

School of Humanities and Communication Arts Work Plan Policy 2024

Version 1

Approved by the School of Humanities and Communication Arts Work Plan Committee
on 12 October 2023

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1. Preamble

Work plan negotiations within the School of Humanities and Communication Arts (SoHCA) will be conducted in an open, collegial manner in designated groups, based on teaching and research concentrations, to be known as 'academic groups.' They will also provide the security of Individual Work Agreements co-signed by supervisors and staff. This aim is to provide a balance between the professional autonomy of academic staff and the ability of the Dean to manage staff resources and operational needs. Work Agreements will be presented through the use of a standard spreadsheet.

In developing work plans for the year or semester, coverage of teaching is the primary consideration. In the first instance, work plans should be developed based upon calculations of teaching activities, and approved research and governance workloads. All claims for additional allocations from the SoHCA Work Plan Committee should be considered after staff establish an appropriate teaching load.

2. SoHCA Work Plan Committee

2.1. The SoHCA 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 SoHCA 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 by 30 September of each year.

2.4. The SoHCA 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 SoHCA Work Plan Policy, the policy document will prevail.

3. Definitions

General Definitions

3.1. **Academic subject** 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/course 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.
- i. Regular peer review and oversight.

3.6. Administration and governance includes:

- a. course and subject coordination, including new and existing course 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 teach within their broad area of expertise. Given the interdisciplinary nature of the School of Humanities and Communication Arts and its staff, some staff might teach across a number of areas or subjects.

Principle 6. Staff should have opportunities to develop scholarship as a part of their professional development.

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 current 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. **School Principle.** Academic staff are able to renegotiate Individual Work Agreements after 31 March to take account of work plan issues that did not exist at the time of approval. Similarly, the Dean is able to renegotiate Individual Work Agreements on the same basis.

5.9 **Pro rata calculations**

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.

5.10 **Engagement & Service claims** - if staff wish to apply for a workload allocation for an Engagement and/or Service activity, these must be made and approved *before* agreeing to undertake the activity concerned.

6. Teaching

Standard Principles

6.1. Apart from Deans, Deputy Deans, Associate Deans and research-only academics, all staff have a minimum 20 percent teaching allocation, with at least 10 percent allocated to coursework teaching.

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

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).

6.4. Staff are eligible for marking relief if they are responsible for more than 150 students in a teaching period.

6.5. Travel time of two 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.

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

School Principles

6.7. **Carry forward.** While it is anticipated that workloads will be at 100% each year, it is acknowledged that sometimes a variance +/- can occur. Carry forward of workload % across years to a maximum of +/- 5% compensation over two years is supported.

Normally, staff must be at 105% or more to qualify. If 5% or more under, staff will be required to do 5% more the following year. The School Work Plan Committee is able to consider claims for additional carry forwards above 5%.

6.8. **Teaching load.** The unit of calculating teaching workload will be Equivalent Full Time Student Load (EFTSL), which is the number of students enrolled in a subject divided by 8 (as each subject represents 1/8 of a full time student load).

Workload calculations for teaching will be expressed in Equivalent Full Time Student Load (EFTSL). 1% of an annual workload is equivalent to 0.66 EFTSL. 1 EFTSL is equivalent to 1.5% of an annual workload.

For teaching and research staff, teaching will be allocated according to EFTSL targets as follows:

Table 1 — EFTSL targets

EFTSL	Teaching percentage %
50	75.00%
47	70.00%
40	60.00%
33	50.00%
27	40.00%
20	30.00%
13	20.00%

Where teaching in a subject is shared, the EFTSL is split pro-rata.

The main activities associated with teaching are: lectures, tutorials or workshops, and marking. The division of EFTSL between lectures, tutorials, marking is as follows:

Table 2: Division of EFTSL between teaching activities

Lecture: 0.2	Tutorial: 0.4	Marking: 0.4
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The following example shows how this division of activities would be calculated.

