they will be considered as separate units.</p>
Unit Coordinator	<p>means the person (or persons) with the major academic responsibility for the educational design, development of teaching materials in a given unit.</p> <p>The role of the unit coordinator also necessarily involves a range of administrative tasks to facilitate student learning in the specific offering of a unit of work.</p>
Workshop	<p>means a structured activity (synchronous or asynchronous) that involves a mix of presentation of new information/ideas/skills by the facilitator and teacher guided activities related to that information/ideas/skills and includes any educational delivery described as a workshop in a course or unit outline, or in an official timetable issued by the University (as may be amended from time to time).</p>
Work Related Travel Time	<p>Means the amount of time taken to travel between two or more work locations (e.g. One way Launceston to Hobart would be about 3 hours; One way Hobart to Shanghai would be about, depending on air connections, 12 – 16 hours).</p>

Attachment JK-2



Faculty of Education

Addendum to the

UTAS Academic Workload Guidelines

23 May 2013

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DRAFT

2. Overview of the Faculty Academic Workload Allocation Model

This document applies to all academic staff in the Faculty of Education and has been formulated in compliance with Clause 26: Workloads, in the current Enterprise Bargaining Agreement (EBA) for 2010-2012.

The Faculty of Education Academic Workload Allocation Model is intended to achieve consistent, safe, healthy, equitable and fair workloads across the Faculty. The model aims to provide transparent workload measurements and equitable allocations, which are reasonable and realistic. It attempts to take into account the full range of academic activities, including research and scholarship, teaching and related activities, and administration and community engagement, while recognising the importance of maintaining an appropriate work/life balance.

To assist academic staff members making estimations of their workload against the agreed reference points the Faculty has developed a Workload Model Calculator tool. The Workload Model Calculator for the current year will be provided by late November of the previous year. Staff should ensure that their WARP page is kept up-to-date. Any information not included in WARP at that time will not be included in the workload allocation.

The distribution of academic workload is the responsibility of the Head of School, after consultation with staff members. Completing the Workload Model Calculator is one step in that consultation and, when approved, provides evidence of an academic's workload.

The Workload Model Calculator for staff completion is separated into three distinct categories: Teaching and Related Activity, Research and Scholarship, and Administration and Community Engagement; plus the approval and appeals process, each of which is detailed below.

On 21 August, 2012, the Faculty of Education Workload Advisory Group adopted the UTAS Academic Workload guidelines:

Faculty Academic Workload Advisory Group Extract of Minutes - Meeting held 21 August 2012			
<p>Action Item 5 Mtg 1 17 April 2012</p> <p>Updated 21 August 2012</p>	<p>Secretary to arrange for update of webpage content at http://www.educ.utas.edu.au/PMandAW.html and ensure that the UTAS guidelines together with the Faculty's research norms are attached to the Faculty Workload Calculator. This will ensure all staff are informed of the expectations at a central and Faculty level. Draw attention to pages 7 and 8 which outline how the document should be used. It was agreed a Wiki was not required for this purpose.</p> <p>The website has been set up. UTAS guidelines together with Faculty research norms will change due to adoption of the <i>UTAS Academic</i> and we will need to use the norms contained in that strategic document</p>	<p>A/Prof Karen Swabey/Ms Jen Inglis</p>	<p>The Faculty will adopt the UTAS Guidelines with an addendum of Faculty specific issues, eg T&R Groups.</p>

Since then, the Faculty of Education has adopted the Research Performance Expectations (RPEs) from the paper *Opening UTAS to Talent: The UTAS Academic* (UTAS Academic).

Faculty specific issues are noted below in the appropriate sections: Teaching and Related Activity; Research and Scholarship; and Administration and Community Engagement.

3. Teaching and Related Activity

Supervision of Professional Experience

Supervision of a practice teaching student requiring a face to face visit	3hrs per student
Supervision of a practice teaching student online or by phone	1hr per student

4. Research and Scholarship

Staff will be expected to meet the requirements detailed in the Education RPE table from *Opening UTAS to Talent: The UTAS Academic* by the end of 2015 (table appears below).

	A		B		C			D			E			%ACG
Field of Research	Pubs	Pubs	Inc	HDR										
Education 13	0.5	1	4	1	1.5	20	2	2.4	35	3	3	50	3	22%

To guide staff towards meeting their RPEs, the following processes are in place:

1. At a point in time (end November), our workload calculator is populated with the WARP data from the previous three years;
2. Places exist in the calculator to allocate time for research activities (grants, publications, RHD supervisions) for the year to come.

5. Administration and Community Engagement

Faculty specific management roles:

a) Graduate Research Coordinator	300
b) DOPE	500, as defined in terms of employment/contract
c) DOSE	500, as defined in terms of employment/contract

d) Ethics Coordinator	200
e) Teaching and Research (T&R) Group Leaders	50
f) Campus Course Professional Experience Coordinators	100
g) Performance Management ONLY	8 hrs per supervised staff member

6. Approval and Monitoring

6.1 Completing the Workload Model Calculator will form part of the Performance Management process. Once the Workload Model Calculator has been completed, it should be discussed with the Performance Manager. The staff member or the Performance Manager should raise issues of concern about inequitable workloads with the Head of School so that marking or other relief can be negotiated.

6.2 The Performance Manager, Head of School and individual may agree to update the allocation model through the year to ensure any workload changes are considered in light of changes to student numbers and resources available. As per 26.9 of the Academic Staff Agreement 2010-2012, interim Performance Management reviews for employees recognised as being at risk of overwork, will occur at the request of either the academic staff member or the performance manager.

6.3 The Academic Workload Review Panel will monitor the workload model and consider any changes. The model is expected to be one of continuous development and improvement.

7. Appeals

In the first instance, it is the role of the Head of School to monitor workloads to avoid staff being overloaded. Where the Head of School and the individual academic cannot come to an agreement on the workload, the Head of School may approach the Faculty Workload Appeal Advisory Committee for additional advice.

Workload Appeal Advisory Committee

The Faculty Workload Appeal Advisory Committee will render advice to the Head of School concerning individual workload disputes. The committee members must not be associated with the allocation of the workloads in dispute.

The composition of the committee should be three people with some experience in workload allocation (or, as a minimum, wide experience of work as an academic) as follows:

- 1 member elected by academics in the North/Northwest
- 1 member elected by academics in the South
- 1 member appointed by the Head of School (to act as Chair)

If still unresolved the academic can approach the Dean for a decision.

NB: As per 26.10 of the Academic Staff Agreement 2010-2012, an employee from Human Resources will be made available to assist discussions between an employee and their supervisor and/or Head of School in relation to any dissatisfaction with their workload. An employee may also seek advice and assistance from the NTEU. The aim is for early resolution of such issues without the need for the employee to use the formal dispute resolution procedure outlined in Clause 36 of this Agreement. The Human Resources employee will ascertain that:

- i. there is a workload model in place and that it has been developed in line with the guidelines;
- ii. procedures exist to monitor employee health and safety;
- iii. expectations that have been set are fair and reasonable and that the total workload does not exceed fixed maximum number of hours per year (as per Clause 26.5), or pro rata for a part-time employee.

The employee concerned can be accompanied by the NTEU or a representative of their choice (other than a practising barrister or solicitor).

Additionally, as per 26.11 of the Academic Staff Agreement 2010-2012, an employee who remains dissatisfied with their workload may use the dispute resolution procedure set out in Clause 36 of the current Academic EBA, commencing with referral to the Director of Human Resources in accordance with Clause 36.3.

8. Review

The Faculty will establish a new Academic Workload Review Panel which will consider any feedback received during the year and potential modifications as a result of external factors such as Enterprise Bargaining and government research policies changes (such as the ERA).

The review panel will make recommendation to the Dean, Head of School and Faculty Executive Committee for approval.

Attachment JK-3

Opening UTAS to Talent: The UTAS Academic

2014

1 Executive Summary

The University of Tasmania's strategic plan, *Open to Talent: Strategic Plan 2012-Onwards*, outlines an ambitious vision for UTAS. If the University is to achieve its lofty ambitions, its staff must aspire to – and ultimately attain – high levels of achievement, informed by international standards and expectations, and at least comparable with the strongest performers in the best Australian universities.

In this context, this document defines minimum performance expectations in the four areas of academic work, namely research, learning and teaching, community and internal service. While it specifies minimum expectations, it is anticipated that many staff will aspire to – and increasingly achieve – performance levels above these minima. The document provides a reference point for:

- Individual staff to reflect on and evaluate their performance and to plan their career development
- Performance managers in their goal setting and performance review conversations with staff
- Applicants and decision-makers in recruitment, confirmation, promotion and similar contexts
- The further development and implementation of policies and practices with respect to recruitment, confirmation, promotion, performance management and professional development.

The document is relevant to all academic staff.

The starting point is an academic with a balance of research and learning and teaching responsibilities, with lesser contributions to community and internal service, approximating a 40%-40%-20% workload allocation. In the following sections, some guidance is given on extending these expectations to other contexts, for example research only appointments or teaching intensive workload allocations. Likewise, adjustments should be made for academics on fractional appointments and for other individual circumstances.

The document also points to key elements of an institutional policy and practice framework that will support high performance of academic staff.

The performance expectations identified here will be revised regularly, at least every two years. It is anticipated that the new performance expectations for community and internal service will be reviewed in late 2014.

2 Aligning Strategic Ambitions and Individual Performance

The University's Strategic Plan, *Open to Talent: Strategic Plan 2012-Onwards*, states that:

Over the next 10 years, UTAS will recapture the energy of our founding spirit, harness the momentum of recent achievements, tackle areas of weakness and make the most of our defining characteristics...

This involves a focus on three priorities – research, students and community – across each of which an ambitious vision is sketched in *Open to Talent*.

Fulfilling these ambitions is wholly dependent on the people who work at the University:

UTAS can only ever be as good as the people who choose to work with us... Realisation of the vision outlined in *Open to Talent* is dependent on a talented workforce, committed to the innovative thinking required to conceptualise and operationalise the strategy, and the high levels of achievement required to accomplish our objectives.

Aligning the efforts of individuals with the ambitions of *Open to Talent* is therefore a fundamental requirement for success.

Communication of objectives and clarification of responsibilities and classifications will assist staff to understand how their endeavours contribute to UTAS. Clear articulation of performance expectations, including definition of the 'UTAS academic', will provide guidance for confirmation and promotion...

The UTAS Academic is designed to meet that need. After some introductory comments on the overall characteristics of and multiple forms and combinations of contributions made by University of Tasmania academic staff and the institutional policy and practice framework that supports him/her, it provides detailed statements of minimum performance expectations in the four areas of academic work, namely research, learning and teaching, community and internal service. **While it specifies minimum expectations, it is anticipated that many staff will aspire to – and increasingly achieve – performance levels above these minima.**

The document and the statements of minimum performance expectations herein provide a reference point for:

- Individual staff to reflect on and evaluate their performance and to plan their career development
- Performance managers in their goal setting and performance review conversations with staff
- Applicants and decision-makers in recruitment, confirmation, promotion and similar contexts
- The further development and implementation of policies and practices with respect to recruitment, confirmation, promotion, performance management and professional development.

In some areas, the performance expectations can be implemented very quickly, for example with respect to individual staff members reflecting on their own performance and career development, informing medium-term goal setting and recruitment of new staff. In other areas, implementation will necessarily be staged; for example, in academic promotions the performance expectations will be a mandatory reference point only from 2015.

The UTAS Academic complements the [Academic Workload Guidelines](#)¹ adopted in 2012, under the [Academic Staff Agreement 2013-2016](#)², which provide guidelines for the negotiation of individual

¹ UTAS [Academic Workload Guidelines](#) are available on the Human Resources Policy webpage at <https://secure.utas.edu.au/academic-workload-models/home>

academic workloads in any given year at school or organisational unit level and are not intended to define performance expectations.

2.1 The UTAS Academic

If the University is to achieve its lofty ambitions, its staff must aspire to – and ultimately attain – high levels of achievement, informed by international standards and expectations, and at least comparable with the strongest performers in the best Australian universities. Across the three priority areas identified in the UTAS Strategic Plan – research, students and community – such achievement might be manifested through evidence of:

- excellence
- scholarship
- significance or impact of outcomes
- intellectual and organisational leadership, particularly for staff at more senior levels.

To quote the UTAS Strategic Plan again, ‘to achieve our goals we must ensure that the research performance of the majority of UTAS staff is at international standard’, although in some cases – such as when industry-commissioned research outcomes must be provided initially in confidential reports rather than through journal papers – this may not be fully evident in conventional metrics. There are also comparable imperatives across the other key priority areas. Outstanding teaching practice must be informed by a pedagogy based on substantive educational scholarship as well as sound disciplinary knowledge, and tested against appropriate benchmarks inside and outside the University. In the case of community, the volume and nature of academic contributions will vary substantially, but they will invariably be aligned with institutional priorities and informed by disciplinary expertise, scholarship, and a concern to maximise effectiveness and the leadership contribution.

Beyond the three priority areas, internal service to the University (or ‘administration’) remains a necessary contributor to institutional success and, done well, to the performance and career development of other staff. Virtually all academics will make some contributions of this kind and, for a minority, they will form a major component of their work. However, the focus must be on efficiency and effectiveness – producing outcomes to support the fulfilment of the institution’s mission and goals as economically as possible – to avoid any sense of internal service becoming an end in itself. Again, key considerations must be excellence, significance/impact and leadership, informed by a scholarly appreciation of institutional priorities, disciplinary norms and good business practice.

There are multiple models of contribution to the University. Employment contracts may specify either research only or teaching and research duties; within the latter grouping, workload allocation categories include research intensive, balanced research/teaching, teaching intensive or a proposed teaching scholar category. An additional consideration here is the emerging need to reflect on whether the growing numbers of pre-degree and VET students should be taught by academics with ‘balanced’ teaching and research contracts, or whether in the future a different type of employment arrangement may be more appropriate.

UTAS embraces multiple models of engagement with the University, encompassing full-time, fractional and honorary (voluntary) contributions. The latter includes the work of professionals from other organisations as well as contributions by those retired from paid employment.³

² The *Academic Staff Agreement 2013-2016* is available at <http://www.utas.edu.au/enterprise-bargaining>

³ *UTAS Adjunct and Clinical Titles Policy*

The mix of activities across the three priorities and one enabler will vary between individuals and, in many cases over the course of a career, according to the nature of the employment contract, level of engagement, negotiated workload mix, the needs of the organisational unit and the institution, and aptitude and interest. The form and number of the contributions – for example, the nature and number of research outcomes – will also depend on discipline and seniority.

2.2 Performance Expectations

The UTAS Academic specifies performance expectations for academic staff and provides a series of performance benchmarks. The latter assume a ‘balanced’ academic role with a balance of teaching and research, and lesser contributions to a combination of community and internal service; they should be adjusted appropriately to suit other circumstances.

The Academic Promotions Policy 2013⁴ and the minimum standards for academic levels that were nationally agreed in 2001-2⁵ provide an indicative framework for understanding – in a very generic form – performance expectations of UTAS academic staff at each level. Later sections of this document provide more specific benchmarks.

Level A

A Level A academic is expected to work at the school level with support and mentoring from more senior academic staff. He/she is expected to develop his/her expertise in and contributions to research and learning and teaching, and will progressively gain an increasing degree of professional autonomy, within the framework of institutional and organisational unit priorities and performance expectations.

Level B

A Level B academic staff member is expected to make a significant overall contribution to the University and organisational unit across the mix of activities in which they are involved. He/she will make increasingly independent contributions to teaching, undertake independent research and/or scholarship and show evidence of individual initiative but may continue to be mentored by more senior staff.

Level C

A Level C academic staff member is required to demonstrate excellent academic merit, evidenced by a very significant overall contribution in the categories of academic activity in which they are involved. He/she is expected to make significant original contributions to research and/or scholarship, take significant responsibilities in learning and teaching, and provide a significant degree of leadership in research, learning and teaching, community contributions and/or internal service at school, faculty and University level, working towards gaining national recognition.

Level D

A Level D academic staff member is required to demonstrate excellent academic merit, evidenced by a very significant overall contribution in the categories of academic activity in which he/she is engaged. He/she will have attained an outstanding reputation at the national or international level and will continue to make significant original and innovative contributions to the advancement of scholarship, research, learning and teaching and/or community activity, and often to organisational

⁴ *UTAS Academic Staff Promotions Policy* is available at http://www.utas.edu.au/_data/assets/pdf_file/0004/372316/Academic-staff-promotions-policy.pdf

⁵ The *Minimum Standards for Academic Levels* are available from the Human Resources webpage at http://www.human-resources.utas.edu.au/_data/assets/pdf_file/0007/509407/Minimum-Standards-for-Academic-Levels.pdf

or institutional leadership. He/she is also expected to play an increasingly important role in supporting the career development of more junior staff.

Level E

A Level E academic staff member is required to demonstrate outstanding academic merit, evidenced by an outstanding overall contribution to the academic activities in which he/she is engaged. He/she is expected to provide strong leadership and foster excellence in key areas of expertise and will have attained recognition (normally at the international level) as an eminent authority in the discipline. A Level E academic will continue to make original, innovative and distinguished contributions to scholarship, research and/or learning and teaching, as well as providing intellectual, organisational or institutional leadership. A key expectation of a Level E academic is that he/she will play an active role in the career development of more junior staff, both through formal roles such as discipline leadership, administrative headships and performance management and less formally through mentoring, the provision of advice, leadership of teaching teams and inclusion in research teams.

As professors, Level E academics have a range of special responsibilities. In 2012, Academic Senate adopted the following statement that attempts to capture and codify these responsibilities. It draws on comparable statements from the University of Melbourne and the University of Western Australia.

A Professor is expected to exercise a special responsibility in providing leadership and in fostering excellence in research and scholarship, learning and teaching, service to and leadership of the discipline, community and/or industry, and service to and leadership of the University. The role of a Professor at the University of Tasmania may be expressed as follows:

1. *Research and scholarship*

Professors provide leadership in their research discipline within a national and international context. Professors foster the research and scholarship of other individuals and groups within their School, within their discipline grouping and within related disciplines. The manner in which Professors carry out these roles will be in accordance with the axiological norms in practice within their discipline. In many disciplines, where research environments are dependent on the ability to attract external funds, Professors secure substantial grants which support teams including junior staff, postgraduate and honours students. In other disciplines, Professors conduct research and scholarship with a more independent tenor. In all disciplines, Professors place great importance upon guiding and assisting more junior staff in developing their capacity for teaching and research, and in more generally developing the careers of these junior staff. As part of this role, Professors introduce research students and colleagues to useful networks inside and outside the University.

2. *Learning and teaching*

Professors seek continuing improvement in academic standards rather than merely maintaining them, and make a distinguished contribution to teaching in the University. A Professor provides leadership in curriculum development, design of courses, and innovations in the delivery of teaching in the discipline, taking account of national and international developments. At different stages of their career, Professors carry a teaching load, are involved in some of the large classes and teach not only postgraduate students but also undergraduate (including first year) students. Professors are role models in their relationships with students and with professional staff at all levels, and foster collegiality within the University. They are accessible in the School/Faculty/Institute and take part in the community life of the University, including ceremonies where degrees are awarded to students of the School and to persons honoured by the University.

3. *Contribution to discipline*

Professors play a significant part in shaping their discipline or sub-discipline in the national and international academic community, and lead its development in the University. As a result, Professors participate in the appropriate national and international organisations of their discipline or profession, including relevant industry bodies and associations. In most fields, such international involvement and standing should be clearly evident. A Professor will serve on expert committees, be willing to participate in reviews and to work at a national and international level.

4. *Contribution to community*

Professors have a responsibility to engage with the community and to advance the image and reputation of the University locally, nationally and internationally. That image will be enhanced by excellent research and teaching, the receipt of awards and participation in major conferences. Community involvement might also be demonstrated through a role as a public intellectual who contributes to the nation's culture and institutions. This might take many forms, including media commentary and the preparation of opinion articles, speaking at public events, and visits to schools and other community organisations. Further community engagement might include giving talks to community groups, taking a constructive and informed part in debate on matters of concern to the community, engagement with local and international industry or business activities, and engagement with local and state governments.

5. *Contribution to University leadership*

Professors contribute to policy formation and management of their School, their Faculty or Institute, and the University (through Academic Senate) where from time to time they have a contribution to make. Professors help foster constructive intellectual debate, seek to uphold and model the UTAS Values, and help to advance the UTAS goals and vision. They play a constructive role in appointment, confirmation and promotion processes for academic and professional staff. Professors from time to time will take on senior executive roles in the University, Faculty/Institute and/or School.

A Professor at UTAS will not be expected to maintain leadership in all of the above areas at once, but over time it is expected that significant contributions will be made to each of the activities shown. As is appropriate to their title and level, Associate Professors will be expected to make substantive contributions to a similar range of activities.

2.3 Supporting the UTAS Academic

UTAS academics have high aspirations for their own performance and the development of their careers. The University has both an interest in and an obligation to provide an institutional framework, driven by its values⁶ but exemplified in its policies, procedures and practices that support, facilitate and encourage high performance. As competition for institutional reputation and status collides with an ever sharpening competition to attract, develop and retain the best staff, the imperative to align University and individual ambitions underpinned by such a framework becomes increasingly pressing.

As recommended by the People Working Party from the 2009 Your Voice @ UTAS process:

The University will be an exemplary employer, characterised by good governance, effective leadership, ethical conduct, collegiality and professionalism. It will attract and retain quality staff and embed a high-performance culture throughout the organisation.

⁶ The UTAS *Statement of Values* is available from <http://www.utas.edu.au/ourvalues/>

To enable the achievement of its goals of excellence, high academic ranking and national and global reputation, the University will:

- Provide a supportive, healthy and flexible workplace with employment conditions responsive to the needs of individuals
- Provide encouragement, opportunities and assistance to all staff, enabling career development and achievement of staff to their highest potential
- Emphasise the principles of mutual respect and mutual responsibility, while valuing diversity and the positive contributions of all members of the University community⁷.

Policies and practices of particular relevance include:

- Recruitment processes that are genuinely competitive and purposefully seek outstanding candidates from a field that is at least national in scope, and in many cases international, and that ensure that appointments are made in the context of the performance expectations outlined in this paper.
- Probation processes that align with institutional ambitions and priorities as well as the performance expectations laid out in *Opening UTAS to Talent: The UTAS Academic* and that support new staff to achieve agreed requirements.
- Confirmation processes that are not only rigorous but transparent and fair.
- Academic promotion policies that, as well as being rigorous, transparent and fair, align with institutional ambitions and priorities, recognise and reward the multiple forms of academic contributions to UTAS, reference the performance expectations outlined in this paper and are benchmarked nationally and internationally against other universities of high standing.
- A staff classification system that defines and recognises the scope of academic work and allows the appropriate allocation of individuals to academic or non-academic categories of employment⁸.
- A performance and career development process that provides support for individual career development and aligns individual goals with the priorities and ambitions of the University and organisational unit.
- A set of professional and organisational development programs, either internal or articulated with external offerings that support the fulfilment of individual and institutional ambitions.
- A comprehensive system of appropriately recognising and rewarding excellence among academic staff.
- A transparent workload management system that aligns the day-to-day endeavours of the individual with institutional responsibilities and priorities, discourages wasteful or non-essential activity and ensures the optimum use of staff time.
- A policy framework for effectively facilitating and embracing the professional contributions of adjunct, clinical and university associate title-holders to the activities and ambitions of the University.

The details of these priorities and the institutional framework that encompass them will be spelled out in the forthcoming Staff Experience Strategy that will support the Strategic Plan.

⁷ The *Your Voice@UTAS Stage 2: Final Report of the People Working Party* is available at <http://www.yourvoice.utas.edu.au/>

⁸ See paper on *Classification of Staff*, from the Academic Senate Planning Session of December 2011, available from <http://acserv.admin.utas.edu.au/acservices/meetings/Senate/App2011.htm>

Attachment JK-4

RESEARCH PERFORMANCE EXPECTATIONS FOR ACADEMIC STAFF

2014

1 Preamble

UTAS identifies Research Performance Expectations (RPEs) in four output areas – publications, research income, Higher Degrees by Research (HDR) load and HDR completions – for all levels of academic staff (A-E) and for all disciplines. There is a strong emphasis placed on publication outcomes, number and quality, in recognition of the importance of publications to UTAS' success in the [Excellence in Research for Australia](#) (ERA) exercise and national and international ranking systems. The RPEs apply to all academic staff whose role includes a research component.

Because there are considerable disciplinary differences in research practices and thus expectations, the RPEs have been divided into two digit Fields of Research (FoR). The FoR in which individual performance is considered should be the discipline that best represents the staff member's research activity, and not necessarily the field that aligns with the school, faculty or institute in which they work. For example, a staff member employed in the School of Medicine may have research outputs and opportunities more closely aligned with FoR 16 (Studies in Human Society).

The use of FoR codes allows for alignment with ERA strategies, data, assessments and national benchmark comparisons.

The RPEs have been informed by analyses of several data sets and information sources. These include: sets of research performance expectations currently applied at a number of competitor research-led universities; national ERA discipline-based quantitative data and qualitative evaluation; and recent UTAS research performance data (across all disciplines, at the two-digit FoR level and at the five academic grades). Comparisons have also been drawn with research performance levels at selected (mostly non-Go8) competitor institutions.

2 The Research Performance Expectations for Academic Staff with a Standard Workload Allocation

2.1 The RPEs

The RPEs listed in Table 1 are based on the expectations for a full-time academic with a standard workload allocation (40%: research; 40% teaching; and 20%: community and professional service and internal service to UTAS).

Expectations for each appointment level (A-E) in each discipline are specified for four kinds of research output – publications, research income, HDR load and HDR completions. A quality loading is applied to publications and income, the numbers shown in Table 1 include that loading (refer 2.3).

The [Web Access Research Portal](#) (WARP) is the primary data source for calculation of individual performance against the RPEs.

Note that once the appropriate FoR and academic level has been determined, the RPEs for each of the output types may be subject to further adjustments, as explained below (refer section 3).

Table 1: RPEs by Field of Research (FoR) and Academic Level (standard 40%:40%:20%)

Field of Research	Code	A		B			C				D				E				% ACG
		Pubs	Pubs	Inc \$k	Load	Compl	Pubs	Inc \$k	Load	Compl	Pubs	Inc \$k	Load	Compl	Pubs	Inc \$k	Load	Compl	
Mathematical sciences	1	0.5	1	\$7	0.5	0.1	2.5	\$30	1	0.2	3.8	\$56	1.5	0.3	5	\$75	1.75	0.35	69%
Physical sciences	2	0.5	1	\$12	0.5	0.1	2.5	\$50	1	0.2	3.8	\$94	1.5	0.3	5	\$125	1.75	0.35	69%
Chemical sciences	3	0.5	1	\$16	0.5	0.1	2.5	\$64	1	0.2	3.8	\$120	1.5	0.3	5	\$160	1.75	0.35	65%
Earth sciences	4	0.5	1	\$18	0.5	0.1	2.5	\$72	1	0.2	3.8	\$135	1.5	0.3	5	\$180	1.75	0.35	40%
Environmental sciences	5	0.5	1	\$18	0.5	0.1	2	\$72	1	0.2	3.2	\$135	1.5	0.3	4	\$180	1.75	0.35	32%
Biological sciences	6	0.5	1	\$18	0.5	0.1	2.5	\$72	1	0.2	3.8	\$135	1.5	0.3	5	\$180	1.75	0.35	60%
Agricultural & vet. sciences	7	0.5	1	\$18	0.5	0.1	2.5	\$72	1	0.2	3.8	\$135	1.5	0.3	5	\$180	1.75	0.35	51%
Info. & computing sciences	8	0.5	1	\$11	0.5	0.1	2	\$44	1	0.2	3.2	\$82	1.5	0.3	4	\$110	1.75	0.35	40%
Engineering	9	0.5	1	\$12	0.5	0.1	2	\$48	1	0.2	3.2	\$90	1.5	0.3	4	\$120	1.75	0.35	37%
Technology	10	0.5	1	\$12	0.5	0.1	2	\$48	1	0.2	3.2	\$90	1.5	0.3	4	\$120	1.75	0.35	48%
Biomedical & clinical health	11BCH	0.5	1	\$18	0.5	0.1	2	\$72	1	0.2	3.2	\$135	1.5	0.3	4	\$180	1.75	0.35	46%
Public & allied health	11PAH	0.5	1	\$14	0.5	0.1	1.8	\$56	1	0.2	2.9	\$105	1.5	0.3	4	\$140	1.75	0.35	46%

Field of Research	Code	A		B			C				D				E				% ACG
		Pubs	Pubs	Inc \$k	Load	Compl	Pubs	Inc \$k	Load	Compl	Pubs	Inc \$k	Load	Compl	Pubs	Inc \$k	Load	Compl	
Built environment & design	12	0.5	1	\$6	0.5	0.1	1.5	\$24	1	0.2	2.4	\$45	1.5	0.3	3	\$60	1.75	0.35	35%
Education	13	0.5	1	\$4	0.5	0.1	1.5	\$16	1	0.2	2.4	\$30	1.5	0.3	3	\$40	1.75	0.35	21%
Economics	14	0.5	1	\$3	0.5	0.1	1.6	\$12	1	0.2	2.4	\$23	1.5	0.3	3	\$30	1.75	0.35	42%
Commerce, mgt, tourism & serv	15	0.5	1	\$2	0.5	0.1	1.6	\$8	1	0.2	2.4	\$15	1.5	0.3	3	\$20	1.75	0.35	29%
Studies in human society	16	0.5	1	\$8	0.5	0.1	1.8	\$32	1	0.2	2.7	\$60	1.5	0.3	4	\$80	1.75	0.35	42%
Psychology & cogn. sciences	17	0.5	1	\$10	0.5	0.1	1.8	\$40	1	0.2	2.9	\$75	1.5	0.3	4	\$100	1.75	0.35	53%
Law and legal studies	18	0.5	1	\$3	0.5	0.1	1.5	\$12	1	0.2	2.4	\$23	1.5	0.3	3	\$30	1.75	0.35	52%
Studies in creative arts & writing	19	0.5	1	\$2	0.5	0.1	1.5	\$6	1	0.2	2.4	\$11	1.5	0.3	3	\$15	1.75	0.35	55%
Language, comm. & culture	20	0.5	1	\$3	0.5	0.1	1.5	\$10	1	0.2	2.4	\$19	1.5	0.3	3	\$25	1.75	0.35	48%
History & archaeology	21	0.5	1	\$4	0.5	0.1	1.5	\$16	1	0.2	2.4	\$30	1.5	0.3	3	\$40	1.75	0.35	49%
Philosophy & religious studies	22	0.5	1	\$3	0.5	0.1	1.5	\$10	1	0.2	2.4	\$19	1.5	0.3	3	\$25	1.75	0.35	64%

With the exception of Level A staff, the minimum expectations are weighted across four output-types: publications (0.5 points), income (0.3 points), HDR supervision (0.1 points) and completions (0.1 points), totalling 1.0 point.

Level A academic staff are considered less likely to gain research income, HDR supervision or HDR completions. Therefore, the base weighting on publications for these staff is 1.0, with no requirement for income or HDR load or HDR completions to meet the minimum expectations. If a Level A staff member does achieve these outputs types, points are accrued according to the RPEs for Level B.

If, as an example, we consider the RPEs for a Level C staff member with a standard workload allocation in FoR 06 (Biological sciences), we see that the base-level RPEs for this staff member are:

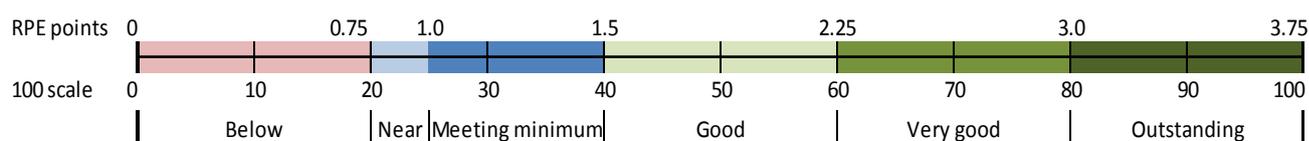
	Publications	Income	HDR load	HDR completions	Comments
RPE Outputs	2.5 pubs	\$72,000	1 EFTSL	0.2 completions	<i>Using the RPE for FoR 06, Level C</i>
Points	0.5 points	0.3 points	0.1 points	0.1 points	<i>Using the 0.5:0.3:0.1:0.1 distribution (total 1.0 point)</i>

2.2 Measuring Performance Against the RPEs

Total RPE points are categorised into performance levels. As previously outlined, achieving 1.0 is meeting the minimum performance expectations. Table 2 outlines levels of performance up to and including "Outstanding". This scale is a guide only and an individual's circumstances should always be taken into consideration. The performance levels are also converted to a 100 point scale equivalence.

Table 2: Measuring Performance Against the RPEs

Performance Level	RPE points	100 point scale
Below	0 - 0.74	0 - 19
Near	0.75 - 0.99	20 - 24
Meeting minimum	1.0 - 1.49	25 - 39
Good	1.5 - 2.24	40 - 59
Very good	2.25 - 2.99	60 - 79
Outstanding	3.00 - 3.75	80 - 100



It is usually the case that an academic will not retain a constant 0.5 : 0.3 : 0.1 : 0.1 distribution between these four output types. For instance, they may publish more and supervise less in a given period. The RPEs should therefore be considered holistically: a staff member may legitimately exceed expectations in two measures but have low or no outcomes in other measures.

To accommodate this fact, publications, research income, HDR load and HDR completions are partially interchangeable. If a staff member is performing above or below the expectation level in a particular category of output, the base-level points are applied proportionately.

A maximum level of points is applied to income, HDR load and completions. However, publications continue to accrue points. This is to recognise the strategic importance of building publication numbers and quality to the University's rankings and reputation. Points will continue to accrue to a maximum total points of 3.75 (100 in the 100 point scale). Staff are encouraged to contribute to at least two of the output types.

The model according to which this compensation occurs is provided in Table 3 below. Points are applied proportionately up to the maximum (where relevant).

Table 3: Compensation Model

	Level A		Levels B-E							
	Pubs		Pubs		Inc		HDR Load		HDR Compl	
	Points	xRPE	Points	xRPE	Points	xRPE	Points	xRPE	Points	xRPE
Minimum	1.0	1x	0.5	1x	0.3	1x	0.1	1x	0.1	1x
Maximum					0.8	3x	0.3	3x	0.3	3x

The table below provides an example of the way in which a higher level of output in one category can compensate for lower performance in another.

Academic Level C in FoR 06 (Biological Sciences)

		Pubs incl quality loading	Income	HDR Load	HDR completions	Total points (100 scale)	Performance level
Maximum points		n/a	0.8	0.3	0.3	3.75	
RPE Base-level 0.5:0.3:0.1:0.1	Outputs	2.5	\$72k	1	0.2	1.0 point (25)	Meets minimum
	Points	0.5pts	0.3pts	0.1pts	0.1pts		
Publication strength	Outputs	6	\$16k	0.2	0.0	1.29 points (33)	Meets minimum
	Points	1.2pts	0.07pts	0.02pts	0.0pts		
Income strength	Outputs	1.3	\$900	0.2	0.1	1.13 points (30)	Meets minimum
	Points	0.26pts	0.8pts	0.02	0.05		
HDR strength	Outputs	2.0	\$28	3	0.9	1.12 points (30)	Meets minimum
	Points	0.4pts	0.12pts	0.3pts	0.3pts		
Good performer	Outputs	4.5	\$100	2.5	0.8	1.85 points (50)	Good
	Points	0.9pt	0.4pts	0.25pts	0.3pts		
Outstanding performer	Outputs	8.1	\$230	3	0.59	3.01 points (80)	Outstanding
	Points	1.62pts	0.8pts	0.3pts	0.3pts		

Example 1

The threshold to meet the minimum RPEs is 1.0 point; the base level distribution is across 0.5 publications, 0.3 income, 0.1 HDR load and 0.1 HDR completions. Points can be redistributed or compensated across the categories; for instance, if a Level C staff member has a publication output equal to one and half that required by the RPEs, they will receive 0.75 points according to the compensation model in Table 3. They would then only need to receive a further 0.25 points in income and/or HDR load and completions to meet the minimum RPEs.

2.3 Time period for calculation

As individual achievements vary from year to year, and the mix of publications, research income, HDR load and HDR completions differs, the performance expectations are calculated as an annual average over a consecutive rolling three-year period. Outputs over the immediate past three years are used to provide a baseline for understanding a staff member's prior research contribution. During the current year and into the future these previous levels of performance may need to be sustained or improved, whichever is required to meet, and preferably exceed, the requirements.

2.4 Counting publication outputs

A publication output can only be counted once (e.g. as a conference paper or as a journal article). Regardless of the number of authors, each UTAS staff member can count full points as allocated in Table 4 below.

Differences in disciplinary publishing practices have been considered in calculating the RPEs. In some disciplines, such as FoR 02 (Physical Sciences), the common practice is to publish with multiple authors. In other disciplines, such as FoR 21 (History and Archaeology), the common practice is single-authorship.

The RPEs have taken these varying practices into consideration. Although the number of authors does not directly correlate with the workload required for any particular publication, the RPEs are higher in those disciplines where there is more likely to be more than one author. Different types of publication output are afforded different weights. These weightings are specified in Table 4 below.

Table 4: RPE Publication Weightings

Category	Code	Description	ERA Eligible	HERDC Weight	UTAS Weight
Book	B1	Authored - Research	✓	5	5
Chapter in book	C1	Chapter - Research	✓	1	1
Journal article	A1	Refereed Article in scholarly journal	✓	1	1
Conference paper*	F1	Full Written Paper – peer reviewed (demonstrably rigorous)	some	1	1 – ICT, Engineering, Built Env & Des. 0.5 - A-C Other 0 - D-E Other
Design	G1	Registered Designs	some	-	1
Patent	J1	Patent	✓	-	1
Major creative works	K1-2	Published/Recorded work	some	-	1
	K3	Curated Exhibition	some	-	1
	K5	Performance	some	-	1

* A maximum of 3 conference papers may be claimed for every 1 point of other HERDC output (A1, B1, C1)

Publication weightings have been derived by assessing levels provided by benchmark partners with consideration given to ERA and [Higher Education Research Data Collection](#) (HERDC) contributions.

In recognition of the importance of not only growth in publication rates but also increased quality, **journal articles** are given a quality weighting. Though it is recognised that good journal articles can

be published in journals at any rank, highly ranked journals are frequently more highly cited and widely read, having greater impact on ranking and reputation.

2.4.1 Journal Articles

Journal articles published in the top quartile of journals attract double points. In the science-based disciplines the impact factor is used, as published by [Thomson Reuters Web of Knowledge](#). The impact factor employed is the five-year or one-year, whichever is the higher of the two. This is to recognise both the stable journals of high impact and those rapidly evolving. The top quartile is calculated by discipline to accommodate the difference in citation patterns.

The non-science based disciplines (such as those in the social sciences, humanities, creative arts, law, education and business) use an A/A* journal ranking system. In some disciplines, this has necessitated updating the 2010 ERA journal rankings, while in others, where national or international discipline-based rankings are available, these have been used (e.g. the Australian Business Deans Council (ABDC) journal ranking is used in business-related disciplines).

The journal list is updated as required in negotiation with discipline leaders. This list is available to all UTAS staff.

A weighting of three is applied to journal articles published the journals of *Nature* and *Science* in recognition of their high esteem and impact on international rankings schemes such as the [Academic Ranking of World Universities](#) (ARWU). This does not include all journals in the Nature and Science family, only the two named as listed.

2.4.2 Books

Books are weighted as equivalent to five journal articles or book chapters in line with standard HERDC weightings.

2.4.3 Conference papers

The weighting applied to refereed conference papers reflects the view that in general, higher esteem is carried by referred journal articles, books and book chapters.

The exceptions are refereed conference papers in FoR 08 (Information and computing sciences), FoR 09 (Engineering) and FoR 12 (Built environment and design). In these disciplines, conference papers are seen as a more common standard to disseminate knowledge and are therefore weighted as equivalent to a journal article or book chapter (1 point).

In all other disciplines, academic staff at Levels A to C are allocated 0.5 points per conference paper. Academic staff at Levels D and E cannot count conference papers towards their RPE other than in the disciplines outlined above.

Additionally, a maximum of three conference papers may be claimed for every one point of other HERDC output (A1, B1 and C1) over the three year assessment period. For instance, if on the above rules a staff member could count nine conference papers over the three year reference period (averaging three per year) but they had published only two journal articles over that period, they would only be awarded points for six of the conference papers (three conference papers for every one journal article).

2.4.4 Other outputs

Other ERA eligible research outputs (for instance, creative works) of particular importance for those publishing in FoR 12 (Built environment and design) and FoR 19 (Studies in creative arts and writing)

can also be counted. To be eligible for ERA, the output must meet the [Australian Research Council \(ARC\)](#) definition of research.

Example 2

A Level C staff member in FoR 16 (Studies in Human Society) has published one multiple-authored book and three single-authored journal articles and has delivered three conference papers over a three year period. Books carry a weighting of 5, journal articles 1 and conference papers 0.5. Publications are not apportioned by author, therefore the points allocated are 5 (book) + 3 (journal article) + 3 x 0.5 (conference paper) = total 9.5 weighted publication points over the three year period or an average of 3.2 publications per year over 3 years.

In some disciplines such as Law, disciplinary practice entails that that some non-HERDC and non-ERA eligible publication outputs can be counted. Non-HERDC/ERA output types will be considered on a case by case basis. Their inclusion must be agreed to in advance by the Deputy Vice-Chancellor (Research) with advice from the Research College Board, and appropriate weightings will subsequently be applied.

2.5 Counting research income

Income may be counted only for those research projects in which the individual is a listed member and for which they have made a substantial scholarly contribution. Staff who make a substantial contribution to a grant but are not a listed member may have the income considered at the discretion of their academic line-managers. In order to encourage collaboration and foster the development of early career researchers, research income is not apportioned across staff. All listed UTAS staff in a research project can count the full income for that project. This is to encourage collaboration and mentoring of early career researchers.

Types of eligible research income include all income in HERDC categories 1-4 plus ARC [Linkage Infrastructure, Equipment and Facilities](#) (LIEF) and [National Health and Medical Research Council](#) (NHMRC) Equipment Grants. Other income types will be considered individually as approved by the Deputy Vice-Chancellor (Research). The categories of eligible income are listed in Table 5 below. The level of income counted towards the RPE is the sum of income received by UTAS eligible for the UTAS HERDC return (other than LIEF and equivalent). This may include income for which another institution is the lead but UTAS has received an allocation.

Table 5: Categories of Eligible Research Income

Category	Definition
Cat 1	Australian Competitive Grants
Cat 2	Other Public Sector Research Income
Cat 3	Industry and Other Research Income <ul style="list-style-type: none"> - Australian - International A (competitive, peer-reviewed research grant income) - International B (other income)
Cat 4	CRC Income (where it can be attributed to an individual)
Other eligible grant types	ARC Linkage Infrastructure, Equipment and Facilities Grant or NHMRC Equipment Grant. Other equivalent grants will be considered individually as approved by the DVC (Research)

Category 1 (Australian Competitive Grant) income is based on competition in prestigious peer-reviewed research schemes. It therefore has a particular cachet in both the ERA and Commonwealth research block grant funding schemes. Therefore Category 1 income attracts a quality loading of 1.5. Category 2, 3 and 4 income is derived from other sources with varying levels of competitiveness/peer-review.

