School of Science Work Plan Policy 2025[1]

Version 6
December 6th 2023

Approved by the University Work Plan Committee

1. Preamble

The School of Science is a large and comprehensive school with learning, teaching and research excellence encompassing a wide range of disciplines: animal science, zoology, biological, chemical, environmental, food, forensic, medical science, nutritional, environmental health, agriculture and applied physics.

The School is educating tomorrow's graduates in an environment that is contemporary, challenging, and adaptive to a rapidly evolving world. It offers a range of bachelor, masters and doctoral degrees using the excellent teaching, laboratory and fieldwork facilities at the Campbelltown, Hawkesbury, Parramatta and Penrith campuses, as well as online activities. The School's research-led teaching is supported by state-of-the-art educational technologies. Its researchers make major contributions to the University's high ERA (Excellence in Research for Australia) and Times Higher Education University Impact rankings, and collaborate with other schools, University Research Institutes, and external partners in Australia and overseas. The School's bachelor degrees include a wide range of majors, minors, interdisciplinary offerings and elective subjects, with access through pathways programs, and opportunities for further study in Master of Research, PhD and coursework Masters degrees. Work-integrated learning prepares graduates to flourish and succeed in society and the rapidly evolving world of work, both in Australia and internationally.

The School's vision is to be recognised as one of Australia's engaged research leaders, producing high-quality and high-impact research outcomes with local and international collaborators and for our engaged and innovative teaching and learning. With a large and growing body of graduates, the school aims to continue building its partnerships in Western Sydney, engaging with schools and other educational providers, industries, community organisations, and Local, State and Commonwealth Government partners. Through its educational, research and engagement activities the School supports the

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[1] This document should be read in conjunction with the University Workplan Policy 2023 and *Part F – Workloads and Career Development* of the Academic Staff Agreement 2022-2025.

University's role as an advocate and champion for Greater Western Sydney and its people.

The School of Science (SoS) Work Plan Policy should be read in conjunction with the University Work Plan Policy 2023 and Part F – *Workloads and Career Development* of the Academic Staff Agreement 2022-2025. (hereafter referred to as "the Agreement").

The diversity of academic disciplines in the School means that it is difficult to anticipate all possible circumstances. In this spirit, the School Work Plan Policy sets out the aims of the work plan process, principles, and procedures to *guide* development and negotiation of Individual Work Agreements.

The School's Work Plan Policy has been framed to support the strategic goals of the School, specifically:
- To support effective, innovative and engaged teaching and learning;
- To continually improve the School's research culture and increase high quality research output and partnerships;
- To enhance the School's reputation locally, nationally and internationally.

2. School of Science Work Plan Committee

2.1. The School of Science Work Plan Committee must consist of:

a. A Chair appointed by the Dean

b. At least two employees appointed by the Dean; and

c. Elected employees equal in number to those appointed by the Dean under clause 2.1(b).

2.2. A quorate meeting requires attendance of four members, including the Chair (or nominee) and at least one elected representative.

2.3. The School of Science Work Plan Committee must:

a. annually review this Work Plan Policy;

b. monitor the equitable distribution of workloads in accordance with this Work Plan Policy; and

c. report to the University Work Plan Committee on an annual basis.

2.4. The School of Science Work Plan Committee may choose to summarise this policy in a table or spreadsheet, which may act as a numeric workload calculator to total up different policy elements.

2.5. Any workload calculator used must be consistent with the requirements of this policy.

2.6. If disparity arises between the numeric workload calculator and the School of Science Work Plan Policy, the policy document will prevail.

3. Definitions

General Definitions

3.1. **Academic unit** means a School or Institute.

3.2. **Employee** means an academic staff member of the University employed on an ongoing, fixed term, or casual basis who is covered by the Western Sydney University Academic Staff Agreement 2022-2025.

3.3. **Supervisor** means the person nominated by the University to whom an employee reports, whether directly or indirectly.

Academic Work Definitions

As set out in clauses 23.22-23.26 of the Academic Staff Agreement, academic work is comprised of teaching; research and development; administration and governance; and approved service to the community.