Table 3: Example of division of teaching activities:

Enrolments	Lecture	Tutorial	Marking	Teaching TOTAL
150 students	150	150	135	150
18.75 EFTSL	3.75	7.50	6.75	18.00

If someone taught the subject on their own, the subject would acquit 18 EFTSL of their teaching workload, and receive a 3% subject co-ordination workload.

Seminar or workshop formats will combine the lecture and tutorial elements. Lectures which involve marking in the lecture will add the respective components.

6.8.1. New subject development

Normally, the new subject development involves 10% per annum workload allocation. Jointly developed subjects will share the allocation pro-rata.

6.8.2. Allocations for large and small subject sizes

In the case of the allocation for lectures, in large subjects, a balance should be achieved between the EFTSL calculations and an adequate number of teaching hours, and equity in teaching allocations such that a staff member's teaching load cannot be acquitted entirely through lecturing. To that end, there will be a cap on the lecture component of a teaching load, set at 10 EFTSL.

In recognition of the necessity for offering undergraduate subjects with small enrolments, the lecture component of subjects with fewer than 100 students (12.5 EFTSL) will be valued at 2.5 EFTSL. This only applies to whole subjects, not to tutorials or to marking loads.

6.8.3 Postgraduate coursework teaching

In recognition of the necessity for offering postgraduate subjects with small enrolments, subjects with fewer than 40 students (5 EFTSL) will be treated as if they had 40 students. This will apply to the entirety of the under (lecturing, teaching, marking).

6.9. Number and type of subjects. In principle, workloads should be based around the aim of minimising the number of subjects taught. Normally, staff would be asked to teach across up to 3 or 4 subjects in the course of a year, and there should be an agreed limit to the number of large subject co-ordination tasks assigned to a single staff member. Normally, staff will teach in no more than 8 tutorial groups in a single subject.

A teaching load would usually be comprised of a combination of lectures, tutorials, and marking. This policy aims to facilitate the collegial sharing of these various teaching activities, and to facilitate flexibility in the arrangement of teaching loads.

To encourage course quality and improve student experience, staff members co-ordinating or providing the majority of lectures for a subject are expected to undertake tutorial teaching within that subject.

The balance of teaching responsibilities across the year may be negotiated, enabling staff to concentrate their research (assuming that this involves undertaking a sustainable teaching load). For instance, Summer School teaching will count toward the teaching load for the year commencing after that Summer session.

6.10. **Subject coordination.** Subject coordination should include teaching into that subject.

The basic subject coordination duties involve:

- Learning guide production;
- Examination script production;
- Preparation of assessment materials;
- Preparation and maintenance of vUWS site;
- Monitoring of vUWS Discussion Boards;
- Preparation of tutorial activities;
- Overall subject quality control;
- Student consultation (Subject matters);
- Special Consideration Applications;
- AIPs;
- Request for extensions; and
- Misconduct administration.

The subject coordination allowance consists of a fixed workload amount (1.5% annual), plus a sliding scale component that begins at 75.

The sliding scale component is calculated at a smooth rate of 0.02 per student above 75. The formula for calculating students above 75 is: $1.5\% + N - 75 \times 0.02$. The formula has a ceiling of 24% at 1200 students.

The table here shows the amounts this would result in for staff at each of the enrolment benchmarks that were previously used as “steps” for coordination workload.

Table 4 — Indicative subject co-ordination allocations

Subject enrolments	Administrative allocation (semester) %	Administrative allocation (annual) %
>75	3.00	1.50
100	4.00	2.00
200	8.00	4.00
300	12.00	6.00
400	16.00	8.00
500	20.00	10.00
600	24.00	12.00
700	28.00	14.00

800	32.00	16.00
900	36.00	18.00
1000	40.00	20.00
1100	44.00	22.00
1200	48.00	24.00

These allocations apply to the semester in which a subject is taught. Co-taught units are treated as a single subject for the purposes of calculating student numbers. Subject co-ordination in large units may be shared. For units of more than 600 students, joint coordinators may be appointed. Where joint-coordinators are employed, the allocation will be adjusted accordingly.