The University has an interest in preserving the balance between the four categories of research income, and especially in approximating or exceeding the national average proportion of Category 1 income.

For this reason, the preferred proportion of Category 1 income is also provided in Table 1 for each discipline. The proportional split of Category 1 income to total income by field of research is normalised against disciplinary practices using internal analysis and ERA benchmark data.

2.6 Counting HDR supervisory load

HDR supervisory load is apportioned by supervisor as recorded by the [Graduate Research Office](#). Although supervision practices vary across disciplines, they are constrained by the University requirement that each candidate has a minimum of two supervisors and a maximum of four. There is, therefore, a range of fractional differences within that constraint depending on custom and practice which vary from a 20% to 80% contribution and many fractions in between.

In keeping with HERDC practice, full-time HDR candidates are weighted as 1.0, while part-time candidates are weighted at 0.5. Candidates who exceed maximum degree period (4 full-time equivalent years) or are on suspension are not counted towards the RPE.

If a staff member only supervises a candidate for part of the year, only that proportion of the year is attributed.

Senior staff who undertake a mentoring role of less experienced HDR supervisors, form a critical part of overall HDR outcomes. Academic line-managers should recognise the valuable contribution made by these staff during career conversations.

Example 3

A staff member supervises two HDR candidates through the year. Candidate 1 is full-time with 80% supervisory responsibility allocated to the staff member. Candidate 2 is part-time with 40% allocated to the staff member. The total HDR load for this supervisor is $1.0 = 1(0.8) + 0.5(0.4)$.

2.7 Counting HDR completions

HDR completions are apportioned by load and supervisory distribution as defined above in "Counting HDR supervisory load". Any supervisory allocation throughout the candidature counts towards the completion and is apportioned based on the overall contribution over the full period of candidature (not limited to 4 years full-time equivalent). For instance, if a staff member supervised the candidate for 50% of the candidature period, they would receive 50% of the EFTSL associated with their supervisory split (EFTSL by supervisor load by proportion of candidature period).

3 Reflecting Non-standard Workload Allocations and Other Circumstances

3.1 Agreed variations to the standard workload allocation

The RPEs listed in Table 1 are based on the expectations for a full-time academic with a standard workload allocation (40% teaching: 40% research: 20% community engagement, professional service and service to UTAS).

However, RPEs should be adjusted to accommodate the needs of staff with an agreed variation to this standard. RPEs for these staff are apportioned on a pro-rata basis. If applying pro-rata, a minimum 20% research workload should be applied.

Example 4

A Level B staff member in FoR 14 (Economics) has an agreed workload allocation of 50%: research rather than the standard 40%. The standard RPEs for such a staff member with a 40% research allocation are 1 publication, \$3,000 income 0.5 HDR load and 0.10 HDR completions. The RPEs are applied pro-rata (125% of the standard 40% research component); therefore the staff member needs to contribute to 1.25 publications, \$3,750 income, 0.625 HDR load and 0.125 HDR completions.

3.2 Fractional appointments

RPEs for staff with fractional appointments are apportioned on a pro-rata basis. However, a minimum 20% research workload is applied for RPE calculation purposes.

Example 5

A Level C staff member in FoR 13 (Education) was employed at a 0.5 fraction for two years and full-time during the third year with a 40% research workload allocation. The standard RPEs are 1.5 publications, \$16,000 income, 1 HDR load and 0.2 HDR completions. These levels will be applied pro-rata – in effect the individual has been employed at 67% of full-time on average over the 3 year period; therefore the staff member needs to contribute to 1 publication, approximately \$10,700 income, 0.67 HDR candidates and 0.07 HDR completions (approximately two thirds of the standard RPEs).

3.4 Staff undertaking research in multiple disciplines

Interdisciplinary research activities are important and are to be encouraged. In most instances the FoR for which as individual is considered should be the discipline that best represents the majority of the staff member's research activity. Those staff members whose activities cross equally over more than one FoR may set RPEs somewhere between the relevant fields of research with the approval of their academic line manager.

Example 6

The research of a Level D staff member is evenly split between Criminology within FoR 16 (Studies in Human Society) with RPEs of 2.7 publications and \$60,000 income – and FoR 18 (Law) with RPEs of 2.4 publications and \$23,000 income (HDR is consistent across all disciplines). Because the research is evenly split between the FoRs, the revised RPEs are 2.55 publications and \$41,500 income.

3.5 Recently promoted staff

Staff members who are successful during the University's promotion round should be performing at the level to which they have been promoted. Therefore, the RPEs applied should be those of the new appointment level. However, this should be considered by academic leaders/line-managers in the context of individual circumstances.

3.6 Staff undertaking a Higher Degree by Research

To support staff members who are currently undertaking a Higher Degree by Research, expectations may be adjusted with the agreement of the staff member's academic line manager. In this instance, expectations are waived for income and HDR load/HDR completions. Publications may be adjusted to 50% of the recorded RPE level for the staff member's relevant academic level and discipline, to a minimum of 0.5 publications per year. The weighting on publications is adjusted to 1.0 to allow for expectations to be met by publications alone. Points will still be accrued for income where earned. Only staff members who are still within the permissible completion time may have the adjustment applied.

Example 7

A level C in 11PAH (Public and Allied Health) is currently undertaking a PhD. The standard RPE would be 1.8 publications, \$56,000 income, 1 HDR supervision and 0.2 HDR completions. As the staff member's PhD is not overtime, they may have their RPE adjusted to 0.9 publications per year with no income or HDR supervision/HDR completion requirement.

3.7 Staff returning from extended personal leave

It is recognised that some staff returning from extended periods of personal leave (such as parental leave) may require additional time to rebuild their research activity and collaborative networks. Staff returning from a continuous period of personal leave of six months or more may have their normal calculated performance expectations reduced by one third for the subsequent three years; following which, the expectation levels will return to the normal level. This adjustment is made on top of other adjustments outlined in this section such as those for fractional appointment and variations to research workload allocations. Staff returning from a continuous period of personal leave of 3 months or more may also have their RPE levels adjusted at the discretion of their academic line-manager to an agreed level.

Example 8

Following six months parental leave a staff member returns to work full-time with a 40% research workload allocation. Their normal calculated expectations were 3 publications, \$30k income, 1.75 HDR load and 0.35 completions. The adjusted expectations, when reduced by $\frac{1}{3}$ would be 2 publications, \$20k income, 1.17 load and 0.23 completions. This level would be maintained for three years.

Attachment JK-5

This framework has three domains:

- 1) Excellence in student learning and teaching practice;
- 2) Excellence in contemporary curriculum design and engagement; and
- 3) Excellence in Scholarly Teaching.

Each of these domains has a range of activities which support the collection of evidence for teaching quality and performance. The framework is intended to:

- provide clear statements of expectations for all academic staff with a learning and teaching role;
- ensure individual accountability for managing one's performance, individual development, promotion and

career opportunities in learning and teaching;

- encourage meaningful career conversations between managers and academic staff;
- reinforce the importance of externality in learning and teaching and its impact at different levels;
- encourage internal and external recognition for high performers but also a guide for supporting individuals who are underperforming; and
- encourage mentorship and peer review across academic appointment levels to build capacity to maintain, improve and promote the high standards of learning and teaching at UTAS.

The framework has both quantitative (see activities with an asterisk *) and qualitative indicators. The TPE Framework has also been aligned to the Higher Education Academy's (HEA) Professional Standards Framework (PSF) in the UK to support staff gaining external recognition and accreditation for their teaching, learning support, curriculum and professional activities.

For full details about each of the domains, please turn over the page.

PROFESSIONAL STANDARDS FRAMEWORK

An important element of the UTAS Teaching Performance Expectations is the Professional Standards Framework (PSF), developed by the Higher Education Academy (HEA) in the UK, which has international recognition and support.

The PSF has been aligned to the TPEs so that staff can seek external recognition and reward for their teaching and learning support. The HEA provides a recognition and accreditation scheme which enables staff to be recognised, depending on their

role and experience, as an Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the Academy. The Tasmanian Institute of Learning and Teaching (TILT) will support staff in achieving recognition using the PSF.

AIMS OF THE FRAMEWORK

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

DIMENSIONS OF THE FRAMEWORK



SCOPE OF ACTIVITY	EXAMPLE OF EVIDENCE	PHASES OF CAREER	TEACHING IMPACT	PSF
Domain 1: Excellence in student learning and teaching practice <ul style="list-style-type: none"> Communicates knowledge and understanding of learning outcomes, discipline content and generic student capabilities Incorporates learning and teaching strategies that support student learning Uses a range of assessment strategies and provides timely feedback The use of learning technologies and online resources is integrated and appropriate Mechanisms are used to evaluate and review the effectiveness of teaching 			<ul style="list-style-type: none"> FACULTY INSTITUTIONAL STATE NATIONAL GLOBAL 	
Develops a statement of teaching philosophy/principles or self-reflective journal	Statement or excerpts from self-reflective journal in portfolio	All		
Prepares unit outlines which clearly communicate learning outcomes, teaching and learning activities and assessment	Unit/course outline; unit/course materials, report from unit or course coordinator; tutor feedback/feedback from teaching teams; effective preparation and management of tutors, teaching teams; expert peer review on unit/course materials	All		
Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions and student sessions	Student feedback; tutor or feedback from teaching teams; formal peer review of teaching	All		
Prepares and delivers quality lectures and seminars (face-to-face and/or online)	Student feedback; tutor or feedback from teaching teams; formal peer review of teaching	All		
* Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate)	Formal survey reports; provides feedback to students on responses made; evidence of changes made in unit outline	All		
* Improves student learning outcomes	Projects that address student retention and pass rates; evidence of what staff are doing in response to increasing student retention and success	Mid to later		A1
Undertakes peer observations of teaching	Formal peer review report of unit outline, unit materials and assessment	All		A2
Prepares and uses a range of learning technologies and online resources (for e.g. MOOCs, Open Educational Resources)	Independent reviews; evidence of impact of learning technologies and online resources	All	● ● ● ●	A3 A4
Designs a range of assessment tasks that demonstrate intended learning outcomes	Extracts from a number of units/courses showing variety of assessment tasks; examples of innovative assessment tasks	Mid to later		K1 K2
Provides timely feedback to students	Student feedback; evidence of feedback to improve student learning	All		K3 K4
Incorporates learning and teaching strategies that support student learning	Student feedback; examples of student work which address different learning styles and needs	All		K5 K6
Undertakes supervision and training of Honours/Masters/Postgraduate students	Evidence of Honours/Masters/Postgraduate student supervision and completion rates	Mid to later		
Undertakes quality assurance activities (for e.g. moderation, curriculum mapping of learning outcomes, generic attributes and assessment, AQF alignment and compliance)	Quality assurance workshops, moderation; feedback on role in establishing moderation processes; peer review of course assessment, TEQSA recognition as an expert; OLT recognition as an assessor; peer review of teaching; AQF alignment and compliance	All	● ● ● ●	
Participates in and/or organises formal teaching activities (for e.g. career development, mentoring, collaboration and leadership in team teaching; peer review)	Independent reports from participants, teaching workshops; Peer Professional Learning For Awards; details of mentoring roles and outcomes; details of leadership roles and contribution confirmed by peers	Mid to later	● ●	
*Participates in and/or assesses University or national teaching awards	Awards that validate nominated areas of expertise; for e.g. Office of Learning and Teaching (OLT) Awards and Grants, Teaching Development Grants; UTAS Teaching Awards; UTAS recognition as an assessor; OLT recognition as an assessor	Mid to later	● ● ● ●	
Domain 2: Excellence in contemporary curriculum design and engagement <ul style="list-style-type: none"> Curriculum design and activity supports discipline, vocational, clinical pathways and professional partnerships which address the workforce context Curriculum design, including assessment, is efficiently managed and coordinated across campuses Curriculum design includes evidence of multidisciplinary and international perspectives and knowledge of national standards Curriculum evaluation and review includes renewal, innovation and change Contribution to curriculum design, through engagement with University Committee work and/or professional contributions to the wider community 				
Contributes and develops unit/curriculum design and development (including assessment)	Independent reviews; ELT 501; completion of Sessional Staff workshop; curriculum mapping; development of course level learning outcomes; introduction of major innovations in curriculum	All	● ●	
*Undertakes unit and course evaluation and review	Unit/course evaluation reports; curriculum reviews; moderation and benchmark reports	More likely mid to later	●	
Contributes and/or manages unit/tutor/major/course (including cross-campus courses/consultation, student support)	Independent reports from tutors and/or lecturers/ HOS/Deans	Any stage but more likely from mid	●	
*Participates in online curriculum management (for e.g. online resources, communication activities, assessment, interactive tools)	Demonstrates evidence of MyLO Levels 0-5; student feedback	All	● ●	
Participates and/or manages vocational, clinical pathways and partnerships which address the workforce context (for e.g. contribute to outreach events)	Stakeholder reports or survey; community partnerships and feedback on outcomes	Mid to later	● ● ● ● ●	K1 K2 K4
Undertakes formal leadership roles in curriculum design, development, review and partnerships (for e.g. mentor, chairing a review, advisory role, peer reviewer of curriculum)	Independent feedback from mentees, achievements as a result of being mentored, number of invitations to undertake peer review, outcomes of advisory work, outcomes of peer review of curriculum	Mid to later	● ● ● ● ●	K5 K6
Demonstrates and/or leads engagement and service on committees; policy development and Communities of Practice (CoP)	Committee actions as a result of your input; policy outcomes; involvement in CoP	Mid to later	● ● ● ● ●	V1 V2
Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships	Participation in projects/grants; funds awarded; outcomes of grant	Mid to later	● ● ● ● ●	
Undertakes and/or leads quality assurance and evaluation of curricula, frameworks and standards, accreditation	Membership of advisory panel; peer review of contributions; accreditation review	Mid to later	● ● ● ●	
* Publishes textbooks and publications for undergraduate audiences (dictionaries of key concepts; encyclopaedias; reference books aimed at school students)	Adoption; reviews; sales incl. libraries	Mid to later	● ●	
Domain 3: Excellence in Scholarly Teaching <ul style="list-style-type: none"> Implementation of a scholarly approach to learning and teaching Professional development in learning and teaching Contribution, evaluation and dissemination of teaching/disciplinary practice Teaching and learning fellowships (such as HERDSA; national OLT Fellowship; OLT secondment) 				
Develops statement/or plan on scholarship direction	Statement/or plan presented	All		
*Attends and/or contributes to University teaching preparation/induction	Certificate of completion, for e.g. ELT 501	All new staff; early		
Completes formal qualification in teaching	University transcript	Early to mid		
Attends and/or presents at teaching-related workshops	Institutional records, Faculty/School workshops; organises/presents learning and teaching workshops or online workshops; convenes events	All		
Attends and or/presents at teaching-related conferences	Institutional records, for e.g. presents at Teaching Matters; chairs/facilitates conferences; presents keynote sessions at national/international SoTL conferences	All		
Undertakes and/or leads training sessions in the relevant industry/ profession/discipline	Formal records of professional experience and training	All		A5 V3
*Engages with the Professional Standards Framework	Peer-reviewed teaching portfolio	All	● ●	V4
*Publishes peer-reviewed papers	Publications; citations	All	● ● ●	
*Participates and/or leads learning and teaching grants	Grant application; report; attends workshop sessions on writing teaching development grants; facilitates Professional Learning Circle (PLC) to develop grant application; mentoring in PPLP for Grants program	Mid onwards	● ● ●	
Peer review of publications	Peer review for a SoTL journal/publisher; invitation to join a SoTL journal's editorial board; editing a special issue/series/journal	Mid onwards	● ●	
Peer learning activities	Participates/leads in a SoTL focused CoP and/or collaborative TDG, OLT grant or other research project	Mid onwards		

UNIVERSITY OF TASMANIA ACADEMIC LEVELS FOR TPES: OVERVIEW



The teaching performance expectations for each academic level at UTAS are outlined below. These expectations range across all three domains of the TPES and are flexible to fit with individual academic career aspirations and pathways. Academics are required annually to demonstrate both quantitative and qualitative evidence of teaching quality and performance. Each of the academic levels has a set of requirements which academic staff are required to meet for performance development reviews and in preparation for applying for promotion. Each academic staff member needs to provide evidence of achievement against each of the domains in the TPES. It is recognised that academics may change their focus as they progress through their career and focus more deeply on areas. The scope of activities in each domain is not prescriptive nor are they exhaustive. It must be emphasised that it is not expected that each and every activity under each domain is to be achieved. Other examples that may not be listed can be used to demonstrate performance and achievement and staff should be encouraged to do so.

Academic Categories

When planning career conversations, academic staff need to consider:

- **Balanced Academic:** This fits with the categorisation of 40% Research; 40% Teaching; 20% Community Engagement/ Professional Service. Most teaching activity is based in Domains 1 and 2, with staff undertaking professional development in learning and teaching in Domain 3. For a balanced academic, they would be expected to develop a research identity in an identifiable theme area or discipline (refer to RPEs).
- **Teaching Focused Academics:** These academics fall into two streams, those staff (from English Language Centre, VET sector at AMC, Central Science Laboratory and CUPP) that are *heavily focused* in Domain 1 and Domain 2 with some professional development in Domain 3. The second stream includes TILT staff and Teaching Scholars, who will have a *heavy focus* in Domain 3, especially on the scholarship of learning and teaching in higher education.
- To assist staff in balancing the RPEs, the TPES with Community Engagement/Professional Service staff may draw from Domain 2, which is largely focused on curriculum, community and professional service activities.

- Research focused academics (particularly Levels D and E) can focus on research (RPEs) instead of scholarship (Domain 3). These academics will need to demonstrate evidence of a scholarly approach to teaching at the school or faculty level.
- Staff have to demonstrate both quantitative (see activities with an asterisk*) and qualitative indicators over their career. The PSF is both a quantitative and qualitative indicator. Quantitative indicators such as pass rates/retention/attrition may be used to build a case about improvement to units/ courses and can include team teaching collaboration. Some indicators are not available each year (for example course reviews), while others may take one to two years to deliver (e.g. SOTL publication). Some indicators can be counted as research or teaching but academics will have to decide if it is with the RPEs or the TPES.

ACADEMIC LEVELS	SCOPE OF ACTIVITY	PHASES OF CAREER	BELOW EXPECTATIONS Yes/No	MEETS EXPECTATIONS Yes/No	EXCEEDS EXPECTATIONS Yes/No
Level A The focus is on teaching and curriculum (Domains 1 and 2) with some participation in Domain 3. Engagement is at the discipline level in the context of the school. Individuals should be able to provide evidence of: <ul style="list-style-type: none"> • Successful engagement across two areas of activity in Domain 1 • Successful engagement across two areas of activity in Domain 2 • Successful engagement across one area of activity in Domain 3 A level A Academic Staff member will need to reach a 1-2 MyLO rating.	Domain 1				
	Develops a statement of teaching philosophy/principles or self-reflective journal	A, B, C, D, E			
	Prepares unit outlines which clearly communicate learning outcomes, teaching and learning activities and assessment	A, B, C, D, E			
	Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions and student sessions	A, B, C, D, E			
	Prepares and delivers quality lectures and seminars (face-to-face and/or online)	B, C, D, E			
	* Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate)	A, B, C, D, E		>60% agreement and/or improve to that level	>80% agreement and/or improve to that level
	* Improves student learning outcomes (retention; pass rates; attrition rates; student retention projects)	B, C, D, E			
	Undertakes peer observations of teaching	B onwards			
	Prepares and/or uses a range of learning technologies and online resources (for e.g. MOOCs, Open Educational Resources)	B, C, D, E			
	Designs a range of assessment tasks that demonstrate intended learning outcomes	B, C, D, E			
	Provides timely feedback to students	A, B, C, D, E			
	Level B The focus is on teaching and curriculum (Domains 1 and 2) and is beginning to participate in Domain 3. Engagement is in the discipline in the school and faculty contexts. Individuals should be able to provide evidence of: <ul style="list-style-type: none"> • Successful engagement across three areas of activity in Domain 1 • Successful engagement across three areas of activity in Domain 2 • Successful engagement across one/two areas of activity in Domain 3 	Incorporates learning and teaching strategies that support student learning	B, C, D, E		
Undertakes supervision and training of Honours/Masters/Postgraduate research students		B onwards			
Undertakes quality assurance activities (for e.g. moderation, curriculum mapping of learning outcomes, generic attributes and assessment, AQF alignment and compliance)		B onwards			
Participates in and/or organises formal teaching activities (for e.g. career development, mentoring, collaboration and leadership in team teaching; peer review)		A, B, C, D, E			
*Participates in and/or assesses University or national teaching awards		B onwards			
Domain 2					
Contributes and develops to unit/curriculum design and development (including assessment)		B, C, D, E			
*Undertakes unit and course evaluation and review		A, B, C, D, E			
Contributes and/or manages unit/tutor/major/course (including cross-campus courses/consultation, student support)		B, C, D, E			
*Participates in and/or manages online curriculum management (for e.g. online resources, communication activities, assessment, interactive tools)		A, B, C, D, E		MyLO rating 1-3	MyLO rating 4-5
Participates in and/or manages vocational, clinical pathways and partnerships which address the workforce context (for e.g. contribute to outreach events)		A, B, C, D, E			
Level C The focus is on the integration of all three domains and beginning to take on leadership roles within these domains. Engagement is in the discipline at the school, faculty and national contexts. Individuals should be able to provide evidence of: <ul style="list-style-type: none"> • Successful engagement across three areas of activity in Domain 1 • Successful engagement across four areas of activity in Domain 2 • Successful engagement across one/two areas of activity in Domain 3 		Undertakes formal leadership roles in curriculum design, development, review and partnerships (for e.g. mentor, chairing a review, advisory role, peer reviewer of curriculum)	C, D, E		
	Demonstrates and/or leads engagement and service on committees; policy development and Communities of Practice (CoP)	C, D, E			
	Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships	C, D, E			
	Undertakes and/or leads quality assurance of curricula, frameworks and standards, accreditation	B, C, D, E			
	* Publishes textbooks and publications for undergraduate audiences (dictionaries of key concepts; encyclopaedias; reference books aimed at school students)	B, C, D, E			
	Domain 3				
	Develops statement/or plan on scholarship direction	A, B, C, D, E			
	*Attends and/or contributes to University teaching preparation/induction	All new staff; early career			
	Completes formal qualification in teaching	Early to mid			
	Attends and/or presents at teaching-related workshops	A, B, C, D, E			
	Attends and/or presents at teaching-related conferences (for e.g. presentation of plenary/keynote address at a SoTL conference)	B, C, D, E			
	Undertakes and/or leads training sessions in the relevant industry/profession/discipline	B, C, D, E			
*Engages with the Professional Standards Framework	B, C, D, E				
*Publishes peer-reviewed papers	B, C, D, E				
*Participates and/or leads learning and teaching grants	B, C, D, E				
Peer review for a SoTL journal/publisher; invitation to join a SoTL journal's editorial board; editing a special issue/series/journal	C, D, E				
Peer learning; participates/leads in a SoTL focused CoP and/or collaborative TDG, OLT grant or other research project	B,C, D, E				
Contributes to the quality of learning and teaching at the school, discipline or faculty level	D, E				
Level D The focus is curriculum, engagement and scholarship and/or research at the leadership level. Engagement is in the discipline in the school, faculty, community and institutional contexts with some national engagement. Individuals should be able to provide evidence of: <ul style="list-style-type: none"> • Successful engagement across three areas of activity in Domain 1 • Successful engagement across four areas of activity in Domain 2 • Successful engagement across one/two areas of activity in Domain 3 A level D Academic Staff member shall have the same skill base as a level C Academic Staff member but shall demonstrate outstanding contribution to teaching and/or research and/or professional service.					
	Level E The focus is on curriculum, engagement and scholarship and/or research at the strategic level. Leadership in the discipline in curriculum, engagement and scholarship at the faculty, institutional, state, national and international contexts. Individuals should be able to provide evidence of: <ul style="list-style-type: none"> • Successful engagement across three areas of activity in Domain 1 • Successful engagement across four areas of activity in Domain 2 • Successful engagement across one/two areas of activity in Domain 3 A level E Academic Staff member shall have the skill base as a level D Academic Staff member but shall be recognised as a leading authority in the relevant discipline area.				

DOMAIN 1					
Scope of Activity	Level A	Level B	Level C	Level D	Level E
Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions and student sessions	Assists in the preparation and presentation of tutorials; practical classes etc.; conducts tutorials with students	Prepares and presents tutorials/practical classes etc.; conducts tutorials with students; demonstrates a student approach to teaching; demonstrates a scholarly approach to teaching	Meets the requirements for Level B and Demonstrates a scholarly approach to teaching; demonstrates evidence of teaching strategies which are successful in enhancing student learning; demonstrates effective collaborative teaching approaches	Meets the requirements for Level C and Peer recognition of quality teaching e.g. invitations to teach at other universities	Meets the requirements for Level D and Demonstrates evidence of successful, strategic leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, disciplinary, (inter) national level
Prepares and delivers quality lectures and seminars (face-to-face and/or online)	Assists in the preparation of materials for the lecture	Prepares and delivers quality lectures and seminars; prepares material for tutors	Demonstrates evidence of teaching strategies which are successful in enhancing student learning	Peer recognition of quality teaching e.g. invitations to teach at other universities	
* Undertakes teacher/tutor/unit evaluations	Undertakes eVALUate teaching evaluations	Undertakes eVALUate unit and teaching evaluations; provides feedback to students on changes; tutor or feedback from teaching teams; demonstrates evidence of changes made in unit outline	Obtains tutor or other feedback from teaching teams	Develops school response rate strategy for eVALUate and reports outcomes of student feedback	Develops school/ faculty response rate strategy for eVALUate; uses evaluation unit reports to drive improvement in the quality of learning and teaching
* Improves student learning outcomes	Evidence of planned learning activities designed to develop students' learning	Consults and identifies students at risk to improve student learning outcomes	Develops a program for students at risk including retention strategies	Develops school strategy to increase retention rates with at risk student cohorts	Demonstrates evidence of school/faculty wide involvement in student retention and success
Undertakes peer observations of teaching	Undertakes peer observations of teaching by a colleague	Participates in peer review of teaching practice; peer review of evidence of student engagement; evidence of regular peer review of dimension of teaching by a colleague	Participates in internal peer review of teaching practice; unit outlines and assessment	Participates in internal/external peer review of teaching practice; leadership in supporting colleague's teaching through peer support and review	Participates in external peer review of teaching practice; demonstrates evidence of establishing organisational policies and/or strategies for supporting and promoting others (e.g. mentoring, coaching) in delivering high quality teaching and support for student learning
Prepares and/or uses a range of learning technologies and online resources	Uses learning technologies and online resources	Develops and uses learning technologies and resources	Initiates, develops and uses learning technologies and resources; leading major developments in online learning (MOOCs)	Leadership and innovative approaches to learning technologies and online resources	Demonstrates leadership in developing processes/policies to support staff in new approaches to learning technologies and online resources
Designs a range of assessment tasks that demonstrate intended learning outcomes		Designs assessment tasks that demonstrate student learning outcomes	Provides leadership in moderation and unit and course assessment; demonstrates innovation in assessment; monitors and changes assessment practices to improve student learning outcomes	Provides leadership in moderation and course assessment; coordinates the management of assessment, standards and feedback to students	Establishes effective policies and/or support, supervision and management of assessment, standards and feedback for students; successful mentoring of others (individuals or teams) to enhance assessment, standards and moderation
Provides timely feedback to students	Marking and assessment of units in a timely manner	Marking and assessment across units in a timely manner	Marking and assessment across units and a variety of courses (undergraduate and postgraduate)	Marking and assessment across units and a variety of courses (undergraduate and postgraduate); demonstrates appropriate knowledge of summative and formative feedback	
Incorporates learning and teaching strategies that support student learning	Creates an effective learning environment for students (in classroom, online, work placement); directs students to appropriate support and services	Creates an effective learning environment for students (in classroom, online, work placement); directs students to appropriate support and services Serves as a student advisor	Directs students to appropriate support services; demonstrates effective practice of cultural diversity, equality and supporting students with special needs	Leadership role in demonstrating effective practice of cultural diversity, equality and supporting students with special needs	Establishes effective policies and/or strategies in the support and promotion of building an effective student environment
Undertakes supervision and training of Honours/Masters/Postgraduate research students		Contributes to the supervision of Honours and postgraduate students	Participates in the supervision of honours and postgraduate students; participates in supervision of major honours or postgraduate research projects; participates in supervision of the program of study of honours students and of postgraduate students engaged in coursework; coordination of higher degree programs		Leadership role in building capacity and numbers in honours/masters and postgraduate research
Undertakes quality assurance activities (for e.g. moderation, curriculum mapping of learning outcomes, generic attributes and assessment)		Participates in moderation processes	Participates in moderation processes; constructive alignment of learning outcomes, generic attributes and assessment; participates in accreditation reviews		Leadership role/involvement in the quality assurance of learning and teaching activities
Formal teaching activities	Undertakes professional development in teaching	Participates in teaching related professional development activities	Provides mentoring for early career academics in teaching practice; contributes to participation in professional development activities in university, discipline and faculty		Demonstrates evidence of sustained and successful comment to and engagement in continuing professional development related to teaching activities
* University or national teaching awards		Participates in workshops to support university or national teaching awards	Participates in peer professional learning for awards	External peer reviewer of national teaching awards; internal reviewer of university awards	Demonstrates leadership in building capacity for individuals and teaching teams to participate in university or national teaching awards

DOMAIN 2					
Scope of Activity	Level A	Level B	Level C	Level D	Level E
Unit/curriculum design and development (including assessment)	Prepares unit materials	Develops unit outlines and teaching materials	Meets the requirements for Level B and Develops unit outlines and teaching materials; develops new units; expert peer review of unit outline; benchmarking of a unit or course against similar units/courses	Meets the requirements for Level C and Develops unit outlines and teaching materials; develops new units and courses; quality assurance of units across school/faculty	Meets the requirements for Level D and Develops unit outlines and teaching materials; develops new units and courses; rationalises units and courses across the school/faculty
*Unit and course evaluation and review	Participates in unit evaluation activities	Participates and coordinates unit/major evaluation and review	Participates in and coordinates unit/major/course evaluation and review; benchmarking of units/courses	Coordinates benchmarking of units/courses across other universities	Undertakes a leadership role in the course evaluation/review internally and externally
Management of unit/tutor/major/course	Participates in the management of the unit with teaching team	Undertakes a unit coordination role	Demonstrates effective preparation and management of teaching teams in units/courses	Engages in proactive mentorship of teaching teams	Undertakes management of large discipline/teaching teams
Online curriculum management	Participates in professional development of online curriculum management	Participates in the design of open courses or modules	Designs, or participates in the design of, open courses or modules	Coordinates the development of new open courses or modules	Undertakes leadership role in online presence of the University's learning management system
Vocational, clinical pathways and partnerships which address the workforce context	Contributes to outreach activities which address the workforce context; integrates industry, vocational, clinical experience into teaching	Uses authentic case studies, integration of industry, vocational, clinical experience into teaching; participates in outreach activities teaching	Coordinates discipline based programs in work-based learning; feedback from industry partners indicating alignment between industry requirements and learning outcomes	Leads the development of effective policies/and or integrated work-based practice; develops courses which address the workforce context	Demonstrates leadership in work-based, professional, vocational practice at discipline, and/or (inter)national level; demonstrates sustained industry/professional peer recognition
Leadership roles in curriculum design, development, review and partnerships	Contributes to coordination of unit and unit team	Unit/course/major/discipline coordinator of units/courses	Undertakes coordination role in curriculum design, development and review of courses/majors	Mentors early career academics in curriculum design, development and review; successful coordination of both undergraduate/ postgraduate courses	Leadership roles/involvement in discipline/curriculum committees, (inter)national; membership on school/disciplinary/partnership advisory committees in university and sector
Engagement and service on committees; policy development and Communities of Practice (CoP)	Participates in school meetings	Participates in school meetings; CoP and faculty meetings; member of learning and teaching committees	Undertakes a leadership role on learning and teaching committees	Engages in policy development; leads CoP within the discipline/ faculty/school	
Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships		Participates in projects/grants to support curriculum development, innovation and partnerships	Leads projects/grants to support curriculum development, innovation and partnerships		Leads (inter)national projects in curriculum development, innovation or partnerships
Undertakes and/or leads quality assurance and evaluation of curricula, frameworks and standards, accreditation		Contributes to the alignment of curricula to accreditation and AQF requirements	Ensures courses are aligned to AQF requirements; inter-university moderation of units/courses	Leads curriculum review; peer review of national standards in curriculum and learning outcomes; TEQSA discipline expert	Oversees the review of standards at the faculty/school level; contributes to (inter) national committees on quality assurance
* Publishes textbook		Contributes to the development of a textbook	Publishes textbooks and publications for undergraduate audiences (dictionaries of key concepts; encyclopaedias; reference books aimed at school students)		

DOMAIN 3					
Scope of Activity	Level A	Level B	Level C	Level D	Level E
Formal preparation/induction or professional development in HE teaching	Participates in ELT 501, 506 (or equivalent postgraduate cert units); undertakes Teaching Online Essentials	Participates in ELT 501, 502, 504, 506, 506 (or equivalent postgraduate cert units); undertakes Ascilite mentoring program	Meets the requirements for Level B and Participates in ELT 503; HERDSA Fellowship Program; CMALT; SEDA Fellowship	Meets the requirements for Level C and Participates in postgraduate leadership units; HERDSA Fellowship Program; SEDA Senior Fellowship; contributes to a scholarly approach to teaching at the school/faculty/discipline level	Meets the requirements for Level D and Participates in postgraduate leadership units; HERDSA Fellowship Program; SEDA Senior Fellowship; contributes to a scholarly approach to teaching at the school/faculty/discipline level
Learning and teaching workshops	Attends learning and teaching workshops or completing online workshops	Participates in/organises/presents learning and teaching workshops or completing online workshops	Organises/presents/facilitates learning and teaching workshops or online workshops.	Presents/chairing/facilitating workshops Contributes to UTAS events e.g. speaking panels; provocations; convenes events; presents at awards and grants workshops	Presents/chairs workshops Contributes to national events e.g. OLT speaking panels, discipline specific teaching events; convenes events, presents workshops at other universities
Learning and teaching conferences	Attends Teaching Matters	Participates in workshops at Teaching Matters; presents at Teaching Matters	Presents peer reviewed papers; convenes conferences; facilitates workshops at Teaching Matters	Chairs sessions at national/International conferences (HELT and/or discipline specific education focused events)	Presents keynotes or invited sessions; chairs sessions at (inter) conferences (HELT and/or discipline specific education focused events)
Learning and teaching grants	Attends workshop sessions on writing teaching development grants; participating in PLC to develop grant idea	Participates in a teaching development grant; participates in PPLP for grants; participates in PLC to develop grant idea	Leads a Teaching Development Grant; participates in OLT grant; facilitates PLC to develop grant application	Leads Category 1 OLT grant; mentors in PPLP for grants program	Mentors in PPLP for grants program/ advisory/reference group role to grant and grant writing teams
Teaching and learning fellowships		UTAS Teaching Fellowship; OLT secondment; HERDSA Fellowship		National OLT Fellowship; OLT secondment	
Linkage to relevant industry/profession/discipline	Member of professional society, discipline or industry group	Participates in industry/professional/discipline group learning and teaching focused		Working with relevant industry/profession/discipline partners on learning and teaching initiatives	Convening learning and teaching panels and events that involve relevant industry/professional/discipline partners
Statement/Plan of learning and teaching scholarship direction	TMC professional learning plan that involves development of a clear scholarship plan	Scholarship plan with achievements being met; participates in PPLP for SoTL	Scholarship plan with achievements being met and built upon; participates/mentors in PPLP for SoTL	Mentoring of colleagues in SoTL; mentoring in PPLP for SoTL	Mentoring of C-D colleagues in scholarship; mentoring in PPLP for SoTL
Engagement with the PSF	Building portfolio for Associate Fellowship	Associate Fellow/Fellow	Fellow	Senior Fellow	Senior Fellow Building portfolio for Principal Fellow
Peer-reviewed publications	Posters or contribution to paper of research project in L & T	Poster, refereed abstract or fully refereed conference paper	Refereed publications (HELT; SoTL or discipline specific) Referee for journal	Refereed publications (HELT; SoTL or discipline specific) Journal editor/sub-editor Special edition journal editor	
Peer Learning	Participation in a SoTL focused CoP	Participates in a SoTL focused CoP and/or collaborative TDG, OLT grant or other research project	Facilitates a SoTL focused CoP; participation in PPLP for SoTL; leading a collaborative SoTL research project	Facilitates a SoTL focused CoP; leads a collaborative SoTL research project; mentors in PPLP for SoTL	Mentors of an interdisciplinary group of colleagues in SoTL projects and/or PPLP for SoTL

Attachment JK-6

COMMUNITY ENGAGEMENT PERFORMANCE EXPECTATIONS

FOR ACADEMIC STAFF

2014

1 Our Commitment

Engagement sits at the centre of the University of Tasmania's mission and values.

At UTAS, we see engagement as the cultivation of relationships that lead to productive partnerships and yield mutually beneficial outcomes to universities and their partners through the application and utilisation of university resources including staff, students, infrastructure and knowledge and across the breadth of university activities including research, learning and teaching and service.

We believe that universities have a major responsibility to contribute to society through their community engagement, and that they have much to gain in return. We are committed to sharing our knowledge, resources and skills with the public, and to listening to and learning from the expertise and insight of the different communities with which we engage.

We are also committed to developing our approach to managing, supporting and delivering community engagement for the benefit of staff, students and the public, and to sharing what we learn about effective practice.

2 Our Communities

UTAS engages with many communities. These include different segments of the population – for example, the elderly, young people, refugees. We interact with many different functional groups, such as:

- Business
- Governments
- Disciplinary groups
- Professional organisations
- UTAS alumni
- Non-governmental organisations
- Charities and so on.

Engagement might involve local, regional, Tasmanian, national, international or global communities.

3 Community Engagement for the Institution

Our position as the sole university in Tasmania brings exceptional potential for engagement with the economic, social, cultural and intellectual life of the island and for connecting with national and international networks. Recognising that from relationships flow opportunity, we must configure ourselves to facilitate meaningful partnerships with government, industry and communities in Tasmania and across the world. (*Open To Talent, Strategic Plan: 2012 Onwards*).

Community is the third arm of the UTAS Strategic Plan and stands equally alongside research and students and the University's unique position carries with it both opportunities and obligations. These obligations turn out to be not only to the community, but also to the institution and even to ourselves.

The triptych of the individual, the institutional and the communal is all-pervasive in our thinking about this third arm, and is never far from our thinking when making decisions about what we can reasonably expect of academic staff.

3.1 Five Institutional Strategies

In order to understand the academic contribution to engagement, we must first look to the goals of the institution as a whole. To achieve our community goal, UTAS has framed five institutional-level strategies:

1. To engage with the economic, social, cultural and intellectual life of Tasmania and extend this engagement into national and international networks by: configuring ourselves to facilitate meaningful partnerships with government, industry and communities in Tasmania and across the world, becoming an exemplar of how universities can best interact with the communities they serve; participating in and, where appropriate, leading authentic conversations of local significance with a focus on collaborative action around shared interests, purposes and values; positioning UTAS as a forum for ideas, debate and discussion, open to all members of the community and courageous in tackling challenging topics; and engaging with our Aboriginal community and culture.
2. To use our relationship with Tasmania to inform research questions, test research solutions at systemic scale, and translate research models into solutions for modern society.
3. To enhance our education programs by engaging with Tasmania's society and environment, thereby increasing local participation rates, expanding the horizons of students beyond UTAS, fostering skills that extend the curriculum and providing real world experiences.
4. To attract scholars and thought leaders from around the world to UTAS, and support UTAS staff and students to spend time at other institutions.
5. To encourage current students and alumni to engage in the life of the University through volunteering, employment and engagement in outreach activities, fostering lifelong allegiance to UTAS and benefiting from the skills and experience of our alumni.

3.2 Institutional Engagement and the Individual Academic

Responsibility for enacting these strategies clearly crosses several organisational units and internal boundaries. The first strategy is very much about high-level partnerships and thought leadership, whilst the second relates to community-based research, the third to experiential learning, participation and employability and the fourth to global engagement and mobility. The fifth focusses on a particular university community (alumni) and our ability to build lifelong connections. These are strategies that are appropriate to the institution rather than to the individual academic staff member.

But it turns out that community *is* for both the institution and the individual UTAS academic staff member. However, as we will see, the two do not coincide in this case. An individual academic's goals and strategies will be different in kind from those of the institutional and this is entirely appropriate and is to be expected. This is not to say however, that individual academic's engagement activities do not assist in the achievement of institutional goals – they do – but the two are not *the same*.

It is worth noting that historically much community engagement at UTAS (and other universities) has been opportunistic and driven by individuals rather than being informed by a clear strategic framework. While this has produced many benefits, it is no longer clear that the cumulative efforts of numerous individuals acting largely autonomously will achieve the goals laid down in the University's Strategic Plan. Articulating these performance expectations can be seen as part of a process of adopting a more strategic approach to engagement.

4 Community Engagement for the Individual Academic

There are many definitions, of ‘community’, of ‘engagement’ and even of ‘partnerships’. Those debates, while interesting, are not the focus here. For the purposes of this document, we are concerned with *the kinds of activities and outcomes than can reasonably be expected to figure in academic performance evaluation, career planning and progression*. We need then, to provide some guidelines on what is in, and what is not in scope for the individual. But note that these are indeed guidelines: they should not be seen as rigid rules. The basic principle is that activities are not double-counted: this is much more important than any debate about what is in or out of scope.

4.1 Exclusions – Which Activities are Not in Scope?

It is our closeness with community that sometimes makes it difficult to define just what is in scope here. Community often starts to look more like *the way we do our business* rather than the business itself. This is not the focus of these expectations. Importantly, these performance expectations are not concerned with what might be called ‘community-based research’ and ‘community-based teaching’.

Community-engaged research includes discovering, applying or synthesising knowledge, skills or ideas in ways that shed light on social, civic or ethical problems or contribute to the well-being of communities and individuals. Generally, scholarly activities categorised as ‘community engaged’ must not only meet the scholarly standards of particular disciplines but also involve groups or organisations outside the University as partners, stakeholders and beneficiaries. Community partners collaborate with engaged scholars by helping define the goals, scope and methods of a particular research or creative project.

Community-engaged teaching includes service learning and other forms of problem-based, active and experiential learning. Community-engaged teaching aims to help students acquire, use, or apply knowledge, ideas and skills in ways that shed light on social, civic or ethical problems or contribute to the well-being of communities and individuals. Community-engaged teaching also involves groups and organisations outside the University as partners, stakeholders and beneficiaries.

A high proportion of research conducted at UTAS in community-based and community-based experiential learning is increasingly becoming embedded in UTAS practice and whilst there is no doubt that community engagement is commonly a *necessary precursor* to successful community-engaged research and teaching, the outcomes of engaged research and engaged teaching sit more naturally under the research and teaching performance expectations.

Therefore, academic staff are encouraged to count the outcomes of their community-engaged research and community-engaged teaching (publications and so on) under the research performance expectations (RPEs) and teaching performance expectations (TPEs).

