

School of Engineering, Design and Built Environment Work Plan Policy 2025

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1. Preamble

The School of Engineering, Design and Built Environment was established in 2021 and has four core disciplines of Architecture, Building and Construction Management, Engineering and Industrial Design and offers higher education teaching programs that are accredited by industry professional associations. The School is primarily responsible for contributing to Field of Research in '33 Built Environment and Design' and '40 Engineering'. The School will have the following academic groups for work plan allocation purposes:

- Architecture
- Industrial Design
- Building & Construction Management
- Civil, Construction and Sustainability
- Mechanical, Advanced Manufacturing, Materials, Robotics and Mechatronics
- Electrical

The School of Engineering, Design and Built Environment students and staff collectively shall be influential, innovative and interdisciplinary regionally, nationally and internationally. The School shall be differentiated by providing a place for promoting and negotiating excellence across our core disciplines of Architecture, Construction Management, Engineering and Industrial Design in the Western Sydney region and beyond. The teaching and research practices to support staff and student experiences will reflect collaboration between a variety of stakeholders including employers, government agencies, professional associations, academic partner institutions and industry.

The values that will underpin the School shall be the pursuance of excellence; efficient resource management; empowerment of students and staff and openness; and respect to enable trusting collegiate collaborative practices.

The School of Engineering, Design and Built Environment offers both undergraduate and postgraduate programs. Undergraduate programs are delivered in three semesters (including summer) and some PG subjects are offered in quarters. The School also delivers teaching to HDR students in the Master of Research and PhD.

Most teaching is on-campus in blended format however the School also delivers a number of fully online programs at postgraduate level. The School delivers programs across three campuses. The School of Engineering, Design & Built Environment (SoEDBE) is inspired by the University's mission to help our students succeed. The School draws its strategic plan from the University's four broad principles of Sustainability, Equity, Transformation and Connectedness in the University's Sustaining Success 2021-2026 Strategic Plan. These will be achieved through the nine enablers stated in the University's Strategic Plan.

The School has the following key strategic objectives for the year 2024:

- High quality impactful research performance underpinning programs which influences and changes industry practice
- Innovative architectural, construction, engineering and industrial design L&T environment driven by digital technologies and led by research providing a unique entrepreneurial collaborative practice model enabling a holistic student experience
- New modes of inclusive and sustainable work integrated learning practices enabling diverse professional pathways and highly connected staff and students
- Improve School's standing in the national and international scenes through expanding its higher education offerings that are novel, innovative, and future focused with the principal aim of delivering job-ready graduates to the industry.
- Provide 'research-informed learning experience' to our students who have acquired the skills necessary to become self-directed and self-motivated lifelong learners
- Creative, supportive and inclusive environment where staff feels valued, appropriately resourced and enabled to take thoughtful risks to achieve their aspirational goals.
- Unique permeable inter disciplinary degree offerings producing graduates who will lead the industry underpinned by integrated discipline curriculum, flexible and team-teaching delivery models.
- Develop microcredential modules through IATC, WesternX and PGx programs to provide upskill and reskill opportunities to Western Sydney people and beyond.

These values have been drawn from the University's values of boldness, fairness, integrity, and excellence and inspired by the teaching and research philosophies of our academics

This document developed by the School of Engineering, Design and Built Environment (SEDBE) Work Plan Committee (WPC) is intended to provide a set of practical guidelines to assist academic staff in the School of Engineering, Design and Built Environment (SEDBE) to develop their work plans and complete their Individual Work Agreements. Terms of reference of the SEDBE WPC is presented below (as per ASA 24.10) is to:

- a) Ensure the School has a workload policy that reflects the principles of the University Work Plan Policy;

- b) Seek and take account of feedback from academic staff within the School on the School Work Plan Policy;
- c) Monitor implementation of School Work Plan Policy;
- d) Monitor the equitable distribution of workloads across academic staff in the School;
- e) Report to the University Work Plan Committee on an annual basis; and
- f) Resolve disputes about Individual Work Agreements under subclause 23.35 of ASA 2022-2025.

2. School of Engineering, Design and Built Environment Work Plan Committee

2.1. The School of Engineering, Design and Built Environment 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 Engineering, Design and Built Environment 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 Engineering, Design and Built Environment 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 Engineering, Design and Built Environment 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 productively 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.

