

Hawkesbury Institute for the Environment

Work Plan Policy 2025¹

Version 5_3 October 2024

1. Preamble

The Work Plan Policy for the Hawkesbury Institute for the Environment (HIE) is based on the general requirements and policies of the University, the Academic Staff Agreement 2022-2025, and the University Work Plan Policy 2023. This document specifies the principles and procedures used to guide individual work agreements, and details dispute settlement, should it be required.

The Western Sydney University guidelines on Academic Work Plans seek to establish an environment in which the shared goals and responsibilities for academic work are distributed in an equitable, transparent and collegial manner. At the same time, the Institute requires flexibility in its approach to work plans and practices to meet changing circumstances affecting its research, contributions to teaching and administrative arrangements. Individual Work Agreements will be drafted in collaboration with members of the relevant Institute academic groups (which in the HIE are research themes) in the context of the Institute's annual performance and planning review process, prior to review and approval by the Institute Director and Director of Research (see section 5).

2. HIE Work Plan Committee

2.1. The HIE Work Plan Committee must consist of:

- a. A Chair appointed by the Institute Director;
- b. At least two employees appointed by the Institute Director; and
- c. Elected employees equal in number to those appointed by the Institute Director.

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

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

2.3. The HIE 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 HIE 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 HIE 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 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 2022-2025, 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/programme 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.

In addition, the Institute recognises that teaching may also typically include:

- k. development of new skills and learning required for successful teaching in various contexts (e.g., online delivery of teaching materials, hybrid learning, etc);
- l. providing guidance to, and supervision of, undergraduate students in special projects, Master of Research and Masters by coursework.

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.

In addition, the Institute recognises that research and development may also typically include:

- i. developing new collaborative research opportunities with colleagues across the University;
- j. research management and administration (including monitoring expenditure from research grants against budget, preparation of financial reports, milestone reports, etc.);
- k. engaging with industry partners to disseminate research findings;
- l. refereeing or reviewing grant proposals, journal articles and theses;
- m. research training (techniques, facilities and instrumentation, internal workshops, transdisciplinary networking, etc.);
- n. mentoring colleagues.

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.

In addition, the Institute recognises that administration and governance may also typically include:

- h. scholarly contributions to curriculum design and review;
- i. management of major research facilities (such as EucFACE, Hawkesbury Forest Experiment, Rainout Shelters, PACE, TERN Supersite, etc.);
- j. preparation and commissioning of new equipment/major facilities;
- k. reviewing job applications and serving on staff recruitment interview panels;
- l. participation in or leadership of University meetings, forums and workshops.

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.

In addition, the Institute recognises that approved service to the community may also typically include:

- e. service on grant review and selection panels;
- f. external thesis examiner, academic promotions examiner;
- g. conference organisation and participation;
- h. creating media releases or responding to requests from national and international media for comment on research or events/developments;
- i. undertaking outreach and engagement activities that showcase the Institute and its researchers;
- j. outreach to potential external partners and stakeholder groups.

4. Principles

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

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

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

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

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

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

Hawkesbury Institute for the Environment is one of several institutes within Western Sydney University. The Institute provides a stimulating and safe research environment in which researchers can focus on the major environmental research questions of our time. Our academic staff build on existing national and international reputations in global change biology, ecological and plant physiology, zoology, behavioural ecology, and terrestrial and microbial ecology, and communicate those findings.

Our mission is to be a scientific institute of international reach and reputation, achieving excellence through research-led outcomes, world-class training for students, and knowledge-sharing with academia, industry, and community groups.

Our staff embodies the shared vision to provide a stimulating and collegial research environment in which researchers and Higher Degree Research students deliver outstanding research outcomes with impact.

Our strategic objectives are to:

- increase the number and concentration of national and international research collaborations and ensure HIE's research has impact;
- increase the number of high quality HDR students aligned to HIE's areas of research strength;
- increase the depth and breadth of linkages with other academic units within Western;
- contribute to the number of fields of research at Western operating above or well above world standard;

- achieve and sustain a high level and diversity of HIE's external research income.

All academic staff can contribute to these objectives through activity and recognition of their:

- learning and teaching (section 6);
- research and development (section 7);
- administration and governance, incorporating approved service to the community (section 8).

The HIE Work Plan Policy has been written to define the scope and nature of these activities, which will assist in the development of individual work agreements.

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 Institute Director, 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 Institute Director 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.