3.4. **Teaching** includes:

a. scholarly activities of acquisition, aggregation and synthesis of knowledge in the preparation of teaching materials;

b. design and/or delivery of face-to-face, online, blended learning, and other subject/program delivery modes;

c. delivery of lectures, tutorials, laboratory classes, seminars, workshops, practicum, clinical education, and blended learning;

d. development and/or delivery of non-award short courses and programs including preparatory, supplementary, and Continuing Education programs;

e. supervision of postgraduate coursework and honours students, research higher degree students and student placements, clinical learning, and practicums;

f. design and preparation of student assessment;

g. marking and student feedback;

h.   availability for student consultation relating to an individual's own teaching;

i.   scholarly and professional engagement to maintain currency in a discipline and professional area; and

j.   scholarly activity to develop and maintain teaching skills and understanding of pedagogy.

3.5. **Research and development** includes:

a.   scholarly activities of acquisition, aggregation, and synthesis of knowledge in the preparation of research projects and associated activities;

b.   planning, constructing, undertaking, analysing, and publishing research;

c.   writing articles and other works for publication;

d.   preparing and submitting external research grant proposals;

e.   developing collaborative research networks both nationally and internationally;

f.   presenting and/or publishing scholarly papers, addresses to conferences, and the like;

g.   approved consultancy research and associated work; and

h.   development of intellectual property, patents and commercialisation.

3.6. **Administration and governance** includes:

a.   program and subject coordination, including new and existing program and subject development, development and evaluation of materials, benchmarking curriculum and learning outcomes, and obtaining professional accreditations;

b.   management or coordination of centres, units, and/or academic organisational sub-units or functions;

c.   contributions to committees;

d.   formal Employee supervision;

e.   management, coordination, development, or promotion of University enterprises, programs, or commercial activities;

f.   general administration of policies and work of the Employee's academic unit; and

g. contribution to institutional leadership and/or governance at the University.

3.7. Where relevance to the work of the University can be demonstrated, **approved service to the community** includes:

a. contributions to, and involvement with, professional or academic associations, business, unions, and industry;

b. contributions to, and involvement with, government and community bodies and associations relevant to the University's engagement strategy;

c. involvement in academic publishing through refereeing articles, editing journals, and participating in editorial boards; and

d. promotion of the University in the community.

4. Principles

This document provides principles and procedures in relation to managing these areas of academic work, including how the unit's policy guides the development of Individual Work Agreements.

Principle 1. This policy aims to positively promote quality educational experiences for students and support the career development aspirations of academic staff.

Principle 2. Academic work should be primarily aimed at excellence, not at increasing numbers and meeting targets.

Principle 3. Workload allocations should be transparent, fair and effective.

Principle 4. Work planning should be based on supporting aspirations. Specified thresholds for research productivity although important should be considered to be guiding expectations and assessed on a three-year rolling average.

Principle 5. Staff should have opportunities to develop scholarship as a part of their professional development.

Principle 6. Workload allocations are expressed as percentages; a workload of 100% equates roughly to 1610 hours (46 weeks [considering 20 days of leave and 10 public holidays] at 35 hours per week).

Principle 7. To accommodate the diverse nature of the teaching in the School, workloads for subject based teaching are modelled as follows:
- Best estimates of the post HECS Census date figures should be used for the number of students and the number of small group classes or project groups. Normally, the numbers from the same term in the

previous year should be used, unless there is a good reason why these numbers are not appropriate.

- The total subject workload is distributed to all members of the teaching team (including staff outside of school of science), collegially and according to the actual duties performed. A teaching team can be two or more staff teaching into a single subject, or subjects within a program. Where possible, staff are strongly encouraged to take a programmatic approach to teaching allocation. If needed, the time allocation to the casual staff for each of the teaching activities will be included. The distribution of duties and workload should be agreed upon by the members of the teaching team; once approved, it constitutes a part of the Individual Work Agreement of each member of the teaching team.