4.2. 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. 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 At the School level, this Policy aims to measure academic workloads in a fair and equitable manner, so that staff can achieve successful academic outcomes consistent with their goals and career development. The Career Development Planning and Review process is an important element of career planning (ASA Clause 25). Staff should have an opportunity to develop their scholarship as part of their professional development. Academic planning and review should inform the development of an Individual Work Agreement and vice versa.

5.9 This document provides a set of guidelines for implementation within the School. It establishes norms with respect to the teaching, research, administrative and community engagement components of each staff member's Individual Work Agreement. It is recognised that circumstances differ between individuals and that some flexibility is required in negotiating the Individual Work Agreement between a staff member and her/his supervisor. On the other hand, it is important that staff undertaking similar tasks at similar levels have a comparable workload allocation to those tasks in their Individual Work Agreements. To assist with this process, subject teaching loads should, as far as is possible, be discussed and finalised in teaching teams with the assistance of the relevant Director of Academic Program (DAP). Similarly, research workload allocations should be discussed and finalised, as far as is possible, within discipline groups. The School Work Plan Committee will monitor these allocations and seek advice from academic groups, DAPs and the School Research Committee as necessary.

5.10 Following discussions in Discipline Groups, each staff member will complete a draft individual work agreement using the templates (spreadsheets) provided by the School. When agreement is reached and the work agreement is co-signed by the supervisor, the Individual Work Agreement will be forwarded to the Dean for endorsement. When the Individual Work Agreement is endorsed, advice of the endorsement will be forwarded to the staff member together with a copy (Excel template) of the final Individual Work Agreement. The timeline for completing Individual Work Agreements each year is as follows:

- a. Discussion of loads by Discipline Teaching and Research Groups as appropriate;
- b. Draft Individual Work Agreements should be discussed with and submitted to your supervisor one week before Autumn session starts, for agreement (co-signing) by the supervisor and endorsement by the Dean;
- c. Individual Work Agreements not so co-signed and forwarded by the Autumn HECS census date (normally 31 March), will be regarded as being in disagreement and mediation by the SWPC will be called into play unless the Dean believes the Individual Work Agreement will shortly be finalised between the staff member and supervisor;
- d. Where Mediation by the SWPC does not resolve the disagreement within one month from Autumn HECS census date the Individual Work Agreement will be regarded as being in dispute and referred to the Dean of the School and will be dealt as per procedure mentioned under UWPP part E.

5.11 When significant change(s) occur to an agreed Individual Work Agreement (either a significant increase or decrease in the workload of 5% or more), the Individual Work Agreement should be re-endorsed by allocating additional work if the staff member's workload is decreased or by providing additional support if the staff member's workload is increased by 5% or more. The amended Individual Work Agreement should take account of work already completed and make adjustment to the workload (as well as can be managed) for the factor which gave rise to the change. The amended Individual Work Agreement should be co-signed by the supervisor and endorsed by the Dean.

5.12 The Individual Work Agreement is indicative of the expectations of the University, School and staff member in order for the School to meet its commitments to its students and other stakeholders and for the staff member to have a balance of academic work. Staff members may choose to commit additional time to some academic activities but this should be at their discretion rather than to meet the requirements of the University, School or supervisor.

5.13 On completion, a copy of each signed Individual Work Agreement will be retained in the Office of the Dean and placed in a folder on the School intranet SharePoint folder, from where it will be accessible to all academic staff in the School.

5.14 In this Policy, workload allocations are expressed in percentage terms (%). A full workload (100% ± 5%) equates roughly to 1610 hours (46 weeks * 35 hours).

5.15 Where a staff member is on ADP, Long Service or other extended leave, the annual workload allocation will apply pro-rata. This will also be the case for fractional appointments.

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 Engineering, Design and Built Environment, employees may concentrate their teaching to manage their research.

School of Engineering, Design and Built Environment Principles

6.7. Teaching load

In principle staff will be responsible for teaching not more than 50 EFTSL per year or 12 hours x 13 weeks per Semester, unless the teaching involves minimal or no preparation. Irrespective of mode of delivery, staff will not be expected to assess more than 150 students and consult more than 256 students per teaching period (upper limit of marking 9.3% and upper limit of student consultation of 8%), beyond which staff will be eligible for marking and consultation relief.