4.2 Which Activities are in Scope?

So, what is left? For a staff member with a ‘standard’ workload mix (40% research; 40% learning and teaching; 20% community engagement and internal service to UTAS), community engagement is taken to refer to those contributions, made as an academic, to the wider community which:

- i. Enhance the reputation of the University.
- ii. Are documented in formal workload discussions, in agreement with the staff member’s academic line manager.
- iii. Draw on the academic staff member’s professional skills and relate in some way to their role as a UTAS academic, noting that community activities undertaken in a private capacity are not relevant.

Community engagement performance is measured in terms of its impact on the individual, on the institution and on the community rather than on sheer numbers of inputs (activities) or outputs.

For many academic staff with a standard workload, the main communities with which they will interact will be their profession/discipline, related industry groups or government (local, state, and/or federal).

Service to the discipline refers to service to the relevant profession or academic discipline, including clinical work, and service on local and national professional/discipline bodies. Professional service to industry refers to professional industry contributions made to business and bodies that relate to the staff member's role as a UTAS academic and enhance the reputation of the University. Some academic staff may choose to include under their community engagement portfolio the publication of textbooks or items published in professional, industry or popular – as opposed to academic – journals.

Community engagement includes personal or professional outreach or involvement, especially when it takes place in partnership with groups and organisations outside the University and harnesses a staff member's academic skills or expertise to contribute to the well-being of communities and individuals.

Some staff will have workload mix that has an unusually strong focus on community engagement activities. These staff will be few and will have an agreed position description that specifically includes performance indicators in engagement. They will often be 'public intellectuals', and will generally provide a great deal of advice, service and thought leadership to the community as an agreed part of their role. Such positions are very important to the success of the institution; however, in most cases the workload allocated to community engagement is not likely to exceed 20% for the majority of staff. This is simply because most staff have a workload mix that is predominately centred on research and teaching.

Note again that much of what should be counted as individual community engagement is not explicitly mentioned in *Open to Talent*. This is because, as has been already explained, while individual actions contribute to institutional goals and strategies, the two are not directly translatable.

Note also that we can make judgements about what we choose to count under community engagement and what we choose to count under research or teaching, but we must not count the same activity in more than one category.

5 Why do we Need Performance Expectations for Academic Community Engagement?

The intention of these performance expectations is to provide a career development framework for those who have engagement activity as part of their workload, and to provide a context around which useful career conversations can occur. A good proportion of community engagement activity does not happen in a planned manner, but rather is often opportunistic or ad hoc, as staff take advantage of engagement opportunities as they arise. This does not mean that successful engagement can never be planned and strategic in manner; indeed, as noted earlier, there is an expectation that community engagement will increasingly become planned and strategic – aligned with institutional priorities and carefully planned and targeted.

Being able to plan for high-impact academic engagement outcomes requires that managers remain accountable, take on a mentoring role and are able to discuss these outcomes strategically with the staff member in terms of what they mean for their individual career and what they mean for the institution as a whole.

Career decisions relating to engagement, such as choosing to accept membership of an editorial board, or undertaking to organise a major conference, should be judged in terms of their future potential positive impact and benefit to:

- The individual staff member, in terms of their own career progression
- The University, in terms of meeting its goals and strategic priorities and
- The community, in this case, the professional community.

The impact of engagement should therefore be evaluated through three lenses: 1) positive impact on the individual's career progression; 2) positive impact on the institution itself; and 3) positive impact on the community in question.

6 Drawing a Distinction Between Activities, Outputs and Impacts

Performance in the community domain is measured in terms of its impact on the individual, on the institution and on the community rather than on sheer numbers of inputs (activities) or even of outputs. A busy community engagement schedule does not necessarily provide greater benefit to the staff member, institution, or community.

Activities which have (or have the potential to have) high impact in all three areas (career impact, institutional impact and community impact) are, of course, the aim and there will often be multiple benefits resulting from one activity. In reality, robust community activity has not only this 'triple bottom line', but also many other advantages flow on effects and benefits that are often very difficult to enumerate, or in fact to anticipate (e.g. sustainability, environmental, reputational and so on).

The following table is indicative only and is intended to guide career conversations and enable staff to make clear distinctions between activities, outputs and impact. It is the anticipated impact of an activity that should be used as the basis of judgements about workloads and career planning.

Input/activity (examples only)	Output (examples only)	Impact on individual career (examples only)	Impact on institution as a whole (examples only)	Impact on community (examples only)
Serving as a member of a peak body	Attendance at meetings of a Government Statutory Authority	Staff member able to use letters of special invitation or commendation to build case for promotion	Increased joint grant income due to connections made by staff member	National debate is enriched by staff member's participation
Communication of scholarship to the wider public through media outlets, community forums, schools etc.	Regular commissioned radio talkback spot	Staff member able to public testimonials to build case for promotion	UTAS named publicly as employer of respected staff member	Public knowledge and interest in the discipline area on the part of the listening audience is increased
Contribution to hospital committees such as infrastructure and audit etc	Regular attendance at clinical committee meetings	Clinical academic able to claim to remain abreast of hospital and healthcare sector issues	Strengthening of ties between UTAS and state government department	Wider community health outcomes improve as decisions are made using expert knowledge
Development and provision of continuing education programs	Course delivered to University of the Third Age (U3A)	Staff member able to use student evaluations to build case for promotion	Increased participation as members of public enrol in courses	Senior public keep their minds active in later years, leading to better health outcomes
Engaging in policy debates through submissions to government	Submission made	Staff member able to claim to remain abreast of developments in the discipline	Strengthening of ties between UTAS and state government department	Wider community outcomes improve as decisions are made using expert knowledge

Editor, associate editor, advisory board member or referee of a scholarly journal	Referring of journal article submissions	Staff member able to claim to remain abreast of developments in the discipline	Increased joint publications due to connections made by staff member	Professional community benefits from staff member's expertise
Responsibility as organiser of national and/or international conferences	Conference occurs	Positive evaluations from delegates used to build case for promotion	Staff member's teaching improves as a result of listening to case studies presented	Professional community enriched by networking opportunities presented by well-run event
Liaison with industry (e.g. technical standards committees)	Attendance at meetings with industry on behalf of institution	Repeated invitations to contribute to industry used to build case for promotion	Student employability improves as the staff member's industry experience informs their curriculum design	Documented improvements in industry practice

7 Community Engagement Performance Expectations

Indicative performance expectations for each of the academic levels are specified in the table below.

These are the kinds of things that might be discussed in career and career development conversations around the community portion of an academic workload. The table is by no means prescriptive and is certainly not exhaustive.

The table is intended to not only provide guidance, but also to express the following three quite general, but very important, points about these expectations. Note that there is no expectation that as a member of staff becomes more senior they will engage in *more* community activities.

7.1 Increasing Leadership Contributions

First, the table illustrates the expectation that there may be an increase in the level of leadership associated with community as the academic career progresses. It is expected that the staff member's role in leadership will become greater over time. This means not only leading and mentoring fellow staff as they undertake community activities, but also showing leadership within the community (be it professional or otherwise).

7.2 Deepening Impact

Second, the table also illustrates the expectation that there may be an increase in the depth of impact associated with community as the academic career progresses. It is expected that the impact of the staff member's community activities and outcomes will increase over time. This includes a positive increase in the impact on the individual's career, the University's goals and the community in question. The increase in impact may, for example, be associated with a widening of geographical scope. For example, the sphere of impact associated with community activities may initially be confined to a certain local community or region. As a career progresses, those outcomes are expected to progressively begin to have an impact on the state, national, and global communities.

7.3 Increase in Diversity of Activities

Finally, the table is intended to illustrate the expectation that there may be an increase in the range of the types of activities undertaken as the academic career progresses. A professor will, all things being equal, engage in more ways than a more junior staff member.

7.4 Community Engagement Performance Expectations across the Academic Levels

The following generic statements of community engagement performance expectations draw on promotion criteria at the Australian National University.

Level	Expectation
A	<p>A Level A academic staff member is expected to work at the school level with support and mentoring from more senior academic staff. He/she is expected to develop his/her expertise in and contributions to research and learning and teaching and potentially in community engagement, and will progressively gain an increasing degree of professional autonomy, within the framework of institutional and organisational unit priorities and performance expectations. Engagement activity will often be done in partnership with more senior staff members.</p>
B	<p>In general, Level B staff are not expected to have developed a substantial record of community engagement. Engagement activity will often take place in partnership with more senior staff members. Staff at Level B might engage in activities to develop their community engagement skills by, for example:</p> <ul style="list-style-type: none"> • Undertaking training or participating in a mentoring program with a more experienced academic. • Identifying and building substantive knowledge around one or more areas key areas of engagement (such as government, business or professional organisations).
C	<p>Level C staff are expected to make effective contributions beyond the normal expectation for Level B. For example, at Level C a staff member might engage in activities such as:</p> <ul style="list-style-type: none"> • Involvement in educational activities within the wider community, e.g. contribution to secondary school curriculum and assessment committees. • Contributing to innovation in continuing education programs. • Establishing collaborative relationships with industry and other professional organisations. • Substantial and continuing activity on professional committees or community bodies. • Membership of a conference organising committee, or a significant conference contribution such as chairing sessions. • Sustained involvement in professional consultancy work for government, community or private sector organisations. • Activities designed to further develop community engagement skills.

<p>D</p>	<p>Level D staff are expected to make sustained and effective contributions to the development of relationships between the University and the wider community above the normal expectation for Level C. At Level D a staff member might engage in some of, for example:</p> <ul style="list-style-type: none"> • Major contribution to secondary school curriculum and assessment committees or to cultural bodies. • Establishment of collaborative relationships with industry, and other professional organisations. • Contributing in a leadership capacity, to the development, innovation and provision of continuing education programs. • Leadership role in conference organisation at the national or international level, e.g. as a convenor of state or national conferences, chair of programme committees, editor of proceedings etc. • Significant advisory and consultancy activities. • Appointment to significant government or state bodies, industry boards, nongovernment organisations etc. • Leadership in the profession or discipline, for example as a senior office-bearer such as President or Chair. • Responsible involvement in government working parties and enquiries where professional expertise is exercised.
<p>E</p>	<p>Level E staff are expected to make a sustained and effective contributions to the development of relationships between the University and the wider community above the normal expectation for level D.</p> <p>A Level E staff member could be expected to be involved in, for example:</p> <ul style="list-style-type: none"> • Providing leadership and fostering excellence in community affairs, particularly those related to the discipline, in professional, commercial and industrial sectors where appropriate. • Service as a senior office bearer of a professional or disciplinary organisation. • Appointment to government bodies, industry organisations or non-government organisations. • Editing a disciplinary or professional journal. • Leadership role in conference organisation at the national/international level. • Contributing in a leadership capacity to the development, innovation and provision of continuing education programs. • Leadership role with industry and community agencies to establish work-based, professional and clinical placements as part of academic programs.

Attachment JK-7

INTERNAL SERVICE PERFORMANCE EXPECTATIONS FOR ACADEMIC STAFF

2014

1 Internal Service as a Category of Academic Work

The University of Tasmania identifies three priority areas of academic work, research, learning and teaching and community¹. Beyond these priority areas, internal service to the University (sometimes referred to as 'administration') remains a necessary contributor to institutional success and, done well, to the performance and career development of staff. Virtually all academics will make some contributions of this kind and, for a minority, they will form a major component of their work. However, the focus must be on efficiency and effectiveness – producing outcomes to support the fulfilment of the University's mission and objectives as economically as possible – to avoid any sense of internal service becoming an end in itself. Key considerations must be excellence, significance/impact and leadership, informed by a scholarly appreciation of institutional priorities, disciplinary norms and good business practice.

For the purposes of these performance expectations, in-scope internal service activities are those which 1) have been agreed with the staff member's academic line manager in formal workload discussions and 2) are distinct from activities categorised as belonging to one of the three priority areas of academic work, namely research, learning and teaching and community.

The expectations outlined here are modelled on those for an academic staff member with a 'standard' workload mix (40% research; 40% teaching; 20% a combination of community and internal service).

2 The Nature of Internal Service

Internal service is taken to refer to contributions – other than those identified as contributions to research, learning and teaching or community – to institutional operations and objectives, direction setting and planning, development and capacity building, line management and governance. Some examples of activities in each of these categories follow, but these are purely illustrative and certainly not definitive or comprehensive. There is no expectation that an individual staff member will make contributions in all of the areas listed and there will be a wide variety in the mix of activities undertaken and contributions made.

Institutional Operations

- Contributions to marketing, student recruitment and events such as Open Day
- Contributions to the student experience for example through mentoring, pastoral care and support
- Membership of committees and working parties
- Roles in fostering cross-disciplinary linkages
- Serving as a Harassment and Discrimination Contact Officer
- Serving as a Work Health and Safety Continuous Self-Assessment (CSA) Audit Assessor
- Serving as a Faculty/Institute Work Health and Safety Representative
- Participation in reviews, evaluations and other quality assurance and improvement activities
- Serving on staff selection committees
- Leadership of student employment or placement programs

¹ For example, in *Opening UTAS to Talent: The UTAS Academic*, 2012.

Direction Setting and Planning

- Contributions to policy development
- Contributions to operational and strategic planning

Development and Capacity Building

- Mentoring of staff
- Contributions to staff development programs
- Contributions to cultural diversity or equity goals
- Contributions to developing cross-cultural competencies of staff or students

Line Management and Governance

- Service as a Head of School, Head of Discipline, Associate Dean or similar
- Service as a Director of a Research Centre

3 Allocating Service Contributions to Categories of Academic Work

The Academic Staff Promotions Committee (ASPC) encourages academic staff to consider the outcomes of their internal service work in terms of their impact on the core academic mission of the University. So, rather than thinking about the time contributed as, for example, a Head of School or an Associate Dean, staff are urged to “reflect on the differences [their] work has made, particularly the effect on the core academic activities of research and learning and teaching”². The same approach should be taken in working with performance expectations.

As a Head of School or Associate Dean (Learning and Teaching), a staff member may make a significant contribution by driving curriculum reform or leading the introduction of new delivery methods. Similarly, they may lead the development of new programs or the implementation of more effective quality assurance methods. These achievements could be documented as contributions to learning and teaching – perhaps as evidence of leadership under the TPEs – or as internal service contributions, but not as both.

If we think about casting the outcomes of internal service as contributing to the RPEs, TPEs or CPEs, then we are better placed to think clearly about the distinction between purely administrative work and activities with a scholarly outcome or contribution. Internal service/ administrative activities also have impact and outcomes. However, these outcomes are not normally scholarly in nature.

We can therefore make useful judgements about what we choose to classify as internal service and what we regard as research or teaching. Note that while staff may choose the category of activity in which a particular contribution is counted, it must only be included in one such category.

4 Why Do We Need Performance Expectations for Internal Service?

The intention of these performance expectations is to provide a career development framework for those who have internal service activity as part of their workload, and to provide a context around which useful Performance and Career Development Conversations can occur. More generally, they provide a framework for assessing performance – that is achievements as opposed to time allocated – and a basis for stating and assessing claims for promotion.

² UTAS Academic Staff Promotions: Advice for Applicants and Heads April 2013.

Being able to plan for high-impact internal service outcomes requires that managers remain accountable, take on a mentoring role and are able to discuss these outcomes strategically with the staff member in terms of what they mean for their individual career and what they mean for the school, faculty, institute and institution as a whole.

Career decisions relating to internal service, such as choosing to accept membership of a committee, or undertake a formal mentoring role, should be judged in terms of their future potential positive impact and benefit to:

- The individual staff member, in terms of their own career progression
- Other members of the University community and
- The school, faculty, institute or University, in terms of meeting their goals and strategic priorities.

The impact of internal service should therefore be evaluated through three lenses: 1) positive impact on the individual's career progression; 2) positive impact on other staff members; and 3) positive impact on the school, faculty, institute and University itself, including its students.

5 Service Activities, Outputs and Impacts

As with other categories of academic activity, when it comes to internal service, what matters is what contributions you have made, what outcomes you have achieved – what *difference* you have made by participating in the activity.

Performance in the internal service domain is measured in terms of its outcomes – its impact on the individual, on other staff and on the institution, including its students, rather than on sheer numbers of inputs (activities) or even of outputs. A busy service schedule does not necessarily provide greater benefit to the staff member, other staff, students or the institution. It is the anticipated impact of an activity that should be used as the basis of judgements about workloads, career planning and promotion.

It is important to reflect on sustained personal effort, whether acting individually or as a member of a team (e.g. a committee). As a result of these efforts, it should be possible to point to constructive achievements in useful (and, possibly innovative) directions. Staff also need to show continuity of involvement in the service role, the result of sustained efforts (in one or more directions), generally over some considerable period of time. There should also be major responsibility for the outcomes of the events claimed as achievements.

In short, you should focus much less on what you have done and much more on *what you have achieved and why it matters*.

6 Internal Service Expectations

Indicative performance expectations for each of the academic levels are specified in the table below. These are the kinds of things that might be discussed in Performance Development and Career Conversations around the internal service portion of an academic workload. The table is by no means prescriptive, and is certainly not exhaustive.

The table is intended not only to provide guidance, but also to express the following four quite general, but very important, points about these expectations.

6.1 Increase in Level of Leadership

First, the table illustrates the expectation that there should be an increase in the level of leadership associated with internal service as the academic career progresses. It is expected that the staff member's role in leadership will become greater over time.

Senior academic staff are expected to make a significant contribution to the leadership of their discipline, the organisational unit and the University. This responsibility for greater leadership applies across research, teaching, community engagement and internal service.

Individuals often make a particular contribution in an area of strength which may change during a career and in response to needs and opportunities within the institution.

In general, the expected quality of internal service work will increase with experience. The amount of shared output may also increase where larger teams are associated with more senior staff. However, these relationships vary substantially according to individual circumstances and they are not necessarily linear or uniform across all areas of academic activity.

In 2012, Academic Senate adopted a paper on the role of professors. This provides a useful reference point in documenting leadership and other expectations of senior academics. The paper is available at <http://www.utas.edu.au/provost/professor> and is included in the first section of *Opening UTAS to Talent: The UTAS Academic*.

6.2 Broadening of Organisational Scope

In general, we might expect that with increasing seniority an academic might contribute to the work of a school (or equivalent) perhaps initially through an immediate work group, go on to contribute at the faculty or institute level and then, in many cases, to University-level activities.

6.3 Increase in Diversity of Activities

The table illustrates the expectation that there may be an increase in the range of activities undertaken as the academic career progresses. A professor will, all things being equal, make internal service contributions in more ways than a more junior colleague.

6.4 Deepening of Impact

Finally, the table also illustrates the expectation that there should be an increase in the depth or significance of impact associated with internal service as the academic career progresses. It is expected that the impact of the staff member's service activities and outcomes will increase over time. This includes a positive increase in the impact on the individual's career, the University's goals and members of the internal University community.

6.5 Internal Service Performance Expectations across the Academic Levels

The following performance expectations draw on academic promotion criteria at the Australian National University.

Level	Expectation
A	<p>A Level A academic staff member is expected to work at the school level with support and mentoring from more senior academic colleagues. He/she is expected to develop his/her expertise in and contributions to research and learning and teaching, and will progressively gain an increasing degree of professional autonomy, within the framework of institutional and organisational unit priorities and performance expectations. Internal service activity is likely to emphasise operational activities and will often be done in partnership with more senior staff members.</p>
B	<p>In general, Level B staff are not expected to have developed a substantial record of internal service contributions and will usually contribute at the local level only.</p>
C	<p>In general, Level C staff are expected to make effective contributions to activities at the discipline/school and perhaps faculty/institute level and undertake broad administrative responsibilities above the normal expectation for level B. For instance, at Level C a staff member could be expected to, for example:</p> <ul style="list-style-type: none"> • Contribute to the leadership and/or supervision of other staff including mentoring and professional development • Carry significant and sustained responsibilities in administration e.g. as chair/convenor of committees and working parties • Provide leadership in the development of initiatives for the benefit of the local area or the University • Assist other staff in their own professional and academic development (i.e. through mentoring).
D	<p>In general, Level D staff are expected to make effective contributions to activities at the discipline/school/faculty/institute levels and for some there will also be University-level responsibilities. Service contributions can be expected to be above those achieved at Level C. At Level D a staff member could be expected to, for example:</p> <ul style="list-style-type: none"> • Provide effective academic leadership and/or supervision of other staff including mentoring and professional development • Make contributions which involve significant service to the University such as • representing the local area on University committees • Carry substantial and sustained responsibilities in the administration of centres, institutes or schools • Provide significant leadership in the development of initiatives for the benefit of the local area or the University.
E	<p>In general, Level E staff are expected to be involved in several of the following, over and above the performance expectations at Level D:</p>

- Provide effective academic leadership and/or supervision of other staff including mentoring and professional development
- Make extensive and effective contribution to University governance and management
- Display scholarly vision and leadership, as demonstrated by contributions at
 - University level
- Foster excellence in professional activities and policy development in the school, faculty, institute and University
- Chair, or make major contributions to, core committees or working parties
- Provide effective resource management

More detail is provided in Academic Senate's statement on the role of the professor at UTAS.

Attachment JK-8

Summary Workload Hours 2013

NET Allocated		Gross Allocated		Expected	
Hours	% age	Actual	% age	Allocated	% age
463	27%	463	27%	687	40%
519	30%	519	30%	687	40%
680	40%	680	40%	343	20%
1661	97%	1661	97%	1717	100%
1717		1717		1717	
56	3%	56	3%		

School: **Education**

Discipline: **Education**

Staff member: **Kenny, JDJ**

Academic Level: **C**

Appointment fraction: **100%**

Study/Extended leave period: **(months)**

New staff member:

Seconded:

Teaching Intensive:

Research Intensive:

Research

Admin/Community Engagement

Total allocated hours

Total workload hours

Unallocated time

Enter Marking Relief Requested

Teaching

	1	2	3	4	5	6	7	8	9	Other
Unit	ESH250	ESH250								
Unit Coordinator	yes	yes								
Unit Planning Allowance										
Unit Coordination Administrative /allowance	72	72								
Lecture - Contact hours	36	36	0	0	0	0	0	0	0	
Tutorial - Contact hours	48	48	0	0	0	0	0	0	0	
Workshop - Contact hours	0	0	0	0	0	0	0	0	0	
Marking	35	35	0	0	0	0	0	0	0	
Student Consultation	8	17								
Cross-Campus Travel										
Equipment preparation/field trips etc	10	0	0	0	0	0	0	0	0	
Other teaching activities										45
Total Teaching hours	210	208								463
Student Load - total per unit	45.2	45.2								90
Student Load - marked	3.6	3.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7
										27%

Research

	Average number	Hours allocated		Average number	Hours allocated
Total Research Grant income for current year	\$17,000	0	New staff member (A or B only) or research active staff		
Submitted ARC or equivalent applications (fully reviewed)	2.0	200	D. REVIEW		
A. JOURNAL ARTICLE			D1. A substantial review of an entire field of study	0.0	0
A1. Refereed article in scholarly journal	1.5	234	D2. A review of several works	0.0	0
A2-3. Non refereed article in scholarly/professional journal	0.0	0	D3. A review of a single work	0.0	0
A4,A6. Letter or Note or Edited Journal	0.0	0	D4. Any other published review	0.0	0
B/C. BOOK & CHAPTERS			F. CONFERENCE PUBLICATION		
B1. Authored research Book (B1)	0.0	0	F1, F4. Refereed Full written paper or Edited Conf Proceedings	0.3	25
B2-3. Other authored or edited Book	0.0	0	F2. Full written paper - non refereed	0.0	0
B4. Revision or new edition of a Book	0.0	0	F3. Extract of paper	0.0	0
C1. Chapter in a Research Book	0.0	0	F6. Invitation to chair major national conference	0.0	0
C2. Chapter in an Other Book	0.0	0	RHD supervision	0.5	60
C3. Chapter in a Book - revision, new edition	0.0	0	Other research related activities		0
Other Research outputs	0.0	0			Allowed
PhD theses submitted (M3)	0.0	0			686.8
			Total research hours	519	686.8
			% of total allocation	30%	40%

Administration, Community Engagement and other

Dean:

Associate Dean (Research / Teaching & Learning):

Committee membership (y)

University Council:

Academic Senate meeting attendance: 50

Faculty Teaching & Learning:

Faculty/School Research Committee:

School/Faculty standard meetings allowance: 70

Other Senior University Committees (20 hrs per C'ttee) (20 hours per Committee permitted):

Performance Manager: Number supervised:

Head of School:

Deputy Head of School:

Graduate Research Co-ordinator:

DOPE:

DOSE:

Course Co-ordinator:

Ethics Co-ordinator:

Campus Co-ordinator:

Natural Grouping Leaders: 50

Campus Course Professional Experience Co-ord:

Non-Teaching Work-related travel (trips) (Community & Administration): Hbt / Ltn: Hbt / NW: Ltn / NW:

Other activities not considered Teaching/Research:

1 secretary NTEU 30% funded time release

2

3

4

5

Total administrative/other hours: 680

% of total allocation: 40%

The above allocations are a true and accurate reflection at the time of completion:

Staff Member:

signature

Date

Head of School:

signature

Kenny, JDJ

Information/instructions

Teaching	Units contributed								
	1	2	3	4	5	6	7	8	9
Unit code	ESH250	ESH250							
Number of Teaching Weeks	12	12							
Semester taught	1	1							
Estimated number of students (manual adjustment if required)	362	362	0	0	0	0	0	0	0
Unit weighting (12.5% standard)	12.50%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Estimated EFTS (load)	45.2	45.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Delivery Type (f2f or online)	f2f	online							
Level of Effort (New/Review/Update)	0	0	0	0	0	0	0	0	0
Unit Planning Allowance									0
Unit coordination Administrative Allowance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						



Lecture	Contact hours per semester								
DEVELOP									
REVIEW									
UPDATE	12	12							
REPEAT									
Total hours associated with lecture delivery	36	36	0	0	0	0	0	0	0

Band 1	DEVELOPMENT (prepare & deliver brand new lecture)	9
Band 2	REVIEW (prepare & deliver after changes or new to lecture)	4
Band 3	UPDATE (prepare & deliver per hour lecture)	3
Band 4	REPEAT (any repeat lecture)	1

Tutorial	Contact hours per semester								
DEVELOP									
REVIEW									
UPDATE	24	24							
REPEAT									
Total hours associated with tutorial delivery	48	48	0	0	0	0	0	0	0

Band 1	DEVELOPMENT (prepare & deliver brand new tute)	5
Band 2	REVIEW (prepare & deliver after changes or new to tute)	3
Band 3	UPDATE (prepare & deliver per hour tute)	2
Band 4	REPEAT (any repeat tute)	1

Workshop	Contact hours per semester								
DEVELOP									
REVIEW									
UPDATE									
REPEAT									
Total hours associated with workshop delivery	0	0	0	0	0	0	0	0	0

Band 1	DEVELOPMENT (prepare & deliver brand new workshop)	7
Band 2	REVIEW (prepare & deliver after changes or new to workshop)	3.5
Band 3	UPDATE (prepare & deliver per hour workshop)	2.5
Band 4	REPEAT (any repeat workshop)	1

Additional Teaching Related Activities										
No. of Tutorial Students taken:	25	25								
Assessment (Tutorial Students * 70 mins)	29	29	0	0	0	0	0	0	0	58
Moderation (No of Students)	5	5								12
Student Consultation	8	17	0	0	0	0	0	0	0	25
Agreed Professional Development allowance										0
Honours supervision (student projects)										0
RhD supervision (teaching)										0
Cross-campus travel										0
Hbt/Ltn return										0
Hbt/NW return										0
Ltn/NW return										0
Equipment Preparation (1 hr per week)	10									10
Outdoor Education field trips (no of days)										0
Supervision practice teaching student (no.)	15									45
Other Teaching related activities										0
										0
										0
										0
										0

Total hours per unit	209.7	208.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	45
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Total teaching hours
27% of total workload allocation

Kenny, JDJ

Research

Base allocation for new staff member (A or B only) or research active staff (pro-rata), 10% loading					0	
	2009	2010	2011	2012	average	2013
Academic appointment fraction (incl extended leave periods)					100%	100%
Research Grants	Actual outputs (fraction for shared outputs)					Annual
	2009	2010	2011	2012	2013	allocation
Internal Research Grant Income (\$,000)						
External Research Grant income (\$,000)					\$17,000	
Total FTE % of time on Internal/External project(s)						0
	2009	2010	2011	2012		
Submitted ARC or equivalent applications (fully reviewed)				10	2.0	200
A. JOURNAL ARTICLE	Average					
A1. Refereed article in scholarly journal	3.0	1.0	0.2	1.7	1.5	234
A2-3. Non refereed article in scholarly/professional journal					0.0	0
A4,A6. Letter or Note or Edited Journal					0.0	0
B/C. BOOK & CHAPTERS						
B1. Authored research Book (B1)					0.0	0
B2-3. Other authored or edited Book					0.0	0
B4. Revision or new edition of a Book					0.0	0
C1. Chapter in a Research Book					0.0	0
C2. Chapter in an Other Book					0.0	0
C3. Chapter in a Book - revision, new edition					0.0	0
D. REVIEW						
D1. A substantial review of an entire field of study					0.0	0
D2. A review of several works					0.0	0
D3. A review of a single work					0.0	0
D4. Any other published review					0.0	0
F. CONFERENCE PUBLICATION						
F1, F4. Referred Full written paper or Edited Conf Proceedings	1.0				0.3	25
F2. Full written paper - non refereed					0.0	0
F3. Extract of paper					0.0	0
F6. Invitation to chair major national conference					0.0	0
Other Research outputs						
K. Major Crative Works					0.0	0
L. Other Creative Works					0.0	0
O. Other Publication Output					0.0	0
PhD theses submitted (M3)					0.0	0
Completions (FTE no.)					0.0	
RHD supervision					0.5	60
Other research activities						0
						0
						0
						0
						519

Information/instructions

Base Allocation:
 A base allocation of 10% of total workload hours is provided for new level A/B staff during the probationary period or for other staff who are research active.

To be considered research active under this model a staff member shall meet the following requirements:
 Average 5 year output of at least:
 Academic level A/B = 1 point
 Academic level C = 1.5 points
 Academic level D/E = 2 points

Points are weighted per year as follows:
 B1 Research book = 5 points

Comparison to Faculty Research Norms

Academic Level	C	
	Education	
Discipline	Norms	Actual
Grant income	\$3,500	\$3,400
Publications	2.4	4.6
RHD Load	2.5	0.1
Completions	0.6	0.0

For Head of School use only

Maximum research (%)	100%
	40%
	686.8 hrs

Total research hours **518.6**
 of total workload allocation

30%

Attachment JK-9



NTEU Workload Calculator for UTAS Academic Staff:

Consistent with the Academic Workload Guidelines

Workload & Performance Summary page

(Values on this page are driven by entries on other sheets - see tabs at the bottom)

Before proceeding, INPUT your personal data in the **WHITE** cells on this table

Name of Staff Member:	John Kenny		Academic Level	C		Current year in performance cycle	1	
Three year assessment period for the work to be done:	2016-2017		Field of Research	13		(Enter 1, 2 or 3)		1
	Nominal (standard) workload					Rolling average workload		
Max annual workload allocation for a full-time academic	1710		Year 1	Year 2	Year 3	Hours	% of load	
Workload Summary Data	Nominal Hours	% FTE	% FTE	% FTE	% FTE		%FTE	
Your max annual workload allocation adjusted for %FTE	1710	100%	100%				100%	
Choose your workload allocation category from drop-down menu	Balanced							
Standard Teaching allocation	684	40%	719.1	0.0	0.0	719.1	42%	
Administration, Governance & Community Engagement Allocation	342	20%	250.0	0.0	0.0	250.0	15%	
Allocation for Research & Scholarship	684	40%	740.9	0.0	0.0	740.9	43%	
Total	1710	100%	1710.00	0.00	0.00			
			Rolling annual average workload			1710.00	100%	

Standard Annual Workload Allocations		
Balanced	Research Intensive	Teaching Intensive
40%	20%	60%
20%	20%	20%
40%	60%	20%

Performance Summary by Year	Year 1	Year 2	Year 3	Summary
Adjusted rolling average RPE points	3.93	3.90	3.78	9.73
Summary annual TPE performance	0	0.00	0%	
Summary annual Engagement performance				

Important Instructions:

1. Enter your own information only into the WHITE areas above and on the following sheets.
2. Select the appropriate option from the Green pull down menu
3. As you work through each page, your information will be used to automatically calculate aspects of your workload and performance and show the results in the grey cells.
4. The data in yellow cells is system data that should NOT be changed.

[Refer to the Research Performance Expectations \(RPE\) document](#)

For your academic level and discipline (FOR) enter the standard minimum performance expectations in the table below. These figures will be used, along with workload data to automatically adjust your RPE points score.

FOR	Level	Pubs	Income	Load	Completions
13	C	1.5	16000	1	0.2

NOTE : These figures assume an average 40:40:20 workload allocation.

Actual research workload by Year	Average research workload over three years	740.90	43%
----------------------------------	--	--------	-----

Research category	Nominal		Actual	
	2016	2017	2018	Average
Balanced	684	684	684	684
	40%	40%	40%	40%
	741	0	0	246.97
	43%	0%	0%	43%

Research activity & RPE points estimator	Activity by Year	Publications			Grant applications/income			RHD students		RPE Points			
		Type	submit	accepted	points	Type	\$ submitted	\$ success	Load	Completions	Annual	Rolling Average	
Current year in 3 year cycle, i.e. (1,2 or 3)	1												
1	1	A1	4		0	1 x ARC (linkage)		200000	0.5				
		B1	1		0	1 x ARC (Disc)	250000						
		C1	1		0	1 x TDG		7000					
		F1	2		0								
		F2			0								
		Bonus Points (see Note 2)											
		Year 1 sub-total			0.00			4.69	3.88	0.05	0	3.93	3.93
2	2	A1			0	1x ARC Disc		200000	0.5				
		B1			0	1xARC link	250000						
		C1			0								
		F1			0								
		F2			0								
		Bonus Points (see Note 2)											
		Year 2 sub-total			0.00			4.6875	3.75	0.05	0	3.87	3.90
3	3	A1			0	1 X Arc Disc		150000					
		B1			0	1 x ARC link	250000						
		C1			0								
		F1			0								
		F2			0								
		Bonus Points (see Note 2)											
		Year 3 sub-total			0.00			4.6875	2.8125	0	0	3.54	3.78
Cumulative RPE points			0.00			14.06	10.44	0.1	0				
Rolling average RPE points			0.00			14.06	10.44	0.10	0.00	10.54			
Cumulative research outcomes		8		0		750000	557000	1	0				
RPEs adjusted to match actual average research workload as shown in cell E17				0.00		12.98	9.64	0.09	0.00	9.73			

NOTES:

- Points for different publication types are available in Table 4 on page 6
- BONUS POINTS: Articles in some journals attract double points due to their impact (see the HERDC link on page 6 and section 2.4.1 on page 7). Some papers attract triple points (e.g. Nature).
- For more subtle adjustments to your performance related to "Publication strength", "Income strength" or "HDR strength", see the table on page 5 of the RRPE document.

Result using RPE calculator in WARP

Compare the results in P55 and P58 and discuss with your PM if the results are not similar

Refer to the [Teaching Performance Expectations Outline](#) and the [TPE Framework](#)

TPE requirements by level		Level A	Level B	Level C	Level D	Level E
Domain 1	Learning & Teaching	2	3	3	3	3
Domain 2	Curriculum Design	2	3	4	4	4
Domain 3	Scholarship of Teaching	1	1 or 2	1 or 2	1 or 2	1 or 2
	Engagement level	Discipline	School, Faculty	Leadership at school, Faculty, National	Leadership in teaching & engagement at Institutional/Community	Strategic Leadership at National International

Use the matrix of activities in the Overview document (above), identify activities from list by Academic Level e.g. A1, B3 or E5 etc.

Academic Level	Year 1 Activity	Level of Engagement / Impact	Year 2 Activity	Level of Engagement / Impact	Year 3 Activity	Level of Engagement / Impact	Meets TPEs? Yes or No
Domain 1	ESH250						
	Teacher PD						
Domain 2	ESH250						
	Teacher PD						
Domain 3	ESH250						
	Teacher PD						
Meets TPEs for Year 1 (enter Y or N)			Meets TPEs for Year 2 (enter Y or N)			Meets TPEs for Year 3 (enter Y or N)	

Internal Service & Community Engagement

Course / Year Coordination

Course Code (e.g. 13A)	Course Name (e.g. Bachelor of Arts)	Number of Students	Hour Allocation
			0
			0

Standard Academic Allowance

See Table 10 of Workload Guidelines	General Compliance activities for all academic staff (this cell is activated when your name is entered on the summary sheet)	70
-------------------------------------	--	----

Additional internal service roles and duties

Committee	Approved Time (includes travel & preparation) (hours)	Summary of evidence of impact in the role	Meeting time, plus %50 for preparation, plus travel
Staff rep on academic senate	50	Call for review of RPE, lead debate on redesign of RPEs	
Faculty Academic Workload CC	30	Develop faculty 3 year planner. Advise staff and conduct training.	
			80

Additional Administration Roles

See Table 9 of Workload Guidelines

Appropriate allowances for service roles not included here should be negotiated with staff in the affected area

Role	Allocation (hours)	Summary of evidence of impact in the role
Graduate Research Coordinator	100	New to role
Other	0	
Other	0	
.choose role	0	
.choose role	0	
		100

Total number of Hours (Internal Service)	250
%age of Annual Workload	14.62%

Transfer annual hours for internal service from G35 to the appropriate year total F39, F40 or F41	Total for year	1	250
	Total for year	2	70
	Total for year	3	70
	overall Total		390

Running Average External Engagement (hours) over (enter 1,2 or 3) years	1	250
--	----------	------------

Role	hours	
.choose role	0	
Associate Dean (Faculty appointment)	560	
Head of School (large)	1020	
Head of School (medium)	765	
Head of School (small)	510	
Deputy Head of School (large)	340	
Deputy Head of School (medium)	255	
Deputy Head of School (small)	170	
Deputy Head of School	500	
Discipline Coordinator / Head	100	No. agreed hours in Workload Guidelines as yet - open for negotiation
Graduate Research Coordinator	100	No agreed hours in Workload Guidelines as yet - open for negotiation
Other	0	Time for other school roles can be negotiated and entered here
Other	0	Time for other school roles can be negotiated and entered here

Attachment JK-10



TASMANIAN DIVISION

NTEU Workload Calculator for UTAS Academic Staff:

Consistent with the Academic Workload Guidelines

Summary page

(is driven by entries on other sheets - see tabs at the bottom)

Name of Staff Member:
 Year for the work to be done:

Workload Summary	Hours	%
Enter your fractional appointment in C10 (default = 1.00)	1710	100%
Choose workload allocation from drop-down menu	Balanced	
Teaching	2879	168%
Administration, Governance & Community Engagement	177	10%
Allocation for Research & Scholarship	684	40%
Total	3739	219%

Workload Allocations		
Teaching Intensive	Balanced	Research Intensive
60%	40%	20%
20%	20%	20%
20%	40%	60%

Instructions:

Please enter information into the WHITE areas on the following sheets, choosing from GREEN drop-down menus where appropriate

If you have any feedback on the NTEU Workload Calculator, please contact John.Kenny@utas.edu.au or Kelvin.Michael@utas.edu.au

[Please read the Academic Workload Guidelines as background for the application of the calculator](#)

Changes in V1.3

Introduced drop-down menu to choose workload allocation - assigned nominal number of hours / percentage of time, rather than calculating as a remainder (total will now indicate underload or overload)

Changed student consultation time calculation to link to number of students for marking, instead of total number of students in unit

Changes in V1.5

Corrected error in the totalling of hours for teaching - the previous sum failed to include hours for RHD supervision and ELT501 in the total(!)

Corrected error in the calculation of percentage and therefore total hours for fractional staff

**Administration and Governance
Professional Service & Community Engagement**

Course / Year Coordination

Course Code (e.g. 13A)	Course Name (e.g. Bachelor of Arts)	Number of Students	Hour Allocation
	Masters of Education (TESOL)	133	106.5
			0

Standard Academic Allowance

See Table 10 of Workload Guidelines	General Compliance activities for all academic staff (this cell is activated when your name is entered on the summary sheet)	70
-------------------------------------	--	----

Additional (approved) meetings and external activities

Committee	Approved Time (includes preparation)	Meeting time, plus %50 for preparation, plus travel
	0	0
	0	
	0	
	0	
	0	
	0	

Additional Administration Roles

Role	hours
.choose role	0

Number of Admin Hours	177
%age of Annual Workload	10.32%

Role	hours
.choose role	0
Associate Dean (Faculty appointment)	560
Head of School (large)	1020
Head of School (medium)	765
Head of School (small)	510
Deputy Head of School (large)	340
Deputy Head of School (medium)	255
Deputy Head of School (small)	170
Deputy Head of School	500
Discipline Coordinator / Head	100 No agreed hours in Workload Guidelines as yet - open for negotiation
Graduate Research Coordinator	100 No agreed hours in Workload Guidelines as yet - open for negotiation
Other	0 You can amend the number of hours here to fit a different role
Other	0 You can amend the number of hours here to fit a different role

From: [Megan Short](#)
To: [John Kenny \(UTAS\)](#)
Subject: 2013 workload
Date: Wednesday, 9 March 2016 2:36:40 PM
Attachments: [NTEU Workload Calculator semester 2 2013 MS.xlsx](#)

Hi John

Here's my workload for 2013. I tried to find my list of students for 2013 and couldn't find a definitive list, but I know that I was the primary supervisor for 3 PhD students in 2013, the co-supervisor for at least 2 other PhDs and the primary supervisor for 2 Masters students who successfully completed in 2013... so at least 5 PhD and 2 Masters = 7.

Thanks John, let me know if you need anything else,

Megan

Dr Megan Short

Lecturer in Language and Literacy
TESOL Coordinator
Faculty of Education
Room A221a – Building A
Launceston, TAS 7248
T: +61 3 6324 3188 |
<http://www.utas.edu.au/education>



CRICOS 00586B

University of Tasmania Electronic Communications Policy (December, 2014).

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Attachment JK-11

(School/Faculty) – Academic PACD Plan

EMPLOYEE NAME:	John Kenny	STAFF ID NUMBER:	02330467
LINE MANAGER NAME:	Karen Swabey	HEAD OF SCHOOL:	Karen Swabey

A 3 year plan is to be completed and reviewed yearly for your current position. If you start in a new position, a new 3 year plan will be required.