6.11 Supervision. The work associated with mentoring M Research students before they enrol in their thesis subject will be recognized by 1.0 EFTSL during the first year of the M Research.

Master's thesis supervision is calculated as 2.0 EFTSL per student.

PhD supervision is calculated at 3.0 EFTSL per student.

Supervision allocations will be distributed pro-rata among supervisory panels. Proportional allocations for research supervision will be calculated based on supervision data recorded in the student system.

e-Learning Principles

6.12 The conversion of an existing subject at the level of Instructor Developed Content (IDC) is supported by a one off allocation of 5% per annum, or 10% per semester.

The expected and regular maintenance of blended and online teaching materials is built into the annual allocation for these activities.

Lecture Pods - Staff are expected to regularly update and improve their Lecture Pods. Pods that are more than 3 years old, or have been used for 3 iterations of a subject, should not be used for teaching.

A week of Lecture Pods should be comparable to the content delivered in a 50-minute Lecture. Students should be provided with at least 30 mins of digital content, designed to stimulate and guide them through that week's topic. Staff are expected to use best practice which may include breaking material into bite-sized pieces, and deploying other media (eg. video & sound clips; illustrations; moving images) to make Lecture Pods stimulating and engaging.

6.13 Major revisions involving significant changes to either Learning Outcomes, Assessment Items, or Subject Content will be supported by a one off allocation of

10% per annum. Staff must seek approval from the Dean prior to undertaking major revisions of this kind.

7. Research

Allocation of research time to staff in the School aligns to the research profiles and percentage ranges of the University Research Profiles.

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. (Refer to Appendix 1 and 2).

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. To qualify, staff will need to be formally registered as Research Mentors in the School's Pool of Research Mentors. Leadership and mentoring may include being the head of a recognised research program or subject, and/or guiding and supporting the research efforts of less experienced researchers. Staff may need to document their mentoring efforts and activities when making a claim to the Work Plan Committee, detailing what the mentoring consisted of and what its effect was.

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

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. Staff whose research output has been impacted by such breaks will be phased back into the triennium system in consultation with their supervisor and the Dean.

The primary allocation of research workload will be on the basis of research performance drawn from the data registered on the University’s Research Portal. This will usually be two years in arrears of the current year: e.g., 2017-19 for the 2021 year. Staff may negotiate to have outputs from the most recent year considered as part of an adjusted triennium result. For example, shifting 2017-19 to 2018-20 to include more recent outputs and grants. The calculation cannot be adjusted on a retrospective basis. Staff will be allocated a research workload in one of the three bands set out below, on the basis of this research performance. This allocation will provide the starting point for workload negotiations in academic groups.

Research workloads are allocated primarily on the basis of the quality and quantity of research outcomes in the previous triennium. Such outcomes may include, but are not limited to, publications, media productions, performances, exhibitions, installations and external grants over the triennium and current year.

For the purposes of calculating research workloads, the following values will be applied:

Table 5 - Points value for research workloads

1 point = 5% research workload

Publication Type	Points Allocated
Research book (A1)	3-7 points
Chapter in research book (B1)	1 point

Journal article in Scimago Q1/Google Scholar top 20 (C1)	1.5 points
Journal article in Scimago Q2 (C1)	1.25 points
Journal article in peer-reviewed journal (C1)	1 point
Peer-reviewed and published conference paper (E1)	0.5 points per paper, up to a maximum of 1 point in any three year period
Non Traditional Research Output (NTRO): Substantial Output	5 points
Non Traditional Research Output (NTRO): Major Output	3 points
Non Traditional Research Output (NTRO): Standard Output	1 point
Research report for an External Body (A6)	0.5 points per report, up to a maximum of 1 point in any three year period
Research income	1 point per \$25,000 (Category 1, 2, 3)

Only publications that meet the requirements for inclusion in Excellence in Research in Australia (ERA) 2018 Submission Guidelines (summarised below) will be considered as evidence of research performance, including satisfying the definition of original research and being on the ARC list of sanctioned/reputable dissemination outlets.