6.8. Number and type of subjects

A typical load for an academic is 3-4 subjects per year. We acknowledge an upper limit of 50 EFTSL over the program of a calendar year. On the basis of Autumn, Spring, Quarter

and Summer sessions, staff are not required to teach more than two consecutive sessions.

6.9. Subject coordination

The workload allocation for a subject comprises a number of additive components includes

- subject coordination (base allocation plus consultation),
- lecture/workshop (delivery plus preparation),
- tutorial, laboratory, practical, class and studio, and
- marking.

A. Subject Coordination

Subject coordination consists of base allocation of 3% and 0.3% per 32 students.

The subject coordination tasks common to all includes:

- preparation of the Subject Outline and Learning Guide;
- preparation of assessment;
- managing the vUWS site;
- maintaining currency in the relevant discipline area;
- preparation of tutorial/studio/workshop lesson plans, lab/practical notes and resource for the semester;
- supervision of any sessional academics involved in the subject;
- teaching group meetings and quality assurance for the Subject and Group.
- thorough checking and compilation of final student grades with full review of all individual student grades that are one mark below a grade boundary (e.g. 49F or 64P)
- 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 matters
- processing student applications including Special Consideration, Extension, and Review of Grade

Allowances for varying class sizes (small to large) are managed through the “per 32 students” allocations. For example, subject coordination allowances for a 32 student class size will provide 3.3% of workload (3% base allocation plus 0.3 % for 32 students). For a large class size 512 students workload will be 7.8% (3% base allocation and additional 4.8% for 512 students). 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. Some of the SEDBE subjects are run across three campuses and it is expected that a team-teaching approach will be implemented as a result workload allocation for subject coordination and delivery will be shared.

B. Lecture

A defined “delivery” is a separately delivered lecture series. Each separate day, evening on each campus and groups off-campus constitutes a separate delivery. The “Delivery” component covers items at the Lecture/Workshop (i.e. large group) level:

- lecture/workshop preparation and delivery;
- matters arising from the lecture program and responding to student queries on lecture content.

The allocation for each Lecture delivery is:

1% plus 2% per Lecture (large group) hour per week for a semester (eg. 4 hours of large group classes per week for half a semester is equivalent to 2 hours per week for a semester). Example: for a typical 2-hour lecture allocation is 5% per semester

C. Tutorial/practical/lab/studio/class/workshop

A typical” Tut/Class/workshop/studio covers setup, supervision and delivery of small group classes.

The allocation is: 1.25% per class hour per week for a semester.

A typical Lab/Practical covers only delivery of small classes up to 25 student class size. The allocation is 1% per class hour per week for a semester.

Example: for a typical 2-hour weekly tutorial/workshop/studio allocation is 2.5% per semester

D. Student Consultation and Marking

All marking (including final exams) allocation is 2% per 32 students (1 hour per student). If sessional academics are involved in marking of assessments, marking allocation for ongoing academics must only be claimed according to their proportionate contribution to marking.

Student consultation allocation is 1% per 32 students (half an hour per student). If sessional academics are involved in content delivery and engagement (lectures, tutorials, workshops, studios, etc.), consultation allocation for ongoing academics must only be claimed according to their proportionate contribution to delivery.

E. Online delivery mode

Allocation for synchronous online or hybrid delivery will be the same as an equivalent face-to-face session.

For example delivery of one-hour online lecture and 2-hour workshop/tutorial is shown below:

- The allocation: 3% for the online lecture and 2.5% for the 2-hour tutorial/workshop class

F Design Studio delivery mode

Design Studio mode consists of project-based collaborative and cooperative design thinking, discussion and critical making. Delivery is typically through face-to-face learning

within a small cohort. Studio emulates a professional design firm environment. Generally, it entails workload allocations in relation to lectures (either face-to-face, flipped, blended) and studio practice.

G. Program Design and Development

The workload for a new subject/program design and subject development related to Hyflex, Hybrid and Flipped delivery is negotiated with the supervisor as a 'Special Project'. Special project allocation for workload can only be approved by the Dean.

For example, the allocation for short video pods (e.g. through WOS) and/or asynchronous interactive learning materials (e.g. Rise or H5P items), as a complete replacement for synchronous lectures in flipped delivery shall be negotiated.

H. Development and Delivery of Microcredential

The workload for developing microcredential modules through IATC, NETM, WesternX, PGx, and other similar programs to provide upskill and reskill is negotiated with the Supervisor as a 'Special Project'. The academics could negotiate a workload between 5-15% based on the complexity, AQF level (volume of learning) under special project allocation, which can only be approved by the Dean.