Principle 8. To provide an equitable and transparent distribution of work, an Excel workbook for the subject facilitating the calculation of the total subject workload and the distribution onto the members of the teaching team is provided as part of the School Work Plan Policy; this spreadsheet is to be completed once per year for each undergraduate and postgraduate subject by the subject co-ordinator in consultation with the teaching team using the actual enrolment data after census date of the preceding academic sessions.

Principle 9. Workload allocations for any significant duties not covered by this policy may be negotiated; examples of situations where such an allocation may be appropriate include the development of a new programme or an entirely new subject, the conversion of an existing subject for online or hybrid delivery or teaching and/or curriculum development for another academic unit (for example, in cross-unit collaborations and multidisciplinary subjects). Prior to approval by the Deputy Dean any allocation under this clause requires initial discussion with the relevant Associate Dean and/or DAP.

5. Individual Work Agreements

5.1. Individual Work Agreements are negotiated on an annual basis between an employee and their supervisor, who should be familiar with the Academic Staff Agreement 2022-2025, the University Work Plan Policy, and this work plan policy.

5.2. Supervisors must then recommend the signed Individual Work Agreement for approval by the Dean, as per clause 23.34 of the Academic Staff Agreement 2022-2025.

5.3. Individual Work Agreements are agreed through a process of negotiation. This is distinct from the leadership and support provided during Academic Career Development, Planning and Review.

5.4. Individual Work Agreements must be collegially negotiated and agreed in writing.

5.5. Individual Work Agreements must be approved by the Dean by 31 March each year.

5.6. Individual Work Agreements are subject to renegotiation if circumstances substantially change after the date they are agreed.

5.7. In addition to the content requirements of clause 23.28 of the Academic Staff Agreement 2022-2025, Individual Work Agreements must make allocations as required by clauses 6-8 below.

5.8. Work plan negotiations for all aspect of academic activities within the school will be conducted in an open, collegial manner, initially in designated groups.

The teaching teams will work with the subject coordinator and populate the subject workbook. This will be approved by the DAP.

The meetings will be convened by DAPs (for teaching) or/and academic supervisor (for research and engagement). The activities in subjects that are common to all fields such as scientific Literacy, Practicum 1 and 2, Advanced Science projects will be discussed in each discipline group. **The designated discipline groups for the purpose of work plan discussions** will be as follows:

- AgriFood, Innovative Foods and Human Nutrition
- Anatomy & Physiology, Biomedical Science, Biology including Microbiology
- Chemistry, Physics and Forensic Sciences
- Environment and Ecology, and Environmental Health
- Animal and Zoological Sciences

5.9. In preparation for the meetings of these academic groups, it may be necessary to hold preliminary meetings drawing representation from one or several of the discipline groupings above.

5.10 Draft Work Agreements will be prepared by the staff member after the discipline meeting, and reviewed by their academic supervisor. The total commitments within an Individual Work Agreement will add to 100% for a full-time staff member, or *pro rata* as appropriate for part-time staff. There may be further negotiation between the staff member and supervisor, and if there is agreement, the draft Work Agreement will be sent for review to the Deputy Dean. It will be returned to the supervisor if there are questions, otherwise forwarded to the Dean for final discussion, and approval by the Dean.

5.11 Pro rata calculations for part-time staff are to be used to create an equitable assessment and allocation for full-time and part-time staff. Allocations calculated based on past performance (eg research allocation) will be calculated pro-rata based on the actual fraction FTE which was worked during the assessment period. Allocation for the current period will be calculated pro-rata to the actual fraction FTE in the current period.

Generally, where work plan models allocate load for specific tasks based on a proportion of a full-time load, the equivalent allocation for a part-time staff member will be divided by the annual fraction FTE of the part-time staff member.

5.12 Supervisors should aim to complete draft Individual Work Agreements for the following year before the end of December of current year. Individual Workload Agreements must be approved by the head of the academic unit no later than 31st March each year.

As noted in clause 5.6 above, it is recognised that revision may be required when circumstances change during the year e.g. involvement in Summer teaching, success in grant applications notified after completion of the Individual Work Agreement with projects starting in the following year. Where revisions are necessary, renegotiation will be in accordance with the principles of the School Work Plan Policy.