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.

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).

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 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.

6.6. Subject to the operational requirements of the HIE, employees may concentrate their teaching (eg., within a semester) to better manage their research.

HIE Principles

The Hawkesbury Institute for the Environment's Teaching Committee coordinates the coursework teaching component of academics workloads in consultation with the relevant School and Institute leadership. The Committee comprises a Chair and two members of the Institute.

In addition to other teaching-related activities, it is the Institute's expectation that academic staff will contribute to coursework teaching at the undergraduate or postgraduate level as a portion of their total teaching workload. Coursework teaching supports the University's commitment to the nexus between teaching and research. In the Institute, coursework teaching opportunities are available to all academics regardless of research workload. The Institute recognises that coursework teaching may be an important part of career development.

All coursework teaching arrangements will be negotiated between the staff member and the Chair of the Teaching Committee with oversight from Institute leadership in the context of the annual performance and planning review and individualised career-development mentoring. The HIE has established the following principles:

- a. Research-only academics appointed as DECRA, Future Fellows, and Laureate Fellows are not required to engage in coursework teaching, unless they choose

to do so;

- b. Research-only postdoctoral fellows employed on externally funded grants or contracts are not required to engage in coursework teaching, unless they choose to do so;
- c. Academic staff may undertake a range of teaching activities that comprise a minimum 20% workload of which 10% is taught coursework, with the exception of those identified in clause 6.1.
- d. An academic staff member will annually evaluate their total teaching activities portfolio with their Theme Leader and collegially negotiate any coursework teaching with oversight from the Teaching Committee and Institute leadership;
- e. Teaching effort and achievements are evaluated by Institute leadership in the context of the Annual Performance & Planning Review (APPR) process along with research and development, administration and governance, and approved service to the community.

6.7. The coursework teaching component of Institute academic staff will align with the staff member's broad area of disciplinary expertise or interest.

6.8. HDR student supervision will typically comprise 5% for each full-time student. Calculations may be lesser or greater depending on principal supervision or co-supervision requirements, etc

6.9. Coursework teaching will comprise at least 10% including preparation, lectures, practicals, tutorials and marking.

6.10. Development of new subjects or major revision of existing subjects will typically be allocated up to 5%. Calculations may be greater depending on the size of the programme and nature of revisions, etc

6.11. Subject coordination will typically comprise between 2-20%. Calculations will depend on class size, etc

6.12. Foundations of University Learning and Teaching (FULT), where it is undertaken, will comprise between 5-10%.

e-Learning Principles

6.13. 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.

6.14. Allocation of e-learning workloads will 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 a 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.

6.15. 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.

6.16. Workload equivalence between e-learning and face-to-face-subjects may be constructed across multiple years.

The HIE has taken on considerable responsibility for a growing number of subjects owned by the School of Science and plays a major role in the teaching of School-led subjects, but is also coordinating subjects for the MRes and developing new ones for the HIE MSc in Sustainable Ecosystems (development in 2023-24, delivery in 2025). Undergraduate subject coordination is managed by the School through an Expression of Interest annually; subject coordinators are allocated in consultation with the HIE Teaching Committee chair. On a number of occasions, the Institute has been asked, and agreed, to take on the coordination of subjects where there is a need.

In 2024, Institute staff coordinated and taught:

- 10 undergraduate subjects
- 1 MSc subject
- 2 postgraduate (MRes) subjects.

Institute staff also contributed to teaching in a further 12 undergraduate and 2 MSc subjects.

Academic staff will be given opportunities for learning and teaching scholarship as a part of their professional development including researcher development training. The Epigeum program offers professional development courses for researchers in addition to in-house opportunities including:

- early career researcher or executive speed mentoring;
- e-research training and support including data management;
- research professional;

- pitching a research proposal;
- shut up and write;
- workshops and events facilitated by the Office of Research Services;
- research seminar series in the Institute and more broadly.

Staff are encouraged to take up targeted opportunities such as the HDR Supervision Skills and the Foundations of University Learning and Teaching (FULT) program.

The Institute will work with individual members of staff to identify and prepare individual work agreements following the annual APPR process. A template will be provided by the Institute Director and Institute Manager which gives ample opportunity for staff to identify their teaching commitment for the coming year (in addition to research, engagement and governance activities). The HIE Work Plan Committee will play a key role in monitoring the various work plans and processes to ensure equity and transparency across the Institute.