Allocation for delivery of Microcredential modules via face-to-face, online, or hybrid mode will be according to clause 6.9(C, E). Marking/consultation allocation will be also according to clause 6.9(D).

I. Moderation of subjects

Where academics are involved in quality assurance (moderation) of subjects offered by a third party (e.g. The College, Sydney City Campus offering), an additional workload allocation should be negotiated. A normal range for allocations of up to 1.5% is recommended for the subject coordinator for the quality assurance (moderation) of one 10CP subject in one teaching session, depending on the actual work required.

6.10 Supervision

Typically, the load per academic staff is 3-4 subjects per year. The School covers a number of specialized disciplines, where distinct expertise and different mode of delivery is required to deliver certain subjects with low number of students. In that case academics may be required to coordinate more than four subjects. Team teaching model is also practiced in the School for large subjects (more than 135 students) where two or more staff is involved in the teaching and delivery of those subjects.

This policy recognises that teaching can vary in format across face to face, online and external mode, as well as being spread over different time periods. Subjects delivered only online is considered equivalent to the on campus face to face delivery. However, where one subject has normal delivery as well as an online delivery, the online delivery is not counted separately; all the students should be attributed to the normal delivery in this case. Academics are required to contribute project/research based subjects and

Higher Degree by Research (HDR) supervision (Supervision and marking), typical allocation is:

- HDR supervision (80 CP 2 semesters) 6.0%
- Honours and Individual Project Student Supervision per EFTSL 5.0%
- 20 CP individual UG/Masters project over one semester for a timetabled facilitation group with a typical group size of eight 5%
- Coursework Master Project individual (40 CP over 2 semesters) 2.5%
- Coursework Master Project individual (20 CP over 1 semester) 1.25%
- Coursework Master Project individual (10 CP over 1 semester) 0.625%
- 20 CP over 1 semester with a typical group size of 4 5.0%
- 10 CP over 1 semester with a typical group size of 4 2.5%
- An upper limit for an individual staff for HDR supervision will be at 25%, any workload above this cap will be subjected to Dean's approval.

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 subject, and where the workload for those tasks are also carried across multiple years, the School will develop clear and transparent systems for assessing how long materials

(and the workload associated with them) are to be preserved. This decision should not rest with the teaching staff who created the online materials.

7. Research

Allocation of research time to staff in School of Engineering, Design and Built Environment 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.

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.

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.

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.

This profile is not applicable to SEDBE

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. The School will allocate staff to Research Profiles as per the following outputs and guidance explained below:

A table is presented below for the various research profiles:

Classification	Allocation	Descriptor/Criteria
Scholarship or Developing Research Profile	20%	Engaged in research/scholarship with measurable triennial output in terms of publication and/or income. Staff pursuing PhD study with satisfactory annual progress. Staff returning to more active research with an approved research plan. Early-career staff developing a research profile.
Substantial Research	20% - 40%	Significant research outcomes in terms of quality and impact of publications as well as income. Staff towards the top of this range will have category 1 (ARC, NH&MRC) or, category 2 and category 3 income including significant other externally funded research grants.

Research Leaders and Mentors 40-60%

Researcher with a very significant international profile and standing, and commensurate high quality publications and funded research (primary or principal researcher). Must be very actively involved in mentoring junior research staff and should be the leader of a research group or centre. A research mentor should be assisting group members with grant writing and publications. A research leader should be also a member of relevant university wide committees and should be regularly reviewing research grants and journal articles. A research leader is also expected to organise international conferences and doctoral workshops

The annual Academic Career Development, Planning and Review Process (ACDPR) will capture the relevant research indicators data presented in the table above and will be the basis for discussion and goal-setting involving academic staff and their supervisor. The supervisors are mainly Director of Academic Programs and Deputy Dean and the Dean and they are in consultation with Discipline Leaders and Associate Dean Research & HDR expected to exercise judgement and discipline-specific guidance on appropriate quality and quantity of research, also would take the following into account:

- current Academic Level (A, B, C, D and E)
- stage of career including prior experience and reputation;
- previous and recent research grant success;
- significant administration and governance responsibilities: e.g., as Director of Academic Program, Academic Program Advisor, Associate Dean and Deputy Dean and standing committee representation, etc.;
- significant learning and teaching responsibilities: e.g. as Subject Coordinator for large subjects and, sizeable HDR student supervision load.