5.13 Final Work Agreements that have been approved by the Dean will be sent to a Sharepoint site (School of Science Work Agreement repository) that all academic staff can access to provide full transparency of Work Agreements across the School.

5.14 To ensure equity, transparency and compliance with the School Work Plan Policy, the School Work Plan Committee will monitor the equitable distribution of workloads and review the general Work Agreement allocations resulting from the collegial discussions referred to in Clause 5.8 above.

6. Teaching

Standard Principles

6.1. Apart from Deans, Deputy Deans, Directors, Deputy Directors, and research-only academics, all staff have a minimum 20 percent teaching allocation, with at least 10 percent allocated to coursework teaching. **(UWPP cl 58)**.

6.2. There is a maximum teaching load of 50 EFSL per year or 12 hours per week (unless the teaching has minimal or no preparation). **(UWPP cl 61)**

6.3. There is a possible teaching allocation of 5% a year (to a maximum of 10%) to enable participation in Foundations of University Learning and Teaching (FULT). (**UWPP cl 66; 24.g.iii**).

6.4. Staff are eligible for marking relief if they are responsible for more than 150 students in a teaching period. **(UWPP cl 63)**.

6.5. Travel time of 2 hours is allocated for employees required to teach on more than one campus in a single day. This allocation may be varied if a reason is specified in an Individual Work Agreement. **(UWPP cl 65)**.

6.6. Subject to the operational requirements of the School of Science, employees may concentrate their teaching to manage their research.

School of Science Principles

6.7. Teaching load

Individual Work Agreements will report the agreed responsibilities, including subjects to be taught, contact teaching hours (or equivalent for E-Learning or external delivery), subject coordination, and research student supervision. Other considerations such as the size of subjects, their assessment load, their nature, level, variety, and repetition will be factors in negotiations for each Individual Work Agreement. Other duties such as development of new programs and subjects, and attendance at mandatory courses such as the Foundations of University Learning and Teaching program, will be included.

All academics receive 4 weeks annual leave, approximately 2 weeks of public holidays and concessional holidays. This equates to 1610 hours per year of work (neglecting long service leave, professional development leave, maternity leave etc).

The percentage allocation for each face-to-face teaching hour includes an additional allocation of time that recognises the effort spent on scholarship including preparation, development, complexity, and nature of teaching of the activity:

The school wishes to encourage staff members to consider the optimal mode of delivery for learning activities. For example, some subjects will not offer online live lectures, instead will have lecture resources posted on vUWS and on-campus tutorials/workshops to promote discussions and enhance understanding.

Activity	Preparation hours per hour of teaching activities
Lecture	**2**
Lecture (Repeat)	1
Tutorial	**2**
Tutorial (Repeat)	1
Practical supervisor	**0.5**
Practical supervisor (Repeat)	0.5
Practical demonstrator	0.5
Other	**Negotiate with supervisor**

A workload allocation for a major review of a subject by a teaching team is up to 5% which equates to 80 hours. When new materials need to be developed for teaching (including for new staff members), additional time can be negotiated with the supervisor.

In teaching team discussions, it is noted that staff with an on-going appointment in the school are to fill teaching allocations before casual staff can be requested to be employed.

Assessment tasks for a subject should be designed so that total marking for the entirety of the assessment items in a subject takes no more than one hour per student. If the subject has written reports to mark, then, a higher allocation per student can be negotiated with justification. An upper limit on marking per teaching session applies, no more than 150 students per staff member per teaching session. If this limit would be exceeded, a staff member will be eligible for marking relief. Marking hours will be included in the hours an academic devotes to teaching.

Where marking associated with the teaching is shared by a teaching team, it should be apportioned in a collegial manner across the team by the Director of Academic Program(s) and supervisors overseeing workloads of teaching team members.

6.8. Number and type of subjects

Some of the variables involved in negotiation of the number of subjects taught include: synchronous teaching hours; type of teaching contribution (lectures, tutorials, practical classes, clinical classes, field work); number of repeat classes; and whether new material is required to be developed.