POSITION DETAILS:	CURRENT POSITION TITLE:	Senior Lecturer					
	CLASSIFICATION: ACA-	C			FTE%:	100	
	WORKLOAD ALLOCATION:	RESEARCH %:	40		T & L%:	40	SERVICE %: 20

Criteria	3 Year Plan Objectives	REVIEW		
		Use the following indicators: A=Progressing as planned C=Completed/objective met X=Not achieve/behind schedule O=Obsolete/no longer relevant		
		2016	2017	2018
		Annual Objectives Performance Measure	Annual Objectives Performance Measure	Annual Objectives Performance Measure
SCHOLARSHIP (Professional Dev)				
Qualifications to be commenced				
Other requirements				
TEACHING				
Units to be taught each during probation	<ul style="list-style-type: none"> Teach and further develop ESH250 (ESH150), Teach and further develop ESG795 Develop science elective proposal for 2017 			
SETL/eVALUate requirements	<ul style="list-style-type: none"> Continue to receive good evaluate reports and feedback from students and improve the units. 			
Teaching Development activities	<ul style="list-style-type: none"> Further refine ESG795 Participate in TDG in Health Science on WIL Develop a school-based science elective in B.Ed. 			
RESEARCH				
Research income	<ul style="list-style-type: none"> Apply for DP170100061-ARC proposal (\$500 000) Participate in ARC team (\$800 000) 			
Publication requirements (journals etc)	<ul style="list-style-type: none"> Submit 6 journal articles: AJTE, RISE, JHEPM Submit 2 conference presentations and a refereed paper pa ECER (Dublin), ASERA (Canberra), ESERA (TBC) 			
Books/chapters to be published	<ul style="list-style-type: none"> STEPS Project research book 			

(School/Faculty) – Academic PACD Plan

HDR supervision (Primary or Co-supervisor)	<ul style="list-style-type: none"> Co-supervise Deepa Chand (M.Ed. Research) (50%) Other students as they arise. 			
	Other research activities	<ul style="list-style-type: none"> Analysis of National data on workload and performance management for NTEU and publish in key journals such as JHEPM 		
COMMUNITY				
<u>Internal</u> Community engagement for the institution	<ul style="list-style-type: none"> Elected staff representative on Academic Senate. 			
<u>External</u> Community engagement for the individual academic	<ul style="list-style-type: none"> Work with NTEU academic working party. Review 3 journal articles pa 			
SERVICE				
Internal Service	<ul style="list-style-type: none"> Graduate Research Coordinator (GRC) Faculty academic workload consultative committee (AWCC) 			
Development and Capacity Building				
OTHER (Employment Conditions)				
Proposed annual leave plan.	Long service and annual leave planned.			
Do you plan to apply for promotion?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Do you plan to apply for study leave?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Where do you want to be in 5 years?	In the next five years I will be reducing my commitments from full-time work to part-time but continuing to be active in research and teaching.			

Objectives can be added during the 3 years of this plan; where this occurs add a row under the relevant rubric (e.g. Research) identifying the date the objective is added and refer to the addition in the annual review free text box for the relevant year.

*SIGN OFF OF 3 YEAR PLAN	
EMPLOYEE:	LINE MANAGER OR HEAD OF SCHOOL:

YEAR 1 REVIEW:	SIGNATURE	DATE
Employee Review Statement:		
Line Manager/Head of School Review Statement:		

YEAR 2 REVIEW:	SIGNATURE	DATE
Employee Review Statement :		
Line Manager/Head of School Review Statement:		

YEAR 3 REVIEW:	SIGNATURE	DATE
Employee Review Statement :		
Line Manager/Head of School Review Statement:		

*SIGN OFF ON COMPLETION OF 3 YEAR PLAN	
EMPLOYEE:	LINE MANAGER OR HEAD OF SCHOOL:

Attachment JK-12

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

General intensification.
Also bleeding support (more admin demands; less admin support)
More admin work
My workload has dramatically increased since going to going to an Australian university from American academia.
More teaching less research
Financial pressures on institutions are requiring academics to teach longer hours
Increased administration, more teaching and greater expectations for teaching and research outputs.
More admin less research allocated time. Increased admin responsibility
During this time I moved from casual to continuing so it is difficult to compare.
admin and teaching workload has been intensified mainly via online systems
A huge increase in admin related to teaching/ course coordination but also to research.
Higher expectations, more work, less time to do that work.
Increased emphasis on research outputs has meant that my workload is now split between Teaching and Research
Vastly increased teaching load, frequent new course development, development of online course components and delivery-very time consuming with no account for this in WL, online marking- very hard on eyes, supervision and facilitation of casual lecturers and tutors, students not attending on campus courses yet still expecting to pass and university not allowing mechanisms for lecturers to ensure attendance compliance. University expecting that majority of students will pass yet many disengaged. Students not completing readings. Tutorial sizes are 30, far too large. School re-titling tutes as workshops that then attract half of the workload points- very sneaky and simply not fair.
Students require more consultation time
Assignments require more attention, more feedback
Units constantly need updating yet we don't get the workload for that
Ongoing workload intensification. Continual addition of new tasks that are not included in the workload, along with reduction in hours allocated to existing tasks. Apparent expectation that online work be conducted in volunteer hours ('invisible' work).
Manageable
Dreadful
I am working more hours and not many in things which I am truly passionate about
An increase in teaching "efficiency" has led to bigger classes with less casual tutoring support
Overall and increase of 25-30% plus on constant aggravation due to repetitive reporting and crap management at UC
I have taken on a leadership position. I don't have time for research anymore. I have far more to do than I have time for. I have had to stop working in evenings and weekends though because it was having a bad impact on my health. I now just do what I can.
shocking

As RMIT seeks to engage on its path to world domination in terms of student numbers there is more pressure to teach for as we are constantly reminded it is their fees that pay our salaries (and those of the ever increasing army of highly paid academic bureaucrats)
Increased
I have only been in this role for 2 years - so cant really say
increased substantially
Increased admin - centralisation of services has not reduced admin
When a workload policy was introduced, my load halved because it revealed that I had been doing twice as much work as I should. Since then, the actual number of hours allocated to a task has been tampered with (reduced) to the point that my load is back to where it was before the policy, but now legitimised by the policy!
more admin so less time for teaching; more tasks involved in teaching but no increase in teaching load. And now there's pressure about research, with unrealistic ideas about how long it takes to write a paper & then not given any credit if you write one but can't get it published.
Higher expectations for research output combined with higher demands for teaching.
It feels like more and more is expected of us
Doubling of the teaching load & significant reduction in research hours.
Increase in expectations around catering to student needs whilst maintaining/increasing emphasis on research.
The expectations of my role have increased to include additional teaching, project/program management, commencing a PhD, Curriculum development.
More administration and broadening of responsibilities to include marketing, recruitment, WHS etc
The major change is the increase in administrative work which is not recognised
Huge increase in administration accompanied by pressure to increase teaching and research outcomes in the face of stiff competition and reduced resources
A notable increase in teaching and administration
It has increased, unnecessarily, in the paperwork.
Since submitting PhD, workload is much less (obviously). Working full time and writing a thesis, managing a family and having a life is very time consuming.
I can complete my teaching requirements in 40 hours per week, but I have no time for research. My choice, as a fixed term academic, is between work-life balance and achieving research outputs that will secure me longer term work. As a parent, I choose work-life balance, so it is unlikely I will continue to be an academic when my contract finishes in 2018.
Same amount of teaching, lower workload calculations.
Not so much more of one particular thing but feeling stretched across a number of different areas
More admin work for academics
not favourable
higher student numbers, more non-productive institutional administration, more non-productive institutional administration meetings
more paperwork and increased burden of regulation. More approvals required to progress research.
Poor admin systems and centralising of admin roles have not delivered the promised reductions in administrative duties for academics. Many 'invisible tasks' are not adequately recognised in workload models. Localised workload models are a source of bullying and manipulation by heads of schools.
Large increase in student numbers
Changes are poorly planned, poorly communicated and frequently underrepresented by management.

A great deal more administration, a lot less time for research
My workload increased dramatically due to restructuring and confusion of managers as to my work area; last year I reported to 5 'directors' of my workload, each of whom treated me as if they were in charge of me.
Large increases in teaching workload and teaching related activities - mainly by reducing the amount of time given to particular tasks (e.g. time for assessment) and increasing complexity of tasks (e.g. mandatory pre/peri/post moderation of assessment; designing common assessment and criteria across different campuses with no increase in time on workload; etc.)
EXTREME increase in administrative tasks - mainly through increased reporting and paperwork to upper management.
Very reduced workload and financial support for research.
It's not that workloads have increased per se, but that the pressure to publish has changed the landscape dramatically. i quite happily work above 38 hours regularly, what I resent is the pressure from the institution to meet unrealistic targets.
Increasing load with fewer staff
More teaching; more marking; more admin
When I first started I had a development position that meant I was allocated extra time for research. I am now on a standard 30% research allocation for my grade, which is less. I seem to have more teaching now, although much of this is coordination if money can be found for tutors. My workload is sporadic, with peaks and troughs. The pressure to capitalise on the troughs to do more research is strong, but my energy levels don't always allow for this.
Workload has increased and so has the compliance with various aspects of teaching, student management, etc.
There is more administration to deal with than previously and with the push to online teaching, more time is spent responding to students' emails and posts (outside of the normal face-to-face teaching time).
Greater focus on research performance
In the past five years there as been a significant increase in administration and reporting, as well as a constant demand to embedd more in the circulum in response to sector changes. Which appear to be on top of normal reviews and changes that would be undertaken as part of normal reflection and updating required each semester. Time allocations are reducing and seem to work to a model that teaching time is the only time we are allowed to deal with teaching, non teaching time is research and thus the course and program review and change work comes ontop of and happen after hours.
Too much administration, too much un-counted teaching related activities, very little time for research = immense pressure
increase in student admin, increase in marking times due to increased student numbers increased expectations from research outputs
More administration and more direction over the last 6 months
There hve been changes from eyar to eyar, however, the overall workload has remained unchanged.
Higher expectation to perform all activities without recognition of actual hours to undertake
Massive increase in admin, especially student email (literally 1000s of them!). An increase in time spent in meetings/workshops and other busywork to comply with 'innovation' initiatives instigated by upper level management.
Due to increased governance have noticed substantial increase, feel teaching only is quite manageable, governance however grossly undervalued.
More demands on teaching which continue all year round. Harder to achieve breaks to do research.
Ever increasing changes in demand - More work less time allocation

more red tape and administrative requirements, very prescriptive and greatly overworked
More admin, less time on research and teaching.
The university has become more focussed on teaching. There is very little opportunity to work on my projects during the week as time is spent on preparing lectures and student activities in class.
continually increasing
constant reduction in working conditions lack of respect for staff extra duties downgrading of importance of research with subsequent reduction of time allocation
More administration. More pressure to bring in external funds, change from being employed at Monash Gippsland to FedUni has been immense and consuming. A lot of my workload increase relates to a new role as Associate Dean, but also organisational change, and staffing losses.
NA
Due to external regulatory authorities, administrative duties have more than doubled. Also the added focus on research has increased pressure.
Changes to procedures and forms.
no comments
More to do in less time
More research
Red tape and meetings increasing
Expected to undertake more non-teaching related technology
Use of email has increased as a general communication medium. There is an increased requirement for formal meetings for general collegiality or research discussions (due to reduced availability of people's time). Increased number of tasks being completed in personal time.
1. There is a great deal more administrative work and additional tasks such as re-writing courses and units, writing online units, mapping units against external criteria. When workload is allocated to such tasks it generally falls short of the reality of completing the tasks. 2. Admin staff are less available than previously; when an admin staff is absent there is no replacement person provided. if this occurred occasionally it would be manageable but it tends to be a regular thing. One admin person can actually only work about 8 months of the year and so for the other 4 months there is actually no one available. 3. It would seem that there is a lot more to do in regards to the coordination of units; this seems to be because of a greater use of sessional staff and a greater focus on student experience. Unit coordination is not actually given an workload allocation yet takes up a significant amount of time.
Teaching ESL in 10 week sessions. No breaks between sessions in reality. Compositions in the classes taught differ from session to session, depending on calibre of students and numbers thereof. Low numbers may mean a couple of levels combined to make circumstances economically viable.
the recognition of specific and formal workload allocations has been abandoned. we only get rough estimates and therefore no credit for a number of tasks/
higher research expectations - more demanding service component
largely due to increase in admin. expectation for research and grant writing have increased as well, but one can choose not to go for promotion ...
However, if one's actual employment hinges on research profile, then the situation quickly becomes unsustainable.
Increased teaching loads along with increased expectations to publish.

A lot less administrative support, exacerbated by a restructure that means a lot of support staff are new to their roles and not always able to help.
Each year, I am required to teach new courses and produce new material.
Employer expectations have increased in admin, teaching and research.
Teaching has tripled, research demands have significantly increased whilst time for research has reduced.
An increase in the administrative duties associated with teaching and learning particularly in relation to online education (distance students)
Greatly increased
More and more tasks (especially teaching and research supervision) are allocated fewer and fewer hours in the workload model, and many administrative tasks assigned after workload negotiations for the year have been completed, with no hours at all assigned to them. Research suffers as a result.
I have only ben an academic for 18months. The expectation to teach and research is unrealistic as a ECR as you teach maximum and thus have less time to do research
Less teaching and more admin, no change in research
Increase in face to face teaching, administration, coordination, and placement visits. Expectation of online presence through learning management systems. This is fine but the increased expectations of using new technologies and software is time consuming especially when the teaching is still face to face. Very little time to complete doctoral studies and no opportunity to have a very light load so that an intensive semester to complete the doctorate is possible.
The implementation of the recent workload changes at faculty level has got serious anomalies. This is evident by widespread demoralisation of the staff. Currently there is a dispute regarding this.
Teaching increase from 40% to 70%
It hasnt changed. I have been overload the last 3 yrs continuing
Increase in administration, contact hours teaching, in number of subjects, in number of new subjects. Research tends to be done in personal time.
The amount of work that I am carrying out increased but the percentages on the workload excel spread sheet has remained the same or a little bit decreased. I am working far more than the excel assumptions.
Moving goal posts and increased teaching
it's increased
Have not been here long enough to give a reasonable answer but changes aplenty
More administration without support
As a new academic on probation, I had 60% of the normal teaching load. This was a good amount of students still and I feel it was relatively manageable whilst fitting into a new position and country as I immigrated here. However, the 40% increase post probation (two years into the position) is virtually impossible. I have had to figure out ways to do my job with less precision and quality just to finish things like subject preparation and marking assignments. Further, in the three years I have been at this university, the amount of changes to the administrative workload has been astounding in every area of teaching and research. There has been so much change from when I started in January 2013 no one has been able to know what is actually going on and the changes will be even greater in 2016 as we are being "restructured" and losing our tight administrative support. The victims of this will be the students who will receive poorer teaching and support.
significant increase in administration (including correspondence) and logistics coordination and management
much more teaching and admin work than before.
Workloads have intensified and are often completely unreasonable.

not enough time for research
Huge increase in admin and teaching at the expense of research.
Much more administration, more students and less money for hiring casual staff for tutorials and marking, and more students with mental problems and general study problems, which takes a lot of time (and energy) for the staff. The fact that we have more students, and that a higher proportion of them are quite weak students and often have mental health issues, in combination with less money for hiring tutors and marking help does create some major time (and fatigue) problems sometimes.
Academic are now expected to produce all study materials without external support. Increased student support with easy access to academics online and increased student numbers.
They have increased by 15%.
Responsibilities have increased. Additional work with curriculum redevelopment not counted in work load. Increase in supervision at Honour and Master students which is not counted in workload.
Significantly more admin, while increased pressure in terms of research output
more students, more coordination of bigger topics and more use of technology
The volume of administration/service has been increasing - everything that is not clear-cut teaching or research (including honours students supervision, chief examiner's role, conference track chair, etc.) has been loaded to service. For Level B in my institution, the expected percentage of service is 20% of the entire workload. However, with annually increasing of service proportion, I think it's now over 20%, which made me having insufficient time for research or have to work over-time to make up the time for research.
With teaching workload, although it's not explicitly increased, the faculty has been cutting down the number of units in the last five years. This means I have to teach new units almost every year (as the ones I teach have been cut every year), and there are more students in each unit (as the total number of units is down while the student number is up). As a result, it indirectly increases my workload for teaching-related administration and preparing for new units.
Remained the same
Heavier and keep increasing
Understaffing in my area has meant taking on a much greater administrative load than some of my colleagues. Under-resourcing of the sector has meant that full time teaching positions have been allocated to casual tutors (postgrads) who require constant mentoring, whilst course preparation falls to those of us on staff.
more time needed for research activities
The university grinds every last ounce of teaching productivity within the illusion of a framework that provides the time & space for research.
I am penalised with additional teaching hours because small classroom numbers - yet I still spend the same amount of hours in front of students, preparing and marking. There is insufficient time to develop my craft and actually enjoy the job.
Increased administrative work , with less support for doing this. Changing expectations from students, with more expecting immediate responses to queries 24/24
Increased insecurity and emphasis on measures of performance mean I feel like I am under constant scrutiny and surveillance, despite being a productive researcher and competent and well-liked teacher. I feel like my manager views me as a risk to be managed in an environment populated by risks, primarily financial. I'm frustrated and appalled by the lack of humanity in the management levels of Universities. I can't understand why a purportedly smart group of people can have fallen so strongly for an ideological approach to institutional organisation that is so bad for the individuals who comprise that institution.
Increased engagement with online environment. Especially in regard to marking, and provision of audiovisual feedback. Increased video content that requires time and scripting and multiple takes
large increase in administration

I have always felt able to manage my own workload.
increased teaching allocation and administration
Teaching commitments have continued to erode research time
more admin duties
more management duties
higher administrative load and more emphasis on research outputs without lessening of teaching load
Increased and keeps changing
more forms and approvals and OHS and chemical and GM audits and credit and travel reconciliations, cumbersome ordering, processes for everything from enrolling a student to hiring/promoting staff.
More pressure for grant applications and success, to have a group, do interdisciplinary science with meetings meetings meetings and not chunks of time to think and stop and perform.
A large increase in the amount of administrative duties. Leaves little time for research, which is hindering my chances of promotion.
Teaching is the same, however, research dropped a lot since the university is focusing on one area of research only
expected to increase research output with no reduction in teaching
My teaching workload increased significantly. No research day is given as I am now a teaching-focused academic. This is fine with me now, but I wonder how much research intensive academics are producing their expected outcomes.
Administration matters have increased
Recent changes in the Workload model at my institution have led to a significant reduction in the time allocated to my research. In addition research workload was previously based on retrospective output and has since switched to current output. With the switch, no transition period has been allowed which has meant that highly research active academics such as myself have been robbed of work that has already been completed (no workload points for the now retrospective work that has already been completed under the old model). For me this works out to approximately a 20% reduction in my workload points each year for the next 3 years (despite having done the work).
In the new model, without applying for category B research, non-research active staff only teach 2hrs per week more than research active staff and are seemingly able to take all of the summer off whilst research active staff are catching up on their research.
If the university does not want to place an emphasis on research, that is fine, but a transition period should have been allowed.
Increased administrative responsibilities and research supervision responsibilities without a corresponding reduction in teaching load.
Much more work time required to get the job done, paid for 7 hr days (35hr week) and never work 7 hour day. I am very efficient but the amount of admin is endless and student neediness and numbers have vastly increased over recent years. Workload is increasing and mgt have expectation we will work weekends as required we also have to be available from 8am to 8 pm for classes and can be allocated classes starting at 8 and finishing at 6 on same day. That is not a 7 hour day. Just been informed the marking load/ words per paper for an hour has just been increased as sessional budget is going to be less in 2016. 'Time in lieu' is unheard of in my workplace for academics but admin staff get it.
More units to teach up to five per trimester, pressurized workplace environment, less resources. family time has been eroded
I have recently returned from maternity leave so have been more strategic with what I devote my time to. Therefore my workload has decreased, but my effectiveness has not.
Greater requirement to develop teaching resources which requires time in planning and implementation

there has been no significant change other than some addition administrative duties added.
Keep increasing
significant
I cannot keep on top of the technical administration and 'risk prevention' requirements, both those imposed by the institution, and those I find necessary to protect myself from student dissatisfaction (which equals negative feedback in SES)
Much more admin work plus WH&S risk assessments to be completed plus seeking copyright permission for use of images for online lectures is daunting
Increased
University has much higher expectation on research output, particularly research income, than before. This has resulted in that only the outcome KPIs are taken into account when assessing performance and workload seems not to be a concern any more. Nobody cares how much time you put on trying to reach the increasingly higher expectations, some of which are set unrealistically high.
My workload and the university expectations are unreasonable and I am exhausted from working exceedingly long hours with no recognition or empathy by the university.
It is increasing each year with further expectations placed on staff. Especially if you are seeking promotion
<ul style="list-style-type: none"> - The number of admin staff have been systematically reduced passing the load to academics instead. - In place of admin staff some on-line information systems are now offered to support teaching and research information management, travel and other requests. The systems were developed without a good understanding of academic context and are mostly user-unfriendly. Use of this systems is time consuming, often stressful and quite inefficient. A lot of useful time is wasted instead of saved as the result.
I have been an academic for 18 months and have not noticed any changes in my workload in that time
Increase in research supervision load, increase in administration/coordination work
Small tasks and teaching related commitments keep getting added to my load. These are never allocated many points so it doesn't increase my overall load much from a numerical perspective, but adds to the incredible number of things I have to be doing and be on top of. My load always stays at the expected level despite being given more teaching and more responsibilities. The numbers appear to be manipulated to keep the points total to the agreed level while managing to give me more to do.
Cost cutting
having come to Macquarie University from a European country I find I have much more administration to do here to justify my performance
The work requirements are intense and have been since I first commenced three years ago
As well as a full teaching load, increased admin & multiple subject co-ordination responsibilities in addition to curriculum planning & sessional budgeting duties . Many more meetings and deadlines for timetabling, eh&s and other trainings (eg LMS etc)
More is expected with less support
No real change in workload, but increased time spent in reviews, performance assessments etc.
More teaching and administration
Much greater administrative load. Heavily weighted to co-ordination, managing large student cohorts and sessional staff.
Not transparent enough
i'm too new to tell
The amount I am required to do has increased but I haven't been promoted
It has always been this way

busy
Growing time used filling out forms, as the delights of the entire universe going online are visited on us. Online is the kiss of death - it is a mechanism for shifting workloads away from administrators and managers. Crippling compliance requirements for WH&S. Increasing and unreasonable demands for research output, that augur against world-class research and encourage mediocrity, which is more likely to be rewarded. Absurd administrative requirements around teaching quality, generally be people who never teach or do it very badly.
No change - I have always needed to work longer than paid
There is an increasing amount of admin necessary
Too much additional administration that does not contribute to enhanced productivity
No changes still same issues: too much administrative duties not enough protected time for research
Increased demands in all aspects of the job
More and more teaching and admin. Higher expectatuons from student and institution. High expectations of grant success
Astronomically increasing expectations with a workload policy that does not enable work-life balance.
More pressure on research performance means supervising more post-graduate students
The best word is 'intensification'
I don't think it is any better or any worse in the last ten years apart from the increasing admin. I'm not saying this is a good thing but just that the pressure over the last ten years has been incredible.
Expectations have increased. More pressure.
Heavily increased
Over the last five years my workload has dramatically increased. Part of this is as a result of the change from an EFTS model (based on the class size) to a hours-based model that does not fully account for the difference between teaching 45 and 450 students in a semester. In addition, over the last few years, my marking load has quadrupled. It seems that each year my performance targets for research are harder and that a collar around my throat is tightened and tightened.
perfectly reasonable
Increase in workload
Changed countries, so hard to compare, but teaching workload double prior institution but research/admin same or more.
Steady increase especially in administrative tasks that are not assigned workload. While given workload for face to face hours there is only token consideration for development.
Really challenging
This is my fourth year in academia and every year that I am here my workload increases significantly.
It has been extremely heavy however, this year, I will be allowed to reduce some teaching workload to compensate my admin workload .
New units to be developed without any time given in lieu.
It's not very negotiable. Workload seems to be done for us with very little consultation.
Larger classes mean more marking hours. There has been a significant increase in paperwork/admin to do with course field excursions/camps, coordinating courses for large classes and dealing with increased student issues such as medical, extenuating and disability action plans (which also encompass mental health areas) as well as in creating online learning exercises for classes. All this has been done with decreased budgets for teaching - i.e. less funds for staff in addition to the lecturer/teacher in pracs and on field camps, and a decrease in the number of professional staff who look after the equipment and consumables in teaching laboratories
1. Related time-consuming teaching administrative demands have proliferated

2. Tutorial loads have increased with less access to casual teaching relief
3. Absence of study leave (because have not published since last because no time for research though I have remained research active with journal referee reports to prove it) means teaching is relentless with no sabbaticals or little opportunity for research except in breaks and weekends.
4. Classes are starting earlier and ending later as University tries to maximize room bookings including for parties external to university
Administrative load has increased substantially, typically by core admin functions being devolved to academic staff and an increase in the variety and complexity of administrative functions
Increased bureaucracy, unworkable 'workload model', less reward for quality teaching, more pressure to publish more often.
Increased administrative load due to red tape issues, and decreased technical help
n/a
Harder to be a decision maker about what I will do, management have become more executive in their approach.
Continuous revolution and demands to be more productive
Increasing student numbers without increasing support
increase in administrative load
Increased expectations by myself and faculty to complete job to high level
The workload over the last five years has increased. We are now being asked to perform all of the administrative duties that would have been performed by our professional staff with no compensation on our teaching work load model. We are now ask to to do online marking which can be done anywhere. This has been pushed as a benefit from the point of view of the University, but it means as an academic you can never escape your marking as it always follows you around. Also the online marking takes a lot longer than physical marking as the online system is not as quick for downloading documents and not all documents display properly. We did not have any training on how to use the new system, along with our administrative staff and this has caused much stress and anxiety in delivering the new marking system.
Also we are expected to teach larger classes with students whose grasp of the English language is not adequate for University study.
I have to spend more time to apply for funding and administration of funding.
More students, less casual teaching support for tutors/marketing (so more work for me). Less internal research funding.
Huge increase in administrative work mainly bureaucratic multi source justification documentation. In addition teaching related course and exam administration has also increased with larger annual cohorts of students. Constant reform constant change and lack of institutional coordination
Shift into more teaching administration work that is really not needed and remove the enjoyment of teaching for the sake of compliance and policy.
In the last year the workload allocation for teaching at my university changed and it is now vastly improved. I still believe that more hours should be allocated to research.
"Outsourcing" of central admin to academic staff - Increased teaching load - increased student demands - increased preparation time - increased time-intensive electronic media
more contact hours, large increase in admin load, higher research expectations (volume and quality)
Increased administration and regulation of teaching/assessment
Always being asked to do more, often with less but always more than was previously required
Much more top heavy admin tasks to complete

Greater teaching load with increased tutorial size 25 to 30. Significant decrease in research funding
Teaching massive numbers of students is my punishment for not being sufficiently research productive. Not being sufficiently research productive flows from my choice NOT to work at night and all weekend.
increased
More clerical, admin work that takes time away from research and teaching.
n/a
I now work precisely as I wish so answers to above questions difficult
Intensified in teaching through fewer weeks each semester coupled with expanded and expansive claims of course and program outcomes. Work harder to meet student expectations and those of their future employers. Writing for publication can tend towards the formulaic.
Increase in workload and administration and decrease in job security. An increase in units being offered, and new units being developed, however no increase in staff FTE to complete this work
new managerial compliance, supervisory and reporting requirements have been superimposed on existing requirements
Increased admin load and more confusing systems and processes
I still teach 5 subjects and unit coordinate these as well as unit coordinate one more, plus manage a few sessional staff. All of this is done as a Lecture A level because I am on a contract which only allows you to apply for promotion during the first 1.5 years of a contract- so a catch 22. Also I find it really difficult to accept that if I teach one subject of 60 students versus two different subject of 42 students I receive more work points. I really hate the work points calculation as teaching is hardly recognised. I have a lot of research potential having developed scales to measure trust etc but teach too much to do as much research as I would like to do. So I am going to do a pay cut and go part time to .8 or .9 so I can teach less and do some writing.
Completion of the RPRP form is not only very tedious, but also useless and completely disconnected with the reality of research. Research follows opportunities rather than planning, and should be assessed based on outputs/performance, rather than planning. Having to complete the very tedious, useless, and disrespectful "planning" section is ridiculous for all academic who maintain a satisfactory level of performance. I cant believe that the union, who is supposed to represent us, has agreed to this specific form when all was perfect before that.
Increasing
Number of students has increased which also means more marking
n/a
In general, increased bureaucracy and less assistance. For example, teaching has become more onerous: with increased volume of admin tasks; more flexible study options being offered to students (i.e. in addition provide full content alternatives to attending lectures and 24/7 availability); and greater quantity and extent of assessment quality assurance tasks. More weekends and evenings are now spent marking assignments and preparing lectures or lab classes because these "soft" tasks get squeezed out of the week days to make way for "more urgent" tasks.
Workloads does not encourage research but it is expected
Increased workload, increased responsibility, increased expectation for higher research output.
increasing admin, forms, etc related to both research and teaching
Increasing every year, with teaching and administrative load increasing most significantly. The consequence of this is significantly less time allocated to research (despite increasing pressure to deliver on research outcomes).

Larger classes and less time for research
More admin. Less research time. Same amount of teaching but blended teaching approaches increase prep and admin time.
Increasing.
Unit administration and administrative roles within the department are increasingly onerous and there are insufficient snr people capable and able to take the roles on.
We have a new professor and we have some new staff in the school so I have been promised that my teaching workload will be reduced in second semester 2016. It has not been reduced for first semester.
Leadership has increased, coordination has increased, research expectations have increased
workload has increased as university expects more of their staffs in an increasingly competitive environments. More academic staffs work in the evening and on weekends, especially if they want to stay ahead in their research.
admin expectations have increased dramatically in the past 5 years. Quality of student has dropped requiring much more work to help them successfully manage their studies
Increasing workload demands, particularly for course coordination, in a managerial culture mean that research has to be done on weekends and in annual leave periods.
drastic
it has increased
It has become more complicated to complete in advance and I always do much more that it is planned.
Far more students in each class.
No longer pleasurable...too many changes to systems...lack of admin assistance...increasing pressure to keep students happy...plus expectation of publications as well
bureaucratic and managerialism plus technology have intensified the work - the high number of NESB students means that teaching is more intensive - high class numbers - for example the topic I coordinate this semester has approximately 700 students - the topic is offered 3 times as summerschool and in 1st semester (7 classes each time it runs) with classes beginning 11th January but the workload model we have in this school gives me the same workload as if it the topic were offered once. The teaching team apart from myself is made up of casual hourly paid teachers. This is only one example - also the requirement that marking will be undertaken electronically increases the time and effort to turn around assignments but the expected turnaround times have before shortened to accomodate the timetabling - for example someone teaching 3 classes (90 students) would be expected to turn around assignments for all 90 students in 14 days - the time allocated for each assignment is not realistic particularly with the NESB students - e.g. 45 minutes to mark a 3000 word essay with comments etc. including downloading an up loading. However at the same time because the workload model is not the same even across the faculty, peers working in other schools or departments in the same faculty have significantly more opportunities for research and writing. Expectations of students have changed e.g. communication with students has intensified - the ease with which students can dash off an email and the expectations that they have about my availability to respond is an additional work stress - nothing to get a student complain that I didn't answer the email they sent on Friday night.
more admin
more subjective and less focused
Rate of change has increased - no two years of teaching the same. Increased admin related to increased casualisation and need to provide so much on line for students - e.g creating lectures on line. Requirement to convene - coordinate subjects across a number of campuses - adds a huge amount to workload. Need to Manage issues created by casual staff. Research and writing mostly done on own time. I am in demand to present at conferences and provide PD based on my research and yet this is additional to teaching load. Takes a lot of time for planning and travel in addition to presenting.

More research expected, more teaching expected, more administration expected. Very little administrative support (less than 5 years ago).
More bureaucracy, forms, paperwork and unclear administrative processes. Increasingly bulky, ineffective systems which introduce considerable error, and waste time.
There is much more pressure to take on students and do extra teaching and research. This partly due to increases in student volume and a university strategy of allocating administrative duties to academics.
much more marking, more onerous requirements regarding student feedback and online work
Increase teaching load, minimal research time and no recognition to well done admin job.
increased
More admin with expansion of online learning, more pressure to publish and get grants etc
Mainly increases in administration. Too many forms that are redundant. Also, some of this administration could be the role of professional staff not academic staff. Yet it has become the role of an academic, which is a waste of academic time that could be spent on research.
More time spent on administration rather than research
The recent change in the workload for service is merely 5% of the total hours. Even checking and responding over an year will consume more time than that.
Pressure has increased due to evolution of online learning and new delivery modes such as Summer School. While we are given some additional workload, it is insufficient.
I'm given more admin as I've become more senior, but I'm also better able to manage my time so it doesn't overwhelm me as much
Far more administrative work and administrative paperwork
Need for more research and publications and grants
my workload has remained largely constant which is 30 points over our workload quota. Research is the area that is sacrificed (especially publications) as the only time to do them is after hours or when on holidays
Increased administration. Expectations of increased availability from students. Increased student numbers. Increased requirements for research outputs to remain competitive.
Decreased academic freedom. Increased centralised control.
More administration
more teaching load, less time to do my research.
New workload models have increased teaching and service requirements. The benchmarks for research are high considering workload allowances. Administration is increasingly relocated from professional and admin staff to academics.
I have spent four years trying to get a research track record, working up to 80 hours a wee. Last year I did not do this. I got study leave which allowed me to meet my research output. This year I refuse to work more than 38 hours but I am not sure what the impact will be on my employment over the coming years. The last two years my admin load has doubled. As a course co ordinator it is impossible to publish at all. I have now refused to continue in the role of course co ordinator which created a near crisis in my college due to the lack of any available staff to take it on.
INcreased
More admin, stricter need to produce research. Our workload is done right to the number of hours in a year
More is expected in all areas: teaching, research and service.
The workload has increased but the expectations have also increased on making sure my teaching scores remain high.

administration workload has increased significantly
Increased workload in teaching
As I have been promoted I am teaching less but I have more admin responsibilities
Increased pressure to publish at the detriment of value or quality
I have had to increase teaching and administrative duties losing secure time for research.
increasingly occupied with unproductive bureaucracy
Larger class sizes resulting in more marking which is very time intensive - smaller sessional teaching budgets means I have to cover most marking myself.
A higher expectation to engage with community has increased the amount of time I spend on projects not necessarily related to my own teaching or research.
A greater expectation to market degree programs has increased the amount of time I spend on these activities (designing marketing materials, presentations at schools).
I have only worked 1 year as a teaching academic, and this is my first academic position ever. My workload is slowly ramping up since I am still in the learning phase.
Continued to increase unreasonably and unfairly.
More processes and procedures in place which means more administration roles. Many of the administrative duties I handle could easily be completed by someone with qualifications at a much lower level than I.
Extreme increase in teaching expectations and increased demands from the university on quality of teaching using student evaluations of courses and teaching, metrics that have been proven to be statistically insignificant and biased
more students, same staff therefore more teaching, marking and administration
Completely responsible for all on-line material and teaching
More administrative duties - OHS, ethics, finance, travel, and teaching administration (more student e-mails, preparation etc), all of which don't "count" towards productivity measures.
The expectations around admin and teaching have increased considerably - it is just impossible to manage
Unable to comment as I'm in a new role
Increased administration including wrangling of multiple, inefficient and outdated systems. Self-management of travel, increased demands for reporting of work done, increased demands to be involved with marketing and promotion, including raising of philanthropic monies for the University. Increased expectations of availability from students and of meeting those expectations by the University. Increasing need to demonstrate excellence through application for and winning of competitive research grants, despite decreasing funding being available through such schemes.
More time allocated to preparing video resources
I have moved from sessional academic with a part-time APT appointment to a full-time contract academic. My workload has actually improved marginally because of this.
My workload has almost doubled this year due to the addition of an online course to my regular workload
long and stable
As above, increased paperwork, increased teaching, less time for contemplation and research.
Increased responsibilities but no change in workload calculations
<i>[answer omitted as would tend to identify the respondent]</i>
Large formalised shift towards teaching but an implicit demand for research in personal time.

More and more
More surveillance, more bureaucracy, more admin
More emphasis on research output and publications.
more administration, less time for quality teaching or research and service to the community and the profession. Education has become a business and a factory model. The trimester system has increased our workload enormously and increased stress levels.
I have worked hard and as a result have been rewarded through a continuing position and a promotion.
increasing every year
increasing
As the only permanent staff member in the program until this year (2015) the workload to co-ordinate, mentor and administer the student cohort has been immense and extremely stressful.
More admin, more marking, more teaching, more online work, more responsibilities, less time for research
It has only decreased in the last year due to me being more familiar with the workload policy.
Manageable
Severe work intensification and an increased administrative burden.
more administrative burden for teaching, less time allocated to prepare for teaching, less time in between teaching sessions to complete and prepare teaching
No Change; Research only and so I have flexibility in how I manage the hours worked
Huge increase in admin, especially as more systems are moved online. Much greater expectations of individual interaction with students. Far less admin support in terms of day to day tasks or oversight of processes. Greater expectations for research, publication and grant writing.
The administration changes have greatly impacted on academic workloads and the policies for students have greatly increased accountability and form-filling
Administration workload has increased hugely.
More bureaucracy, more management, more administration
Increased teaching and admin associated with teaching and with performance measurement
I can't get everything done. The marking has increased exponentially. Semester 1 2016 I've been told I am teaching 3 units with a total of over 400 students and am not allowed a tutor because it - I will have to do all the teaching myself. I have no idea how I am supposed to do teaching research as well.
From T&R to Teaching intensive has been a significant change and in level of expectations of teaching delivery hours.
More admin work, more expectation on research output
Unreasonable, unfair
Heaps more reporting on irrelevant matters to incompetent managers
Appalling and can be likened to slave labor. Our School just makes up numbers on a page to reach the 1725 hours required to work per year. I personally have repeatedly asked for the hours distribution to be explained to me properly but they are unable to explain their model that allocates out hours. Staff in our School are not given any preparation time for teaching, we are only given actual hours of teaching. EG 1.5 hours per tutorial = 1.5 hours on allocated workload. Other universities give actual time + 1 hour preparation time for each hour of teaching for the first time and actual hours for any repeat tutorials or lectures. We also run a trimester system so a number of staff get "no break" between semesters and therefore no time for research and it is impossible to get 10 weeks free from teaching for research as outlined in our EBA, yet the university is imposing more on staff for increased quality research output. The only break is 1 week after semester 1 and the Christmas close down period. My head of department expects me to do research during my annual leave on my time.....I prefer to go on holiday and relax as I am entitled to after a very busy year. Further there is no consistency or equity in our

School, where some staff have classes with 20 or less students while other staff have 400+ students, how they get away with it I don't know and we are all expected to meet the same deadlines despite administration requirements being massively different. The staff with the classes with low student numbers also happen to be in the "in crowd" so to speak, so get whatever they want while many others go without and get treated like second class citizens and black banded or sacked or offered redundancy (as has happened) if one dares to complain or question. Class sizes have also been increased from 20 to 30 for example, putting more pressure on staff as well as being detrimental to the student experience for units that require more dedicated attention. Due to larger class sizes, there are less available qualified casual staff to fill in when staff are sick, or need to go on leave, or want to go to a conference etc. Not that we get much chance of going to a conference because the same more senior staff always allocate the limited money to themselves. The biggest problem that has occurred is the increased requirement for ONLINE delivery, of materials and assessments, yet support for this is limited and almost non-existent. Money was allocated in our school and there is still funding left as they did not allocate it out to staff in their workloads, I know I was supposed to get 40+ hours last year and 40+ this year, but got nothing on my workload. Online set-up takes significant amounts of time, none of which is accurately reflected in our workloads, the time all just gets lumped into ONE single figure that has no real basis for its calculation under a title of Unit-coordinator (UC) duties. Further we have offshore locations that require a significant amount of work for a 12 week semester + 2 weeks prior to commencement and 2 weeks after for administration and grades and marking etc, yet the UC is only given on average 10 hours per location for the whole semester (ie equivalent to 1.5 days) We have to deal with offshore lecturers, administration and students during the 12 weeks teaching for units that have 4 pieces of assessment, that requires preparation and organisation for marking, and moderation, grades uploads ongoing communication and then we have a bunch of AOL requirements now where we have to justify everything in online forms as well as make additional communications with offshore staff. This is required for each offshore unit, I now have 3 locations but I did have 7. The hours allocated for this is ridiculous and has no real basis. When I inquire further I get told that's just what it is. No valid explanation based on any real world scenario of the time it actually takes to complete requirements. Further we have an EX head of School that still thinks she runs everything and bosses everyone around and god forbid we disagree with her. In our last school meeting she the "EX" head of school stood up and said the school had no money as the university was now taking 53% of our budget that used to be 47% so the reduced available money meant that it would be managed through workloads, meaning we are all going to get screwed again with they will make up numbers on a page again for our workloads. Why our "EX " Head of school said this baffles me when we have a new head of school that is supposed to be in charge now.....?

more administration and teaching

More teaching and admin, less time for research as a result.

The student numbers are not capped therefore as the numbers increase, so do the hours, particularly on administration. Leaves little time for renewal of content.

increasingly draconian, penalizes individuals with extra teaching but on the other hand fails to reward publication and research outcomes adequately. values managerial administration unreasonably high.

Much Increased - course coordinators are loaded with more and more responsibilities on top of the teaching

Only been an academic for 18 months!

I have only been in this position since early 2015 so cannot comment on changes to the workload over time - suffice to say, the workload is far too heavy given expectations with regard to research output

confusing and unfair / unequally distributed

Increased

Administrative and teaching duties have increased and performance expectations also have increased.

Administration now takes up far more time than in the past

More admin, less time for research but goes with seniority to some extent

Massive increase in teaching workload together with increased administrative workload.