The table below describe the expected research performance indicators for various research profiles including threshold requirement, for all aspirational academic staff at the SEDBE.

Proposed Workload

40 Engineering

		Profile	
Indicators	20%	20%-40%	40% -60%
*Weighted Publication Output (last 3 years)		2.5-7.5	7.5-22.5
Research Income (last 3 years)		\$100k-300k	\$300k-\$1M
HDR completion (last 3 years)		0.5-1.5	1.5-3

Threshold	See Classification for Scholarship or Developing Research Profile on Page 15	Meets lower range of two of the indicators	Meets lower range of two of the indicators; for higher end of this profile, must have demonstrable mentorship and leadership roles
3301 (Architecture)		Profile	
Indicators	20%	20%-40%	40% -60%
*Weighted Publication Output (last 3 years)		1.5-5	5-15
Research Income (last 3 years)		\$25k-80k	\$80k-\$240K
HDR completion (last 3 years)		0.5-1.5	1.5-3
Threshold	See Classification for Scholarship or Developing Research Profile on Page 15	Meets lower range of two of the indicators	Meets lower range of two of the indicators; for higher end of this profile, must have demonstrable mentorship and leadership roles
3302 (Building)		Profile	
Indicators	20%	20%-40%	40% -60%
*Weighted Publication Output (last 3 years)		2.5-7.5	7.5-22.5
Research Income (last 3 years)		\$30k-100k	\$100k-\$300K
HDR completion (last 3 years)		0.5-1.5	1.5-3
Threshold	See Classification for Scholarship or Developing Research Profile on Page 15	Meets lower range of two of the indicators	Meets lower range of two of the indicators; for higher end of this profile, must have demonstrable mentorship and leadership roles
3303 (Design)		Profile	
Indicators	20%	20%-40%	40% -60%
*Weighted Publication Output (last 3 years)		2-4	4-12
Research Income (last 3 years)		\$15k-50k	\$50k-\$150K
HDR completion (last 3 years)		0.5-1.5	1.5-3
Threshold	See Classification for Scholarship or Developing Research Profile on Page 15	Meets lower range of two of the indicators	Meets lower range of two of the indicators; for higher end of this profile, must have demonstrable mentorship and leadership roles

Please note that:

- (1) *at least 50% of journal publications is required to be Q1 journals for claiming above 30% research workload
- (2) HDR supervision is under Teaching workload
- (3) Other research impacts not related to ERA, such as industry engagement, are considered for engagement workload
- (4) ECR, staff returning to research (with research plan) can arrange 20% research workloads

*Eligible outputs: includes research books, book chapters, journal articles, refereed conference publications, creative works and commissioned reports averaged across a three year period. HERDC weightings (one significant book is equivalent to five journal articles) should be taken into account. Both the quality and quantity of the outputs should be taken into account; with improvement in research output quality

being an important target. The ranges above provide the opportunity to balance these considerations.

** The total annual HERDC reportable research income

*** HDR completions includes supervised either as primary or secondary supervisor

Additional Guidance to Allocate Research Workload

It should be reasonably clear into which classification an individual will fall. The following notes and examples are given to indicate more precisely the appropriate research workload (negotiated with your supervisor):

- i. In assessing research outcomes and allocating the research component of a staff member's workload, publications (including refereed journal articles, refereed conference articles, book chapters, books, monographs, un-referred articles, policy documents, research reports for clients, technical notes/manuals, newspaper columns and contributions to new media outlets including The Conversation articles, government reports and text books) and income (including external grants category 1 (ARC, NHMRC), external grants category 2-4, partnership grants or contract research, consultancy and internal grants) will be taken into account. These components are inter-related and are not additive when assessing an individual's research workload. Allocations at the higher end of the above ranges will be characterised by quality (publication in more prestigious journals), higher esteem measures as per G- or H-indices) as well as quantity in publications and, for the categories "Substantial Research" and "Research Leader / Mentor", funded research grants. A typical expectation for academics at various academic levels would be based on the discipline ERA indicators, including publication output, income and HDR completion, as averaged in a three-year period.
- ii. For publications weighted publication output for last 3 years (as fully verified by the Research Office) will normally be used for the calculation of research workload. The staff with less than three-year of service at WSU would be required to verify their publications by the WSU Research Office. Also early career researcher with less than three years' service in academia may make a claim based on their most recent year's publication record and project the record to a three-year equivalent publication record for research workload allocation.
- iii. The time allocation to a funded research grant (or University approved Research consultancy done within workload) should be as per the University Research Office approval (that is, actual hours or hours per week converted to a percentage of workload). This includes ARC, NH&MRC, University research grants, industry or partnership research funding. Workload allocation for any of these funded projects will be part of research profile allocation. A fully funded project with direct cost recovery will attract appropriate workload subjected to approval by the Dean.
- iv. For Higher Degree Research (HDR) enrolment (UWPP 53 (a) & ASA clause 23.19), allocations are for a relevant, first, doctoral, Higher Degree Research