The maximum number of subjects that staff would coordinate is 4 over a calendar year. If the staff member contributed 100% of the teaching of these subjects, including marking (and assuming 5 hours per week face-to-face teaching or equivalent per subject), and normally this teaching would be a maximum of two consecutive semesters.

6.9. Subject coordInation

Some of the variables involved in negotiation of the number of subjects coordinated by a staff member include subject coordination with minimal delivery versus subject coordination with full delivery; contributing to delivery but not as subject coordinator; number of students in the subject; and single campus or multi-campus coordination. For subjects with a large cohort of students, subject coordination activities may be shared by coordinators nominated to each campus. The subject coordination % time allocation is for the entire subject. Therefore, if the subject coordinator identifies a co-coordinator, then, subject coordinator will mutually collaborate and apportion the % allocation to the co-coordinator. A co-subject coordinator to be considered for subjects greater than 150 students.

The maximum number of subjects that staff would coordinate is 4 over a calendar year.

The subject coordinator is responsible and oversees for the full delivery of the subject includes:

- timely preparation of the subject learning guide, budget and vUWS site;
- timely responses to APA/DAP/ADTL/DD/D communication;
- timely processing of student assessment outcomes/results/upload to REPS and QA
- preparation of assignments; the timing and the number of assessments should be discussed on a program-level basis;
- managing the vUWS site;
- timely responses to student queries & form requests preparation of tutorial lesson plans, laboratory, fieldwork, or computer practical classes and resources for the semester;
- supervision of any sessional academics involved in the subject;
- teaching group meetings and work with DAP and AD L&T for quality assurance for the subject ;
- thorough checking and compilation of final student grades with full review of all individual student grades that are one mark below a grade boundary;
- moderation of all assessment grading if completed by sessional academics;
- responding to student queries on assessment;
- adding assessment late penalties;
- dealing with any academic misconduct issues;
- processing student applications including special consideration, extension, and review of grade.

Subject co-ordination allocations are on a sliding scale. This should be used as a guide to determine appropriate subject coordination administrative allocations. It is recognised that some circumstances will require a variation from these guidelines. For the larger first year subjects, the SCs will identify the pure admin activities carried out by them so that relevant support mechanisms can be thought through to improve processes either *via* a more efficient way or by someone else.

Where subjects are administered by teams (e.g. campus coordination or similar), this allocation may be apportioned based on a collegial team discussion.

Subject Coordination of subjects that use e-learning is to be treated the same as coordination of on-campus subjects. Where on-campus and e-learning variants of a subject are running simultaneously, the enrolment figures will be aggregated when coordination is being considered. This also applies to subjects variously described as external or composite.

As part of their normal duties, staff are expected to participate in routine subject and program development. In cases where there is a heavy curriculum development load (including change in the mode of delivery), recognition may be allowed for this load following discussion with the supervisor regarding agreed outcomes. This recognition may take the form of a reduction in the staff member's other responsibilities, including research, teaching and/or administration.

Subject enrolments	Subject coordination allocation in 2022 approved School WPP	Proposed Subject coordination in 2024 School WPP
1-50	2%	3%
51-99	3%	4%
100-199	4%	5%
200-399	5-9%	5-9%
400-599	10-14%	10-14%
600-799	15 -19%	15 -19%
800 - 999	20	20
1000-1199	20	22
>1200	20	25

Where two or more staff are involved in coordination and delivery of a subject, the responsibilities and subsequent split of hours should be mutually agreed by the relevant staff and signed off by the relevant DAP. The split should reflect the distribution of work carried out by the staff in the subject.

6.10 Supervision

Allocations for the supervision of Higher Degree Research candidates are determined at 5% per EFTSL, which includes responsibilities associated with Masters of Research marking.
The same allocation (5% per EFTSL) and conditions apply to research projects within postgraduate coursework programs and to all undergraduate research project subjects and includes marking.

Pro rata percentages where the responsibilities are shared across a supervisory team, and where there is a supervisory panel, the maximum allocation for a principal supervisor is 4% per EFTSL. The allocation for supervisors will be that recorded in Callista.