Not sufficient to do meaningful research

OUTRAGEOUS - An ongoing gross underestimation of time required to complete duties.
My first 5 years as an academic were horrific in terms of workload - regularly finding it necessary to work 60 or more hours per week to meet requirements. Now I have mastered my allocated subjects and been given somewhat reduced teaching because of having good research outputs, my workload is more reasonable - 45-50 hours per week. However my colleagues in the first five years of their career, those who have been asked to undertake PhDs and those who have been 'punished' with additional teaching because they haven't met research requirements have unworkable workloads.
Increased substantially.
Unrealistic expectations from Curtin University. Research focused academics have to publish 9 peer-reviewed papers per year, supervise 6-9 students, plus teaching and admin tasks. I was told again this week, by the Dean of Science, that if I did not want to perform unpaid work during week ends and during leave, I was better to go work elsewhere
Slow increase due to reductions in support staff and increased compliance requirements.
There has been a slow and steady increase in the digitization of my work. The inclusion of electronic systems has increased rather than decreased my workload. The teaching systems (Moodle) and email require regular attention throughout the term and students use of them is not regulated by policy.
Increased expectations and decreased resources
More managerialism, less trust.
Only worked here two years, but compared to my past job in the secondary school I work much less in the uni
Increased
Both teaching and research expectations have gone up
Increasing administrative tasks and compliance reporting
In many small ways (such as outsourcing administration tasks once performed by professional staff), the workloads have continued to increase.
Far more administration involved in both teaching and research. Primarily as a result of litigative policy considerations
steadily increased
More email. Greater governance responsibilities. More pressure for research output
high
I've only been working in this field for 18 months, but the teaching load has increased.
It's hugely changed! I used to have 4 hours face to face teaching each semester, whereas now I have to teach 15-16 hours. Again, expectation of high quality research has also increased tremendously.
Research activities intensify
Increase in student population, increase in support or mentoring time from students. Significant time spent of providing support to external students.
An increase in performance expectations across all areas (research, teaching and service).
-
increasing with less support
I switched to Teaching Focussed simply because the time allocated to research is ridiculously low and the expectations ridiculously high.
Increased teaching by 40%. Research expectations up and administration increased due to staff reductions

It is very difficult to make time for teaching.
more admin and paperwork, less time to do research, but expected to increase output. this can only be achieved by working more hours.
More administrative work (driven by ever-increasing compliance requirements) chips away at the time available in my work day in small chunks. While no individual task is too onerous, the sheer number of tasks that will "just take five minutes" ends up consuming a significant amount of time when tallied up.
Large increase in admin especially associated with teaching related duties
Large increase in administrative and ancillary duties such as participating in information evening, entrance interviews for students and alumni social events.
They have made increasingly challenging to perform any type of research and to provide any quality teaching
increased significantly
Increasing over time
Only in position for 2 years
More service and paperwork.
Decreased allocation in load for unit coordination (an administrative function which has increased in my real workload); decreased recognition for cross-campus teaching; decreased recognition for actual time spent supervising HDR students.
I have changed to a teaching-focused academic because attempting to be a research focused academic while raising a family has proven virtually impossible.
Very teaching heavy. Massive increases in teaching allocations
In the last 3 years my workload has increased by at least 25% and in one semester bordered on impossible.
My workload has mostly decreased, because we have more staff. But I suspect we are all still working more than our paid hours.
ever increasing bureaucracy
Increased governance and administrative work
The workload policy used by my Department (which derived from the Faculty policy) essentially 'punishes' staff for inferior research performance by piling on 'more' teaching making it essentially impossible to get back on track with one's research output as most of the working week is taken up by teaching related matters. Only way to improve research performance in this instance is to work on weekends or early morning/late night - not a great option for one with you children!
I am working harder than anyone I know
It has increased every year.
I have had to write new courses at least once a year for the last five years as well as convene large foundation courses in practice led studio work. The amount of responsibility, supervision, expectations and workload has increased each year.
Higher student numbers increase administrative work, organising sessional staff and marking load
devolution of administration. Workload model not transparent. Volume of work increased.
I am only a new academic. But I am dismayed by the amount of administration I have to do at the expense of research time.
Taking on more responsibilities
More red tape, more hoops to go through, more committees more policy, more misconducts and the process is slower than ever
Less points for the same teaching load

more teaching assignments and much less research time and financial support (things started to change since mid-2015 in Monash University).
Increased administration around teaching which is not recognised in workload (e.g., moderation); increased face-to-face teaching, increased class sizes (doubled).
Increased admin and less support
To keep up with the marking and administration (I do OHS as well) I have worked evenings and weekends regularly for the last five years.
Staff cuts and poor morale
Exactly as expressed in the answers to the questions above!
teaching hours doubled in 5 years. Preparation of contents for online delivery requires considerable time, which is hardly recognized, if at all, in workload plans. Simple things such as designing a unit outline or preparing a performance review are now done through rigid electronic platforms and require considerable time. We are requested to dedicate 30 to 40% of our time to research but little is done to make this possible.
Not sure.
Much more admin work and increased pressure to do complete immediately
Use of new workplan models and spreadsheets to increase workloads.
In a teaching only role, the time for teaching is just about right. However, the administration time as course examiner is much greater as we have to do all the admin work related to the administration of the course and its related bits.
Tendency to get job done with extremely limited number of staff, academics now have to play major role in marketing and advertising, endless number of administrative tasks.
1. Increased admin 2. Lack of transparency - clear that some people are favoured over others - cronyism
actual workload has increased substantially but the calculated hours remain no changes. what a smart way to calculate the workload!
Increased student numbers - especially of first year students (many of whom are first in family) has meant a lot of "hand holding" and extra admin work. USC has become more bureaucratic and policy and processes have become cumbersome and confusing - making work more stressful and time consuming.
More. The work required per unit and course administration is increasing.
the admin has increased at a very fast pace
A lack of administrative support and lack of prioritisation of research has led to increased workload
Less admin support so I spend more time undertaking tasks such as photocopying, typing up my own CVs and papers
More teaching hours, less time for research and writing
extremely overburdened
Less autonomy with more expectations and a horrendous level of increased evaluation, moderation and reporting.
More administration that I have to do
It has not changed. It has always been the same, which means I have to finish work during personal time.
Huge increase

Most changes have been in relation to increased admin for undergrad subjects and lack of any workload "enforcement" in relation to postgrad students - i.e. I feel I'm meant to give them any (and all) time they request, rather than as per our workload guidelines.
Much the same but with more admin and reporting.
My specialisation is Teaching. Over the last few years I have spent less time in the classroom and more on adminstrivia
Substantially increased
It has significantly with more admin responsibilities and less time allocated for research, especially for a person who is trying to do their PhD.
increased administrative load, increased admin related to teaching that has no value.
More administration and more teaching -- teaching is calculated to be worth much less in time than it is.
Like squeezing out a sponge, then twist the other way to get more out.
More administration workload because we have less people helping. Less research hours because out teaching model is changing. More teaching.
There is more admin (increased number of meetings, student trackings, etc) and less time allocated with the teaching - yet increased teaching responsibility.
Getting significantly heavier
No significant change.
Increased
more metrics, less human judgement
Untenable, ignored by management
More responsibility associated with moving from early post-doc into more established mid career researcher. I don't feel that I've had specific changes imposed on my workload. I have mostly taken on extra in the desire to be more competitive for grant funding and achieve greater job security.
Less staff for number of students. More time having to spend on administrative roles (since less admin staff).
-more admin -more time i have to spend marking and attending tutorials due to cuts to casual teaching assistance budgets -increased/unrealistic expectations of students (e.g. expectation that i am available 24/7 and that they can just knock on my door at anytime during the day and expect me to drop everything and attend to them)
Deceptive There has been a clear subtle creep to increase workload by using metrics that don't cover the actual work. Additionally there is a significant and increasing level of invisible time. Thus as we move to greater reliance on IT (for research and online teaching) there is a marked decrease in support. I would estimate I spend 50 hours per year dealing with IT issues. We are hearing that the uni will remove all face to face support in a year or two. Similarly there is no admin support and admin demand input from academics at really inconvenient times one on highly inefficient time intensive software.
Increased. One of the reasons I still work is to lighten the load on my paid academic colleagues. They cant cope without help.
admin and marking increases; offshore related activities
There has been a removal of loadings for PhD supervision. Also, somehow (and I'm not sure how) my on paper workload decreased by approximately 30%, yet what I'm actually doing hasn't changed. It's just been a change in how workload has been calculated.

Doubled.
My university has cut admin support and now we academics have to do much more admin. My university cut all sessional tutors contracts and although my teaching load did not go up, I did teach four courses in semester one 2016, and one in semester two, so five content areas to teach into is too much.
Teaching workload has decreased, I teach two units a semester now. Five years ago I'd be teaching anything between 4 and 6 units a semester.
increasing pressure with less support.
A greater emphasis has been placed on research throughout the Faculty and the University (ERA, QS rankings, ARC money), but this is not adequately reflected in either the workload model (old or the supposed new one), and no due consideration is given to research performing academics.
More demands to ensure quality teaching and good student outcomes, however, no additional time allocated. Research has certainly suffered.
Generally speaking, I feel expected to do more in all categories all the time, with less resources and support
more tasks that are not included in workload allocations or recognised elsewhere
Teaching loads have increased, transparency has decreased, and workload formulas used in the faculty/university underestimate the time spent on all aspects of academic work, and make other aspects invisible
no change
teaching has increased, no caps on marking, number of students per tutorial at 38 students per class and these numbers are increased every year
Teaching- class sizes have increased (around double), admin and support staff have essentially disappeared, meaning that I have to do more of this stuff myself. Research- very competitive, time spent writing (unsuccessful!) grants increased a lot.
Significant increase in administrative workload, much of which seems to remain hidden and impinges greatly on effective teaching, etc.
increased teaching load. more administration work expected. more micro-managing from above (senior management of the university, not within the school).
Increase in teaching by choice
Quickly increasing with no support either academically or administratively
Expected to do more in less time. Ie previously we were allocated 120 hours as topic leader for a new topic. Now we are allocated 60 and expected to write a topic alone in that time. Of course we go way over this allocation in actual hours spent which means we are writing on weekends and holidays to get the work done OR we are letting other activities such as research and publications take a back seat because curriculum has urgent deadlines
Doubled
Exponential increase in pointless admin. It is at the point of becoming ridiculous.
A lot of admin work previously done by non-academics is now being pushed on academics
More units as Unit Assessor. Have been times when marking peak demand is impossible. Reduction in time for updating materials, research time on task dropped significantly.
There is a general rise in administration associated with teaching (rather than hours of face to face teaching) and information is often requested at short notice, both of which create pressure points.
The workload model/system changes all the time, every year I would say. It is a points system and from year to year it seems I can teach the same courses and have to add other teaching responsibilities to meet the points system. Repeats are now lower points and some tutorials changed to workshops so the points were lowered. That is about all I know.

Increased teaching time, increased admin time, decreased research time.
greater emphasis on research
Increased pressure and expectations.
Admin is increasing constantly - academics are now expected to absorb what we used to employ admin staff to undertake. Teaching increases as our numbers of students increases.
More teaching
Increased volume in administration tasks, makes it more difficult to complete research.
Continually increasing with little or no support
Has got heavier
each year I have worked my workload has increased. this is also increased by having to cover other full time staff who may be on professional leave or sick leave, and replacement staff are not engaged.
More administration (formerly done by HEW staff)
increased expectations for research
I'm doing a PhD rather slowly, but the pressure to produce is ever present.
Increased administration in relation to Teaching, and Management role and performance reporting.
Workload seems to be fairer than it was 5 years ago
Increased student numbers, less staff, less admin support
I have only been in my position for 2 years. The major change is the random allocation of research hours on an annual basis with little to underpin its reasoning than the whim of the DVC. This means that in 2017, my teaching load to rapidly increase - or may not. It is impossible to plan good research in this environment.
There has been significant increases in superfluous administrative tasks as well as teaching duties. It is increasingly more difficult to undertake research on a balance profile.
More administration
Increased requirement to be dedicated to teaching innovative and dynamic teaching
More competition with grants, promotion and collaborations
more and more administrative; feels like 90% of what I do is respond to emails
Confusing and taxing.....
Teaching responsibilities has increased but not being recognized by the School workload model.
Increasing shift of administrative duties to academics (and students) as administration is centralised and reduced. Demands for more work disguised as 'productivity'.
I have had a number of roles and been expected to change at very short notice
Universities are now more about money now than research and teaching.
More paperwork to follow teaching policies. Ethics committees becoming more critical. No support for placement units (I need to find placement, build relationships and keep those links). Expectation to provide a blend of learning methods in teaching so always changing delivery of teaching. Admin expecting us to do more of their work or not doing things quick enough so we end up undertaking them
Workload has kept on increasing.
Academic staff cuts and casual teaching budget cuts have increased my teaching load significantly.
More admin
Higher benchmark for research has been introduced

More pressure.
More expectations.
Increased number of students and staff to support.
More admin.
Reduced connection to my specialist area and skills.
Less time for research based activity.
Increased number of units to cover.
Dealing with emails (student and institutional) takes a minimum of 20hrs per week I would estimate, but isn't included in any workload - this is probably the main area of expansion
More administration duty, more teaching duty, greater research expectation (for less allocated time) and less support for all the above.
Demanding
Has greatly increased but mainly due to administrative tasks/risk management tasks imposed outside of School
Increasing teaching and administration load by reducing the workload allocated to the tasks and giving new tasks
1
Significantly more administration, greater pressure to research with less time
More teaching load hindered my performance in research
Work intensification, lack of low-level administrative support; relentless changes in expectations and chaotic decision-making
More work, research expectations have increased and more pressure.
Increased administration, decreased support, and more responsibility at the individual level. There is also increased need to mentor and advise academics who are in crisis.
expectations of research output have increased. plus increased expectation that we use more engaging teaching practices.
Lots more admin. Greater expectation on research outputs, but less time to achieve them.
-
Increasing, more students and less support, money everything
So much busier, more demands and not enough budget.
Greater increase in administration, and less time for quality teaching or preparation
Greatly increased admin - less support, academics have to do every job for themselves
My teaching load and teaching related administration tasks have increased significantly in past five years
reduced allocations for the same teaching leading to intensification of teaching and reduced hours for research.
Getting worse and worse
Higher expectation to deliver high quality teaching outcomes to ever increasing class sizes without any recognition of the impact of this on research.
More admin, more micro management, more box ticking and duplication of tasks, especially in Results Processing tasks, Learning Guides and meetings. Students expect 24 hours support via email and online teaching has increase email and admin load of this in 2016, is not recognised sufficiently in the

workload. Our work is more regulated and we are given less academic independence. Timelines and deadlines are set within a topdown approach with little say from academics in terms of their other conflicting deadlines such as research and publications
Almost everything has changed, and keeps changing. They keep wanting the exam earlier, and keep making mindless changes to the coversheet. This sort of pettifogging is symptomatic of most changes. They now have this idea that we don't know how to teach, and have to accept ludicrous changes, which dumb down what we are able to teach. It seems we are headed down a path where those who "know" how to teach will be promoted at the expense of those who fully understand the content.
My workload has exponentially increased over the last 5 years, mainly in the area of teaching and administration with even less time and opportunities to do research but with ever growing expectations to deliver research outputs and research grants - with less time and fewer resources. Academia is 'ageing' and no wonder that younger people prefer to try their luck in the outside world as currently academia does not offer much to attract the young and able.
It's a bit inconsistent in my case, first oriented toward research then now back to teaching oriented fully (having high load in teaching again).
It feels like the same teaching gets fewer points. Hard to tell as our workload formula is not very transparent. It could also be that with increased expectations and accountability procedures along with increased systemization etc, the job just takes that much longer. I feel like I spent far too much time on admin type tasks, and that in a faculty which employs an increasing number of administrators.
increased, too much administration
workload has increased. more admin work. no time to do proper research
The use of information technology (mainly email and blended learning using Blackboard Learning Management) has significantly increased my workload. During semester I work at least 6 days a week and when marking, 7 days a week. I receive WAY too many urgent emails from the university and from students. Students appreciate the quick response they receive but that is at the expense of my personal time.
Teaching load has increased by from coordinating 4 units per year to 5-6, including an off shore unit in China. Increased research activity isn't rewarded by decreased teaching load.
Student numbers have increased, and support for coordinating courses has decreased, which increases administrative responsibilities
almost all the time that I once would have had available for research and writing is now required to meet my teaching load. more courses to teach and more students per course
New forms of student contact have been added to my responsibilities, with no allowance in work load model. Online tutorials outside office hours in addition to my normal work day, are "encouraged".
has remained high
there is a hidden or unseen aspect to our workload i.e. in the past students handed work into admin staff everyone could see how much marking etc. you had. further staff in support role were there to help you manage IT issues etc but now we are expected to do this work as well
Student numbers, administrative tasks and extra support have all increased.
More admin, more meetings, same high number of teaching hours
Greater admin
More administrative tasks, greater expectations regarding research and teaching, and time spent learning about and struggling with systems.
Increasing pressure to produce more output given already squeezed time constraint.
More administrative tasks, compliance tasks with no admin support (although more admin staff hired, they just don't see staff support/service as their role!)

since becoming a T&R academic I no longer have anytime to do any research and have not done so for two years
I am afraid that the move to codifying work has been a disaster as it series of on going losses and given management a whip hand. The size of classes have increased the number and complexity has increased the amount of research required has increased the amount of administration has grown exponentially
workload model has not been updated
more face to face repeat teaching offering both oncampus and intensive schools for each unit -so I have to repeat everything. teaching i all 3 trimestrs although this is being addressed so that satff do not etach in all 3 trimesters but trimestrisatio has impacted on turnaround time for everything!!
I am trying to transition to a 60-20 -20..currently 70-20 -10 trying to get more research specific
More work has to be done because of short of staff, under pressure of satisfying students, university, and others. A lot of admin/paper work that should be supported by nonacademic staff. No clear job description at academic level. A lot of ad hoc admin work, as well as marketing and recruitment activities that all involve academics. NO efficient management of workload.
The most significant change has been the increase administration, in particular, over the last 12 months post-restructure. I am now doing the work that student services officers used to do such as manually signing off on enrollments for all students enrolled in the 2 courses I coordinate. I have a 75%+ teaching load on top of research and course coordination duties. I have gone from coordinating 1-2 subjects per semester to up to 5 subjects and teach across 9 subjects in a year. I work evenings and weekends just to keep up with the demands. Workload systems do not accurately reflect the time actually required to undertake tasks such as assessment and feedback on student work, or student consultations. Online subjects are given less allocation in the workload, despite taking just as much time, if not more than face-to-face subjects.
None
Increased expectation of output (teaching, research and admin) with less tiwe allocation to do so.
Only had a full-time position for one year, so difficult to say.
Intensification of admin. More teaching hours and less time for research
Increasing teaching load without adequate representation in workload models for the preparation, marking and corodination invovled.
I think it's roughly been like this for over a decade. What I find is that Administrators that are employed to relieve some admin from the academic workload think they are "above" providing that service (especially to academics who are not the Dean or otherwise exec level). It's not the academic work so much as it's the complicated admin processes I find wearing (and I'm a decent administrator when needs must - some of my colleagues are really "hopeless" administrators and get no support and can't do it well). The resultant tension between staff is another thing...
I went from 80 to almost 200 students. My subject was the entire workload of one person but when she left it became "temporarily" 1/3rd of mine... she was never replaced
more students in classes, greater administrative load, less resources, less assistance, greater expectations to achieve excellence.
Higher teaching load, more admin with teaching, plus WHS
Increased
More students with high expectations, reduced support for casual tutors and increased expectations on marking and grading of students.
Whilst my teaching load has been maintained, my service roles have increased, as has expectations around my research output. Combined with a far greater administrative load with more forms and accountability from UQ, the increases in workload are unsustainable and will lead to burn out
increased
Disappointed, no transparency, no fairness.

<ul style="list-style-type: none"> - Increased number of students with international backgrounds and poor language skills - Managing larger teams of teaching staff - Higher administration for students (file notes, appeals, further tests....) - higher expectations from students to receive response within very tight timeframes - more pressure to produce research output
A serious increase from what it was 5 years ago, more students but not more time allocated.
A huge increase in administration. Completing endless forms. Reduced support from admin staff simply due to the reduction in the number employed.
More teaching, more admin
.
more administrative positions have been created in a separate line of responsibility. Each of these people see their job as making me work harder. My job now is based around meeting management objectives based on their need to get annual bonus
Increase in teaching contact hours
Duties other than face to face teaching not accounted for.
increased significantly
It has increased due to insufficient staffing and increased student numbers.
On-Line work means you have to work weekends and evening sand very early mornings to keep up with student queries. Admin has increased - admin staff has increased, but that has not meant an academics admin work has decreased. Systems are brought in to suit admin without academic consultation and somehow we have to do more!
In the last two years, my teaching load has been consistent, however, with the new workload model, combined with serious cuts to sessional budgets next year, my teaching load has increased in 2016. It was difficult enough to manage the teaching workload in 2015, during which I had trouble finding a weekly block of time for research during the semester.
Many more hours -- apart from the 2 days/week factored into my workload model -- are spent on teaching related tasks. Teaching tasks account for about 2/3 of my working week.
A lot more compliance; to meet expectations about teaching quality requires more time for preparation and providing feedback than is allocated; I've been asked to coordinate more courses rather than teach but coordinating teams of sessionals takes more time than is allocated to course coordination - consequently you spread yourself too thinly across all tasks and don't achieve the standards expected (either by myself or by the organisation) ; exploring online tools to move more of m teaching to flipped, blended or online takes time that is not allocated in the workload
Admin and technology needs have increased the workload. Learning and teaching requirements also impinge on tasks.
More teaching, more administration
On paper it would appear that the teaching loads we undertake have increased, however the formula used to determine teaching workload has actually meant that the number of students we teach has remained around the same. At the same time research expectations have increased with no adjustment to load. I think CSU is one of a few institutions to only allocate a 30% research load as part of the overall workload.
TEaching loads have increased despite having more and more research and administrative tasks to do
overloaded
Workloads have increased with less administrative support and more government regulations
Student no.s have increased and the pressure has been on publishing quantity rather than quality

Many administrative tasks have been added. Many admin roles have been 'hubbed'. Teaching QA has expanded and this has become the role of the academic.
Unsure as I have only started in the past 18 months
Increased student enrollments without an increase in resources to administer this. Required to select and support casual employees to assist
more paperwork
no longer have the administration support I used to have there for longer hours are required after teaching to catch up on the admin.
Services were accessible, just a walk across campus, now I use the electronic system with long wait times and inaccurate responses/advice.
More work with less time
My workload has increased as my professional profile has grown.
Varied. My biggest issue is that necessary work time for non strategic matters is now not included in a workload model. Research income dollars are being equated to hours which is ridiculous.
Increased admin workload & compliance documentation
The requirements of responding to flexible programs leaves little block time to attend to research
higher student load more admin and IT work
Increasing.
Steady increase
Increased administration duties (at least twice).
Increased forms to be fill in before any task can be performed (at least 3 forms in the way than before for each task).
Increased preparation time to delivery new methods of teaching, eg. online learning modules, more than the time to prepare equivalent f2f lecture. Such increased load is not recognised by the management level.
Increased administration as a result of centralising of systems (support, timetable etc) and increasing of management layers that proliferate administration at school level.
Less flexible, more administration burden.
It became more admin directed, with less opportunities for lecture preparation including researching on innovation in teaching and assessments
The amount of time allocated for research has decreased significantly. In addition, the 'goal posts' for satisfactory research performance continue to move.
The biggest change is, now nobody actually cares about workload, and it's all about 'KPIs'. How many hours you have to work to achieve the KPIs? It is a least concern for the executives. However, some of the KPIs are set rather unrealistically. Few people can be excellent on everything, and there are lots of non-KPI-producing work duties (e.g., supervising research students which does not always generate Tier A/A* publications, looking after course work students which does not usually contribute to any KPIs, etc) that need to be taken care of properly. These workloads do not seem to be well reflected anywhere in the KPIs. The consequence would be very obvious if everyone leaves these normal duties behind and all go for the KPIs.
Another big change is, there are a lot of performance-managing people introduced into each school. This is like counting eggs. For the 'hens' (the academics) to improve productivity and produce more 'eggs' (research incomes), having more people to collect and count eggs is definitely the last thing a farm would invest on. Unfortunately, more performance-managing people and forms often means more admin work an academic staff has to fulfil.

The university succeeds as an institute. Most people can have their performance maximised on doing something, but rarely everything.
The same
I have been tapped to go teaching focused. I coordinate and teach into two courses of 850+ students, but my school wants me to pick up an additional course of 500 at the SAME time as one of the already huge courses. I do not see how this is fair when most people in my school have courses of 100 or less, and I also must budget, recruit, train, evaluate, timetable ETC which most people my level who coordinate courses do not have to do. I have had to take it to my Union as I do not feel like this is fair within the workload model. Furthermore to be promoted as a teaching focused academic at my university I must have a major ed focused grant - how when I have no time allocated to research and the university actively discourages and devalues ed research?
Massive increase in administrative load and meeting pointless internal regulation. Loss of critical support services and increase in micro management and reporting practices.
Redundancies in admin and academic staff has meant that those staff remaining have had to pick up the workload of those who have left.
There has been significant job-shifting over the past 5 years. I used to ask someone to arrange travel, now I have to do this all myself. I used to hand receipts over for someone to aquit, now I have to do this myself (and struggle with the user-hostile software). I used to ask someone to arrange for the repair of equipment, now I have to seek contractors and arrange this myself. The timetable used to be stable from year-to-year, and now it changes so much I have to devote a great many hours resolving conflicts and trying to make arrangements that don't adversely affect student (and academic!) performance
Academic staffs are asked to teach more hours with additional administration responsibilities. At the same time there is an increased expectation for publication quality and quantity. The changes led the staffs experience more 'stress'.
Our faculty workload policy has actually resulted in a decrease in teaching load over the last few years. This has been a very positive development. The workload that has increased is around 'hidden tasks' that are not captured in the workload formula. For instance, the adoption of a new LMS this year and the work around developing competence with this. The adoption of a new assessment and moderation policy which requires an onerous amount of paperwork and checking at 3-4 points of time during a session per subject. The streamlining of administrative staff (less staff) placing more demand on academic staff to fullfill admin roles such as entering final grades to the university system, final QA of subject outlines. The increased casualisation of the workplace has resulted in the need for full time academic staff to support casual staff within their role - no allocation for this time and the intensive level of involvement that is required is captured in the workload formula.
Increasing teaching time and responsibilities related to increasing numbers of students. Part of the problem is the level of student preparedness for higher education studies.
I find I am doing more marking of assignments now than five years ago. The University I work at insists that all tutorial be timetabled for one hour rather than 90 minutes or two hours. This means I take at least three to four tutorials more per week to reach the teaching hours allocated to me (plus I teach via OUA and the overlap between Study Periods and Oncampus semesters can be very stressful). That's quite a lot of extra marking
?
A nightmare. There is no support for my own PD. There is increased admin and the presumption I will do everything. I am teaching more than I have ever taught, expected to have research outputs that my colleagues in America do not even approximate, and am consistently undermined and criticised at work.
no significant changes
It has increased due to my more senior role
Much more administration despite university restructure, in particular in administering research risk management plans, research reporting to the university, etc
the workload increased significantly with a new curriculum and the workload given did not reflect the actual workload in any way shape or form! Asked for help and it did not happen even though they kept

saying it would be available. Now deliver topics in multiple availabilities but only get workload for coordinating one availability.
The administration load has increased significantly. Tasks that were once relatively simple have now become incredibly clunky and time consuming (Fraedom/TEMS system is awful) and approval for travel is creating more work across the board (including booking vehicles). This has come at the expense of research.
Increased significantly.
significantly increased
Greatly increased to the point where shortcuts are necessary and quality suffers.
increasing workload and increasing expectations
downward spiral
Too much administration, too many emails, too much time spent on administrative rubbish rather than teaching
Went from casual to full time academic
No recognition of research student supervision, which is a huge change
Increased teaching because publications are not in A or A* journals
Increased due to more pressure to publish and additional teaching administration duties
Demanding and relentless
More digitisation and e learning Has led to higher teaching load demands
Moderate increase
More admin (OHS, HR)
The amount of work has intensified
Workloads mechanisms processes are unrealistic
When academics do not achieve across all areas of the unrealistic instruments used they are bullied
Academics are encouraged to cut back on the time they spend preparing classes and engaging with students - writing papers is counted - time engaging ethically with people like students is not
stronger push for research but at the same time teaching load increased
There has been teaching, administration and research increases and expectations. There is now an expectation that we will fund our own research through grants and industry linkages. We have also become responsible for how many students are units and courses attract, whether or not they remain in the unit or course, whether or not they pass the unit or course. We as academics are responsible for the success or failure of the university but have little say in how the university is run. PPDRs are being used to control academics, make them conform to university/neo-liberal goals and aspirations.
Gone crazy and going crazier
increasing by stealth
Increased academic management load as I have taken on roles as Associate Dean and academic program director
Do more with less - more technology to learn, more students, more layers of administrivia with less time, less sessional support.
Do more in less time and be happy about it!
More and more administration, teaching load stayed about the same but demands for new subjects and "curriculum innovation" have added to the load.
It has not changed, the university is still teaching focused with research as a tag on.

They have increased. In particular poor computer based systems and compliance procedures have greatly increased the challenge and frustration associated with doing my job.
Significant increase in administration Fewer full-time staff/ increase in casualisation Constant revision of delivery to appease the University direction Changes to legislation and increased level of compliance Administrative support has decreased
Increasing student numbers without an increase in academics
More pressure to take on more roles and responsibilities. Outcome expectations are higher and there is more accountability.
Steadily increasing.
Work intensification
Marked increase in administration and meetings
On par with most of society ... everyone is working longer hours - according to the research
Only just commenced this year
pressed to teach more hours
Mainly admin and changes to online platforms
Much more teaching, much higher demands on research output without increased research time.
Not very different. The work has always been very demanding in research, the difference being that it is less rewarded now, in terms of the likelihood of obtaining grants.
teaching, marking time are not calculated accurately
intensified a lot more pressure
Same
ok
It was always terrible. It was bad ten years ago and is the same now.
More administration. More complexity in teaching (online, etc) that is not sufficiently allowed for in workload calculations.
Always increasing. Less staff to do more work.
Dedicated time to research and write (e.g. the notion that no meetings, teaching obligations, etc be scheduled for half a day each week) no longer seems to exist. While digital technology is a blessing, particularly for research, expectations that it be used so often in teaching means hours of extra "admin" maintaining course websites, preparing Powerpoints etc, For good and for bad, students also seem to expect that academics are available via email 24/7.
Teaching and research expectations have increased. The amount of administration has also increased.
Administrative load has increased dramatically, every thing else is stable.
I am new to this institution so have no reference point at this time
Increased administrative load so that it takes up to 70%FTE

Although, I have a teaching load that is a standard and expected at my level, it just takes much more than what we think will be sufficient to perform those tasks.
Challenging.
Marked increase. Markedly reduced administrative support, which has added considerably to this problem. Increased use of highly inefficient online systems by university for most administrative tasks exacerbates it further.
A ridiculous increase in bureaucratic "busy" work that adds absolutely nothing to real outcomes for staff or students.
Far more administrative tasks are now required
externally imposed and generate frustration and reduce innovation
frequent changes to procedures has meant often doing double work, reduced hours for convening units. Increasing demands for publications means the only time for writing is holidays and weekends as meeting teaching etc take up most of working week. Increasing pressure to be entrepreneurial and market courses
My research workload has increased because of grant success and publication outcomes.
Tougher to get research load, struggling under teaching demands. Not only are my asked to deliver large units 850-1000 students each semester, but I am also asked to employ blended learning and online learning, all of which as time consuming. The workload calculators do not consider the ever shifting mode of delivering education and the demands on an academics time.
Has increased madly with no sign of abating
More teaching, more marking, more administration. More expectation to continue research at same if not higher levels, with no recognition of increased workload in other areas.
Much more administration. Difficulty adjusting to new IT systems and teaching platforms such as Moodle when there are upgrades.
Administration and compliance activities have 'soared' - way out of proportion to what is necessary. Seemingly very little return on the hours and paperwork needed to complete - no observable increase in service to students or student results.
More teaching greater student numbers enrolling less able students
As I came from overseas I can only compare to my previous institution, which provided more time for research
Markedly increased
increased
Admin load has increase
50% increase
My teaching load has doubled. I carried 25 EFTSL this year.
Far more admin
More teaching and administration and less time for research, but more expectation for research outcome.
Na
I'm on a contract and only have been in this role for last 4 years.
Less time for coordination of units and admin, meetings etc and more teaching required
While workload policies exist, there is nothing in place to stop teaching workload being higher than allowed. A few hours over is fine but some staff are left 200+ hours over
My teaching has more than doubled. The expectations of my research performance have more than doubled. Pressure to write and get grants has increased significantly. Pressure to take on more students has increased.

far greater pressure on admin work, industry collaboration and the attainment of research publications in only A or A* journals
Larger class numbers more subject and student admin
No down time in third session this session now seems even busier than the teaching sessions due to early resschools and administration tasks
There is an increased emphasis on research outputs and so we are expected to constantly apply for grants etc but if we are unsuccessful there is no way of acknowledging the work done in preparing applications in workload calculations. There are also many tasks that aren't counted such as reviewing journal articles and contributing to various committees but it is expected that you complete these tasks in order to progress in your career. In addition, the work that is put into writing articles and books is not sufficiently acknowledged as the workload model favours grant money over publications. Academics are also increasingly anxious about how our teaching will be reviewed as there is a great emphasis on SFUs and SFTs as well as blended learning and so we spend an increasing amount of time on our teaching tasks.
A significant increase in administration and curriculum development/delivery at my desk with a reduction in face to face teaching.
More administrative duties and less time for research yet greater expectations for research outputs
There is an accepted practice and need to work long hours both in my current position and previous at UoN. basically if you dont do it then you cannot meet your performance objectives
steady but with less support from professional staff. no real break time anymore due to summer and winter schools. more international teaching (i.e. having to go overseas). More research pressure
There are more students but no more time allocated to their administrative needs/marketing requirements.
Admin has increased, student numbers have increased with no added teaching support, I am working approx. 45 hrs/week.
Increased workload from teaching and administration - students are very needy these days.
Fine.
Super-perform in R, and also T and A
Massive increase in administration which has impacted on my capacity to perform as a teacher-researcher. I work over 60 hours a week. Class sizes are now well over 30 students per 'tutorial'.
There is increasing pressure for higher quality research with greater impact - this is harder and takes time.
Increased administration, reduced time for research, increased stress and reduced job satisfaction
In the 4 years I have been an academic the workload has increased dramatically. No support staff remaining resulting in many, many additional hours of admin. Also, each academic is constantly being loaded up with additional committee roles adding additional admin duties and taking precious time away from teaching and research.
Workload has been relatively consistent for 5 years. Plenty of work to do in both teaching and research but most of it very rewarding
high workload is a requirement for continued success and therefore employment
In comparison to other 'research' focused universities I've worked at, the amount of time expected for teaching is absurd.
Exponential increase with inclusion of more administrative tasks without support.
enormous increase in administrative burden as tasks are shifted from non-academic to academic staff (e.g. exam invigilation, student admission etc)
Amazing! I went to ask for a reduction and they gave me another course!

Covering retirement and maternity leaves for other staff and sacrificing my own academic career potential
Rubbish
Lots of accountability requires more admin tasks. General apathy and low appreciation of this accountability by lower level staff means I have to do more to motivate them and make up for this
More admin due to inefficient systems, increasing complex student issues to work through eg mental health
Much more admin load - less admin support for incidental things, eg travel, credit cards, casual hiring etc
As senior management have come under `kpi' protocols, they continually dream up changes for the frontline academics to deliver. Senior management also includes government bureaucrats (eg ERA, AQF...) who put more workload on frontline academics. At the same time, student numbers have increased, and staff numbers decreased. The expectations on research output have increased, and there is a (sometimes irrational) emphasis on `teaching innovation'...often work with no discernible outcome.
Increased administration. increased number of student. Reduced resources and support
Doubled. And this can be verified by looking at the number of students I have to teach which has more than double from 165 to 435
Increase in workload and stress
Doing more with less resources
Administration takes a lot of time, more bureaucratic procedures
dependant upon roles taken on as do not feel governance roles receive weighting they deserve, overall huge increase
The biggest problem is trimesters. They mean that all the teaching has to be done in a short number of weeks leading to 50+hrs weeks. Online teaching that is not reflected in workload models. Timetabled classes outside normal hours makes it hard when you have kids.
impossible to answer as each year brings new challenges. over-bureaucratization and excessive auditing has become a disease, which is being somewhat eased by electronic systems.
teaching has increased
Commitments with teaching and admin have increased substantially, as well as the demand/expectations for research, which is not always possible to meet.
My teaching has increased, although is still relatively light with respect to many of the faculty in my department. I was given a bit of break as a new faculty.
Dreadful - we have a ruthless Vice Chancellor who claims to champion research output while loading everyone up to the hold on teaching AND administration - it is getting ridiculous !!!
exploitative and totally unreasonable
getting worse - more pressure
Control over where we publish, who we publish with and how often we publish. Massive increase in research requirements without relief in teaching and admin, particularly with more centralization of admin assistance and firing of admin staff tasked with assisting academics.
Increasing and less support.
Increased teaching (as formula for allocation has become much less generous). Increased administration (much more mandatory service obligations and university reporting requirements). Many

previously acknowledged teaching duties being shifted to the less quantified category of service (or administration). Increase in performance expectations for research at all levels.
Expectations for both teaching and research is unrealistic.
The search for research funding takes an increasing amount of time at a time as success rates are dropping.
Getting worse in terms of increased teaching load but reduced research time
more administration
intensified, accelerated, more performance orientated
Terrible - almost 90% of my faculty is worse off. Classified as below minimum standards, doesn't this mean the measure is wrong??? The union must do something!!!
Increased
More administrative work. Teaching has become bureaucratic with too many regulations and control. The concept of 'academic freedom' is dying. No clear cut research benchmarks and these benchmarks change without any notice. The research standards have to be set for a period of 10 years. And any change has to be made after consultation and with the approval of faculty board. The standards have to be the same across all departments within a faculty.
More demands, unrealistic expectations of how long tasks take to complete.
Increased beyond belief
Increased Teaching, Research, Engagement and Service plus plus
i now work less than I used to
Massive increase in low level admin jobs and less support to do them. Greater emphasis on teaching small groups of students
More bureaucracy, admin. Less resources but higher expectations.
increased administration and research expectations.
Our program has been very successful with annual student growth of 15/20%. Courses now contain 140/150 postgraduate students. There is not enough academics or sessional funding for appropriate tutorial groups
The new workload model has too much emphasis on acknowledging service roles and it has become destructive by disadvantaging those who do not take on service roles by demanding one more course to be taught.
We work on a point system for an annual workload. I have compared the same work to previous points and am now having to take on more students and courses for same points.
Gradual, but directed.
I've changed roles, so it is not simply an issue of 'workload' - but I have had increases in teaching and admin work (the latter related at least in part to 'compliance' with managerial issues).
More pressure to perform in research but, rather than given more time/support to do this, I am being given more administrative work and less administrative staff.
more administrative tasks
There is no longer a formula for calculating workload. It is at the discretion of the HOS. There is no equity, therefore some people carry all of the load. Newly appointed Teaching Focused roles expect 48 weeks of work but only offer 24 contact weeks in which to meet that load.
worse

Greater administration tasks due to centralisation of services and extensive curriculum development.
Increasing and unsustainable in context of maintaining personal health and well-being.
oppressive
Roughly the same.
Teaching has stayed the same in terms of tlectures and tutorials, but student consults / supervision has drastically increased. At the same time administrative / service requirements have increased while research steadily grows
It has dramatically increased
lack of transparency / secretive allocations
increased expectations with service and engagement that can never be met
Huge increase in teaching and coordination requirements - no hours for repeat classes. Currently coordinating six subjects in 2015 and now 8 2016.
Increased workload that creates unreasonable expectations
growing. more and more demands. admin and forms for everything. new procedures created by administrators just add to academics' workload.
teaching now takes more time and effort due to powerpoints/delivery and need to cater for the absent student
Higher RhD supervision load but less project funding (therefore less support staff or post docs to share load), additional teaching without reduction of research performance expectations, little to no infrastructure support (thus resource drain to maintain capabilities and considerably higher workload to cover funding gap)
Constantly increasing
Increased
Better in the sense that I've shifted from sessional to permanent - sessional staff teaching workloads are unsustainable and unfair. My workload is manageable because I have not taken on much administrative responsibility - this precludes me from promotion but protects my family time to an extent.
I have taught and convened 28 large first year courses, 14 later year courses and taught into a further 11 courses - all on campus; online I have convened about 40 online courses with over 16,000 students enrolled since 2008. I have also supervised six PhDs to completion and have another six currently in progress. Although I have published two books (one edited text, one sole author monograph) and several papers, this has not been considered to be more than adequate.
Greater time spent creating new units, reviewing courses, following up student issues
More administration that isn't acknowledged in workload documents higher expectations for research & publication as well as submitting for grants, larger class sizes or increasingly reduced teaching hours if class numbers are low
enormously increased
increased
Improving to catch up of with international standards
Not much change
More administration
increasing
much more admin
More online work

unacceptable
I have been well supported to gain my qualifications, but as I am an outstanding lecturer with the highest eSELTs in my faculty, my teaching numbers keep increasing.
More fun
Much more paperwork to be completed and many more student and staff emails to be answered. A large amount of work comes by email.
400% increase - moderate size classes and units escalated to huge classes/units.
A lot
It has become more complex, with many competing demands and stretched across many areas.
Has become increasingly exhausting
Increased admin and teaching load couples with increasing expectations about research outputs.
They have worked for me so far
Administration and teaching taking away from research.
Increased administration, compliance, audits, accreditations, computer technology demands,
Administrative load increases with reduced number of professional staff.
The increase in central administration demands has increased and decreased efficiency.
Much more demand has been placed on me over the last five years. My workload has exploded
I went from contract research only to tenured teaching and research; the teaching and administrative load have added increased pressure. Expectations on research remains pretty much the same as it was, though I now carry a heavy teaching and administrative load on top.
more work, less time
They peaked about 3 years ago and has lightened up since then.
More teaching. Less support for teaching. More students.
More work both in teaching and admin
Increased pressure to receive extremely positive student survey results and increased pressure to publish in highly selective journals.
Exhausting
expectation to do more and more and more. Our workload increased by 25% a few years ago, and were increased again last year. In addition, what is expected within the work has increased ie. where it may have been work in a team, it is now up to me as an individual which increases the workload through lack of sharing/collaboration. Student needs have also increased, dramatically impacting workloads eg. supporting students struggling with English, mental health issues etc.
my workload has increased - both in terms of teaching load and in terms of the research that I need to complete quickly as my university has retrospectively excluded peer-reviewed published conference papers from their research calculations. This means that my status changed from 'research active' to 'research inactive' overnight.
It has not changed.
More hours in the classroom. No time given to develop any coursework. Research is always done out of work hours (evenings and weekends)
Manageable
Workload has increased because we are expected to teach almost one on one to distance students as well as on-campus students.
too much admin delegated and increased demands in all areas

Change of academic Statement of expectation from three to 1 year, practically asking the same amount of output in an almost entirely quantitative way. Students as clients demand much more time than previous. Badly qualified educational "designers" try to lecture us on teaching strategies without any understanding of the academic field or content..Excessive administration in all areas; I get the feeling that I am ticking the boxes for my bosses instead of pursuing my personal goals.
not sure
More administrative tasks due to lack of administration support staff
Workload has increased a long with expectations from management
The amount of teaching and administration has increased significantly.
A larger proportion of my time is spent completing analytics forms, feedback surveys, compliance training, audit, review and moderation and the administrative recording of this, and long meetings with little purpose.
Workload is standard but I choose to work longer hours due to passion for research
My workload in the School of Physics has decreased. I and a few other women conducted a gender equity study 8 years ago, and found that women were teaching many more hours face-to-face than men. A new workload unit allocation system was implemented, and some of the way we teach was looked at, and now not only is there no discernible difference between male and female staff, we all have a lighter workload.
increased dramatically
More administration, increased contribution to service activities, raised personal KPIs (publication, post graduate students, grant income) whilst maintaining excellent student feedback through development of innovative teaching programs
More administration, increased student numbers without increased staffing. less and less time for research. (I am doing this survey at home of an evening - no time during the day).
Increase
Increased demand to pass students, publish in A or A* journals, and focus on paid-only research and grants.
Pressure to do more and higher quality research while also being asked to do more teaching and admin. My workload for much of 2015 was calculated (by our own university system) as being 140%.
We have a workloads "formula" and complicated spreadsheet to ensure that the distribution of work is "fair" - but the chronic underestimation of how long it takes to do all tasks associated with teaching and the absence of any allocation for many critical admin tasks makes it a joke.
Increased administrative responsibilities as a result of restructuring and downsizing of admin support. Increased 'pastoral care' as numbers in classes have increased significantly.
My teaching has quadrupled. My research has also increased, as this is the only path towards promotion, but this is largely done in my own time - at nights and on weekends.
Over the last five years I now teach online after regular hours (7:00pm 9:00pm).
No changes
increased 10-15% from an already high base
There have been increased administration duties, as well as teaching. The change of some administration systems to computer based has meant an increased time it takes to complete the forms (for example, the need to locate and identify appropriate codes), rather than improve workflow. While this might be seen as efficient for ensuring that the forms get to the right people, it places extra burden on people in filling in the forms because some practices, once fulfilled by administrative staff, have now been placed onto academics. An example is filling in an online reimbursement form where, because, I don't have access to the appropriate codes, I need to call administrative staff (who use to enter these codes) to confirm what codes I should be using, yet who may not be available to assist - this is not an efficient use of my time, and has not increased the workflow of this process.
In turn, teaching load has increased with the mantra of "being more efficient". Efficiency is also

<p>confused with moving administrative and teaching tasks online. There is a presumption that online is quicker, more efficient, and that it is equitable. Teaching online takes as much time and investment as face-to-face teaching, and can take more time if you are dedicated to creating a meaningful and engaged experience. I spend hours finding resources online that will help extend my student's learning in the online space which, when face-to-face, could be fulfilled with discussions and explorations with students.</p> <p>Research time is increasingly seen as a luxury and something that you should do out of dedication (ie - do it in your own time).</p>
<p>I've only been at my current institution since March. My workload is significantly more difficult to manage than my workload at my previous institution (UK), particularly in terms of what teaching is worth, and I get less time allocated to do research here</p>
<p>More administration tasks, or time spent repeating administration tasks.</p> <p>Increased face to face teaching hours. i.e. 22 hours per week.</p>
<p>Expectations of research income and the reality of the funding landscape (even with industry support) dictates workload. Over promising is required in order to be competitive which results in a vastly increased workload.</p>
<p>More administrative tasks, greater research output expectation with increasing teaching loads</p>
<p>More administration, increased pressure on quality research and teaching.</p>
<p>Far more admin</p>
<p>.</p>
<p>Simply bad</p>
<p>a lot more hour in administration</p>
<p>Slight increase, but I'm probably more efficient</p>
<p>more teaching, as I moved form contract to continuing, but all still reasonable.</p>
<p>more teaching duties</p>
<p>More admin tasks have been pushed our way. General load has increased.</p>
<p>Admin, admin, admin. There are also now a more diverse set of priorities that are competing for time</p>
<p>Gradual increase</p>
<p>shuffling, new scope, new reportees</p>
<p>pressure to produce more and produce higher quality; admin responsibilities</p>
<p>As my time in the academic sector has increased so have the expectations surrounding research outputs with no increase allowance in workloads for this</p>
<p>I need to work weekends to achieve the required research outcomes</p>
<p>More teaching at the expense of research</p>
<p>Terrible</p>
<p>NA</p>
<p>Teaching has been de-emphasized as a priority, meaning to maintain prior standards we now need to do more work than is recognised in the workload model.</p>
<p>No changes</p>
<p>More teaching and administration, but increased pressure to do research particularly externally funded research.</p>
<p>Increased expectations and far more administrative tasks</p>

I've taken a research fellowship, where I elected to retain 20% teaching load. However, I'm currently doing what I was doing as a T&R academic whilst on my fellowship. So, little has changed.
Increasing
Increased
Increased administrative burden with upward pressure on teaching load
Strong increase
Administrative.
significant increase and lots of pressure to make everything explicit
Our class numbers have significantly increased to where we are managing 500 students in each unit, (previously 300) this results in more emails, queries, student visitations, as well as the usual academic preparation
More teaching piled on.
Administration tasks has been delegated to professional staff but increase in time meeting with students, increase in student numbers and increase in managing other teaching staff
Administrative workload has increased substantially as the University has increased the amount of "moderation" and academic "integrity" processes. The number of students coming in has increased substantially (my unit doubled in size last semester). Not only has the University not allocated more time to deal with these students, it has reduced staff numbers.
Increased to maximum as per EBA
increased admin, a few poorly organised academics in leadership roles, academics not working on campus, some hardworking and time poor academics who have sometimes little time to reply to even urgent emails.
terrible
much more administration, much less academic opportunity, no development, expectation to research increased with diminished resources and time.
More admin work. Little time given to learn new technologies
Much the same but more admin
Increased teaching loads despite promises of no teaching requirement. Development of 2 subjects (lecture and practicals) with no training for unfamiliar material.
Increased pressure to find money and produce tangible research products (mainly papers), teaching increasingly devalued and I no longer participate in service beyond the minimum in order to deliver on required research and teaching outputs
Recent rationalisations, referred to as restructures, have shifted workload to academics under the assumptions that the support systems including ICT systems are improving productivity. As a general statement, this has not been borne out. The salaried aspect of academic work and the inherent inability to precisely identify workloads has been used by management as a cost shifting exercise. The workload burden is manifesting as an unwillingness by many staff to undertake duties that are not 'prescribed' in the workload allocation system.
Research output expectations have increased, administrative load is up.
My research workload allocation is 80% but proportional to expectations in terms of output is insufficient especially if administrative and teaching (HDR supervision) responsibilities are taken into account
traumatic and dismal
In the last 6 months it has increased from co-ordinating 1 unit to 3 thereby from 45 students to 450.
So changed quite significantly in past 5 years
The class sizes have increased, which increases the marking load. The hours I am required to teach and the expectations of research output have also increased.