- (HDR) and must be approved by the Dean. Continued allocation is subject to satisfactory progress and is for a maximum of 4 years.
- v. A number of research grants include HDR supervision as part of the grant. This supervision should be accounted under teaching.
- c. 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)**
- d. 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)**

8. Administration and Governance

8.1. In the School of Engineering, Design and Built Environment 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:

Dean/Director and Deputy Dean	80%
Others	percent
Role	Workload
Associate Deans	35%
Discipline Leaders	5%
Director of HDR and Honours	35%
DAPs and APAs	Please see table below

DAP workload calculator:

Student EFSL (programs) points	<200	201-400	401-600	601-800	801-1000	1001-1200	1201-1400	1401-1600	>1600
	2	3	4	5	6	7	8	9	10
Staff supervised points	<4	5-9	10-14	>15					
	2	3	4	5					

No. of programs (as reported in ACR) points	1-2	>=3
	1	2

Sample calculation for the DAP Total points

	Workload (%)
<5	20
6	25
7	25
8	30
9	30
10	35
11	35
12	40
13	40
14	45
15	45
16	50
17	50

APA workload:

5% base allocation plus 1% per 32 EFTSL in all program(s) in which the APA is responsible. Where multiple APAs advise the same program, the total program EFTSL is distributed proportionate to the number of students responsible

EFTSL	64	128	256	512	1024	1536
Workload	7%	9%	13%	21%	37%	53%

The workload for DAPs and APAs for a new program design and subject development is negotiated with the supervisor as a 'Special Project'. Special project allocation for workload can only be approved by the Dean

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	5%	0.25	1.75
Senate-mandated academic unit committees or sub-committees	UWPP cl 67.f	3%	0.15	1.00
Health and Safety Representative	UWPP cl 67.g	3%	0.15	1.00
Health and Safety Deputy	UWPP cl 67.h	3%	0.15	1.00
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.

Workloads for Health and Safety representatives in School of Engineering, Design and Built Environment have been developed in consultation with relevant Health and Safety Committees and Campus Provosts.

8.5. School-based responsibilities

Others	percent
Role	Workload
Honorary Associate Dean International	5%
Academic Advisor for Student Led Project Teams	5%

For staff with demonstrable community engagement activities, the staff can negotiate a workload up to 5% with their academic supervisor and any workload over 5% needs to be approved by the Dean.

9. Dispute Resolution

9.1. Disputes about Individual Work Agreements must be referred to either the Dean or the School of Engineering, Design and Built Environment Work Plan Committee for resolution in the first instance.

9.2. The School of Engineering, Design and Built Environment Work Plan Committee must either attempt to resolve the dispute or escalate the dispute to the Dean.

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

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

9.5. 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.

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

10. Consultation

Clause 24.10 of the Academic Staff Agreement 2022-2025 requires Academic Unit Work Plan Committees to seek and take account of feedback from employees within the Academic Unit on the Academic Unit Work Plan Policy.

This version of the work plan policy will be implemented in 2025 and the committee will continue to review the policy during 2024 taking account of feedback from the school academics for the implementation in 2025. In 2024, the following groups were consulted in the development of this policy:

List of all groups consulted, including the dates on which consultation occurred.

Group Consulted in Policy Development	Date of Consultation
School Work Plan Committee	The SWPC has met on April 29, May 27 and July 5, 2024 to review 2025 draft work plan policy to ensure its compliance with UWPP and ASA.
School Academic Staff	2025 draft policy was circulated to all academic staff on July 16 th for their feedback