The upper limit on allocations for supervision (all categories above) is 25%.

e-Learning Principles

6.11. Teaching allocations for subjects that use e-learning should have regard (as in other modes of delivery) to tasks such as: material preparation, learning support, marking, and student consultation. **(UWPP cl 73)**

6.12. Allocation of e-learning workloads should consider:

a. the size of groups/tutorials and implications for assessment;

b. learning design and technologies used;

c. that some facets of work (for example, preparation or updating of learning materials) may not vary with the number of students;

d. whether the subject is being offered for the first time, is a major revision, or whether the subject is being converted from face-to-face to e-learning delivery; and

e. the level of technical support provided for development pre-testing/piloting of technological infrastructure, dealing with technical problems encountered by students. **(UWPP cl 74)**

6.13. Workload allocations for fully online subjects should be equivalent to allocations for the same subject taught face-to-face, even though the distribution of work across teaching tasks may vary. **(UWPP cl 75).**

6.14. Workload equivalence between e-learning and face-to-face-subjects may be constructed across multiple years. (UWPP cl 76). However, where online teaching materials (such as lectures) are to be preserved over multiple years or iterations of unit, and where the workload for those tasks are also carried across multiple years, Schools and units will need to develop clear and transparent systems for assessing how long materials (and the workload associated with them) are to be preserved. It is important the review of subjects should align to Assessment and Curriculum policies. A regular cycle of subject and program review and renewal is the responsibility of the DAP overseeing the subject and program and the Associate Dean, Learning and Teaching.

7. Research

Allocation of research time to staff in School of Science aligns to the research profiles and percentage ranges of the University Research Profiles **(UWPP cll 48-57)**.

The research profiles relevant to Schools are as follows:

7.1. **Scholarship or Developing Research Profile:** 20 percent research allocation

- This profile is characterised by few, if any, recognised high-order publications over the previous three years. Employees in this profile may be early career academics, developing their research profile, or returning to more active research. Supervisors and academic group colleagues should assist research development by encouraging teaching and research synergies, and by allocating workloads accordingly. A workload allocation for a research higher degree (RHD) enrolment may be granted for this profile, subject to satisfactory annual RHD progress.

The Academic Career Development, Planning and Review process is the ongoing reference point for expected research outcomes. If an Employee has shown research related activities, they will be allocated a minimum of 20% research allocation and invited to submit a research plan within the workload allocation process and finalisation of their Individual Work Agreement for the forthcoming period.

An ECR in this profile would have a research allocation of 20% for 8 years subsequent to graduation of their PhD. A yearly research plan is required and approved pending satisfactory performance.

7.2. **Substantial Research:** 20–40 percent research allocation

- Employees in this profile will have substantial research standing in their discipline and, depending on the character and methods of their research, will generally aspire to achieve national and/or international publication as well as competitive external funding.

The research allocation for both Scholarship or Developing Research and Substantial Research Profiles is calculated from total external grant income over the last 3 years, publications in "Q1 and Q2" journals over the last 3 years, your M-index (Scopus h-index divided by years since graduation with a PhD (taking account of career interruptions)) and "Media" outputs.

The information for external grant income and journal publications will be from the Western Sydney Researcher Portal except for staff who have been employed by Western Sydney for less than 3 years who will provide other evidence of their publications and grant income.

Component	Percentage	Threshold for minimum score	Threshold for maximum score
Research Funding*	30	$0	$100,000
Q1 and Q2 publications#	60	3	9
M-index	5	0	1
Media	5	0	10

*Research Funding income will be considered from:

- Research Grant (HERDC Category 1)

[if staff consider applying for Grants or funding from to support research infrastructure: i. Australian Research Council (ARC) Linkage-Infrastructure, Equipment and Facilities (including cash contributions from other sources) ii. National Collaborative Research Infrastructure Strategy (including cash contributions from other sources), it is important that they discuss and seek endorsement from the AD – Research, prior to commitment].