Hard to quantify, as I have moved from sessional/insecure work to a full time load. I have more administrative duties, which is to be expected, but do not feel that the marking is adequately compensated.
Unchanged
Continuous increase of teaching and admin duties
unsustainable
At least doubled what it was last year
The amount of work has increased. There is less support for research, less time allocated to preparation of lectures/workshops, more expectation of creating online learning materials with no workload time given, etc.
Many functions that have been done by others have been pushed back on to me in electronic form. Purchasing is a good example. We are encouraged to manage all group expenses through my credit card. I have to spend large amounts of time signing off purchase for others and reconciling the accounts on-line.
My teaching load has increased from 150 hours (in 2014) to 280 hours (in 2015) because I only got one publication in 2014. I expect to have further rises in teaching load (which leads to a reduction in research load) in 2016 because I have 'only' got two publications this year (in 2015). Because of this I am considering quitting and getting a lower paid job with someone who values me.
The environment has gone from one of being largely supportive, to being in the 'attack' mode. It has gone from feeling valued, to the total opposite.
This has slightly increased due to the funding cut from the federal government.
Increasing administration and teaching load.
No admin support now
Remained stable.
Increased tasks delegated to my role
Poor skill mix increases spot fire work
more admin being put onto academics
Research is very time consuming and admin tasks take an unreasonable amount of my time. I must find time to do admin tasks that could be performed by admin staff - job descriptions of admin staff seems to prevent them from helping academics to be more productive.
Increased teaching and administrative load coupled with a markedly decreased research time allocation (but bizarrely, increased expectations for research outputs!).
Increase in teaching and marking
It has got better
Increased teaching
More teaching more service and less research
Increased workload
Increase in teaching load in addition to increasing workload with the development and delivery of new units
dog like
I believe that the productivity has improved with the same amount of effort
There has been an insidious workload creep. A large measure of this is due to the unseen hand of middle management instituting all sorts of measures, protocols, audit systems etc which add to workload without due consideration for the impact of such moves.
My teaching load used to be 4.5 per year. Now, it's 6 or more.

Huge amount of administrative and managerial paperwork, which is very likely goes to waste in 99% of the cases.
Less time to research, yet expectations about research have risen significantly with no reduction in teaching load
less support and more expectations
Increased admin.
I am not quite so overloaded as I was last year but I do find my teaching standards have dropped due to inadequate preparation time. Also, I want to continue my research which will have to be in my own time.
Explosion in student enrolments. Exponential growth in admin responsibilities.
it has increased, but also gotten more diverse. As a lecturer I now need a very wide range of skills in IT, online content development and teaching many students who struggle with English and/or academic language.
It's hard to conduct any research when most of the time is allocated to teaching, given the number of units per year
the federal cuts have put our department budget in deficit and as a result we do not replace retiring people and teaching loads increase for everyone
More conflict and bullying. Fights over transparency of the workload spreadsheet. Acrimonious workplace relations.
Increased face to face teaching, reduced hours allocated for preparation, no hours allocated for consultation
They have made conducting research more difficult. Managers don't understand the practicalities of field work and how to maintain one's international standing as a scholar.
The need to carry out administrative work has increased. I also have to cut into my assigned teaching time to meet research expectations.
More administration tasks - with more complex processes. Less sessional support. More expectation to be innovative Huge expectations to ensure we retain students in first year, particularly those struggling.
More administrative burden, any extra work is shifted from student to academic
Increasing administrative work with larger classes not acknowledged. Less tutoring support. Increase in subjects to teach
Time taken for teaching and increased quality assurance programs has increased.
Unreasonably high increase in administrative work. Very unsupportive administrative offices that increase academic workload rather than assist us. Inconsistent policies towards teaching make long term planning the improve teachin impossible and in any case sweeping changes are demanded at the last minute without consultation or provision of resources. The situation is catastrophic.
Significantly more demands - particularly research + administrative loads.
I have never been so overloaded in my 15 years academic career
Massive increase in administrative responsibilities as a result of organisational restructure that reduced local admin staff by two thirds and dispersed administrative responsibilities to academics.
We have taken on additional work with partner institutions that has meant academic unit and course convenors have to now manage teaching teams in multiple locations, at different institutions. This increases administrative workload significantly, and is not acknowledged as additional work. It is all still within out 12 hours of teaching.
Difficult to assess.

Tutorials have grown from 20-25 students to 45-50 students
managing a larger team
less time allocated to administration and teaching but far more administration, and teaching-related administration, to do.
Mental. Most of the increase in work is in stuff that is not associated with tangible academic outcomes i.e increase in admin & trivial organisational distractions
More admin, but always been very heavy
Increase by stealth through increased class size and reductions in staff numbers
I have been assigned workload with increased responsibility and mentorship support which I enjoy and appreciate
enormous increase thanks to the flawed-to-the-core workload management system championed by NTEU, but at least I also have to lie about it to keep my job
I've just started working
my workload has always been over-allocated and this hasn't changed.
I have changed roles within my university within the last two years, so this is difficult to say
stable or increasing slightly
Much more bureaucratic crap
Significant; specifically in the areas of administration and preparing teaching online materials for students.
worse
NA
less teaching, more administration
More pressure to research & write on top of teaching loads + student support
Increasing bureaucratic impositions on scarce time.
Workload plans that have incrementally demanded more and more teaching to the points where preparation, planning and innovating in the classroom comes at a cost of non-institutional time (weekends in particular). Decreasing sessional staff budgets means permanent staff are expected to pick up the difference.
Greater expected outputs and reduced time allocation to achieve these.
Substantial administration, increased research expectations, less free time and less thinking time. There are more systems that are about compliance and not about helping academics.
The possibility to get support with administrative tasks have practically diminished the last year. A lot of time is spent on filling in forms which purpose is unclear a lot of the time.
Significantly more administrative overhead, particularly in relation to teaching activities.
Very crammed periods of intense work to complete assignment marking, resulting in visits to a doctor from stress from this. There is never support because if your EFTSL is about right, they don't care, but this is not about EFTSL. It is about how much one human being can possibly do in trimesters which don't allow time to breath and sleep properly, and one day that is going to kill someone.
Increased significantly to the point where it is not doable.
More teaching and admin. Need to work evenings and weekends during teaching weeks.
I am a new academic so I can't comment from personal experience. However, I have seen how things have changed since completing my PhD (~7 years ago). Academics are teaching larger classes and have a higher administrative burden.
Teaching and administration has increase by nearly double.

My workload has remained constant
I cannot answer this question as I just moved to Curtin in July 2015 from a research only position into a T&R position.
The amount of teaching has increased by about 50 contact hours
reduction in research allocation, despite internal and external research awards and cat 1 grants.
Increased bureaucracy, casualisation of departments and either centralisation or outsourcing of administrative support services
many more measures to consider eg increase in surveillance for academic integrity, more accountability for assessment eg moderation, co-marking etc. Less administrative staff to assist with entering marks, increases in technology etc
More time is required for research in order to obtain grants
The expectations have increased dramatically despite the number of workload hours not increasing on paper
the teaching hours have been increased significantly.
ad hoc
Increased workload to be completed in reduced timeframes. Expansion of role to include IT and administrative tasks/skills beyond current capacity, skills and training. Blurring of boundaries between teaching periods due to trimesterisation.
More teaching and online preparation work. More administration.
I was moved from teaching/research to teaching as I have still to complete PhD.
More demanding
Increased admin and governance work generally. Teaching requires more remedial work with students who seem ill suited to University education.
The 'bracket creep' in administrative responsibilities has been enormous. I am now responsible for uploading, moderating, reviewing and modifying all examination and grading data, an IT operator for inefficient online learning systems that students don't want, administering a student feedback system that doesn't really measure 'learning' and an extension of the Human Resources department (for sessional appointments, marking quotas, and work rosters).
Teaching administration has increased significantly, as well as added tasks involved in on-line teaching presence and delivery. This has impinged significantly on time available for research.
We have less autonomy and we are not treated as individuals - its all about funding and numbers of students, not quality
more administration and less time for research. More topic development.
I have been forcibly moved to Teaching Focussed (otherwise I wouldn't have a job) and therefore I have no allocation for research. With additional teaching there is a increased marking load - I have marked non stop from Week 4 this semester - over three units.
teaching increasing every year with greater admin each year. research time suffers
Unreasonable and complete exploitation
Course coordination is no longer recognised in my workload. Previously I was given 1 hour per week for each course I coordinated - now there is no allocation. Officially course coordination is part of "engagement" - which makes no sense.
Admin has gone haywire - I now spend significantly more time on this, especially since roll out of all the new systems which I'm struggling to get a handle on.
Teaching would be more along the lines of 80% of workload
Escalating in volume (and expectations) from management and students.

A lot of pressure to publish. Doctoral students have been moved from teaching into Research which leaves little time to do my own research.
Increasing uncertainty due to variations in workload tool/allocation formula
It has been exponential, especially in research and admin expectations.
Unsure....new academic.
Constant and consuming
increased to 60% teaching when I became a permanent staff member without reduction in research commitments. hopefully that will change next year. Preparation for blended learning has also significantly added to workload.
As I have only recently shifted to a research and teaching role from a teaching focused role, my teaching load has decreased somewhat. However I feel the expectations around my performance have increased and I am now expected to be "great" at, and do more of, everything (i.e., research, teaching and service).
more admin and ohse tasks, less time to spend actually teaching students, have to rely on casual TAs to do the prac teaching instead of doing it myself, which I loved doing.
Less time with students. More time in meetings
Huge increase in administrative and coordination duties that are not counted adequately in any workload allocation model
Heavy, heavy emphasis now on various administrative tasks that, firstly, I am not qualified to perform (filled as these processes are with various forms, specialised language, opaque procedures) and, secondly, do nothing.
For example the whole new 'moderation' process: an aspirational principle that I agree holds merit, yet we are given no allocation to actually perform rigorous moderation of one another's units, and we have to fill out forms, and then more forms, that do not make much sense nor address concerns we feel are raised by students.
My role involves placing and teaching students on placement. The number of students in my courses have more than doubles in 5 yrs.
Expectations of the amount of research I should produce has increased significantly while the time I have to do that research has decreased due to a) an increase in administrative work b) teaching workload
More pressure for research outcomes, same amount of teaching + PHD and coordination
running 4 semester, I teach and co-ordinate in each semester therefore only have 2 weeks in December where I break for the summer semester.
dispiriting
A lot of admin tasks that can be simplified if we have simplified admin and approval process.
Increased face to face teaching load, from 9 hours per week to 13 hours per week; replacement of tenured or contracted academic colleagues with casual academics - leading to increased time demands to oversee the integration/teaching/marking of casuals; increased administration around marking and course preparations; increased KPIs for research output and other research activities such as competitive grant writing; no allocation of workload for competitive grant writing (and similar activities)
About the same
increase in teaching
More is required, with less support
undesirable, not student or staff focussed
Really bad. They want to fill every hour. No time built in for even sickness!

Increased teaching load and administration and th need to respond to increasing demands and expectations from students. Student expectations growing is an inevitable corollary to them paying higher fees - but it is exacerbated by email and all other electronic communication.
More of everything
extra teaching load with less support
I haven't been here long enough to see it
Large increase in administration and compliance. More activities and duties that are outside teaching and research objectives.
My workload over the last five years has involved a massive increase in required administration and service.
Increased micro-management, surveillance, unreasonable expectations, non-acknowledgement of many other unmeasurable duties that I perform.
More pointless admin tasks, which should be done by clerical officers.
More emphasis on research output but less time to achieve it! It's not an issue of number of hours, but lack of the kind of CONCENTRATED time needed to produce quality research.
More meetings and calls on time that are not teaching or research. Research time gets fragmented, and is the first thing to be lost if other commitments come up.
It's always unclear. There have been changes to my workload numerous times, changes to my allocated responsibilities. It has never been clear what is actually required of me. Currently I am required to work to meet the needs of the department which is under staffed. There is a culture of working overtime.
Fairly good but with a lot of arguing and discussion to get it right.
less time allocated for teaching preparation
Increased teaching, increased admin, unrealistic KPIs
Early Career, still finding feet
more balanced
Much more administration and reporting
I have not been working here for that long.
As I have moved to a new system, that question is not useful to my situation
More teaching has been added, with larger cohorts of students, but no adjustments made to other commitments made and no extra support given. My research therefore tends to take place in my own time.
More admin. Students having bigger issues / problems that require more in-depth involvement.
Since the implementation of the new work plan in percentages, my work.oad has increased significantly
Increase administrative load, increased teaching load resulting in longer hours.
Massive increase in admin. More expectation of sinking time into developing blended learning activities for little student benefit or compensation.
Increase in administration and performance expectations
Brutal
.
More administrative related work is forced down onto academic staff. Teaching requirements are more time demanding.
everything has ramped up expectations are much higher - in particular, the quality of the output needs to be higher also. Even so - quality does not equate to citations so I have to be strategic about the work

I take on - sometimes this does not mean that I think it is the most important work but it is the most effective in delivering the metrics required.
More teaching and admin. Expected to publish more to achieve higher ERA. Taking on more HDR students.
it changes.... generally I feel very stressed about workload
More management and administration making it very difficult to have enough time for research in particular (despite having ARCs).
Larger class sizes; less support for research; more administrative tasks
NA
The only reason I disagree with questions 13 and 14 is that we have had a quantifiable workload allocation model in place for over 4 years which has kept my teaching load under control.
+30%
As I have progressed up the 'academic ladder' i find i need to do more work to meet the demands and expectations of my job
horrendous
Admin has risen considerably also I've been backfilled and had extra teaching duties allocated to me just before session starts to fill in for other staff on leave.
More administration due to proliferating forms, increasing requirements on PhD students and therefore supervisors, and increasingly complex teaching, travel and finance systems; workload models being modified to suit decreasing budgets rather than the Enterprise Agreement; increasing research expectations with less time
Improving as the EA becomes better formulated.
Difficult to have time to focus on one thing. constantly needing to multi-task and hence not give quality time to thinking and planning. Regularly chasing deadlines.
Due to a restructure and redundancies my teaching load essentially tripled and has left me little time for research or even a healthy work life balance
Increase in admin and a higher expectation of research outputs
My workload has changed negatively; No time to do any research as i have be re-classified as a Teaching Scholar an yet I must complete a research degree (PhD) or I could lose my job.
Administration load has increased and time taken to prepare teaching materials in various formats to meet learning needs of distance ed and internal students has increased.
More administrative duties as support staff have been made redundant. Less support for research so grant writing, conference prep and attendance has to be funded by me so I have to find ways of raising funds to support fundamental research activities, TA support has been reduced so more work is required of unit assessors, my responsibilities for 4th year and PhD supervision has increased despite all incentives for publications and completion bonuses have been eliminated, etc...
The guiding principle seems to be that we are continually being asked to do more with less allocation or recognition for the actual duties we do provide.
this year our workload has decreased dramatically, caused by the refusal of our School executive to stick to the agreed workload model. They arbitrarily chop 10 hours off a task that has been deemed to take 30 hours, and yet we are supposed to deliver as usual. Insanity!
More demand hoops to jump through for teaching, deadlines, more demand to be tech savvies to manage online delivery and up-skill with teaching in this way
Increased administration at academic level, less and less funding available to do minimal research along with greater demands from students and Uni administrators to pass as many students as possible.

Overloaded with additional administrative work that was never part of my role when I first started working in academia. The technological changes have also increased both the stress and time needed to learn and use these systems, which seem to constantly change.
Increasing administration related to technology and continuous additions of management layers requiring inordinate amounts of 'paperwork' while at the same time actually removing all decision making autonomy over my teaching - I can't even improve an assessment task without being blocked by technology requiring 2 levels of consultation and 4 levels of approvals before it can be approved. Teaching is nearly all 'distance education' and required to be all 'online'. It appears there is a belief that this is less time consuming which is not the case. It is much more time-consuming to alter study materials that are fragmented into bits online than to alter one word document which is produced as a pdf file for a Study Guide for instance.
Constantly changing demands. No role certainty.
Minor changes, a bit more administrative has been put on to unit assessors/lecturers.
There is more busy work that is not productive
More time taken up by admin jobs and less time for research
Increase in administration and reporting. Deadlines for marking and session planning are tighter.
Greater expectations and accountability; covering other full-time positions in the Centre who have retired and not been re-advertised or recruited; covering for casuals who contribute little.
There has been an extraordinary transfer of responsibilities from the Administration to Schools, and hence to academic staff. New systems are routinely introduced without having been checked for their impact on the workloads of individual members of academic staff.
"gross intensification"; administrative creep means that I now do more of what admin staff used to do, with IT programs that are not user-friendly or synchronised; if I 'work to rule' on the hours I could not do what I need to do; the QUALITY of what I do is not important to my superiors (but it is to me and my sts); if I complain, I am labelled as the problem, not the system in which I work. I can not complete my teaching, service and research tasks with the 37.5 hrs of the 48 weeks of the year. Thus am forced to use my own time to do my work
Increasingly burdened by administrative activities from higher level of university
increase in online teaching and administration in addition to previous load
I stepped back from major administrative roles at the end of 2011 and then had more time for research. However, I am now serving as head of discipline, which takes much of my time, and have ten postgraduate students, which takes the rest. My face-to-face teaching hours aren't heavy but it's hard to fit in everything.
increase demands on my time from executives, line manager and students
Far more bureaucracy across the board, and teaching load has increased not least because of the online component. The tasks for which I receive workload allocation generally take far longer than the workload formula recognizes.
More, more, more
Administrative workload has greatly increased. Student numbers have increased without corresponding recognition (eg. around unit coordination).
1. Increased administrative load - basic administrative tasks have shifted from general to academic staff 2. Less workload allocation for administration - in fact, administration has basically been 'defined out of existence' as the new category 'servide' requires specific activities to be identified rather than general administrative work.
unsustainable
Working in Australia for the last 1.5 years. Workload has been constantly high and higher than many other parts of the world.

Longer period of the year with no teaching duties (now from January to September). Odd methods of calculating research output. No allowances given for unit/subject coordination. Unilateral increase in teaching load.
Increased exponentially in accordance with increasing demands and expectations from the institution.
A reduction in admin support has increased my workload. I now have to conduct menial admin duties which the university could pay others to do at less cost. Its poor fiscal policy
Specific issues such as workload at my Faculty has been thru a major new articulation, which is not complete. And while in general its great to finally have some articulation around an average face to face teaching load with some transparency and considerable collegial discussion and how flexibility can be negotiated. But there is considerable room for improvement around an agreed framework for research and also leadership & engagement. The process which was firstly initiated only 3 years ago and in all fairness has problems but there is a process emerging and hopefully be further articulated over the next 2 years.
Actual teaching has stayed the same but what is expected within this has changed i.e. have had to prepare more materials for a range of different courses, more administration especially around quality assurance for accreditation i.e. moderation etc
Rapid increase in devolution of administrative tasks to academic staff. Increase in student numbers with no corresponding increase in ongoing academic staff. Increased casualisation of admin and academic tasks.
.
Increase in work from unfilled positions. Increase in administration for no real purpose.
Extremely increased hours to combat underfunded projects that have strict time frames.
Warren Bebbington & his Beacon of Enlightenment
Much more emphasis on teaching although management continue to express encouragement for research. However their words are not matched by actions
Increase in the amount of subjects I am teaching and developing. Less hours allocated to do the same work. More admin, rules and policies to read and follow associated with teaching.
Increase on all fronts, lack of professional support. Incredible waste of valuable time on policies and procedures that are redundant and provide no relevance to our core education service.
Same
Enormous increase in administrative tasks and teaching load. Less time (and money!) for research while expectations for publication have increased. Created division between privileged "research only" staff and the "teaching/research" staff who are now increasingly "teaching drones". The amount of work required for teaching and running classes is invisible to the work load formula and the administrators, who do not count what we actually do. Increasingly a politics of quantity over quality. Terrible morale at work, low productivity, and degraded relationships with students.
More research and reporting requirements
Workload model provides less time for specific tasks, so that more tasks have to be completed within workload model; expected research outputs have increased to the point where it is absolutely impossible to reach minimum expected standards with 38 hour week
More and more administrative work, more reporting to achieve the same outcome
disconnected from any factual sense of job requirements
Increase in actual teaching, selection-officer role, student admin' such as assessment.
More administration
I've worked at three different institutions on three different continents and have only been at Griffith a few months, but -- so far - the level of micromanagement and general experience of officiousness is at least as bad as some of the worse universities in the UK.

Increased teaching and less time for research as post graduate/honours supervision is included in research allocation and not teaching. In one semester I overloaded by 25% on teaching but only had an 8% reduction the following semester. Often expected to pick up teaching at the last minute with little time for preparation for the unit.
The administrative burden has increased steadily in that time, with lots more DIY work in: HR, project budget management, governance/routine reporting, teaching admin, events, IT upgrading, travel arrangements, research student progress etc
The better I do, the more things I am asked to manage. This management work is not rewarded, and I won't be promoted for it, as I will only be promoted when my book comes out. Yet the management takes time away from the book. So I just work more.
While there is some attempt to monitor and evenly distribute workload amongst staff, constant changes in what each staff member is allocated to teach often means teaching new material each year. This is quite time consuming.
Responsible for more administration & more systems, less support
Increased reporting (bureaucracy) and administrative duties. Increased time investment to develop teaching and learning materials for online delivery Increased pressure to engage in research and publish as well as an increased teaching hours, face-to-face. Teaching hours have increased from approx. 12 to currently 14 plus hours per week, depending on other duties (% research and administration).
There has been a gradual creep and a change in the way workload is calculated.
I manage an increasing number of projects, which means more time keeping up to date with student/colleague communications and completing reports/budgeting requirements, and not enough time doing the research
No change
This year I moved from short term, casual, or contract positions in research centres to a teaching and research position in a school with high levels of undergraduate enrolment. I do not work excessive hours, things just don't get done.
Constant and heavy
increased administrative burden
- Bigger classes (meaning more marking). - Pressure to teach a lot, and then little credit for it. - Admin tasks are increasing and management has found sneaky ways of erasing them from our workload formula.
Never really been different, except for increased complexities in external grant application procedures
Each year the workload is increasing in all 4 areas of teaching, administration, service and expected research outputs.
Dealing with admin and technological changes without support - i.e. downloading extra admin responsibility; tech doesn't always work; fiddly/busy work in the name of 'educational experience' U/G Students can't/won't read
Nil
Less face-to-face teaching. Significant increase in administrative duties. More emphasis on research activities.

Far more administrative duties.
More admin, much to keep up with endless changes to university structure
Teaching hours have increased. Expected to do more administration, as well as be involved in marketing activities
They haven't changed
Increased
Increased pressure to produce outcomes and bring in income has seen my work contact hours increase significantly. There is now an expectation that we will work weekends and in the evenings.
Fewer people doing more. It's hectic and there's no backup if people need to take sick leave.
My workload hasn't changed much in the past five years. However, it has always been heavy. More administrative activities have come my way.
All teaching now considered small seminars of 45+ students. Blurs line between lecture and tutorial so in effect we do 8 hrs plus of lectures each week disguised as massive tutes. All coordination considered service not teaching. So you don't get teaching credits even where you coordinate massive UG units of 500+ students with 10+ tutors to manage. If you ask for teaching credits for coordination you are labelled a poor colleague unwilling to contribute to the school. There has been a massive slide in standards since [REDACTED] became HoS.
Teaching increased significantly, especially marking.
Expectations of doing more with less. With university expanding its cohort of more academically challenged students, our workload has become much heavier with NO added support.
Significantly increased expectations around research.
Significant increases to the teaching load.
Much more administration and also much more extra demands from students requiring email responses.
Intensified
Not much change
More trivial admin; shift to electronic marking (which I don't like); no down time, no cycle of busy and less busy times, constant demand; more students who have special needs, including mental health problems. More time spent responding to uni planning and benchmarking and strategic planning etc - we have had to devise a ranked list of journals in our discipline area, identify a Dept in another Uni against which we could be benchmarked.
Increasing expectations across the board. Diverse new activities have filled in any spaces that used to exist, so there is no downtime between intensive periods. Constant CHANGE striving for improvement, or appearance of improvement. Change is very exhausting and time consuming, and does not necessarily lead to improvement. Funding is harder to get, publishing is harder.
There are no apparent caps on maximum workload - whatever needs to be done needs to be done whenever demanded irrespective of what else is going on.
There is little or no credit for what used to be regarded as essential contributions to the profession such as journal editing, science evaluation etc.
Not much change in 5 years, major changes occurred 5-10 years ago
stressfull
more teaching, more administration means less time for research. However, research is what we are most often judged on so we work more hours to complete the research
Less face-to-face communication with students , but greatly increased email and other media. Greatly increased administration and performing required competencies

Huge increase in administration
Continual escalation of teaching load & performance (class sizes, teaching expectations, assessment and classroom strategies requiring rethinking and remodelling approaches, online learning and other computer based teaching -eg online marking) with diminution of support - sessional assistance, administrative assistance.
Administrative tasks have ballooned at a staggering rate to create "evidence" that I am doing my job - despite the fact that growing student numbers in my courses, successful publications, and minimal student complaints would suggest this is self evident without the mountains of documentation.
More admin, more marking load, multiple changes, ongoing curriculum development that is more detailed and intensive
I have been employed in my first one year fixed term contract, and for the first time I feel I have had more time for research.
At the moment higher level academics do little and low-level academics are overloaded. More bureaucracy and admin, more teaching load, more expectations on reporting and specific research outcomes.
Increased 'hidden' work (e.g. Administration, meetings, demands associated with online teaching and learning). Decreased recognition for repeat lectures and other demands associated with a multi-campus environment.
Only been in the job for 2 years, but increases looming as mgmt enforce the workload formula more rigidly.
I've only started working as a post-doc in the last 3 years, so I don't have much for comparison.
It has increased steadily but it has always been much higher than 38 hours per week. I think it started out easily as 50 and is now typically over 60 per week, often considerably more unless I make a point of curtailing the work to protect my wellbeing, home life and physical health
Increased responsibility, increased dictatorial pressure from above, increased blame place on the academic, decreased support, increased angry and disgruntled middle management.
Email has become ridiculous and chews up obscene amounts of time
increased governance activities - otherwise I won't be considered for promotion
greater expectations, student numbers, presentations, administrative responsibilities and community and campus service, additional time to keep records demonstrating workload and activity and portfolio, no time given for writing up grant applications despite expectations
I am designated "research active" so only teach 3 hours per week but the pressure to publish means I am on a constant treadmill
I moved from an impossibly large administrative task to a slightly smaller administrative task. The number of post grads that I supervise has doubled, but I am doing more hours of undergraduate teaching as well.
course administration (coordination) is becoming more time-consuming
Increasing but manageable
Increase expectation on research which is fine, but at the same time a significant increase in administration has been pushed onto academics
The decimation of profession support staff through the BIP initiative has meant that a significant amount of additional teaching administration (in particular) that was previously done by professional staff has now been transferred to academic staff. The net effect has been a reduction in available time for research.
I feel like I am drowning in meaningless quality cycle indicators.
In addition many planning processes are automated eg room bookings, timetabling, etc The programs supporting these processes do not reflect the complexity of contemporary teaching practices and are build around the old hourly lecture/tute model. Before each term I spend hours trying to negotiate ways

to get teaching spaces that will allow more flexible teaching practices. Finally the lack of administrative support makes workload so onerous as I spend more time on admin duties than on anything else.
Much more admin responsibility.
See answers to Qs 11-13 in which I answer 'Strongly Agree'
It has increased at least 50 percent
Increasing reliance on contract research - even in my short time in academia, research centres have increasingly become "cash cows" for client-focused research, rather than academic work.
increase in administrative duties, more paper work and red tape
With the current workload model my teaching hours have decreased and time for research should have had increased. However, due to the reduction in admin staff, and subsequent increased admin load for academics, I have about as much time for research as I had in the past
Not much change
It just gets more and more
I changed universities in 2010 so this is difficult. However, the expectations regarding research are different and less emphasis is given to completing research tasks and yet expectations are high.
Technology (e.g. emails, Moodle, etc.) has increased workload at my university and this has not been reflected in current workload models. There is an expectation that academics are connected 24/7 and provide continuous attention/instant replies to different stakeholders (e.g. students, supervisors, etc.).
More admin, longer hours, harsher human resources and increased bullying and harassment
Decrease in administrative and other support resulting in increased workload
not a great deal of change - a bit more relaxed about it since getting ongoing
Too much pointless admin.
contact time increased 100%, admin time increased 30%
F2F teaching has increased. Demand to apply to apply for teaching grants has really increased. Teaching administration has increased due to AACSB requirements. Dual mode teaching has increased teaching hours. Basically, if you are on a balanced profile it is "hell".
Increasing workload
Manageable, with increasing difficulty.
Administration grows and grows and grows
More administrative nonsense, more forms to fill, more written justifications required, more interference from "managers" who have no understanding of what we do.
Devaluing of teaching in the workloads formula
Not so much changes to actual workload allocation but continued pressure to perform above and beyond
Doing more with less
My workload has been increased around 10% year on year for the last 5 years ... I have not been paid any more for this and I am told I will be sacked if I don't do it.
More admin, little time to do research, clinical work required which counts for nothing as far as workload, promotion etc
More admin, more teaching, less support for these activities, leaving less time for research. Greater pressure on research outputs.
Much more of a 24x7 working environment. Working late at night, on weekend, during public holidays and while on leave is considered normal and expected.

a lot more admin, diminishing support, greater student demand for all sorts of help, proportion of stressed anxious students up.
It has remained fairly stable - especially when I compare it with colleagues' loads.
Expectations in every area of work have increased exponentially.
Doing so much more in the same time
We have to spend more time teaching the same number of EFTSLs, due to administrative tasks and small numbers in classes
higher expectation of time devoted to course development
I'm expected to do more "volunteer" work. Administrative requirements are increasing regularly. I have less support for any of the tasks I do from the University.
Substantial increase
Going upwards with no end in sight
Increased expectations with decreasing support. I don't teach but the expectations on bringing in money / grants etc are difficult / impossible to meet
This is my first position in Australia, but in comparison to the UK there is more admin/regulations here.
More administrative paperwork is required despite more administrators being employed. Little of it appears to improve my ability to teach well and produce better research outcomes
Expectations regarding research output have increased (in both quantity and quality). Also expectations required for promotion have significantly increased meaning that people who want to progress have to forgo life outside of work to succeed.
Increased
want to reduce but impossible.
teaching, admin increased. Research time is snatched in non-teaching periods , weekends and occasionally a day in the week when teaching but this is rare
Vast increase in administrative work needing to be completed with far fewer admin staff for help (eg casual staff contracts, purchasing and travel arrangements). Our admin load is insane as is the level of additional work and documentation to comply with TEQSA.
Reduced admin staff and an increase in administrative tasks
Greater emphasis on 'on-line' teaching activities which are time consuming, shift to more administrative responsibilities with promotion to level D
Less time to read and think. More administration. I am currently transitioning from a research only to a teaching and research post, so there is increase in teaching, but that is to be expected.
It neglects the merit of outstanding articles and books and emphasize the money obtained for grants.
Increasing slowly but steadily.
We have increased pressure to teach more while research stress is increasing while research funding is decreasing. Career progress to level D and E are strongly related to research funding but university gets funded for teaching.
Less time to do more low quality work
As with most industries, demands on our time has increased, which has also coincided with a reduction in administrative support.
N/A
Increasing emphasis on research makes teaching a punishment for poor research performance. Workload baselines have increased substantially over the last 5 years at the 2 institutions I have worked for.
Much more administration

WAM grossly underestimates time required to do many tasks, particularly quality research
Major changes in last 12mths with implementation of new workload model that seems to be inequitably implemented across schools/org units at UQ. Drivers are basically budget constraints so everyone is given more teaching.
Significant increases in administration and teaching loads and no time allocated for research
More administrative procedures that make my work more complicated
Increasing time required for administration; insufficient time for research.
It has increased to the point where I could not cope and where I have had to insist that I drop a key role that I had been given 8 years previously. With no workload model and poor supervision and lackadaisical annual reviews, I've had to use my own methods (personally kept spreadsheets) to keep track of my workload. It has increased, partly due to this inadequate supervision that I suspect is inherent to the system - i.e. closer supervision would have revealed multiple issues in my workload so was avoided. Same for my colleagues here.
Having only been in the position 2 years (approx) I have not noted changes, but I find the allocations to tasks tend to be an underestimate and don't account for learning new procedures or for all the 'extra' things that crop up.
They have been so catastrophically damaging to my career and my wellbeing that I am actively seeking employment overseas.
It has been just as difficult throughout that time.
Workload creep- more administrative requirements demanded but workload allocations remain the same. Increases in student consultation and issues relating to students generally are far greater. Just been requested to assume a PIO position for the School that has no workload allocation at all.
Larger degree of stress caused by 'churn' in institutional policy and priorities, local and high level restructuring, and activities related to quality assurance broadly conceived - ERA, teaching 'improvement', whole-of-institution monitoring of centrally devised and unrealistic goals.
becoming incrementally more demanding
Workload consistent except for increased administration load.
I have been required to develop and be Subject Coordinator for 2 subjects at Masters level even though my contract is research only.
It has become more unfair and unrealistic.
More administrative tasks. I have taken on more research students (PhD and minor thesis/honours) as my place in the School has consolidated but this is not taken into account properly when my teaching workload is allocated. My teaching workload has increased. we have also had increasing numbers of international students who have additional needs, which are not taken into account. I also participate in more PhD hurdle assessments.
admin up a lot
teaching admin up a lot
requirements/timing mis teaching (i.e., being required to rank fellowships during exam marking period)
increased
Major improvement since the last EA when teaching workloads were limited to a set number of hours per annum (thank you NTEU!!), however the workload policy is 'massaged' by the HOS so that the hours 'look right'. They bear no reflection on the time taken to actually do the tasks.
Constant change; More hours spent developing new units; more hours spent working in an acting capacity (not workloaded at start of year) due to colleagues' leave (sick, asl, rec) and insufficient others to take on roles; more time spent on training & support of casual staff.
a lot more to do , with not more time to do it

Insane increase
Increased teaching and administration duties. Use of an unrealistic workload formula to forcibly increase load. Chronic and severe under-estimation of time allocated to complete tasks , such as marking and lecture/unit of study revision.
Increasing, especially form filling
more admin - less admin assistance - more QA nonsense
fairly constant over past 5 years
More administration; higher expectations within the same time frae
in general, admin has increased massively; what used to be done by other divisions is now the responsibility of academics and this is only going to get worse. Senior management creates added paperwork. Under my former HoS, the workload for my new Course Coordination role was well under estimated and was squeezed in on top of everything else. Current HoS reduced teaching load to cater for bigger admin role, which made a massive difference.
I've only worked for 5 months in this University.
Excessive paperwork and bureaucracy. Reduced administrative assistance.
Constant and unfair. It is not maintainable.
1
I think workload has increased admin staff ate decreasing and we are loaded with admin duties more and more.
I seem to have less time for research, more administration that is being called "teaching" and more teaching that is not recognised as teaching. I find supporting Distance Students often takes more time than is allocated, and the changes to my University are taking a great deal of my time and effort to understand let alone keep up with.
Lack of administrative support, introduction of ridiculous research kpi's
As a research intensive academic, I was employed full-time to work on a specific, externally funded project to produce a report. However, the report doesn't fall into a performance category, so publications and applying for grants then become something to fit in on top.
Constantly increasing. Almost weekly we are asked to do something additional, but NEVER advised that something we do can be dropped.
More demands, less time, more admin, more teaching development because of online etc
20 per cent
The working conditions are becoming very undesirable and we have lost all the advantages of working in the university environment.
More administrative work
increased student numbers and increased class sizes and marking with increased time pressure for turn around
Less academic staff
Much more admin.
Got busier but more exciting
The amount of administration required for teaching has increased substantially. This is partially because of the need to set up your own teaching platform sites and to integrate all the reading and other materials yourself. It isn't always possible to simply re-use content from the previous year. We have software upgrades every semester that require us to re-do some sites from scratch. Also, the reporting requirements for teaching and research have increased.
More admin, however I have moved into an academic management role in the past five years

Do more with less support
Worse
Much more administration and a great deal of technology admin
My administrative workload has increased a lot.
Intensification. Much more admin, ever increasing teaching load, research performance expectations increase as resources and time available decrease
N/A - only joined RMIT one year ago
significantly more admin (partially due to change of role)
teaching requirements in research only position
Work place pressure has increased to the level that I question why am I still teaching a donkey can only carry so much
Steady escalation in teaching and administration, including senior roles while an ECR, with minimum administrative support because professional staff are apparently also over-stretched, meaning I am now buried under endless bureaucratic paperwork with review after review designed to give the perception that something is happening in my particular University. My workload is continuing to be subject to decisions that are the result of extremely poor and changing leadership and most of all by the insistence on using simplistic and corrupt workload models. DEMORALISING
Increased admin results in decreased research
The biggest change is that, increasingly, admin is being pushed from the centre (faculty level) to the schools and falling on us.
My Head of School has supported use of workload model so teaching workload has decreased
However, I still don't have the time to meet University and Faculty expected outcomes
Getting busier with higher expectations. No time for research. Much more stressful
I started out as being research only. Despite keeping up my research productivity and getting grants, I've had to do more and more teaching and coordinating each year.
Getting worse due to bad software implementations and lack of communication between different databases cross the university
Every year I reached December completely exhausted and congratulated myself for having made it with the thought that it could not get worse and every year it got worse.
Greater teaching load with declining support
More demanding management expectations
Huge increase in teaching.
Teaching load has decreased to about 250 contact hours per year but that does not include marking exams, attending meetings etc. This is evenly spread over semester 1 and 2.
Most of my research is done overseas in developing countries and I am finding it increasingly difficult to do this work effectively due to not being able to travel OS during semester.
It has become heavier and far more complex
Massive increase in workload - existing workload models fail to capture all the administrative and teaching related preparation activities.
Constant pressure to do more of everything
Increased admin related to teaching and institutional governance
During teaching-intensive periods it is almost impossible to get any research done, especially as I have been coordinating large, core subjects.