7. Research

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

The Institute broadly determines each individual's research work plan profile according to their academic level. However, the HIE acknowledges that academic level is not a restrictive factor in determining the profile and that individual staff may be performing above, or well above, what is expected from their substantive position.

Non-conventional research across all University Research Profiles, such as consultancies not considered "research consultancy" by the Office of Research Services, are submitted to the Institute Director on an Application for Additional Work and Disclosure form. If the Institute Director approves the activity, they will determine if the activity is within load or above load in consultation with the academic. If within load, it will also be determined how the activity will contribute to the academic's teaching, research, or governance workload.

The research profile relevant to Institutes is as follows:

7.1. **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.

The Institute operationalises workload in different ways according to the stage of career for each academic as specified below:

The Institute recognises Postdoctoral Researchers on their first or subsequent appointment who are not employed on grants (viz Academic Level A). Wherever possible, staff will be given HDR student co-supervision responsibility, access to research seminars, conference organising, and funding for presenting at national and international conferences.

The Institute currently has no centrally funded positions for Postdoctoral Researchers, however academic staff will receive an academic mentor to assist in the development of their academic career, which may include exposure to coursework teaching and demonstrating.

A typical expectation for a Level A position would be:

- Submitting grants for funding from internal sources and contributing to the development of grants for external funding by becoming familiar with its funding rules, and gathering relevant information to assist with the completion of the application. Small grants and travel bursaries form the external income for these staff.
- Lead the preparation and submission of research papers for publication in high impact international journals.
- Attain measures of academic esteem such as awards, recognition by peers or co-authorship on a scientific paper.

The Institute recognises Early to Mid-Career Researchers and high performing or third year Postdoctoral Researchers (viz Academic Level B). Staff will be expected to be named on large-scale and other grants as co-investigators. Principal supervision of HDR students and additional responsibilities for the academic life of the Institute including participation in committees and providing leadership in the academic and cultural activities of the Institute are essential.

A typical expectation for a Level B position would be:

- Prepare and submit 2 research papers per annum for publication in high impact international journals with a first or second quartile ranking
- Attain measures of academic esteem such as awards, recognition by peers, co-authorship on a scientific paper, or membership of a committee
- Submit grants for funding from Higher Education Research Data Collection (HERDC)-aligned research income to reach a nominal income target of \$80,000-\$100,000 per annum (other than those employed on research grant money).

The Institute recognises Mid-Career Researchers (viz Academic Level C). Staff will be expected to be named chief investigator on large-scale grants and hold a significant number of other grants as co-investigators or as chief investigators. Principal supervision of HDR students and additional responsibilities for the academic life of the Institute, including participation in committees and providing leadership in the academic and cultural activities of the Institute, are essential across more than one discipline area (eg theme research coordinator).

A typical expectation for a Level C position would be:

- Prepare and submit 3 research papers per annum for publication in high impact international journals with a first or second quartile ranking
- Attain measures of academic esteem such as recognised awards or membership of national or international committees
- Submit grants for funding from Higher Education Research data Collection (HERDC)-aligned research income to reach a nominal income target of \$260,000 - \$300,000 per annum.

The Institute recognises experienced researchers (viz Academic Levels D and E). Staff will be expected to lead large-scale grants as chief investigators across a diverse range of funding bodies, competitive and collaborative/industry, resulting in significant external income generation. Principal supervision of a significant cohort of HDR students and primary responsibility for Institute sub-committees are also expected. These researchers provide significant leadership for academic and cultural activities of the Institute including mentorship as Theme Leaders.

A typical expectation for a Level D position would be:

- Prepare and submit 4 research papers per annum for publication in high impact international journals with a first quartile ranking
- Attain measures of academic esteem such as recognised international awards, membership of national or international committees, or editorial panels of journals
- Submit grants for funding from Higher Education Research data Collection (HERDC)-aligned research income to reach a nominal income target of \$400,000-\$450,000 per annum. Research will demonstrate both quality and impact.

A typical expectation for a Level E position would be:

- Prepare and submit 5 research papers per annum for publication in high impact international journals with a first quartile ranking.
- Attain measures of academic esteem such as prestigious international awards, memberships of academies, expert panels or editorial boards of journals.
- Submit grants for funding from Higher Education Research Data Collection (HERDC)-aligned research income to reach a nominal income target of \$550,000-\$600,000 per annum. Research will demonstrate both quality and impact.