- Research Grant (HERDC Category 2, 3 or 4) including consultancy income with a

research component.
- Competitive internal University-level research grants including Western Sydney Research development grants.
- Contracted research and consultancy projects

Q1 and Q2 publications (https://www.scimagojr.com/): this is the normal criteria for quality of publications but the impact of other journal articles may be discussed with the Deputy Dean.

7.3. **Research Leaders and Mentors:** 40–60 percent research allocation

- Academic staff in this profile will have an advanced research output in their discipline area, usually including significant external income and a well above average publication output. They will be required to play a research leadership and/or mentoring role for staff in the other profiles. Leadership and mentoring may include being the head of a recognised research program or unit, and/or guiding and supporting the research efforts of less experienced researchers.

Research Leaders have significantly higher expectations for achievement and output in research, reflecting their status and the role they are expected to play in the School and University. They will be normally Level D/E academics who demonstrate exceptional performance in publication outputs (minimum 12 Q1 and Q2 journal articles over the last three years), grant income from Category 1, 2, or 3 funders (minimum total of $250,000 over the last three years), and completion of HDR students (minimum of 2 over the last three years), and demonstrate an active role in mentoring level A/B/C researchers.

Mentoring will include inclusion of junior academics on supervisory panels, providing input into grant applications, advice on publication strategies and career planning.

The research allocation can only be above 40% with specific recommendation by the School of Science Work Plan Committee and approval by the Dean.

The research profile relevant to Institutes is as follows:

7.4. **Research Intensive Scholars:** 60–70 percent research allocation

- This profile relates to academic staff in University-designated Institutes, where competitively appointed RIF-funded scholars from Levels A to E are expected to have an advanced research standing relative to their colleagues at the same level, and where their primary role is to advance the research standing of the University.

In addition, the following category is recognized:

7.5. **Research-Only Scholars:** 70–100 percent research

- Clause 23.1 of the Enterprise Agreement exempts 'research-only academics' from academic workloads. Research-only academics include those employed on research contracts of five years or less which may include positions funded by external grants or fellowships (such as DECRA and Laureate Fellows). Such scholars can take on administration and teaching, including HDR supervision, at their own discretion.

7.6. **Research Profile Allocation Process**

a. Allocations to research profiles will be made on a triennial basis, taking into account reasonable breaks in research activity for parental leave, illness, or other valid reasons. **(UWPP cl 55)**

b. An employee's entire workload may be allocated to activity other than research if:

   i. the employee has had opportunities to produce research outcomes; and

   ii. in the preceding 3 years, without good reason, has consistently not produced evidence of reasonably productive engagement in research consistent with the employee's academic level, discipline and personal career plans. **(UWPP cl 56)**

c. The Academic Career Development, Planning and Review Process is the ongoing reference point for expected research outcomes. If an employee has shown signs of positive research engagement, they will be invited to submit a research plan which may inform their forthcoming research allocation. **(UWPP cl 57)**

d. Academic staff appointed to positions that have defined, specific research responsibilities and/or research allocations, such as those usually found in the employment contracts of Postdoctoral Research Fellows, will have these responsibilities and allocations recognised in their Individual Work Agreements.

e. Academic staff appointed to university-recognised Research Centres and University-recognised Research Groups located within Schools, and School of Science based researchers of University Research Institutes, will be covered by the School of Science Work Plan Policy.

8. Administration and Governance

8.1. In School of Science a standard administration and governance allocation of 10% is allocated to academic staff cover administrative duties and collegial responsibilities such as Open Day, careers markets, academic advising (not covering formal academic program

advice as provided by appointed Academic Program Advisors) and graduations. **(UWPP cl 67)**