My workload no longer conforms with anything like a workload model and to deliver on the details of my role while maintaining research profile and support PhD students and colleagues, my time has become even more constrained even without regular responsibility for undergraduate coursework. It often seems like just too much of a good thing as I love the work that I do.
increasing with student numbers and removal of teaching support
Rising levels of admin in teaching and managing increased teaching expectations. More admin re other activities eg annual performance reviews require several day of work to prepare for. Time demands to do irregular admin that occurs once or twice a year so that familiarisation with the process is necessary each time.
Increase in marking workload
Much greater regulatory and compliance related workload. Administration is being devolved to Academic Levels B and C who are unable to delegate further.
overloaded by compliance issues monitored at each stage by management
There has been an over-powering elevation in pointless administration. Indeed, there is no evidence to justify to existence of most administrative duties that are raised on the premise of improving some feature of the working environment.
if i was black i would say i'm being worked like a black fella
xx
Increasing, with teaching disparate from field of research
extra work adjusting to restructures.
Distance mode means more time spent interacting with students on-line (emails, forums - phone). This is more time consuming than face to face for individual interaction and guidance. Increasing student numbers with staffing increases not proportionate.
Much more time spent getting to know operation of learning management systems for teaching online. Very little support. Much of this I have had to learn myself by trial and error.
Increased with my career
increased pressure to produce publications means much more time must be given to research while simultaneously teaching loads have not reduced
There are constant escalating demands for form-filling administrative accountability masquerading as 'quality improvement'. In fact it undermines quality, morale and collegial relationships, let alone the time it takes and constant interruptions that impede substantive work like research.
Improved; I work for Monash College, which has improved their syllabus by reducing lesson preparation. In the past, all teachers had to prepare their lessons from scratch and they were not able to recycle/reuse these lessons due to the nature of deployment (ie teachers were not always assigned on the same course and class level consecutively) and due to lack of organisation/filing these prepared lessons.
doubled the time I need to spend in my off duty time
No changes.
Increased every year
An improved allocation for research, due to changes in University policy.
expected and demanded increased such that not completing tasks or sticking to regular working hours would not be looked upon favourably
Administration has increased, but apart from that there has been little change. The hours provided are inadequate to get the job done for some - but there is an unequal distribution of workload.
Increased
less admin support and more pressure to publish whilst teaching more subjects

More requirements to document (in detail) what I do.
There has been a reduction in teaching support (tutors, sessionals etc) and clear shift of administrative tasks and responsibilities to academics with an associated increase in teaching loads (with a reduction in professional staff numbers). I spend more time on these tasks and answering to senior admin people than my teaching and research and my student satisfaction feedback and scores have gradually decreased. I find this very distressing as I have always scored well in the past and enjoyed my teaching. Now I hardly have time to think, update materials, try new things out and stay on top of developments. I also dread the release of student surveys. Not only do we suffer but so do the students as we push the load onto them through 'digital' or 'online' learning modes. Add to this the way that (poorly) designed surveys are used across the univeristy in annual perormance reviews and it's all become rather depressing. You can have a class of 200 students but <10% complete the survey and this is used to judge your success. We all know that it is mainly the disgruntled or very happy students that complete surveys (and often don't leave comments) so it gives a skewed result that doesn't reflect the truth and feelings of the rest of the cohort, and is used to question your performance and add to your load.
Soul destroying
Increased administration, increased managing of lab assistants, tutors and casual lecturers.
Fast rising student numbers, decreased professional staff support, increasing administrative duties, and increasingly difficult to find out how to do things.
The workload expectation has increased and the recognition for work done has decreased
Less time for research
Practically unchanged
Increased administration - bureaucratic requirements. Changes in teaching methods actually resulting in more face to face hours without adequate recognition.
More pressure to do research and publish in high impact journals, but less time to get it done. New systems (especially ICT changes) are time consuming to learn and impact negatively on teaching time
Increasing numbers of students requiring one-on-one supervision.
Increased student numbers without increased staffing - more admin, more student support, more teaching. And the intensity has increased - shorter breaks between semesters, shorter time for exam marking.
The increased pressure to teach more units and tutorials (particularly more tutorials with more students - up from 80/unit to 125/unit) just means working hours at home.
increased teaching, increased research expectations
Far greater administration because I am an Associate Dean (almost a full time position) but I still have to teach, research and supervise
Pretty much stayed the same.
Greater demands with less support and resources
Much more pressure to research, with some decrease in teaching, but increased administration
Abominable. There is no allocation for research in a real sense, and teaching/admin takes much more time now.
more teaching, more admin, less research
Increase in demands for research, with a concurrent decrease in the support for research.
Declining staff-student ratio means an increase in both teaching and admin load for everybody
More admin across the board. As I have settled into academia, I have taken on more roles in order to facilitate promotion opportunities.
More administration associated with teaching. Less support for research. Less support for scholarship. The allocation of time to marking is underestimated especially for assignments.

Bad. Increased administration and directives from above without any extra time to meet increased expectations.
increased admin, and you need to be a computer expert, with on line as there is a lack of IT support
More administration
Huge burden of administrative and service roles
Doubled!
Teaching load has more than doubled. I have more PhD students and am expected to mentor and supervise more Masters students but have very little available time to do this properly
Much more management and administration, much less teaching and research.
Teaching time is tight with time allocated being insufficient
Student numbers in my unit that I am chief examiner for have grown from 300 to 590 for next sem in 2016. Regular staffing in this discipline has not grown, therefore adding pressure to find sessionals to assist
increasing admin
The total volume has not changed appreciably but the distribution of effort has, most noticeably in administration related to QA and assessment. The overhead associated with research applications has also likely increased
more pointless administration tasks
more students per class
more marking
Up and up and up
More teaching, less research funds
Massive increase in admin and teaching, heightened expectations of research output.
More work, less support, greater expectations
The changes have been significant. I don't normally complain at all, but over the past 5 years our teaching workloads have increased significantly. I also have little time for annual leave as my units run onshore in semesters and offshore in trimesters, hence I teach from January through to December. The university classification for 'research active' status has also become almost unattainable. An annual publication, working with postgrads and an annual conference presentation are not even close to their definition. Administration requirements have really increased - almost breath-takingly so. I and many of my colleagues are so tired, physically and mentally.
Administrative work and teaching load clearly militate against research - which is crucial for promotional purposes.
more and more changes
Teaching and administration are up substantially, time and support for research down dramatically
Increasing adminstrivia and lots of meetings More courses - poorer quality students requiring more support, with less services to deliver this. Much less time for research and greater pressure on the number and quality of publications. Much time spent chase competitive grants (ARC) that are increasing harder to get.
Increased administration with no workload offset offered by the University for the additional hours required to complete these tasks
Doubling of teaching workload
No actual workload - just allocated contact teaching time
Increased. Goal posts keep changing .

More administrative tasks, eg staff appointments and adjustments, have been 'devolved' to course coordinator level. Higher student enrolments from more diverse backgrounds with less resources to support this. More administrative and compliance requirements eg. AQF, internal & external moderation through TEQSA, professional degree accreditation standards. Greater student expectations that lecturers will be available to provide individualised support to students.
Substantial increase in admin and teaching loads
A major increase in administrative load while maintaining high teaching levels
Increased pressure to undertake more undergraduate teaching and postgraduate supervision
3 semesters have impacted on actual workload without acknowledgement and cross campus teaching impacts workload without acknowledgement from institution
Increased
Higher teaching and research loads
High intensification as we move from a paperless university and computer systems become more savvy there is an incredible amount of work that is now done by the academic on the desktop that was not the case 5 years ago
Increased student load; ever increasing pressure to get grants and to publish papers; ever decreasing time to accomplish the teaching and research with large admin loads
I'm presently on a research fellowship, the teaching question above I would have ticked N/A if available. I'm not sure our "workloads" are that well defined presently, yet on the fellowship I have sufficient time for research.
The loss of administration staff and support has left so many non-teaching tasks to be done, and only me to do them. Often these are only discovered when there is a mess that needs to be cleaned up because no-one knew that something needed to be done. Much time is also wasted trying to find out who might be the responsible university officer or manager for a task, then trying to contact them and get some action - they are usually just as overwhelmed by the managerialist administrivia that drives current university restructures.
My workload is probably around the same, but it's still too much!
I am required to do further duties and perform more intensive work (ie, marking the same amount with less time allocation). The changes are only driven by cost - and reducing the cost to the university of doing more.
Increased overall workload largely due to heavier administrative and teaching requirements
higher expectation of outputs, little acknowledgement of hidden teaching.
more teaching
Much greater administrative load, especially tasks in the past conducted by general staff.
More teaching, more administration, less time to research and less time to think about research.
Research is valued less and less and teaching is valued more as a way to appease the bottom line by reducing the sessional budget.
Increasingly, we have been asked to develop industry links, provide external service to the profession (incl ARC and ERA assessments) in our spare time. Furthermore the cost of compliance has increased without support. As a Level E, I am a very expensive scanner and copier while I provide records for others checking up on my performance. I am required to meet key performance criteria that were arbitrarily applied and are simply unachievable within a usual working week. Admin requirements have increased but support has decreased.
W/o evenings and weekend work, doing research on top of teaching, admin and committee work is just not possible.
Increased
I'm research only, but there is definitely more administration and a lot less support for that.

Despite a research output that is more than double what my institution considers to be the standard for "research active" my teaching has not been less than 90% of my formal workload and I have a significant administrative role on top of this!!!
In the past 5 years there has been a tremendous increase in administrative timewasting nonsense to prove I can do my job. There has been no recognition of the time impact of subject moderation, reporting, etc. It means there is less time to do my job when I am wasting time proving I can do my job.
1) Increased administration due to an increasing number of students reporting 'personal problems' (often dubious). When you teach a large course of several hundred students, this can take up an enormous amount of time that isn't usually taken into account by managers. 2) A new focus from my managers on my 'failure' to meet research goals without recognition of the fact that my teaching load takes up 99% of my time across the entire year (whereas in the past this had been taken into account).
Centralisation of professional services has led to a dramatic increase in the amount of administration academics need to perform. Cut to casual teaching budgets and now redundancies for academic staff mean larger teaching loads.
More administration, more teaching, less research
-
University keeps increasing research requirements but gives no extra time. In the event that an academic does not meet the requirements your teaching is increased thereby ensuring its impossible to meet the research targets. Only research is respected at Monash. Teaching is undervalued.
The problem is with the research component. There is no 'end-goal' - that is, there is always another paper to write, another grant to apply for, another project to pursue. There is never a time where someone taps you on the shoulder and says "hey, you've done enough", and so you feel you must keep pushing yourself to the limit. If my teaching and admin load were removed, I doubt I'd be working any less. I'd say the change since I commenced my career has just been getting involved more and more and more research.
The administration and teaching has to take precedence and so opportunity for building up a research program has really suffered. Although I am currently allocated a research component to my workload this is vulnerable because of failure to deliver research outcomes
Increase in admin load and increase in number of courses coordinated.
A steady, cumulative increase
Vast increase in number of studies worked on simultaneously
NII
an exponential increase
Crazy! (days still have 24 hours but in order to meet the performance expectations in the 3 areas where we are evaluated you need to work for 28 hours or so!)
There has been massive work intensification in my research centre. I look at what is expected of me by the end of the month and feel sick, I don't know how I can get through it. I have to cut corners and take risks to process the volume of work. Quality is definitely taking a back seat, as is my health and family.
Erratic
There have been small incremental changes in administrative workload (actually teaching related but the Uni states it is part of the administrative workload) which is not accounted for any way. We have a workload formula, but this also grossly underestimates the actual time taken to deliver the outcomes demanded/expected by the Uni.
remains high
An increase in administrative workload, including mundane but time-consuming tasks such as photocopying, data entry, preparation of forms, etc.
I work long hours but I don't have to. I take things on that I could turn down.

Substantial increase in administration, which is impacting on ability to research.
Increased expectations from the institution and from students for intensive feedback, immediate and 24/7 availability and demonstrated ever-improving outcomes
I have just come off a Future Fellowship, so everything has changed. I was not lecturing.
Increased
Workload has remained similar in terms of teaching and research. The main growth has been in admin, especially a growth in time spent on dealing with email (which relates to both teaching and admin) generated by the university itself.
The problem is with expectations. I had a Head of School who openly said that academics are expected to work 70 hours per week and he judged performance on that basis. As I could physically work "only" 45 hours per week, my performance was judged satisfactory, even when I felt that I was performing above satisfactory. Administration is the biggest "killer". Email is never-ending and has got worse in the last 5 years. Academics are also now expected to do more tasks such as booking travel, purchasing etc. that would reasonably be expected that an admin. person can do. Resources to do research and teaching have shrunk leaving academics to work longer hours to make up the deficit. At our institution a ridiculous 10% is allocated to administration when my admin. load was 40% last year and that wasn't recognised.
Invisible work added: heavy load of online teaching that only creates more work to teach the same number of students; admin tasks devolved to individual academic, so it takes hours to fill in a form with special instructions that must be learnt for something you do only once or twice a year; fake changes in teaching theory that involve attending many instructional seminars (the 'flipped classroom' etc.).
A huge increase in Administration. No time for research or scholarship. Significant focus on compliance and reporting
More administration and ineffective administration at that. More oversight, more requests for information held centrally (e.g. research outputs); more time devoted to devising and completing research metrics (that do not measure anything of worth); triple layers of admin (e.g., at school, faculty and university levels).
My teaching has been taken off me and farmed out to casuals, whereas I now must act as a super administrator, managing teaching staff and markers etc. I spend much of my days doing menial admin tasks and NOT actually teaching or the intellectual work that goes with it. I hate it. I also feel like the demands of teaching overshadow quality time to get my research done...
More administration, which in my opinion is for the sake of administration, has been put onto academic staff.
Dramatic increases in my workload, accompanied by dramatic decreases in support staff levels and increases in the number of pointless administrative tasks. At the same time Uniiversity performance expectations are becoming harsher and more intrusive. The whole situation is Orwellian and the pigs are definitely in control.
It has increased! Partially due to the perceived pressure as an early career researcher to be publishing and getting competitive grants in order to get a full-time ongoing position. This means that I often take on more work than I can actually do within standard work hours. Also, because I currently work across multiple short-term contracts, I often have to take on work on projects that I'm not really interested in in order to make an income. This means that I end up writing publications based on my own areas of expertise/interest in my 'non-work' time in order to maintain a track record in my own field.
Greater student numbers, larger assessment workload. More students of initially lesser academic ability, greater consultation demand.
More teaching and more expectations in teaching and research
Increased and changed went from being casual academic to a postdoc
My workload has increased reasonably with the additional responsibilities I've taken on.
Increasing expectation despite same amount of time and still only on Level A pay.

An increase in administration issues and in the amount of time communicating with students who require more attention to their personal issues
The expectations in terms of productivity bear no relation to the reality of how much time I must spend on administrative and reporting tasks (excessive) or the quality of work produced. I am permanently caught in the cycle, as I don't have a permanent post, but am instead constantly renewed on fixed-term contracts.
Clerical work has exploded. The Uni. has gone mad for reporting and checking on academics. We do the work for the clerks and they check up on us. Tasks done properly take 40% longer to do than management estimate (research, admin. and teaching). They want more innovation and pastoral care each semester as the students become less interested, less likely to succeed and generally less able/more lazy. They want more 'profile' so we have to grind away to create ever better statistics for them boast about. Timeframes are ever tighter - this semester a jumped up admin. staff demanded the results in a week earlier than custom and practice and when someone commented she shut the 'discussion' down with a disrespectful tone. This was tolerated and perhaps even supported by the Dean. A greater divide between acacs. and Council, Deans, and Management. Management more intensely 'managerial' than ever before but without any understanding of required processes. I could go on!
more time-wasting work, less time for preparing teaching and resaerch
increased administration, management and marketing. Centralising and 'rationalising' administrative and student support functions has just shifted the workload to academics. New strategic initiatives implemented with no regard or accounting for increase in workload on front line academic staff.
More admin, less focus on exploratory research, zero support for knowledge translation/communication
Ballooning in administrative tasks, more difficult to justify research time.
So much administration, huge expectations from students have led to more work from me in development of subjects. There is the culture that one has no cap on hours and I feel the pressure that if I dont work weeknights and/or weekends I am not doing enough. There is always more to be done.
Increase in administrative workload
Increased teaching load. Excessive administration.
Less general staff and increase in technology therefore greater responsibility for completing the mundane administrative workhow much an hour are they paying me to do this? Adapting to the changes in technology _ developing courses on -line which is not simpler and requires the assistance of IT developers if your schools has the money to pay for them and they are availablethe first time is horrendous and is a steep learning curve for all involved. Administrators want the same outcomes with no student face to face contact_ unreal expectations and destabilisation The teaching hoops that we are expected to jump through are more frequent _ in setting up course sites, consistency, assessment moderation The research outputs are pie in the sky with no real push for quality but a push for quantity so that the overall university publications increase. The negotiation aspect of workload no longer appears to be the rule but the exception as the workload is imposed.
Administrative workloads have increased as research expectations have also.
Workload went up, more students at a time, I took over most of the administration of students and our support staff were very reluctant to take any on. Since I went on maternity leave and have come back part time more is done by support staff.
More administrative work maintaining course guides, program guides, developing and getting approval for new programs and ensuring compliance with AQF etc.

I have been at my job for nearly three years. The first two years had a much worse workload. More like 70 hours a week during semester.
Increase teaching load to 70% but still expected to be research active. Uni refuses to adequately staff us
Increase in administrative expectations. Lack of discussion initiated by supervisors about my research requirements and needs and how teaching heavy workload impacts on this.
not much change
Greatly increased, due to (i) drastic cuts in casual teaching support, and (ii) similarly drastic cuts in local (department/school level) admin support, and (iii) a dramatic increase in untested and unpolished 'thought bubbles' from central admin that we are instructed to implement; we have to do all the admin work around implementation and ironing out the inevitable failings of the proposals, only to then be told months later that an entirely new initiative is to replace it.
Increase in administration
More administrative work is expected.
Increased administration and reporting
More students; more 'needy' students; high student and admin expectations; reduced admin support; constant need to develop new projects/apply for funding that are unlikely to get up.
Escalating.
increased contact time, more admin and very little admin support
Do more with less.
Over the last 5 years I have moved from PhD student to independently funded research fellow. To maintain a competitive track record in line with my peers I have tripled my workload from when I was a student.
More intense opressure
administrative burdens due to online systems has increased; communication via emails is always an increasing traffic, occupying 3-4 hours a day; subjects have larger enrolments (there are fewer subjects) meaning an increase in management tasks)
too new to say
More time required due to increased pressure on submitting grant applications
As I have become a more experienced Level A researcher - and one seeking promotion to Level B - the proportion of my week engaged in service to the research and University has greatly increased i.e. more of my time is spent in Committee work, student supervision, contribution to conference organisation etc. This work is strictly speaking voluntary, but yet expected as part of a transition to more senior roles and to fulfil criteria in various Fellowship applications. This naturally has a direct impact on my over all workloads as my own research must be completed as a priority.
Increased pressure to do much more with less resourcing. Increasing admin demands that decrease time available for research and L&T activities. Currently, everybody I know works nights and weekends and that is seen as the norm if you want to meet research publication requirements and receive satisfactory performance reviews.
The time spent going to compulsory meetings and in administration and teaching of course units (Subjects) has increased dramatically.
increase in admin as a result of ineffective online systems, and reduction in human resources in admin areas
Unnecessary admin created by pedagogically uninformed compliance requirements
Passing all of the institution's risks down to the staff on the ground, so lot of paperwork to enable the university to blame us if anything goes wrong

Too many managers who need to justify their existence by creating forms and templates for everything
increased expectation for research
Increased, chasing smaller amounts of research dollars
Teaching loads have decreased but research expectations and administration have increased disproportionately
no difference
My workplace is in a constant state of flux, with changes of direction every year. some of the projected changes go nowhere, resulting in a waste of time. At present, my teaching load is manageable, but meetings and admin waste a lot of my time.
More work! In particular, shifting of admin tasks from dedicated admin staff (there are less of these) to academics. Also, increase in work required for 'performance management' e.g. preparing documents outlining goals, collating publication lists etc.
significant increase in teaching contact and teaching administration, brought abt due to a decline in contract academic staff
Vastly greater workload as a result of administrative mess. Rules are unclear and contradictory, forms inaccessible or out of date, managers don't know what they are doing.
More fragmentation. More diversity of tasks. More team-based. Shorter time-frames. Less breathing space in the annual calendar. Less opportunity for reading and reflection.
too new to comment
more admin and reconfiguring of calculations to make more work fit in the same load
Increasing burden of laborious administrative procedures that has come with de-powering academic employess and obvious lack of trust in employees to 'do the right thing'.
Greatly increased expectation in amount and quality of research along with greatly increased demand to consult industry and work on patents etc.
Greatly increased expectation to apply for grants and attract funding to be self sustainable which requires a massive amount of time to write each proposal.
I now teach more students and have less staff to assist me. The staff that do assist are usually casual (they literally only teach tutorials) and they are unable to meet with students or assist with ongoing teaching issues and planning. This means that all this work falls to me.
Also, I am expected to take on administration jobs such as advisor roles. Due to the lack of academic staff I can have up to 2 advisor roles at once. It becomes very hard to meet the workload of both roles.
On top of this there is an increasing pressure to publish and obtain grants. This is nearly impossible to achieve without working extra (unpaid) hours.
Constantly increasing requirements to teach and administer more, with much less time for research.
More compliance issues have emerged with the university attempting to assure more consistency and accountability.
Steady
Continuing pressure to accomodate increases in teaching and only possibility is to decrease time for research etc as admin also must be done.
Increase in administration has significantly cut into research time. The integrative services model has been a large factor in this increase.
Increased, mainly due to teaching administration
The more you do the more work they give you

A direct affront to work/life balance.
more than double from when I commenced as an academic 22 years ago. The changes are very oppressive
a
Many more things that i am being asked to do and much more 'busy-work' as a result of administrative requests
constant change management plans mean confusion; exhaustion.
Unchanged or improved
I think we need to distinguish between the work we want and love to do (which includes teaching related and research work) and the 'work' that is made up work that serves no intrinsic purpose. The overwork I worry about is the big increase in administrative work, much of it needing to be done 'on-line'- which adds a quantum of inefficiency and extra time especially to do with so-called 'quality' and 'accountability' measures and processes. The reporting and accountability work had no obvious actual or positive impact on the value or quality of what we do. There is also far less time devoted to collegial decision-making and deliberative practices which increases the time available, but leaves us vulnerable to stupid and onerous policy-driven requirements.
More admin and forms
There has been a very strong increase in the administrative workload I have had to undertake because the university sacked many administrative staff. My skill is not in administrative work: it is in teaching and research. I have actually had a lesser teaching load than I did four years ago, partly because I came down with pneumonia twice and ended up in critical care, and my faculty realised I was overloaded. I find it very hard to get my research done when I am teaching, particularly when I am coordinating a subject (which I am doing more often these days).
Increased comparatively with respect to teaching and administration
Increased teaching by stealth
greatly increased admin and quality assurance checks
More admin. The time allocated in my workload for research is great but I have to spend far more time on teaching and admin than I am allocated so I don't get enough time to do the research.
significantly more administrative work
Increased "invisible" workload created by complience around teaching and learning increasing the time for course convenorship and program convenorship. Underallocation of hours for teaching specific task perpetuated by workload models devised by managers who don't do any teaching. Underallocation of time for tasks such as online teaching preparation. Processes for workload model formulation that excludes meaningful input on workload allocation models from teaching staff. Other pressures relate to underallocation of workload hours for HDR student supervision. Online course development is hopelessly under compensated as is online delivery of courses. No real assessment has been attempted in our institution to understand the time commitment to online delivery modes.
Increased administration duties
Increased pressure to apply for grants regardless of whether I need them for my research, or whether I have any real chance of winning them. More Admin.
More admin especially with filling out information online and answering emails
it is difficult to gauge accurately as I spent the last 4 years acting at a senior level. I am still trying to find my way back to the balance in my current and continuing role.
The administrative demands have skyrocketed
intensification of administration and surveillance
Although research is expected and we are told we get time for it - we do not. At our school it is expected that we do your research in your spare time i.e. evenings and weekends. Our head of school makes it clear that she does her research between 9p.m. and midnight, and strongly suggests we do the same.

Mostly admin and online - everything online takes longer and also goes wrong - large online teaching loads - casual staff and no allocation for the coordination of staff or the admin processes
Greater increase in administration
There is little admin support which makes doing main job of teaching and research difficult.
My department has been consistently under-staffed and under-supported by College level management.
More teaching, more administration particularly now that many administration tasks are now "online" and not carried out by general staff.
gets worse - more and more
I am no longer allowed to employ casuals to complete marks therefore I am the sole marker for most of my unit. Number of units has increased from 3 to 5 units per session. there is also increased demand for publications
We have a workload model but a significant amount of my work, both teaching and admin, aren't counted. When marking I work up to 70 hrs per wk.
intensification of colleagues' teaching loads, associated with numbers, lower entrance scores, lack of infrastructure, increased demand for IT/blended/online and casualisation have made collegiality difficult to practise, reduced research for most, and reduced support structures for students whilst removing academic democratic control of work. Authoritarian and corporatised management disconnected to the daily core work of teaching and research and community is becoming a threat to the future of universities and there is no understanding of the connected nature of academic work across the categories of teaching, research and community, thus leading to disaggregation of academic work in the name of budget.
To the detriment. Reward for excellent work is more work.
management are unsure of what they are doing and create change for change sake
It was always high
We teach online now (it's not a choice) and this is a very time consuming way to work ... everything has to be recorded or written down, I have to answer a lot of individual queries. I still like to mark work on paper, so I have to download and print each assignment, then mark it, then scan and then upload each assignment.
At UTas they are looking for anyway to increase workloads - people have their meeting allowance or travel allowance reduced so they can teach more units.
More compliance driven by management fearful of audits.
Expected to work over 100 points as a matter of course.
There has been an intensification of all aspects, teaching, research and Admin
Administration has quadrupled at the expense of quality teaching
class sizes, and related marking, have skyrocketed and the students less prepared
I actually teach fewer hours but the number of tasks is larger (managing online sites for each unit, producing more complex unit materials, using a number of online systems that are less than satisfactory, dealing with more students at risk etc.
Much more administration and accountability surrounding teaching which leaves little or no time for research. A huge expectation to be on board and understand new technologies for delivering courses online. There seems to be a lot of meetings to attend these days. There is not enough support from professional staff and people in divisions to assist academics. Academics are expected to do more and more themselves.
Steady increase in uncalculated workload.
Teaching load has increased, while I'm still expected to produce an excellent level of research output.
More expectations for everything!

I have taken on a low level management role and have a number of large projects to complete
Administration, duty of care and other non teaching and research workload has increased by a disproportionate amount. Increased teaching numbers make more work outside teaching hours. The expectation that all students should achieve to a high standard is unrealistic, especially when we are taking in larger numbers.
Shift from Research and Teaching to research only.
More output expected with less workload allocation and less support
Increased management and management, reduced value to research and loss of value of academic discourses
More admin
More admin as this gets shifted to academics as administrative departments seek to make 'efficiencies'
Has remained high
More of everything, less support.
As a course leader I have to do an enormous amount of administration, planning, attend meetings, and provide customer service to students. I am supposed to undertake research and publish but have no time. Prior to taking on this leadership position my time was consumed with teaching.
Moved to greater research supervision. But there are additional issues raised with students which require increased time not catered for in workload models. The inability to think clearly about the different aspects of academic work lead to dysfunctional workload models. This is made worse by the failure to integrate the parts properly.
Substantial increase -- I get up at 5 a.m. to work.
Massive increase in expectations which I met for no benefit
I have moved from casual to full time in the past five years, so my workload has transformed in a number of ways that are probably not applicable here!
It has increased.
More work, harsher environment more bullying and harassment and an increase in corporate managerialism
There are increasing pressures on research time due to increased administration and supervision loads, most of which aren't properly accounted for in the workload.
Workload increased for no greater benefit in pay
Increase in teaching load which means that all of my research is now done on weekends, after hours or while I am on leave
There is an increase in repetitive tasks and an increase in tasks that are intended to make sure I am doing what I am supposed to be doing (but in fact hinder me from doing teaching and research work that I really should be doing). There is an increase in work related to getting information to students (setting up Blackboard etc).
none
More teaching, larger classes, more admin and more research expectations with less resources and support.
Bullying metric based house of torture
Chronic understaffing with reduction of contact hours per unit and so a requirement to teach more units to meet the stipulations in the collective agreement has led to less time for research, whilst at the same time the expectations have increased
Reshaping saw the removal of 30% of teaching staff without any alteration in units taught. We were already heavily loaded and now its nigh on impossible to cope.
Vast increase in administrative workload coupled with higher expectations for research output.

more admin.
They have remained steady. I have always had a normal teaching load but because my teaching allocation changes each year I have to teach new units each time.
My research load has increased but I assume that comes with increasing seniority
The biggest increase has been in reporting and administration. Individual user- input online systems have shifted much admin from professional staff to academics. In turn, professional staff seem to create new initiatives that add further burden to academic staff. These are often well-intentioned and probably effective from an institutional perspective but no one has thought through the extra time it takes academics. It might be 'only 5 minutes' but when there are 20 such tasks like that in a week, it adds up.
much. much more administration and doing things to satisfy "other" requirements, leaving less time for actual preparation of teaching, and less time for research
More formal research time has been recognised in the last year. At this stage it isn't clear that the reduction in teaching will be forthcoming.
There have been a constant increase in the administrative tasks we have to do for teaching which are not adequately considered in the workload allocation. For example. the online management of academic integrity checking and processing, online teaching, and interacting with students online, preparing for online materials etc.
increased by 30%
Thanks to workload policies introduced following nteu negotiations for EA clauses, and negotiated through wide consultation, academic workloads have become more equitable, but the weight of administration, busywork and 'reporting' to both university management and govt has increased hugely
I have done my PhD in South Australia, then moved to the US for a postdoc (Research Associate level) where I was employed for Research only full time fixed contract. Over there, I never had to deal much with admin work and I was doing my own research work which was directed by my boss who was there to guide me very well and we shared many interesting scientific discussions. After the end of my contract in the US, I moved back to Australia, though this time in Sydney, as I got a new position as a postdoc (Research Associate level) for which the position was specified as Research only. I however felt completely overloaded non stop and had no idea of all the administrative paper works or even my own research work I was meant to do. It felt that no-one had the time to explain things correctly to each other or even share scientific discussion without the fear of having their idea stolen or else - or worse it would be an appearance of all nice staff but realising a big hypocrisy between people. I think my supervisor hardly knew what was the project about and didn't seem being able to tell me what the 'big boss' wanted from us - I felt that there was a huge issue in communication there and I was not allowed to talk directly to the big boss of the project as she told me she is in charge of this - I must say I could never get any real information). Furthermore, I have had no choice from my supervisor who obliged me to teach a subject - which I never taught before, so it took me so many extra hours to prepare all the written syllabus for her and the lecture. I also didn't had the choice to organise and collect myself a long time series of sampling at sea and collect seawater for her PhD students and others (which I must said that was my favorite part as this is my strength in my field or research), but this was not supposed to be my work and had no choice but to accept, otherwise I would be threatened). Beside, I had no choice of having to tell her everything I knew about some scientific topics and felt very used in that regards for her own research purpose and for her to use my own ideas to write proposals. Also, whenever I would have asked her a question, she couldn't give me any answer. This is not sharing of knowledge, neither being able to advance in a career nor learning to trust and collaborate. As a result of all this, my two years of work there has been very harsh and mentally disturbing. My contract has ended 3 weeks ago now, and I am now having to use my own time for finalising the research project I was supposed to focus on for the last 2 years of contract - despite the fact that I should try finding a new job and work for my own career.
I have moved from teaching and research to research intensive, so I'm rather untypical, but quite happy with the current mix.
Have had to absorb another academic's workload when they left the university
More responsibility but no increase in pay or improved work conditions

My fixed term contract expired so I took an Academic Teaching Scholar position. Responsibilities such as unit coordination and marking are now not "counted" in my workload even though I have to do them and they are counted for normal academics.
excessive, manipulation of EBA workload requirements to achieve savings
Position is supposed to be research only, but pressure to perform has led to the expectation to take on tasks that include teaching and service to the university, which significantly decreases research output, hence the increase in the number of working hours to compensate for the 'abuse' the researchers receive at the hands of the university/school.
more admin, less research allowance, less recognition of 'additional' duties
the "official" workload hasn't changed but in practice the real workload has. To meet the research expectation I have to work on the weekends and outside normal working hours
Increasing administrative responsibilities, mostly thankless tasks, e.g. marking, interviewing postgraduate candidates, meeting attendance, etc.
Massive increase in service
Increasing, especially in terms of reporting and compliance and also due to restructuring and new technologies. Increasing student numbers and the students are less well prepared for university study.
more and more admin, bigger classes so more marking, less research time
It has become primarily a research workload, but with a lot of project administration built into the work.
Increasing requirements to take on tasks unrelated to teaching or research. Inadequate recognition of academic work in workload calculations
A ridiculous increase in unnecessary bureaucracy, because of badly thought out reporting systems and unnecessary reporting.
Hard to say, as my job has changed. But in my current position the amount of teaching has increased in the last 2 years.
Increased responsibility and associated admin and time burdens
larger classes, less time to teach them
My workload has increased to the point where I am now teaching in excess of 40 weeks of the year whilst also having to produce research. Administrative overheads due to working online and enormous cohorts are also growing on a daily basis.
Expectations have remained steady but paid time has decreased
More compliance obligations and administrative tasks taking space previously occupied by teaching and research tasks.
More teaching, especially to demonstrate first year practicals that post-graduate students (as casuals) use to be paid to do.
Labour intensification, greater administrative tasks, less support, more downsizing, less staff
Increased administration
More regulation imposed by the Federal government
Less academic time, more administration.
Much more admin load at the same time increased pressure to produce income
increased but i have been promoted in this time.
Increasing
Teaching workload has increased year-on-year. Administrative workload has increased as senior staff have retired and not been replaced.
Intensification of work, introduction of a wider range of duties, loss of permanent colleagues thanks to casualisation, serious slashing of available funds thanks to government cuts

Unrealistic expectations, unappreciated by institution, unrecognised for contribution
More admin
Previously I was teaching only and completing a PHD but now I have completed it the expectation for grants and research is increased with the same teaching allocation while also learning a different set of skills.
HDR supervision has become part of my research allocation rather than teaching allocation. This has resulted in less time for actual research and a bigger undergraduate teaching load.
My teaching went from 8-10 subjects per year to 4 - this is more manageable. However admin has increased and I have more HDR students (4 primary, 3 co). I am still an ECR
Shift to more management and admin work as Uni has been progressively restructured.
My teaching load has tripled and my administrative load has increased incrementally to the point where I have to sacrifice personal life to do research to meet promotion requirements
Increasing
Up and down! The problem is that it is very hectic at some times of the year when I am very over worked. At others it is fine.
Terrible, I am supposed to be a full-time research (as per appointment I am tenured for a 90% research load), yet I have also be given a 30% teaching load
Suffocating. The increase in workload is mainly driven by increased bureaucracy and additional administrative requirements.
I have only just started from being a sessional so it is difficult for me to answer these questions.
Greatly increased
I have worked at 4 universities and the workload is the greatest at QUT. In addition, the expectation continually increases.
Major intensification, higher aim demands, far less resources and support to do a good job in role
They haven't changed the percentages, but the overall load is bigger. It's likethey made the cake larger - an increase in workload my stealth. Classes are bigger.
More research pressure and therefore more hours. Teaching pressure too with Student evaluations tied to promotion.
Large increase in students with no changes to workload. Much stronger requirements for publications with no changes to other workload. Significant administrative 'creep' with no changes in other workload.
Impossible
Increased devolution from professional staff requiring substantial administrative duties. Added red tape and convoluted systems.
More administration, more teaching, more expectations to undertake research, more expertise in IT, more of everything- and the goal posts are always changing so you think you've caught up at last, then the rules change again.
More students to teach and more admin
Large increase in the expectation of outside-of-work hours work, largely writing and admin
There do seem to be more administrative procedures involved in doing research.
more admin is core issue
The workload in my department is heavily skewed.
Not many changes
More admin, more students, less staff more tasks being pushed onto academics. I am lucky to have obtained a fellowship so my overall teaching load has decreased while that of the department has increased. Students more demanding less able to work on their own.

The biggest issue is the dumping of admin work onto academic staff after skilled professional staff have been sacked. We're often not very good at nor interested in the sorts of things we're now "empowered" to do for ourselves.
Massive increases commensurate with massive increases in performance expectations. Pay rise pathetic in context. Even more pathetic is the promotion of a low flying academic [REDACTED] as HoS. Truly an academic nobody to deliver whatever management wants. Less capacity than a poor student.
Teaching load increased due mainly to increased numbers (more marking, repeat classes etc.) as my discipline is cyclical and just finished a major growth phase. Conversely numbers will probably decline over next few years.
Increased teaching and administrative work
Very significant increase, and done in an increasingly aggressive atmosphere of complaining about what is not achieved and complaint about quality of making students happy (not giving them what they need). And promotion is based on the hobby one does (research) after about 60 hours per week, and resources for research are virtually zero.
Workload steadily increasing/ more students/ more administration/ less support/ workload model 'massaged' to accommodate this without stretching budget.
Increases in all aspects
Increase in teaching load by 20-30%
Corresponding reduction in research time from 40% down to 10-20%.
Teaching workload hasn't changed significantly. Admin workload has increased by virtue of changing role.
It has become primarily administration and teaching but the new EA is forcing a change.
opaque
the expectations in terms of publishing and getting category 1/A grants has increased
Increased
you shouldn't have qual questions requiring forced choice.
I have only been working just 5 years but I have noticed more admin and higher expectations for what we need to do for teaching. For example answering emails and seeing students outside scheduled office hours.
Teaching numbers have grown a great deal recently. Generally more minor admin eg iExpenses and other uni systems fall to us to deal with.
Far more administration
I work every single day. We now have a 48 week a year teaching program. I work 2 days per week fully paid for by another institution including 50% on costs
Teaching load has increased and research decreased. The stress level rose consequently. Not having time for updating our knowledge based on the current evidence.
Workload has not changed much, but expectations have.
My workload has increased along with my experience and responsibilities and as I have become more efficient, so my effective workload is about the same.
increase
Huge amount of extra marking, preparation partly driven by technology (particularly when it does not work), more demands from students, more admin for courses. No time for research thus will never be more than an Level a.
Larger classes, more demanding clients ,extra bureaucratic procedures, training and re-training mobile work force(sessional staff)

Constantly increasing with increasing administration.
More general admin tasks now in my workload and a lot more time in preparing compulsory unit learning guides outlines and risk assessments ... Structures of online unit sites ... And they keep changing the bloody templates every year
The load has been increased over the years. Each department under the faculty of business has got its own workload policy. There is no uniform workload policy across the university faculties.
Slight improvement
It has actually reduced, but only because when I started in this job my workload was truly ludicrous. Now it still significantly exceeds 38 hours per week, every week, but it's less than it was in my first few years in this job.
I am currently performing two full-time jobs as an acting director plus substantive position.
overwhelming
Admin has increased but that is because of roles I have chosen to take on
More students (who are less suited to tertiary education) and a greater focus on technology (online etc) rather than teaching the topic.
Same workload, increased responsibility
massive increase in administrative duties and compliance. Small increase in teaching load. big decrease in research productivity.
Increase in time consuming fiddly administration
Much higher burden on administrative tasks, especially in relation to online teaching which is extremely time-consuming but does at least offer the benefit of flexibility about where and when the work is completed.
increasing benchmark for teaching, research, and admin
More admin to get course done. More online inservice.
More administration which previously was handled by admin assistants. Also more sections of university decreasing their section costs without consideration of whole university costs
My workload has not changed. A normal working week has never been enough to have a successful research career.
Too much administration and compliance checking etc. Too little respect from administration towards academics meaning we get told what to do!
More administration, less ability to service the needs of students
There is more and more nonsensical administration, often supposedly in student interests, but in fact nothing of the sort.
Too much administration
.
I have an increased feeling of being split between too many projects. The worst feeling is one of being unable to concentrate on one task at a time. Erudition, especially reading and the idea of "staying on top of the field", is the biggest loser, which is ironic in the field of academia.
More administration because of position change
Much more administration
increasing
More admin
I don't think there are any structural reasons for an increased workload, rather, as I increase in competency I am being asked to do more in terms of stakeholder engagement and teaching, which pushes me above the allocated working hours

<p>A new workload model was implemented at my University. Prior to this I would teach on average 7 hours per week face-to-face, now it is 9 plus. This new model allows 6 minutes per student for consultation for an entire semester. Needless to say this is grossly inadequate. Our department is facing budget measure, so the marking allowance per student has been cut from 60 to 45 minutes. So, even though it may take more than 45 minutes to mark all assessment items for a student, you just have to do it in your own time. An large increase in admin type work and emails which has in part been brought about by technology. Further, the pressure from students for instant email reply has increased work related stress. The increasing number of students that come to class unprepared, yet expect knowledge to be imparted to them. Hence more time is spent on preparing materials to cater for students that don't attend a lecture or listen to the recorded lectures yet turn up at Workshops expecting to be catered for.</p>
<p>There is a concerted move to remove the preparation time needed to deliver material appropriately. There is a lack of understanding in regards to the things we know and understand and the skill required to facilitate learning.</p> <p>Marking of assignments is onerous and undervalued. It is particularly galling to be told that students need effective feedback but that it apparently takes minimum time to achieve.</p>
<p>I have only been in my current role for just over a year so it is not really possible to gauge.</p>
<p>They have gone up tremendously as I have taken on many duties and contributed to many aspects of Sydney in order to try and get tenure - but the bastards wont give it to me.</p>
<p>Ongoing escalations in workload partly due to continual shifting of admin duties to academic staff</p>
<p>increased making and the need to implement new technologies and new teaching methodologies(at last count- had 18 new ways of teaching in 15 years - espoused from management! but no recognition of the difficulty of multiple changes!! and new way only started to be implemented when next wave been required to be implemented.</p>
<p>Increasing administration, increasing expectations of meeting metrics that are inappropriate for my discipline, increasing need to spend time with students who are struggling with learning or needing other support, increased need to adopt online and other teaching innovations,</p>
<p>I think the time allocated on paper is adequate but not in practice as research time has been enormously eroded by admin - especially accountability measures.</p>
<p>100 per cent increase in workload. I am teaching 60 EFTSL</p>
<p>in general I feel very overworked and this impacts on my work life balance</p>
<p>Increased emphasis to do more, with less.</p>
<p>more administration with no decrease at all in hours for research/teaching/supervision</p>
<p>workload intensification through the development of workload models that understate what is required to complete a particular activity, fail to recognise other activities (the most important of which would be reading and thinking) . A wilful disregard of the impact on quality considerations (e.g. 15 minutes nominal time to offer complex feedback on a student paper) and increasingly unrealistic expectations with respect to publications.</p>
<p>Much more administration, with teaching the same, but micro-managed by UNE</p>
<p>More administration, more teaching</p>
<p>It has continued to grow. But, due to passion and alignment as well as management, I continue but without any real recognition.</p>
<p>Has increased.</p>
<p>Massive increase in administration and the use of specialised software systems has greatly increased the time taken to do basic admin that used to be done far more quickly on paper.</p>
<p>Administration has increased significantly. Also technology enabled learning has increased the amount of time I need to devote to managing my teaching materials and student feedback.</p>
<p>More administrative tasks, more teaching, less money available for marking assistance</p>

Intensified. More supervisions, more students in classes, more admin often associated with more students, more marking (with reduction of sessional places)
More research required
More admin, more marking
Basically work intensification and increasing expectations from management of quality of teaching; also of research output, including getting grants in a discipline where this is hard to do. I worked mostly half-time until this year when I became full-time. Half-time is too hard to do.
Moving from trimesters from semesters has increased pressure on teaching staff and reduced quality and creativity. There is no gap to catch up on other administration and research between trimesters. There is a strong expectation that you will just work longer and harder to achieve what you used to before. Students from the next trimester are contacting you when you are still trying to finish last trimesters marking.
More of everything. They ask me to do more but never identify anything that I can stop doing.
increased performance standards for both research and teaching has led to an increased workload
Movement of administrative/professional staff tasks and communications to academic staff.
Teaching loads have increased. The complexity of teaching has also increased, with expectations that we 'support' a wide range of students with minimal / poor academic skills and / or other disability / CALD (etc.) issues. There is also an expectation that lectures can't be simple delivery of content, but to be 'good teaching' they must be entertaining enough to drag the students away from the lure of fakebook. Teaching is increasingly becoming less about delivery of content based on scholarship and research and more about the latest trick or gizmo to make the students happy so that we get good CES scores. We do a lot more administration that is largely about compliance. Research support is increasingly hard to get and there is a vicious circle here with the less support you get the more taching you have to do, which decreases your chances of getting research support.
Increased general administration and teaching administration.
More administrative work, less administrative support for research contracts, financial claims, more research outputs expected, more "hidden" work - attending functions, events, student events. The amount of time teaching takes is grossly under-estimated - eg dealing with student inquiries, subject renewal, implementing innovative teaching practices.
Three semesters - this will create expectations of year-round teaching.
More meetings, committees....