ERA 2018 Submission Guidelines:

https://library.westernsydney.edu.au/main/sites/default/files/pdf/ERA_2018_Submission_Guidelines.pdf

Where a researcher secures a grant for buy-out of teaching, the grant must be used for this purpose but cannot also be used to claim additional research workload through the performance-based allocation.

That is, although research funds are the basis of a performance-based calculation, the proportion of funds allocated to teaching relief in any grant will not be treated as a separate research workload claim. Editorial roles on journals and books will receive an allocation of 1–5%. The general principle is that these allocations should reflect the time involved.

Traditional Research Outputs

Books—authored research

To be eligible, books must meet all of the following criteria:

- be a major work of scholarship; or
- be offered for sale in any form of:
 - o hard copies, bound;
 - o CD-ROMs, packaged;
 - o e-books, on subscription or fee basis;
 - o have an International Standard Book Number (ISBN);
 - o be written by a single author, or by joint authors who share responsibility for the whole book;
 - o be published by an academic press or commercial publisher; and/or

- o a standard research book will be allocated 5 points for 1 author, 8 points shared for 2 authors, 9 points shared between 3 authors, and 10 points shared for 4 or more authors.

Chapters in research books—authored research

To be eligible, book chapters must meet all of the following criteria:

- be a contribution, consisting substantially of new material, to an edited compilation in which the material is subject to editorial scrutiny. A book chapter may be eligible if it has been published previously, provided it constitutes substantial new knowledge and constitutes original research;
- be a chapter in a book that is offered for sale in any of the forms of:
 - o hard copies, bound;
 - o CD-ROMs, packaged; and/or
 - o e-books, on subscription or fee basis.
- be a chapter in a book that has an ISBN;
- be a chapter in a book published by an academic press or commercial publisher; and
- a refereed book chapter will be allocated full points for each of up to 3 authors. Where there are between 4 and 6 authors, each will receive 75% of the full points total, or with 7 or more authors they will each receive 50% of the full points total.

Journal articles

Eligible journal articles are those published in a scholarly peer reviewed journal listed in the ERA 2018 Submission Journal List.

To be eligible journal articles must have:

- been through an acceptable peer review process;
- published original research;
- been a scholarly publication;
- an International Standard Serial Number (ISSN); and
- a refereed journal article will be allocated full points for each of up to 3 authors. Where there are between 4 and 6 authors, each will receive 75% of the full points total, or with 7 or more authors they will each receive 50% of the full points total.

Non-Traditional Research Outputs

Non-traditional research outputs (NTRO) will be counted as they were in the last ERA audit – usually falling under Field of Research (FoR) codes 1902 (Film, Television and Digital Media), 1904 (Performing Arts and Creative Writing) and 1905 (Visual Arts and Crafts).

Eligible research output types include the following NTRO types:

- original creative works;
- live performance of creative works;

- recorded/rendered creative works;
- curated or produced substantial public exhibitions and events;
- research reports for an external body;
- portfolio; and
- digital content such as databases.

New NTROs will be evaluated by a Working Party drawn from the SRHDC on an annual basis.

Research Significance

The research significance of NTROs needs to be demonstrated either by evidence of research excellence or by peer review.

Evidence of excellence

The formal quality assurance processes associated with the publication of traditional research outputs, like the involvement of recognised commercial book publishers, are frequently unavailable for NTROs. To ensure that only quality NTROs are reported, various other indicators of excellence are used as outlined in the Appendix.

Higher Degrees by Research

In addition to existing supervision workload, the successful supervision to completion (the year of award) of higher degree research students will also attract the following points proportioned across panel based on % of supervision.

