College of Business Academic Workload Principles

Date of implementation: 1 January 2011, revised 9 February 2012

1.   Purpose

The College Academic Workload Principles guide School-based workload allocation models and individual work planning to support equitable and transparent allocation of workloads for all academic staff within the College of Business.

2.   General Principles

a)   Academic workload consists of the four major components identified in the agreement:

- Teaching and teaching related activities;

- Scholarship and research;

- Professional and community engagement; and

- Administration.

b)   Academic workload allocations will be established against College benchmarks in each of the four major components as detailed in this document. Benchmarks exist to inform staff when agreeing workload allocations in each of the four major components and an individual's normal workload in a particular component may be higher or lower than the benchmark.

c)   Workload models will support achievement of the business plan and financial sustainability of the College and Schools.

d)   Workload allocations will be aligned to support achievement of activities, targets and measures defined in College and School plans, and in individual workplans.

e)   Full-time workload can be achieved in the equivalent of a 36-hour week over 52 weeks of the year, less authorised leave and University holidays, as identified in the agreement.

f)   Allocation of workloads through the individual work planning process will support work-life balance for staff with specific consideration for flexibility in recognition of carer responsibilities.

g)   Workloads are normally applicable to a specific calendar year and should be reconciled within the year the work is conducted. Workloads will not normally be credited or debited to future years. In exceptional circumstances, the Head of School may approve for reconciliation of workload within the first semester of the year following that in which the work was conducted.

h)   Benchmark workload allocations within the College of Business are calculated on assumption of a full-time workload being equivalent to approximately 46 weeks of activity or 1656 hours per annum. Individual workloads will be established based on the calendar each year, accounting for variance in scheduled public holidays and Christmas closedown days.

i)   Workloads are allocated on a pro rata basis for staff employed part-time or part year or where staff are taking leave in addition to four weeks annual leave and University holidays.

j)   An individual academic's workload will be established in accordance with his/her individual work plan, professional development needs and performance across all workload components.

k)   The Head of School (or research-active nominee) and individual staff members are responsible for agreeing and formalising the individual's work plan within the parameters of these workload allocation principles.

l)   Academic staff enrolled for, and making adequate progress within candidature towards a research higher degree considered relevant to their field of work by the Head of School (or research-active nominee) will be allocated time in accordance with the agreement. Staff may be allocated up to 330 hours per annum (approximately 1 day per week over 46 weeks) within their research allocation as agreed by the Head of School (or research-active nominee).

m)   Academic staff required to undertake the Graduate Certificate in Tertiary Teaching and Learning will be allocated up to 82 hours per course (includes 18 contact hours per course plus associated activities).

3. Teaching and Teaching-Related Activities Principles

a) The benchmark full-time teaching load is normally delivered over 24 weeks in a twelve month period as identified in the agreement.

b) The benchmark full-time teaching load is 288 hours of course delivery per annum.

c) The minimum course delivery is equivalent to 3 hours per week per semester, except where a staff member is designated as research only.

d) Associated with course delivery is an amount of time for preparation, student consultation, assessment activities and other course related activities. The benchmark allocation for a full-time teaching load (288 hours) is 576 hours allowing for 2 hours of teaching-related activities for each hour of course delivery.

e) Assessment activities associated with an individual's teaching responsibilities are included in the teaching workload normally based on a benchmark of up to 120 students per course.

f) HDR supervision is recognised in the category of teaching and teaching related-activities. Normally, Category 1 supervision is equivalent to 46 hours per full-time candidate within equivalent normal completion time per annum, and Category 2 supervision is equivalent to 23 hours per full-time candidate.

g) Part delivery of a course may be measured as part of teaching workload.

h) Staff will normally teach onshore as part of their usual teaching load.

i) Staff may be required to teach offshore as part of their normal teaching workload. One course delivery hour offshore is equivalent to one course delivery hour onshore.

j) Staff will not normally teach offshore for above load payment more than the equivalent of two courses above the total agreed workload per annum.

k) Staff will not be expected to teach onshore within 24 hours of arriving back in Melbourne from an offshore teaching assignment.

l) A Head of School (or research-active nominee) may make a specific additional allowance for course coordination. The amount should be determined by the HOS with consideration of number of students enrolled in the course, number of offerings, number of locations, channels of delivery, the number of sessional staff engaged in the course and availability of administrative support.

m) Academic staff required to coordinate courses delivered at RMIT Vietnam will be allocated 12 hours per course per semester delivered at RMIT Vietnam (assuming one hour per course per week).