Attachment JK-13

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

Green Highlighting = can fulfil role in 38 Hours

Blue Highlighting = ambiguous or non-responsive answer

No Highlighting = cannot fulfil role

Please. My wife's an academic too - I work long hours, constantly on call and internet. She works even longer, as her school is even more pushy/competitive/higher calibre.
I cannot fulfill all the requirements of my teaching, research, and service role within a 38 hour week.
It is not possible and I regularly work additional hours to fulfill the requirement of my position.
Not at all.
Impossible
I need additional time per week, but I think some additional time is reasonable
I can't.
Not at all. It is not possible to complete the requirements of the job within a standard working week.
Completely.
The requirements are in fact infinite, expand with no negotiation and a done by random idiots in the organisation. One feels constantly behind and all this designed to create stress and keep staff pliable and scared.
unable so do it in my own time. consequently my health and family suffer
Hardly at all
Not at all
Approx 60-80%
Impossible
it is not possible to do this
not quite
I cannot fulfil the requirements of my role within a normal 38 hour week.
barely, only with overtime (unpaid of course)
It is not possible
never
I feel I need to work at week-ends to keep afloat
I cannot complete My workload and my research is always what suffers and this is what would give me job security.
Not at all.
not possible during the teaching period, even with little research during the teaching period. OK during non-teaching periods.

To a very low extent. I have to be extremely vigilant to make sure that I am not forced to do too much above a normal 38 hour week. And I have to work at least one day at the weekend to get all my work done.
Teaching is achievable, however as the expectations for research are unclear or largely left to me, then the fulfilment of these is also subjective or opinion based.
Not possible.
Some weeks I do fulfil the requirements of my role within 38 hours but there are other weeks where I work evenings and weekends to keep up-to-date with my workload. I would suggest that 60% of the time I complete my work within about 40 hours per week.
Work life balance is now hard to achieve than ever before due to increasing administration loads, and reduction of allocation for L&T preparation and review that now has to be done on top of if you care about your teaching. Importantly the restrictions on the time students are able to consult means any member of staff who believes this is not enough. In this case 3hrs per week regards of the total number of students you teach, means that staff are often taking on consultations with students above load.
Difficult
I am unable to fulfill the requirements within the allocated time.
to be a GREAT academic 38 hours is not enough, if you want to be successful and get it done in 38 hours more assistance is required, especially if you want to be competitive in research grant rounds
Not able to work outside of hours regularly plus need to factor in multiple campus travel
Not able to completely fulfill
Only manage 60-70%
I cannot do my work in 38 hours a week
variable
This has not been possible due to my research commitments (funded projects) exceeding allocated research time (1 day per week).
2/3 can be done
Depends on the semester and the admin that is involved.
not possible
Unlikely
this can not be done
90%
How long is piece of string?
it is impossible.
It's impossible.
impossible
I can get about 75% of what is expected of me done.
I can't
some weeks are okay - other weeks in the year it is quite hectic
Research is squeezed in around other commitments
Very difficult.
about 80%
AN impossible dream

At level D and above it is not possible
Not very confident
I cannot.
I can't do the research in that time, so I've cut down on service and I work evenings when the kids are in bed.
impossible to competently fulfil the requirements within 38 hours.
38 hours per week are not sufficient.
I cannot fulfill the requirements of my role to my standard within a normal 38 hour week
Not at all
It's impossible
I feel I can but I know others cant
When all works have been set clearly.
Adequately at this time of year. Inadequately once teaching commences.
100%
38 hours per week? Not a chance.
on weekly basis there will be tasks that fall to the following week. This then compounds during semester and/or busy periods.
38 hours would not be enough to complete everything
50 hours
with appropriate time management it is possible
unable to
to no extent
90%
75%
reasonably - though my feeling of fulfilling the requirements of my job may not match the KPIs.
This is realistically not possible
Without technical support, it is very difficult to complete
I cannot competently fulfill the requirements of my role within 38 hours.
I definitely can't fit everything into a normal 38 hour week
Some aspects do suffer as there is not enough time and support to fulfil them
Not at all if I want to do things really well. I have learnt to do things at a lesser standard so I don't end up sick and stressed out all the time. I stopped working all weekend when I was constantly becoming ill and exhausted. I do not do as much research as I would like due to too much teaching. I love teaching but there are only so many hours in the day.
minimal
38 hours may just be enough to meet the minimum requirements, but are not enough to deliver even average performance and way to little time for performance that could be considered for promotion
not at all
Partially
Impossible
Not possible

Teaching yes, Research, no.
I can't!! 38 hours is just not enough. Workplans need to be realistic.
This is not possible
Not at all.
I don't. I feel like a complete failure consistently. The one consolation is that many of my colleagues, including people who I respect, are also failing.
Research tends to get left out as the hours easily get filled with teaching, supervision and admin related duties
None on most weeks (hence I am doing this at 740pm - catching up on emails)
Not at all
Not able to fulfill
Never
It is impossible.
I can't fulfill requirements within 38 hrs
It cannot be done
Some semesters the teaching workload is barely do-able; Marking takes up the whole of breaks; most frustrating is not getting access to study leave to push research through to publications. Publications would give workload points and so alleviate teaching. Without publications or research grants workload has to be made up solely of teaching and teaching related duties, locking the academic out of other areas of professional advancement. This could be solved if credible evidence of promising research activity would be counted and not only actual publications.
Good
Not really. Didn't expect to be able to do the job in a 38 hour week anyway.
fundamentally impossible
Over the last year I was overloaded with teaching and I was not able to spend the time that I needed on research and my research has suffered as a result. Changing workloads, student numbers and administration of courses does not allow anyone to plan their work sufficiently.
Impossible
I have to trade off between been thorough in teaching/admin and getting some time for research.
I cannot fulfill the requirements of my roles within 38 hours per week.
I can't. I have never worked a 38 hour week in my 10 years as an academic.
Not
Capable
I struggle to complete research as the mechanics of teaching tend to take over that time.
one word: impossible
Impossible. Even if I don't consider research as part of load it can't be done. And I am meant to have 40% on research. Only research I do is in my time.
N/A
Not at all
Still work "good will" overtime
not possible

I cannot.
Not even close
Sometimes quite good other times struggling
Nil
cant
not possible
I do not work 38 hours/week and have not for some time. Prior to being placed on a fixed term contract my workload calculator was close to 200% and I worked most days/week
Completely
not at all
38 hour week is not sufficient
not at all
Not at all.
I cannot
The truth is I cannot and so I have decided not to try any more or I will burn out/get sick. This means not publishing, not bringing in grants or not producing high quality teaching.
Not at all.
not at all.
I can't, I work 50 hours per week and sometimes more.
Given the variable and changing nature of the role in recent years, it is quite difficult to adequately balance teaching and research responsibilities as new and unplanned initiatives (e.g. Summer School, online teaching), are often introduced at short notice with little ability to readjust other work.
Can't
No hope! We have no added workload to be OH&S, First Aider, Emergency wardens. No extra time to review courses. Only interested in research Lots of time needed at home to complete what I need to do at work.
I can't.
It's adequate
I cannot fulfill my requirements in 38 hours/week.
Not very confident
Very pressed for time. Not to a great extent.
There is absolutely no way I could competently fulfil my requirements in a 38 hour week.
I work more than 38 hours and could not full fill my role in that time. currently reviewing with HR and head of department
100%
Not at all
not at all and its got worse over more recent years
During teaching semesters, no. Outside of that, yes.
Not achievable with my current workload

Varies over the semesters. During teaching periods more time is needed for research etc.
close
It is impossible to fulfill the requirements competently within a normal 38 hour week due to the lack of sufficient staffing and academic support.
not at all! 38 hours a week is a holiday!
most of the time but at the cost of my personal research goals
Impossible - but I can do it if I work ~60 hours. I will add that this is my prerogative and I am not complaining
Not at all.
No extent at all.
It is absolutely impossible to competently and adequately fulfil the requirements within 38 hours/week
Can't
I can't.
barely
80%
not possible my workload is fictitious
Sufficient for teaching preparation but inadequate for research.
poorly
It is not possible for me to conduct any significant research given my current teaching load, despite the fact that I am officially a research-only academic.
impossible
No at all
I can only complete 2/3rd of the requirements
IMPOSSIBLE
It has not been possible in any of my six years as an academic.
can not complete all tasks in a normal week. Impossible!
Not at all
Possible but difficult to fulfill them to a very high standard
Needs more than 38 hours
This survey is too long. I dont have time for this
No chance
Completely Unable
impossible
I can't
There are some weeks where this is completely feasible, but others where assignments are due for example, and moderation will take up at least 20 hours. This is in addition to my usual teaching duties, my own marking and other teaching-related activities.
75%
I can not do this.
Very unlikely.

impossible
i cant do it in a 38 hr week
Not at all. I expect and do work much longer hours
I would not be deemed competent if I restricted my work to 38 hours a week.
It is impossible
1/3rd of the expectation
cannot
I can't
I cant during the second half of the semester
Often impossible
Cannot complete within 38 hours a week
no.
Fully
Impossible to do this. To keep it to 40-45 hrs I try to not take formal break times, minimize social interactions, keep meetings short and on a needs basis only. Keep email responses short and replies only at specific times of the day.
none
struggling over worked tired
I cannot. I routinely work 60+ hours per week (and more at critical admin times like enrolment and graduation)
65%
No way this is possible
teaching and admin: ok; research: insufficient time
i cannot properly fulfill my role within the time frame
It is simply not possible.
It's interesting that the above question refers to a spreadsheet. I'd love to have a spreadsheet and be able to meet with someone to discuss how it was calculated. We can't get that at La Trobe.
This depends on who is managing the Workload allocation. Some Discipline Leaders manage well and others are very discriminatory.
Not at all.
I can't
Not possible
75%
Very little. I must put in extra hours to maintain a level of competency that is satisfactory
Impossible
about 40% maximum
Not very much. I always need more time.
impossible
Can't fulfill the requirements within a normal 38 h week
not at all. need time to think, not just 'apply' thoughts to stip activities

Zero
About 90%
Not a hope
it is not possible to do what i need to do in a 38hr week.
no
No chance
I don't; it's just not possible.
Not within a 38 hour week
Impossible.
To the extent that I cannot
Not at all
I can do so because I am organised and efficient in my work. I work in the evenings and weekends because I have flexibility during the day for other activities (exercise, caring for my children). I make up the time after 5 pm.
Not possible
I do not feel I can.
80% of the time
Not within 38: I can do it in 40-50. A strategic reduction in pointless and wasteful admin and 38 would be OK. NB: our contracts state we have a 35 h week.
It is impossible, but I love my job and will do my best to do what I can in the time I have.
I am unable to to fulfil the requirements in a 38 hour week.
need more support
poorly
I can't
I am not aware of the process for allocating academic work.
I do not feel this is possible within a normal 38 hour week.
I can not do this
no
In no way able to do so in 38 hours
I could achieve 40-50% of what I need to in a 38hr week
I cannot
Not possible. I f I worked 38 hours per week, my allocated tasks would not be completed. I would like to perform my job better, but I cannot work more additional hours
75% completion
Nil
almost impossible
Not at all
Rarely - the majority of my time is spent on admin and extra teaching requirements
It is basically impossible
Variable -- in peak times I must work over 40 hours.

The requirements of research only roles are not documented. There is no workload model.
Impossible. To do, I would need to compromise every ideal, principle and ethic I possess. Perhaps that's what they want. But then I'd have to resign.
Usually adequate, but certain times of the year are too busy, e.g. end semester, exam time - makes it very hard to do research during teaching week.
I cannot do it all in a 38 hour week. However I strongly agree that I do competently fulfil the requirements each week.
Not at all
Badly.
Impossible. For this reason I work Saturdays and and long up to 9 hour days during the week, just to keep on top of admin and have time to write.
not at all
I don't feel that at all. It's impossible.
I can do a minimum job, but I cannot do anything that advances my career: no time to stay ahead of the literature or develop ideas, or form new partnerships etc.
I cannot fulfil the requirements within the normal 38h week, it wouldn't be unusual for me to work 70h week
Totally impossible to do so (including long commute times in a regional setting).
60%
impossible
This would be very unlikely
not much I am stressed, anxious and depressed and feel i can not achieve my responsibilities to the standard I would wish
The demands of online students
It is not possible to competently fulfil the requirements of the role in 38hrs/week
I can't fulfill the requirements in 38 hour week.
If you ask me mid-semester: not at all. Out of semester: more so, but catching up on backlog of admin tasks so the SOTL I'm required to document doesn't happen
50 percent.
impossible
60%
I manage it but the stress levels are high and it is often substandard
Definitely need more than 38 hours per week.
05. to 2/3
Could probably be done if I didn't take on anything outside the role - but this would severely impact my prospects for promotion.
It's not possible but neither are many other professional jobs "doable" in a 38 hour week. Any academic that expects this is in the wrong profession. In my opinion, we work to fulfil a role not set hours. We are not like professional staff. On the upside I enjoy flexibility when I need it and in return I'm happy and prepared to do what's required to be excellent at my role.
Barely
I have to work on average another 6 hours perday to fulfil what I need

Never - it's a few days to my annual leave and I am stressed out of my head trying to finish everything. I've actually cancelled leave and then re booked it because I can't keep dancing to the masters' tunes
Not at all
impossible
Confident.
This is not possible
50%
Unlikely but cant quantiify this as I do not keep a record of additional time spent.
That would be impossible for any human
The role & requirements as stated in the plan are OK. It is the additional, invisible extra work that is not part of the model that is the problem!
Never
I cannot - the admin load for 2 programs (one with very large numbers) and one beginning to grow mean 38 is unrealistic to do the all aspects of my work.
It is not possible to do this job in a 38 hr week unless you are part time and can cut down teaching
not possible
I can't
I could do this only if I choose not to conduct research or supervise postgraduate students in excess of the minimum expectations (eg 2 papers / y and 2 students)
It is not possible during the teaching period, as teaching and admin responsibilities take up more than the allotted time. It takes discipline to stick to 38 hours week during non-teaching period and things still do not get completed because everything is put aside during the teaching period. Non-teaching times are catch-up because of unrealistic workload measures, supervision, and admin duties during teaching period.
Impossible to do.
Impossible at all!
We are only paid 35h / week to complete the requirement, which is extremely unrealistic even for 38h.
I can't - I have stopped trying to do so - I have gone part time because I decided that I wanted to spend the last parts of my career producing more of what I want to produce - writing
not
Cannot
no
Responsive capacity when overload (eg from increased enrollments - 50%+ this year) are experienced. Cannot wait for formal meeting schedules.
to zero extent. This is impossible. You have to not do everything expected of you, and choose which things are least important/urgent to not do.
No.
it is not possible to do everything in the normal 38 hr week
Challenging
Impossible
not competently fulfill
about 60%
I cannot

60%
not possible
If I am diligent and well organised, then this time is sufficient.
I can't!
impossible
quite limited
Not possible.
Not possible
not at all
i cannot achieve the requirements
Overloads in one area force lower performance in others
To no extent.
I don't.
Impossible.
this is not possible
Not at all. And in fact my institution's payroll uses a calculation of 35 hours per week!
Barely
I regularly find that I work more than 38 hours per week, but I do enjoy the work.
I competently fulfil my role, but not within a 38 hour week.
Yes, but leave little time for inspired academic thinking.
Not confident
Very unlikely. The students would suffer in their learning experience if I were to cut back to 38 hours.
Cant
It's really not possible so I know I will never get promoted because that requires working up to the next level before you actually achieve it and get compensated
Never
Not possible
impossible
Not at all
Not possible
all good to date - adequate time
Not possible but peaks and troughs so not a big deal
Not at all possible
Only at a minimum level
I cannot.
Limited extent due to competing priorities at times.
Most of the time I am able to do this
Absolutely impossible
I can fulfil my teaching and administrative role but it is not possible to always complete research tasks.

Not at all - work ethic and wanting to do the job properly requires that I must work more hours
almost none
Impossible to do unless research is sacrificed.
To come extent; but varying teaching loads make this a difficult question to answer.
Not possible
No chance
not at all
Sometimes yes - sometimes no
Not at all
Reasonably but there are times when I far exceed this - end of session etc.
I constantly feel stressed and overstretched and unable to do everything well.
Cannot be done.
zero
I work weekends
I am unable to fulfil my role as I am not very good at saying No to new roles!
Not at all
Can't.
In a 38 hr week I would fulfill about 50% of my responsibilities (work most nights and on weekends to hit the 100% mark each week)
not possible
Not at all.
Being teaching and research with heavy admin load. I feel i can not do either well due to lack of adequate resources and time
Not at all
none
I was recorded.at 114 percent
Not at all
about 75%
60-70%
We currently have a large focus on teaching activities including teaching, and clinical supervision, with little time for research
Not at all. No one could.
Not always possible when large administrative responsibilities are a priority or during marking time.
by doing extra hours
easily, but I would not be satisfied with fulfilling what the University of me - the University facilitates me achieving what I require of myself. That occupies more than 38 hours.
Not possible
Not a chance
Not at all.
it is not enough

I can't.
Impossible
50%
I can't!
I am ok
Cannot do this job in this time frame
My research is always used as a "buffer". Busy with teaching a significant amount of time leads to reduced research
Never if I am to get positive feedback from students which is expected you need to provide a lot of one on one hours and continual monitoring. Plus have to work into nine different subjects 4 at Masters level
Impossible
Somewhat. Extra hours are required to competently fulfill all service, leadership, teaching and research demands
100% but only if I regulate it.
not really possible during semester - Only by 'sacrificing' family time.
Impossible to complete within a 38 hour week.
Not a chance
Fair
I cannot competently fulfill my role in 38 hours
Not at all, can complete teaching component only
Not in the slightest.
I don't - I used to think I was just a bit incompetent as new staff member and than I realised that many people worked on the weekends
Not possible
Not really
Generally, I can be competent, but there is often not enough time for writing or research
not possible
That would be impossible!
38 hours is not enough
38 hours is not achievable. I am working about a 55 week when teaching up to 200 students per semester as I coordinate, lecture, conduct tutorials and do ALL the marking myself.
No amount of time would be enough for research!
Impossible
Not at all
Unsure
Impossible to fulfill all research obligations during the teaching semester
it is not possible
Not at all
not possible without compromising course delivery
Poorly

I work more than 38 hours to fulfill my obligations.
Not at all.
Would not be possible
Not possible ever!
I can do it, but only with support and training in how to work effectively in (mostly) 38 hours per week.
Not confident.
not at all
OK in certain areas but always at the expense of other areas of the role.
Not - unless I totally refuse to do anything collegial or non-mandatory ie no marking of honours theses or reviewing articles or attending seminars etc.
None. My workload could not be possibly deliver in 38 hours. Neither that of my line manager, my director or Dean. So we are all on the same boat and therefore don't really mind
I can't!
Not at all
It is impossible. We all know this, including senior management, we are just told to 'pretend'.
I cannot fulfil my role and the associated expectations in a 38 hr working week. I need at least 50 hours to do the role sufficiently.
Impossible
cannot do
Not at all
to no extent
Not possible without disregarding research and student experience.
Mostly
Not at all.
none
If I do only teaching or only research, then it is possible (even probably with all the ever-increasing paperwork).
But, due to the constant race for research funding with the minimum expectations having nothing to do with the reality needed for obtaining research funding, I cannot see it is possible, unless funding will be evenly distributed among the performing staff at or above the minimum level.
The research takes more hours per week
to a great extent
I can not.
We are currently moving to have all lectures online only so that requires all of my lectures rewritten before semester begins. So not possible to complete within a 38 hr week no.
Not sufficient
Not at all
It is not possible to do all the tasks allocated to me in a 38 hour week
It is a bit of a roller coaster ride, some weeks it is very easy others weeks it is a real challenge
75%
not at all

Depends if teaching term. If teaching, extra hours needed.
I cant - I have to work outside of normal hours and on weekends
Requires more than 38 hours to complete all requirements
Not possible
not possible
Not at all
Impossible
i do not
is this a joke?
Not enough time to carry out administrative tasks adequately.
Impossible to achieve within 30 hours a week.
Impossible
over fulfil
I can do it most of the time, but there is no such thing as "weekends" during assessment periods.
Never.
I need to sacrifice family time. To do my normal work I need work during weekends and start working early morning and finish late in the evening.
cannot
I don't feel I can work effectively within a 'normal' 38 hour week. That said, I am happy to work longer hours and feel privileged to have my job. I don't work to be paid, but because I love my job.
Impossible
Impossible
Not possinle
Not at all.
Can't do this.
To some extent. Always feel behind.
It can be fulfilled when my time is organized well. Over time I get better with managing my time
It's impossible to fulfil all workload requirements and maintain a reasonable work-family balance. My marriage was a casualty.
Impossible which is why I work evenings and many weekends.
about 70%. I am very competent but the load and quality needed is a different matter.
I can only fulfil my role by working extra hours
No chance at all
I know I can't.
not realistically without compromising my research or quality teaching
Impossible
It isn't quite enough for all of my roles/responsibilities.
Impossible
not much.
Impossible

Severely struggling
Not a fleeting chance.
This is rarely manageable
No way -- totally unrealistic.
i cant
Not at all
Impossible!
Not at all.
I do not feel that it is possible to fulfill the requirements of my role in a 38 hour week. Moreover, the role invades most time outside of work hours as even if ill or on leave you are often pursued, or come back to an increased workload
not possible
So far, I feel that I can achieve this in a normal work week
The bare minimum yes but to do your job competently - no.
I feel I am able to complete 80% of my teaching workload and 10% of my research within a normal 38 hour week.
Not at all
Not at all
80%
Nope Nope Nope.
Only these hours in semester. More when students head off
I do not.
Impossible
Impossible
not at all
impossible
I can't
I can't. I expect to work additional hours. At my rate of pay, some additional hours are mutinied, some are not
I am constantly struggling.
No real problems
I can do it at the level B standard, but I would only be able to meet the minimum, no higher. On a fixed-term contract, doing the minimum assigns you to the dustbin.
I cant
Impossible, without completely neglecting research.
I can't
Too many unplanned ad hoc things seem to occur that impact on the ability to manage workloads
Wow, I have no idea. I have never thought of limiting my work to 38 hours.
not at all
I can't

not at all
Student face to face meetings suffer
I cannot
I can't. So I do work at home to stay on top of things.
Depends on time of year - sometimes easier than other times
Not at all
It is much better now that the workload model is established. There are peak periods but I now generally manage my work life balance pretty well. without the model in place it was a totally different story. Staff were exploited and driven by managers to cut costs with excessive teaching loads and no time for research.
It is impossible
It's constantly difficult
Could achieve half of requirements
I do not expect that I can and hence work longer than 38 hours.
Not at all. I am constantly behind with email. Have a huge backlog of tasks and am way behind on my book contract.
I can fulfil my teaching and admin. commitments, but not my research objectives
Not at all. I must work overtime to get all of my work done.
not at all.
To very little extend. We are always being asked to do more, yet with no or little additional allocation of time for such requests.
Not at all. Humanly impossible.
I can't. The workload model is not being used, and it is impossible to do what we need to do in the time allocated.
not possible
Barely at best - often do extra hours but am now prioritizing so that 38 hours per week becomes the norm.
Not at all.
Can not competently fulfill the requirements of my role within a normal 38 hour week.
None
depending on time of academic calendar I would estimate that I would get 80 - 90% of my work done in a 38h week
Not at all.
absolutely NOT
It hasn't happened for the 15 years that I have been an academic, so it's unlikely to start happening now...
50%
I don't.
i can't, i have to work evenings and week-ends. I keep responding to emails during formal holidays
no hope
very difficult, though it depends on the time of year
It is not possible.

Not at all.
I do not!
about 75% covered
No especially during marking or reading PhD work
I achieve to a high level and ensure work is work and outside of work, I am not engaged in 'work' activities. What doesn't fit into the normal working week, doesn't get done.
Not possible without extra working hours
Absolutely not. The time frame allocated to my current research project (based on funding arrangement) means that I need to work 50+ hrs a week to meet deadlines.
I cannot
To a low standard. To a level that will not be competitive with other unis. To a level that will not satisfy student needs and desires.
Not at all.
Cannot. Also, consultation is a joke when staffs' views are taken but ignored
75%
Very seldom do I complete all work in 38 hours per week. I ensure the most important work is done, thus about 80% is complete in the time frame.
not a chance.
I am discouraged that I dont get enough done in my 50 hours a week, but I am not willing to do more hours; I have many valuable people in my life
I do my best, but I'm on my own.
Not very
Unable to fulfil requirements adeqautely in most weeks of the semester.
I cannot. As a research-intensive academic, I don't feel the above model applies well to me.
Cannot
I can't. Things get left undone.
Impossible
there is no way I can fulfill my requirements within this time
Science never was a 38/week job.
No chance. I spend a huge amount of my own time preparing and reading/writing to do my research.
Currently impossible.
Fine but I suspect being research only makes it easier to avoid the workload dcmuent as they seem largely designed for the allocation of teaching.
Probably not
I think its nearly impossible to fulfil the requirements within the normal 38 hour work week
I could do the job but it would be at a very minimal level and I would have to drop many of the external activities I do that bring status to my School.
It depends on how the load is spread. On average, yes. In a semester with a heavy load, not at all. In a semester with a light load, easily.
Minimally if you include research.
Not possible.

Not possible at all
Almost impossible
Not
Cannot be done
Maybe 80%
Not possible
Impossible
It's impossible
impossible
I cannot fulfil my workload within 38 hour week, and I definitely cannot secure future career as academic with the high teaching intensity I am required to undertake.
I do it, but only because i need a job.
I struggle to fulfil all of my responsibilities within our 35 hour working week, but am less willing to work weekends and evenings than I used to be. As a result I feel time dedicated to my research and publications is often sacrificed for more immediate matters like teaching and administration.
Cannot be done satisfactorily
Impossible. If you wanted to work a 38 hour week, you shouldn't have become a research scienitst.
no way. impossible.
I can't. I feel like I am getting further behind in my work and am never going to catch up.
Some periods are busier than others. During the academic semester, I am usually able to fit everything in except marking a round of assignments, and reading HDR candidates' work.
Impossible
During semester (plus extended teaching times) less.
38/40
Totally unrealistic
ok
It's not possible. Every week is "triage" - deal with whatever's bleeding or screaming!
I cannot
I cannot complete all of the tasks; I use weekends to catch up
no possible with the current workload model
i cant
It is impossible. My manager refuses to use a workload analysis because she knows the load is very heavy and very unevenly distributed.
I can fulfill the teaching requirements and the supervision requirements, but nothing else.
No problem
no hope
No possible way
No way.
No way
Not possible

Unable
40%
mostly
I can half fulfill my requirements in that time.
I feel as if I am failing.
I can't
Not at all
Normally I could complete most of my duties competently within 38 hours.
I could do teaching, service but not much research
Not at all - not even a little bit.
Not at all
if I was to work only the set 38 hours per week there would be absolutely no possibility at all that i would be able to satisfactorily achieve our KPI's
zero
i cannot. that simple.
Not possible
It is absolutely impossible
Impossible!!!
totally unable
after serious illness 3 years ago I cut down as far as in as able to (without assistance of my supervisor) and the as still doing +10 hours a week extra. Note that an offhand supervision style- is being " left to get on with it" has been harder to negotiate lessening if workload than a tightly controlling supervisor. I feel bullied from neglect and am sure this is the preferred management style here when workloads are high
Not possible. I choose to work weekends in order to ensure I have research outputs and future opportunity for promotion or other academic positions
Impossible
Impossible
Impossible to do this
Utterly impossible.
I can't. I frequently work extra hours at night or on weekends.
Not at all
its impossible to do all of my roles in a 38 hour week hence i work a 50 week plus more if I want to work towards a promotion.
I cannot
Not at all
totally not realistic
moderate
50%
Teaching component only
none

I do not feel competent at the moment. I cannot complete the requirements of my role in 38 hours per week.
Not at all.
Not at all, but I have been told I should be able to!
no hope
no chance, I think the expectation is that we will do extra work to ensure that things are complete - otherwise we would be performance managed.
Not possible
I could do the minimum requirements in 38 but I want to do more so do more hours
Not possible
Not at all.
Impossible
not at all
Currently cannot achieve this due to class sizes and delivery times to deliver competences
Not at all
There are moments during the year when I feel my life has been swallowed up by my work.
Not quite enough time
As there are no 'ordinary hours' then there are times of the year when I need to work 50hrs plus in a week
There's not enough time, so the research gets put aside
My workload cannot be done in a 38 hour per week
Not possible
Impossible
Satisfactorily
Not confident
Unable to competently fulfill the requirements of my role within 38 hr/wk. Usually 'flying by seat of my pants' on a week-to-week basis
It depends on the time of the year - I cannot complete both research and teaching during teaching intensive periods - although this may be affected by 'newness' to my role.
Not at all
Not able to - needs extra hours.
Impossible
Not at all
Below average
Not at all
can't that's why i work 7 day week
Not at all
I am able to do this when there is no marking. Marking periods take me beyond my normal working hours.
not possible
Not possible

i cannot fulfil within a normal week.
Mostly, but I say 'no' to lots of extra tasks and I cut corners.
I can't
This is not possible
Very, very difficult and I'm so tired.
not at all
It is not possible in 38 hours
low
I can fulfill about 80% of my role most weeks, less at marking times
TOTally impossible, we have a good model but we all know it cannot be done in 38 hours per week.
I don't fulfill the role in 38hrs - I have to work much longer to complete everything.
I can't do my role in 38 hours, but again, that's primarily self-induced as I'm very engaged in my research activities. If I only met the minimum requirements, I could probably do that in 38 hours.
unable to.
evidence shows that WAM expectations cannot be met in normal 38 hour week
with great difficulty
I don't feel I can competently meet the requirements of my role within 38 hours
I do what has to be done.
None, I wouldn't meet KPIs unless I worked at night +/- weekends
No
None
you cannot, and the HOS argues you should be doing at least a 60 week!!!!
Impossible
Impossible
I can't. It takes at least 45 and usually 50.
It is not possible to completely fulfill the requirements of my role within a normal 38 hour week
It is not even remotely possible to be research active and maintain the teaching + admin roles I have within 38 hrs/week.
This would be impossible to do.
about 70%
rarely: almost always work on weekends and at night
not possible
I cannot
Perhaps 60% of my role
Not at all
I actually don't know what my role is although I have been an academic for 11 years. Because ? I am at the top of level B, I have not had a performance review for ~5 years
Generally not possible during teaching
100 %
No extent

To a large extent this is possible, although inevitably one finds oneself self working into the night, especially doing email and so on, catching up with administrative tasks and organising online blackboard sites etc
Not at all
Occasionally but not during marking or when writing ref. articles
Not at all.
Research outputs would suffer if I restricted work to just 38 hour weeks.
I cannot
It's difficult, especially as an early career researcher. You can't build up a research profile and teaching expertise in a 38hr week. It takes 45-50 hours per week.
Are we kidding here? Having just spent the last 3 weekends on an ARC application... No way :)
I can't.
38 hours is not even enough to complete the teaching and administrative tasks. Research tends to be done after hours or during teaching breaks
Yes, but nothing is done fully to the best of my ability
I am confident in my capacity to complete the teaching and other academic roles, but it is the impost of the other areas, especially administration, that takes things over the edge.
I cannot fulfil the requirements in 38 hours a week.
Not at all
I can't. There is no way I can do all they want me to do within a 38 hour week.
to a marginal extent
I can't. I simply can't.
I don't feel I can competently fulfill the requirements of the role in 38 hours per week. As I wrote earlier, nights and weekends are required to enable some research work.
The missing piece in the survey so far has been the extensive email and informal course coordination this role requires among a number of full-time and sessional academics b/wn the Mt Helen and Gippsland campuses. I have been in a strange and undefined space given I'm not a unit coordinator but I am expected to do many of the roles for these two Gippsland units the university has imported into the Mt Helen campus.
As research only, I could do less hours, but I wouldn't get another job.
You're joking, right? Not a chance of fulfilling my work requirements in 38 hours a week.
I cannot.
not at all
just able to
I wouldn't be able to keep up with my research-related goals.
No chance at all... unless I never want a promotion
I am unable to fulfil these expectations within 38hrs
Easily
Varies
Not at all. I have to manage upwards in order to make it even vaguely manageable. there is inconsistency with how well this is received.
Not possible

impossible
I don't. Research doesn't get done.
Only by cutting corners and lowering expectations of quality.
I can't
I couldn't
I feel that if I was doing 38 hours per week I would be letting a lot of people down. I have 4 PhD students that could just about take up half of that time per week with writing papers and supervision. So that doesn't leave a lot of time to do anything else.
Not at all,
No.
Not possible
It is not possible
Moderately well.
Totally incapable
To about a 75% level
I feel that I can fulfil most of the requirements of the role
Not possible
Only by working extra hours.
I can't. But I really really wish things could change so that I could feel satisfied and go home at night or after completing my 38 hours without having to do more at night or on weekends.
Never feel like I can achieve what I need to by the end of a week
I can't.
NOT AT ALL
There is absolutely no hope of adequately completing all my MINIMUM work requirements within a 38 hour week.
Some weeks, the few we have without students, and if I receive few emergency calls when on call, are close. Others are nearly double. Since returning from maternity leave I have not taken back the student responsibilities and some other work that took up a lot of time, but other clinicians are doing it.
I can't without doing weekend work
not at all possible
I can't. I constantly feel as though I am behind and not meeting the expectations of me, even though I work way over the 38 hour week on average across the year.
nil
It is impossible.
I do it with an average of 3 hours sleep each night and I work across every weekend . My recent long service leave was spent preparing 2 A1 articles so that I might reduce the very heavy teaching load. ALL my leave for the past 12 years has been spent on work related matters that cannot be done within a 38 hour week
Almost but not quite; especially during teaching semester, weekend and evening work is unavoidable.
Impossible
70%

To a great extent.
impossible
It is not possible to do everything needed within 38 hours a week.
It is impossible.
MOstly
Barely
not at all
I frequently work more than 8 hours in a day, but can usually avoid weekend work
Easily. I just do it, and when i run out of time, I stop.
Not possible!! Unless you give up research.
I do not feel that I can.
If you want to do your teaching preparation, your subject development and your research well (well enough for promotion) then 38 hours was never enough. However it has gotten worse in recent years and my guess is that if you look at the sickness statistics for the UTS academics, you will find that they have worsened in recent years. The health of the staff is at stake when you push them too hard
Completely impossible
75%
It is absolutely impossible
impossible
I can't. There is too much teaching, marking, admin, dealing with students during the week (and often on the weekend). If I have time to do research, it happens on the weekend, which means I don't have time to spend with my family.
none
we lack a workload model
In 38 hours, I can get about 2/3 to 3/4 of my usual weekly workload done
It's simply impossible.
I can
Are you kidding!?!The 38 hour allocation is pure fiction and I have never believed it anything other than that for all the time I have been a university teacher.
Not at all
Probably about 60% of my role could be filled in 38 hours
none
Easily, but I choose to do more
Impossible
I can provided I don't take on anyone else's slack, and I don't have any student or staff issues to deal with, and I do the bare minimum.
Unachievable
Very limited extent
I don't.
Impossible
As a program coordinator, 'bushfires' can erupt and be very time consuming. So some weeks I fulfill role requirements and sometimes I don't.

it is not possible, my workload makes me feel quite inadequate in incompetent
That's never been possible and is even less so now.
I cannot fulfil the requirements the way they should be filled.
Not even close. My marking alone is more than 38 hrs per wk.
not at all
i can't do it consistently. I was always need to bring work home: marking, email follow ups, reading and writing for publication.
I don't even think of a 38 hour week - I just have X number of assignments to mark, X number of units and I don't stop until this gets done
I can't and do the job well
as there are no targets I can't
impossible
I cannot. No person joining a university as an academic can. 10-15 hours unpaid overtime per week is required simply to be good. To do better, more hours are necessary.
Impossible. Research can't be done in the 9-5 workday with all the other things going on.
Impossible
Not at all
none whatsoever
100%
Cannot realistically do my job in 38 hours per week for most of the year
Not at all
To no extent
Impossible
I can't
Impossible.
No chance
It is Impossible
Never in a million years
Not at all.
I think I could achieve all my requirements, but I wouldn't be doing my job as well as I could. I would spend less time teaching students, I would not review as many papers, I would not help my HDR students in their writing. That would be unsatisfactory. Our School workload model is highly transparent and ensures an equal distribution of work across the academics in the school. The workload model does not, however, include the number of hours spent on each task and thus doesn't show whether we are all overworked or not.
Hardly ever. If I did not do research it might be possible
Impossible
Bare minimum. Assumes a developed unit and an 80:20 approach to quality and student attention.
Not at all possible in 38 hours
About 60% could be done.
I can compete roughly 75% of my work in 38 hours
Generally yes, given I am teaching intensive. Marking and research generally in my own time

I must work additional hours to achieve the requirements of my position
I sometimes can but mostly can't.
not possible at all
I can't.
The teaching load of 18 contact goes per week is quite large but would be more manageable if we as ATS' had other duties (that we actually perform in addition to the 18 hours) counted as part of our job like a normal academic. Eg recently I had to supervise students in the lab doing 80hrs of practical work but was told I could only record 4 hours in my workload.
I am not fulfilling my core requirements adequately
absolutely not. But I also would not expect an academic on level E to be able to do this ever. Nowhere in the world is this the case.
Barely. I could be a mediocre-good academic in 38 hours a week. But to be excellent requires 50-60 hours per week.
As already indicated, I need about 65 hours per week on average to do it all; so 38 hours is far from enough time.
This is impossible
impossible
Impossible!
Not at all
Mostly, but not entirely
Not a hope
my paid teaching work - fully, but it leaves little time for research
impossible
Varies - sometimes not at all, sometimes ok.
Unfortunately by the time teaching, administration and leadership and student welfare roles are performed, there is simply not enough time (or brain capacity) left to engage properly with my research.
virtually impossible
Not at all. My workload excel sheet demonstrates this.
no
0
Not really.
Not at all
not possible supposedly 40, 40
No - and it is too stressful. I really tried to reduce my hours. Tradeoff between standards/integrity and my health - so went from about 55-45hrs - This does not include breaks or incidental conversation - only focused work
Not at all. Impossible.
Hoping for that with new model
To keep ahead of the game, to try to ensure my job security, I must work weekends.
It is humanly impossible
Unsure
Not at all. Home work is assumed. Extra hours are done, but not recognised. No time allocated for student consultation - my boss calls it 'mothering the students'. I do 25 lectures in 8 weeks. I had to

argue for my leave despite the fact that I had angina. I told the boss I was burning out - nothing happened. I asked not to do the role I'm doing this year and nothing changed.
Can't do my research up to standard but teaching ok.
Only 66% of my inherited (not formally agreed and allocated by my supervisor the HOS) workload can be done in 38 hrs
I can't
I have not worked a 38 hour week in the last 4 years at QUT. I work nearly every Sunday.
Not at all.
My university has not yet implemented a model, so I am answering prospectively on the basis that their proposed model is adopted: Not at all.
Not possible
not at all possible
My role requires 50-60 hours per week, mostly on research publications and project management
I can competently complete about 60% of the requirements of my role in a 38 hour week.
I guess if I worked with an amazing amount of efficiency, I could squeeze my job into a 38 hour week. I would probably produce poorer work, though.
impossible
No chance, A lot of areas of research and even teaching are done as evening and weekend work
Add to this that I am a carer and take off two to three weeks a year in extra annual leave as well as a full complement of carer's leave ... this is not taken into account and I cannot do the work without making up for the time I spend caring on weekends and evenings and often at the same time that I am officially on leave. I take annual leave and work through most of it.
Impossible.
Not possible
Not possible given duties and responsibilities specific to two full-time positions
It would require a ruthlessness my conscience will not allow but I could do a lot better.
almost no chance
its not that easy.
I have no confidence that I can fulfill these aspects in my 38 hour week.
It is impossible.
It is not possible with the amount of subject coordination and face to face teaching I do.
i usually cannot
to a minimum extent
I can't
I can't, The university has hysterical expectations.
I can't do everything I am expected to do within 38 hours.
I only work a 38 hour week. I constantly feel that I am underperforming.
Not at all. If I don't work evenings and weekends the work won't get completed.
around 2/3
Not possible

none
not possible
have to cut corners to fit it all in
Provided I am careful about what I volunteer for, it is still ok - mainly because I have a lot of experience.
On average, fairly well. Some periods of the year I only have time for teaching, course coordinating and admin, but there are also periods during which, while I am still teaching, I can give more hours to research.
I can.
None
This is impossible.
If I worked a normal 38 hour week my work would disintegrate - with a 48plus week I am barely keeping my head above water, longer term commitments and in depth research are falling by the wayside
Only by cutting corners
I can't
Impossible - but then again management does not care and in fact does not give me any tasks and wants me not to contribute so as to strengthen the case for removal. I have to take on tasks through my own initiative to ensure I am integrated and working within the University - otherwise I am completely isolated.
Cannot competently be done within 38 hours.
not at all
NOT AT ALL
not at all
Impossible.
Impossible
80%
not possible
Impossible
To a limited extent. I would not be able to perform competently if I did not work at night or on the weekends.
I cannot fulfil the role in 28 hours per week
Not at all - if we all worked a 38 hour week the university would grind to a halt.
Impossible
60%
perhaps 2/3 finish
Unlikely to achieve requirements.
75%
Less administration at central level and at faculty level. More support staff at the school level. Less red tape by central administration. Less top-down faculty management.
impossible - minimum of 55hrs needed.