8.2. Academic leadership positions attract the following administration and governance allocations:

School Role	Work Agreement Allocation
Dean	80%
Deputy Dean	80%
Associate Dean/Deputy Associate Dean Portfolios	
Associate Dean, Research	30%
Associate Dean, Higher Degree Studies	20%
Associate Dean, Master of Research	20%
Associate Dean, Learning and Teaching	40%
Deputy Associate Dean, Learning and Teaching	20%
Associate Dean, International	20%
Deputy Associate Dean, International	20%
Associate Dean, Engagement and Advancement	20%
Directors of Academic/Associate Director of Academic Programs	
Director of Academic Program – Master of Science	20%
Associate Director of Academic Program – Master of Science	20%
Director of Academic Program – Bachelor of Medical Science	20%
Associate Director of Academic Program – Bachelor of Medical Science	20%
Director of Academic Program – Bachelor of Science	20%
Associate Director of Academic Program – Bachelor of Science	20%
Academic Program Advisors	
Academic Program Advisor – Bachelor of Medical Science	30%
Academic Program Advisor – Bachelor of Science	30%
Academic Program Advisor (Master of Science / Master of Forensic Science	30%
Academic Program Advisor – (International)	30%

8.3 Administration and governance allocations for leadership roles consider the following factors:

a. The nature of the work;

b. The number of staff-members being supervised; and

c. The student load in a program. (**UWPP cl 72**)

8.4. University-Agreed Administration and Governance Allocations **(UWPP cll 24.g; 68)**

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 67.a	5%	0.25	1.75
University Governance Committees	UWPP cl 67.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 67.c, also refer to HREC Terms of Reference	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	UWPP cl 67.d, also refer to LNR HREC Terms of Reference	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Academic Unit Work Plan Committees	UWPP cl 67.e	2%	0.1	0.7
Senate-mandated academic unit committees or sub-committees	UWPP cl 67.f	3%	0.14	1
Health and Safety Representative	UWPP cl 67.g	5%	0.25	1.75
Health and Safety Deputy	UWPP cl 67.h	1%	0.05	0.35
Equity and Diversity Working Party Members	UWPP cl 67.i.i	1%	0.05	0.35
Equity and Diversity Working Party Dual SAGE – Self-Assessment Team Members	UWPP cl 67.i.ii	2%	0.1	0.7
Equity and Diversity Working Party Allocations Chairs	UWPP cl 67.i.iii	3%	0.14	1

For further guidance please see Administration and Governance Allocations (UWPP cll. 66-71), that discuss the University-wide allocations for these responsibilities. Where a range has been provided in blue above, a justifiable, exact allocation needs to be selected within that range. This means that if a range is 2-5%, your School or Institute MUST CHOOSE if the allocation will be 2%, 3%, 4%, or 5%. (**UWPP cl 69)**

Workloads for Health and Safety representatives in School or Science have been developed in consultation with relevant Health and Safety Committees and Campus Provosts.

9. Service to the Community

9.1 A workload allocation of up to 5% may be agreed for service to the community or the academic discipline (including refereeing or the organisation of conferences), or for professional engagement (including leadership roles in professional bodies such as board membership).

The staff member may reach out to the Deputy Dean to discuss the individual circumstances.

10. Dispute Resolution

10.1. Disputes about Individual Work Agreements must be referred to either the Dean or the School of Science Work Plan Committee for resolution in the first instance.

10.2. The School of Science Work Plan Committee must either attempt to resolve the dispute or escalate the dispute to the Dean.

10.3. The Dean must attempt to resolve any dispute referred to them.

10.4. If the dispute remains unresolved, either person may refer the dispute to the University Work Plan Committee.

10.5. The University Work Plan Committee will determine if the workload allocation process has complied with the Academic Staff Agreement 2022-2025, the University Work Plan Policy, and the Academic Unit Work Plan Policy.

10.6. Decisions of the University Work Plan Committee will be binding and final.

11. Consultation
Academic Staff Agreement 2023 requires School Work Plan Committee to seek and take account of feedback from employees within the Academic Unit on the Academic Unit Work Plan Policy. The following groups were consulted in the development of this policy.

Group Consulted in Policy Development	Date of Consultation
School of Science (distributed draft Work Plan Policy version 1)	School WP Committee Meeting 13th September 2024
School of Science staff feedback	Ended on 17th September 2024 and 5th November 2024
School of Science WPC approval of the Rollover of 2024 School WPP to 2025	School WP Committee e-meeting