4. Research Principles

Academic staff will normally have a minimum of 14 weeks (504 hours) each year in which to undertake scholarship, research and professional activities, resulting in outcomes that are specified in their approved workplans, as required by the agreement. If research expectations defined in the workplan are not met over the previous two years, the 504 hours will be re-allocated to other activities which can include research development skills.

a) Allocation of individual research workload will be agreed between the Head of School (or research-active nominee) and the academic staff member on the basis of nationally recognised quality measures, including the Australian Business Deans' Council Lists, Information Systems Heads of Department Lists and other appropriate indicators of research quality and esteem.

b) The expected benchmark for quantity and quality of research outcomes will increase according to academic level as outlined in the Performance Expectations Matrix.

c) Heads of School in consultation with the professoriate will determine within component disciplines the appropriate research benchmark expectations for particular academic levels.

d) Where research outcomes inform individual workload allocations they will be assessed over a 2-year rolling average. In 2012 and thereafter, it is expected that academic staff publish in quality journals and, where appropriate, in ranked conference proceedings, as per nationally recognised quality indicators.

e) University expectations are that all academic staff at Level C and above meet the ATN definition of 'research active' within 2 years, that is by the end of 2013.

5. Professional and Community Engagement Principles

a) The allocation for Professional and Community Engagement activities may be up to 184 hours per annum (which is equivalent to 4 hours per week over 46 weeks) and is determined in consultation between the Head of School (or research-active nominee) and the individual.

b) Professional and community engagement activities which are recognised as part of an academic workload should relate directly to teaching and/or research responsibilities.

6. Administration and Leadership Principles

a) The benchmark allocation for Administration activities is 92 hours (which is equivalent to 2 hours per week over 46 weeks).

b) A Head of School (or research-active nominee) may make an allowance for leadership roles within the School including Program Leader/Director, Discipline Leader. The amount should be determined by the HOS with consideration of program factors such as locations, modes of delivery, number of offerings and other related considerations.

c) A Head of School (or research-active nominee) may make an allowance for significant administrative activities managed by a staff member where these activities are not covered by any other allocation, such as the management of a large committee. The amount should be determined by the HOS with consideration of the importance and frequency of the activity or meeting.

d) A maximum benchmark allocation of 1656 hours per year per School will be made by the Head of School in consultation with staff to accommodate administrative work associated with the following roles: Deputy Head of School (Research), Deputy Head of School (Learning and Teaching), Deputy Head of School (International), and Deputy Head of School (Industry Engagement). A minimum allocation of 165 hours per year will be made for each of the senior leadership roles.

7. Benchmark Fulltime Workload measured in hours

a) Application of the specified benchmarks outlined above, and before the application of any adjustments to benchmarks or specified administrative allowances, will result in a fulltime workload measured in hours as detailed in the table below, with an amount in hours of unallocated workload.

Definitions	Hours	%
Total available annual hours	1656	100%
Teaching and Teaching-Related Activities (Delivery 288; Associate activity 576)	864	52%
Research	504	30%
Professional and Community Engagement	184	11%
Administration	92	6%
Time not covered by standard benchmarks	12	1%

RMIT
UNIVERSITY

Document: 2012 College of Business Academic
Workload Principles FINAL.doc
Author: Sharon Bush
Save Date: 09/02/2012
Page 3 of 4

8. Definitions

Administration	Activities which contribute to school, college or university management and governance and operations, such as committee participation, program meetings, program reviews, external accreditations, events, graduations, Open Day, retreats.
Agreement	RMIT University, *Academic and Professional Staff Collective Agreement 2010*
Benchmark	A standard time allocation agreed within the College of Business which forms the basis of workload allocation discussions.
Course	A 12 credit point course.
Course delivery	Face-to-face teaching or delivery online via Open Universities Australia.
Professional activity	Activity related to developing esteem and reputation.
Professional and community engagement	Externally focused activity which supports the development and impact of teaching and research, such as executive education and work associated with alumni development.
OUA	Open Universities Australia.
Research	Activity related to the generation of new disciplinary based knowledge.
Research outcomes	Research income, HDR completions, publications
Scholarship	Activity related to the generation of pedagogical knowledge which may result in research outcomes.
Semester	Onshore and offshore teaching delivery periods.
Teaching	The delivery or part delivery of courses occurring at onshore and offshore locations, or online (eg OUA).