Table 6 – Points for successful completion of doctoral thesis

Successful completion of a Doctoral thesis	1 point (if submitted within 3.5 years EFT) 0.5 point for all other completions
Successful completion of a Masters by Research thesis	0.5 point (if submitted within 2 years EFT)

Researchers and Contributions to the Profession

The School encourages a holistic approach to research. It is recognised and expected that active researchers will undertake a range of tasks not necessarily directly related to their research outputs. These tasks might include, but are not limited to:

Peer review of proposals and manuscripts (books and articles); editorial work; translations; writing prefaces or introductions; reviewing books; examination of theses; grant reviewing; encyclopedia entries; organising conferences and symposia; office holder for discipline based associations.

These roles are an essential part of the wider research domain and are deserving of recognition.

Edited volumes of papers, guest edited special issues of journals, and translations are eligible for publication points. Allocations for these forms of research output will be reviewed by the School Work Plan Committee. If approved, the allocation of points for such outputs will hold for the duration of the triennium.

Outputs and outcomes often come in cycles and vital research activities, especially ones connected with peer review processes and sustaining communities of scholarly practice, can go unrecognised.

Where research allocations are not commensurate with a staff member's breadth of activities, the staff member may submit an overview (of up to three pages) that outlines the research activities they have undertaken over the previous triennium in order to make a case for a research allocation commensurate with their level of activity.

This should be laid out with reference to the approved research activities listed at 3.5 and the research profiles outlined at 7.1, 7.2 and 7.3. Submissions should be made to the SoHCA Work Plan Committee in advance of workloads being finalised for the year. They cannot be made by a member of staff more than once in a two-year period. Staff may also negotiate an additional workload allowance of blocks of 5% for recognition for specific approved research activities (as listed above at 3.5) undertaken during the year covered by the work load agreement. Applications for these additional allocations will be considered by the School Work Plan Committee.

Every three years, researchers' contributions in this area will be evaluated by their disciplinary peers and will inform decisions about their appropriate research loading within one of the three research profiles.

- a. 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.
- b. 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.

Parental & Long-Term Leave - Staff returning from a period of maternity leave, or other periods of leave exceeding 9 months, will be able to count the triennium plus one year when calculating their Research allocation. With each year after return from leave, the oldest year of return will be included in the triennium plus one (as well as the leave period). Four years after returning from leave the staff member would return to a standard triennium plus one year.

8. Administration and Governance

8.1. In SoHCA 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 course advice as provided by appointed Academic Course Advisors) and graduations.

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

Table 7 – Governance workloads

Dean	100%
Deputy Dean	80%
Associate Dean (Research)	30%
Associate Dean (Graduate Students)	40%
Associate Dean (Learning and Teaching)	40%
Associate Dean (Engagement)	20%
Associate Dean (International)	20%
Associate Dean (International — China)	20%
Associate Dean (International — South Asia)	20%
DAP Arts	50%
DAP Communication and Creative Industries and Screen Media	40%
DAP Design (Visual Communication)	30%
DAP Languages, Linguistics, Interpreting and Translation and TESOL	30%
DAP Music and Master of Creative Music Therapy	20%

BA Coordinating ACA	40%
ACA BA Bankstown	20%
ACA Languages and Linguistics	10%
ACA I&T (UG and PG)	10%
ACA BA Parramatta & B International Studies	20%
ACA BA Penrith	20%
ACA B Arts (Dean's Scholars)	10%
ACA B Communication	40%
ACA B Design (Visual Communication)	30%
ACA B Music	15%
ACA M Arts (TESOL)	10%
ACA B Creative Industries	20%
ACA M Creative Music Therapy	10%
ACA M Research	10%
HCA Disability Co-ordinator	10%
ACA First Year (Arts)	10%
ACA First Year (Comm/Design/Music)	10%
ACA Summer	10%
Area Convenor Advertising	5%
Area Convenor Arabic	5%
Area Convenor Chinese	5%
Area Convenor Cultural and Social Analysis	10%
Area Convenor Creative Industries	5%
Area Convenor History International Studies & Politics	10%
Area Convenor English	10%
Area Convenor International English	5%
Area Convenor Journalism	5%
Area Convenor Linguistics Major	5%
Area Convenor Media Arts Production	5%
Area Convenor Philosophy U/G	5%
Area Convenor Public Relations	5%
Area Convenor Screen Media	5%
Discipline Leader: Communications and Media	5%
Discipline Leader: Historical and Philosophical Enquiry	5%
Discipline Leader: Literature and Creative Writing	5%
Discipline Leader: Music and Music Therapy	5%
Discipline Leader: Visual Communication Design	5%

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.