In addition, the following category is recognized:

7.2. **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.

The Institute assigns Postdoctoral Researchers employed on grants to this profile, roughly equivalent to Academic Level A. Wherever possible, staff will be given HDR student co-supervision responsibility, access to research seminars, conference organising, and funding for presenting at national and international conferences.

Academic staff employed on research grant money would receive a minimum 90% research allocation to further develop their academic profile, plus appropriate time for administration and broad participation in the fabric of the Institute. They will also receive an academic mentor to assist in the development of their academic career, which may include exposure to coursework teaching and demonstrating.

Academic staff appointed as 'research only' would also fit within this University Research Profile.

7.3. 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.
- b. Typical allocation is specified by Academic Level shown in clauses 7.1-7.3 above, however the intensity of research expected of all academic staff in research Institutes is captured in our APR process which takes into account:
 - stage of career including prior experience and reputation;
 - previous research grant success;
 - significant administration and governance responsibilities: e.g. as Director, Theme Leader, HDR Coordinator, standing committee representation, etc;
 - significant learning and teaching responsibilities: e.g. as Subject Coordinator, sizeable HDR student supervision load;
 - employment wholly on external research grant income.
- 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.
- 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.

8. Administration and Governance

8.1. In the HIE a standard administration and governance allocation of 10% is allocated to academic staff to cover administrative duties and collegial responsibilities such as Open Day, careers markets, academic advising (not covering formal academic programme advice as provided by appointed Academic Programme Advisors) and graduations.

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

- Institute Director – 80 % allocation.
- Director of Research – 80 % allocation.

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

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 68.a	5%	0.25	1.75
University Governance Committees	UWPP cl 68.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 68.c, also refer to <u>HREC Terms of Reference</u>	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Animal Ethics Committee (AEC)		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 68.d, also refer to <u>LNR HREC Terms of Reference</u>	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Academic Unit Work Plan Committees	UWPP cl 68.e	2%	0.1	0.7
Senate-mandated academic unit committees or sub-committees	UWPP cl 68.f	5%	0.25	1.75
Health and Safety Representative	UWPP cl 68.g	5%	0.25	1.75

Health and Safety Deputy	UWPP cl 68.h	3%	0.05, 0.1 or 0.14	0.35, 0.7, or 1
Equity and Diversity Working Party Members	UWPP cl 68.i.i	1%	0.05	0.35
Equity and Diversity Working Party Dual SAGE – Self-Assessment Team Members	UWPP cl 68.i.ii	2%	0.1	0.7
Equity and Diversity Working Party Allocations Chairs	UWPP cl 68.i.iii	3%	0.14	1

For further guidance please see Administration and Governance Allocations (UWPP cl. 67-72), that discuss the University-wide allocations for these responsibilities.

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

8.5. Nominal institute-based responsibilities within the context of the appointment:

- Chief Scientist – up to 35%
- Associate Director – up to 25%
- Theme Leader – up to 25% allocation for all duties defined in the relevant Position Description (including management of staff, team meetings etc).
- HDR Coordinator – up to 25% allocation.
- Discipline Lead – up to 20% allocation.
- Teaching Coordinator – up to 20% allocation
- Major Research Facility Coordinator – up to 20% allocation.
- Subject Coordination – up to 15% base allocation for subject coordination which will be dependent on the number of students enrolled in a subject (including local-campus coordination of a multi-campus subject).
- Deputy HDR Coordinator – up to 10% allocation.
- Theme Research Coordinator – up to 5% allocation.
- Committee representative – up to 5% allocation.

9. Dispute Resolution

In resolving disputes, staff members are encouraged to discuss the issue with an impartial colleague or in academic groups first for collegial resolution. If the dispute is not resolved, then the procedures in this clause are to be followed.

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

9.2. The HIE Work Plan Committee must either attempt to resolve the dispute or escalate the dispute to the Institute Director.

9.3. The Institute Director 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. The following groups were consulted in the development of this policy:

Group Consulted in Policy Development	Date of Consultation
Work plan committee sent Draft 1 for review via email	14 August 2024
Work plan committee sent Draft 2 for review via email	19 and 22 August 2024
Work plan committee sent Draft 3 for approval	26 August 2024
Work plan committee approved Draft 4 for submission	30 August 2024
Version 5 of the workplan submitted to Sonya O'Shanna	3 October 2024