9. Reference

Academic workload principles are found in the following clauses of the *Academic and Professional Staff Collective Agreement 2010* as summarised below:

a. Clause 45.1.3 discusses the requirement for a published workload allocation model reflecting clearly articulated principles.

b. Clause 45.2.1 details the four major components of academic workload.

c. Clause 45.2.2 details the expectation that all employees will participate in some combination of the listed major components of academic workload.

d. Clause 45.2.3 states that the appropriate mix will be determined through a process of consultation between the supervisor and employee.

e. Clause 45.2.3 also states that academic staff will normally have a minimum of 14 weeks to undertake scholarship, research and professional activities.

f. Clause 45.2.7 discusses workload allocations for academic employees enrolled in research higher degrees in a field associated with their work.

g. Clause 45.2.11 mandates a break of ten hours between the conclusion of teaching activities on one day and teaching or other directed duties on the next day.

INT/2011/20677

RMIT UNIVERSITY

Document: 2012 College of Business Academic
Workload Principles FINAL.doc
Author: Sharon Bush
Save Date: 09/02/2012
Page 4 of 4

Expectations of Normal Academic Performance in Business

Career Development Stage	Academic Level	Qualifications and expected contribution	Number of research outputs in journals normally expected at this stage	Normally expected Research Output in journals per year (not withstanding other recognised research outputs)	Quality of Research Output (quality of research outputs appropriate for each discipline eg the Australian Business Deans List; or ISHoDs list)	Teaching and Learning	Leadership	Community Engagement
Stage 1 Completed Honour Thesis	**Appointment at A** Local recognition (A)	Honours degree project	1			Improving CES scores		
Stage 2 Completed Masters Thesis	Local recognition (A)	Masters / masters by research	1 – 2			Improving CES scores		
Stage 3 Completed Doctoral Thesis	**Appointment at (B)** Emerging national recognition for research	Doctoral level project Doctorate completed	2 – 5 plus	1 – 2	Publishing quality papers in journals out of completed PhD	Average to above average CES scores Successfully completed Course co-ordination		Demonstrated involvement in community and professional associations / discipline associations
Stage 4 Developing contribution	Developing national recognition for research (B) Moving from (B) to (C)	Post doc / small grants (3 – 5 k) from research centres / College, university, RIs' and or Industry grants; Normally 1 – 3 HDRS Completions or in progress	6 – 10 plus	2	Demonstrated sustained contribution to research activities A history of publications in recognised quality journals	Average to above average CES scores Successfully completed Large Course co-ordination	Demonstrated evidence of initiating and implementing T&L or research project (School level)	Demonstrated active involvement in local industry / Professional association / discipline associations
Stage 5 Established contribution	**Appointment at C** National recognition for research (C-D Moving from (C) to (D)	Competitive internal grants (5 – 20k) faculty / university; or an external competitive grant. And / or Industry grants (Cat 2 or Cat 3) and / or Evidence of track record preparation for competitive grants Normally 2 – 4 HDRSC	10 – 15 plus	2 – 3	Demonstrated sustained contribution to research activities A history of sustained publications in recognised quality journals	Demonstrated sustained contribution to program development and co-ordination Maintain consistently high CES scores Successfully completed Course / Program co-ordination Demonstrated evidence of exemplar teaching approach	Demonstrated evidence of sustained leadership eg Program leader, Research cluster leader, Chairing T&L or Research committees Demonstrated evidence of initiating and implementing T&L or research project (College level)	Demonstrated sustained leadership roles and activity in international / Professional associations / industry / discipline associations

Stage	Appointment	Grants			Research	Teaching/Program	Leadership	Associations
Stage 6 Major contribution	**Appointment at D** National / International recognition for research Moving from (D-E)	A history of applying for and getting external grants (NCG: ARC & NHMRC or equivalent in other countries; or Industry; or Government, or other sources); Normally 4 – 8+ HDRSC	15 – 20+	2 – 4	Demonstrated sustained contribution to research activities A history of sustained publications in recognised quality journals	Demonstrated sustained contribution to program development and co-ordination Maintain consistently high CES scores Successfully completed Course / Program coordination Demonstrated evidence of exemplar teaching approach	Demonstrated sustained evidence of substantial leadership Demonstrated evidence of initiating and implementing T&L or research project (University level)	Demonstrated sustained leadership roles in international / industry / Professional associations / discipline associations
Stage 7 Significant and major contribution	**Appointment at (E)** Internationally acclaimed with evidence of membership of international networks, or through invited participation in international academic events, or in joint projects	Multiple grants from external sources; Normally 5 – 10+ HDRC	20+	2 – 4	A demonstrated history of exemplary publications	Demonstrated sustained contribution to program development and coordination Maintain consistently high CES scores Successfully completed Course / Program coordination Demonstrated evidence of exemplar teaching approach	Demonstrated sustained evidence of exemplary leadership	Demonstrated sustained leadership roles in national / international networks of scholars or professional / industry / discipline associations