8.4. University-Agreed Administration and Governance Allocations

Table 8 – University-wide administrative activity

University-Wide Administrative Activity	Time %	Days per Week	Hours per Week
Disability Coordinators	5%	0.25	1.75
University Governance Committees	5%	0.25	1.75
SoHCA RHD Committee	5%		
Human Research Ethics Committee (HREC)	5%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	5%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Academic Unit Work Plan Committees	5%	0.1–0.25	0.7–1.75
Senate-mandated academic unit committees or sub-committees	5%	0.25	1.75
Health and Safety Representative	5%	0.25	1.75
Health and Safety Deputy	N/A		
Equity and Diversity Working Party Members	1%	0.05	0.35
Equity and Diversity Working Party	1%	0.1	0.7
Equity and Diversity Working Party Allocations Chairs	3%	0.14	1

8.5 Approved service to the Community

8.5.1. As per Clause 23.26 of the WSU ASA 2022-2025, approved service to the community includes the following activities:

- 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.

8.5.2 Work load allocations may be negotiated for these approved activities on the basis of the time involved.

8.5.3 All academic staff may receive a work load allocation for approved service to the community.

8.5.4 Additional allocations may be made by the Dean, where resources permit, on the basis of strategic objectives in the School, such as:

- e. Staff who are returning to research after undertaking a heavy administrative workload for three years or more;

- f. Curriculum development;
- g. Blended learning development;
- h. Development of teaching skills and understanding of pedagogy;
- i. Special program requirements;
- j. Additional/heavy marking load; and
- k. Conference organization

Table 9- School/Cluster based administration activity

School/Cluster-based Administrative Activity	Time %	Days per Week	Hours per Week
Other SoHCA level committees	2.5%	0.1	0.7
Foundations of University Learning and Teaching (FULT)	5%	0.25	1.75
HASS Multi-Disciplinary Teaching & Learning Committee	2%		

9. Dispute Resolution

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

9.2. The School 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 22.10 of the Academic Staff Agreement 2022-2023 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. The following groups were consulted in the development of this policy:

Group Consulted in Policy Development	Date of Consultation
HCA all staff consultation	May - June 2023
Academic Work Plan Committee	13/7/23; 5/9/23; 12/10/23
Ratified by the University Work Plan Committee	1/11/23

Appendix 1

PROCEDURES FOR CALCULATING WORKLOADS

Activity	Percentage
1. General administrative allocation:	10%
2. Research allocation:	bb%
3. Administration & governance (including subject co-ordination):	cc%
4. Other allocations:	dd%
5. Sub-total:	XX%
6. Teaching (based on EFTSL worked from the calculations of actual teaching duties in subjects):	= 100%-subtotal
7. TOTAL WORKLOAD:	100%

- Long Service Leave:** If LSL is taken then the hours are calculated as XXX / 1610 hours for a full-time staff member. The hours are added into the 'other' section of the calculator as a % of semester workload and the pro rata impact is applied to research and administration allocations.
- ADP:** A figure is included in 'other' to balance the semester workload to 100%. Where partial ADP is taken, the method of calculating LSL is applied.
- Annual Leave:** Each calculator is developed on 1610 hours which is 46 weeks' x 35 hours. The remaining six weeks is considered as annual leave, public holidays and concessional leave. As each full-time staff member accrues four weeks' annual leave each year, the calculator is developed on all four weeks being used in a calendar year. Not smoothing is applied where annual leave is less or more in any given year.
- Submitting Claims:** In general, claims should be submitted prospectively. If you wish to have a claim considered for sitting on a working group, committee, or other, please seek Dean's approval for to nominate for the Committee and indicate at that time a claim will be submitted. If you have submitted a claim and it is approved, where that activity is a multi-year activity, such as sitting on a committee as a School representative, a repeat claim is not required.

Appendix 2

Research Guidelines

Traditional Research Outputs

Books—authored research

To be eligible, books must meet all of the following criteria:

- be a major work of scholarship
- be offered for sale in any form of:
 - hard copies, bound
 - CD-ROMs, packaged
 - e-books, on subscription or fee basis.
- have an International Standard Book Number (ISBN)
- be written by a single author, or by joint authors who share responsibility for the whole book
- be published by an academic press or commercial publisher.

If a **book** is only available **online**, and not published by an academic press or commercially it is eligible only if it has been through an acceptable peer review process and otherwise meets the relevant eligibility criteria.

The types of '**Book**' research output unlikely to meet the eligibility criteria are:

- textbooks
- anthologies
- edited books
- revisions or new editions

Books published by **publishers** not ranked in any of the recognised publisher rankings or deemed to be predatory or vanity publishers will also be **excluded** unless the author can demonstrate that the book has undergone a rigorous peer-review process.

Shorter books such as Stanford Briefs, Palgrave Pivots and Routledge Focus will attract 3 or 4 points, a lesser number of points than the 5 awarded to a standard full-length research monograph. Decisions on the total points for such publications will be referred to the School Work Plan Committee by the Director of Research.

It is recognised that **books published** by **elite scholarly publishers** are held in high esteem and can take additional time to develop and undergo an extended and rigorous peer-review process. Books published by elite publishers (including the following, but not limited to) will be awarded 7 points:

- Cambridge University Press;
- Cornell University Press;
- Columbia University Press;
- Duke University Press;
- Harvard University Press;
- John's Hopkins University Press;
- MIT Press; Oxford University Press;
- Princeton University Press;
- Stanford University Press;
- University of California Press;
- University of Chicago Press;
- University of Michigan Press;

- University of Pennsylvania Press;
- Yale University Press.

The SWPC can consider proposals for books by other publishers to be added to this list.

- A standard research book will be allocated 5 points for 1 author, 8 points shared for 2 authors, 9 points shared between 3 authors, and 10 points shared for 4 or more authors.

Chapters in research books—authored research

To be eligible, book chapters must meet all of the following criteria:

- be a contribution, consisting substantially of new material, to an edited compilation in which the material is subject to editorial scrutiny. A book chapter may be eligible if it has been published previously, provided it constitutes substantial new knowledge and constitutes original research
- be a chapter in a book that is offered for sale in any of the forms of:
 - hard copies, bound
 - CD-ROMs, packaged
 - e-books, on subscription or fee basis.
- be a chapter in a book that has an ISBN
- be a chapter in a book published by an academic press or commercial publisher.

If a book chapter is only **available online**, and not published by an academic press or commercially, it is eligible only if it has been through an acceptable peer review process and otherwise meets the relevant eligibility criteria

The types of **'Book Chapter'** research output unlikely to meet the eligibility criteria are:

- chapters in textbooks
- entries in reference books
- anthologies
- revisions of chapters in edited books
- forewords
- brief introductions
- brief editorials
- chapters in books either not published by a commercial publisher or offered for sale
- appendices.

A **refereed book chapter** will be allocated full points for each of up to 3 authors. Where there are between 4 and 6 authors, each will receive 75% of the full points total, or with 7 or more authors they will each receive 50% of the full points total.

Journal articles

Eligible journal articles are those published in a scholarly peer reviewed journal listed in the ERA 2018 Submission Journal List.

To be eligible journal articles must have:

- been through an acceptable peer review process
- published original research
- been a scholarly publication
- an International Standard Serial Number (ISSN)

The types of **'Journal Article'** research output unlikely to meet the eligibility criteria are:

- letters to the editor

- case studies
 - articles designed to inform practitioners on existing knowledge in a professional field
 - articles in newspapers and popular magazines
 - editorials
 - book reviews
 - brief commentaries and brief communications of original research
- Academic groups will be able to make a case for the inclusion of particular journals in Q1 or Q2 if they believe that the journal is of the appropriate quality and has been excluded unfairly.
 - A **refereed journal article** will be allocated full points for each of up to 3 authors. Where there are between 4 and 6 authors, each will receive 75% of the full points total, or with 7 or more authors they will each receive 50% of the full points total.

Non Traditional Research Outputs

Eligible research output types include the following NTRO types:

- original creative works
- live performance of creative works
- recorded/rendered creative works
- curated or produced substantial public exhibitions and events
- research reports for an external body
- portfolio
- digital content such as databases

Research Significance

The research significance of NTROs needs to be demonstrated either by evidence of research excellence or by peer review.

Evidence of excellence

The formal quality assurance processes associated with the publication of traditional research outputs, like the involvement of recognised commercial book publishers, are frequently unavailable for NTROs. To ensure that only quality NTROs are reported, various other indicators of excellence are used.

Indices of excellence would include locations/venues of public presentation agreed to be distinguished by discipline peers, including museums, galleries, theatres, conferences, festivals, media organizations, competitions and commissions.

In the case of collaborative and cross-disciplinary projects, this may also include the involvement of distinguished personnel in a leading role (as actor, performer, director, artist, designer, architect, etc.).

Evidence of peer review

There are four main avenues for peer review:

- print or electronic critical or scholarly essays, articles, reviews, conference papers, etc., acknowledging the output and written by peers
- recognition through short-listing, prizes, awards, or honours, reviewed and judged by a panel of peers
- commissioning through a peer review process

- competitively funded grant schemes.

Peer review and peer impact are more difficult to measure for NTROs, in part because of the multivalent structure of many of the discipline fields, where academic, public service, and commercial sectors interact and merge imperceptibly. Moreover, peer review can occur both before and after the work is made publicly available.

Substantial output: sustained research endeavour (typically three to five years)

Equivalent to the ARC ERA category A1 (book). Substantially sustained and focused research endeavour can be demonstrated through:

- a credited or acknowledged sole, lead, or significant role in the production of an extensive or comprehensive output or body of work;
- the published output exhibits more than one of the following attributes:
 - o a high degree of complexity and/or sophistication in structure, scope, scale;
- novel or highly innovative concepts, methodologies, approaches, repertoire, interrelationships;
- a high degree of cultural significance;
- a high degree of influence on peers in the field.

Major Output: sustained research endeavour (typically two to three years)

Not as significant as ARC ERA category A1 (book), but more substantial than categories B1 (book chapters), C1 (refereed journal articles) and E1 (refereed conference papers). Major research endeavour can be demonstrated through:

- a credited or acknowledged sole, lead, or significant role in the production of an extensive or comprehensive output or body of work;
- the published output exhibits more than one of the following attributes:
 - o a significant degree of complexity and/or sophistication in structure, scope, scale;
 - o novel or innovative concepts, methodologies, approaches, repertoire, interrelationships;
 - o a significant degree of cultural significance;
 - o a significant degree of influence on peers in the field.

Standard Output: sustained research endeavour (typically a few months to one year).

Equivalent to the ARC ERA categories B1 (book chapters), C1 (refereed journal articles) and E1 (refereed conference papers). Sustained research endeavour for a standard output can be demonstrated through:

- a credited or acknowledged sole, lead or significant role in the production of an output or body of work;
- the publically available output exhibits at least one of the following attributes:
 - o a moderate degree of complexity and/or sophistication in structure or scale;
 - o the synthesis or extension of existing concepts, methodologies, approaches, repertoire;
 - o and/or artistic or intellectual inter-relationships;
 - o a moderate degree of cultural significance;
 - o a moderate degree of influence on peers in the field.