

WESTERN SYDNEY UNIVERSITY



Institute for Culture
and Society

Institute for Culture and Society Work Plan Policy 2025¹

Version 1.6

Approved by the ICS Work Plan Committee 5 November, 2024

1. Preamble

Research-based members of the Institute for Culture and Society have responsibilities across the full range of academic activities: 1. Research, including publications, grants and community engagement; 2. Teaching, including HDR supervision; and 3. Administration, including involvement on committees (except where specified in their contracts). In addition, they are expected to attend ICS seminars and caucus meetings of the Institute

The present document is primarily directed at research-based members of ICS with variations noted below.

This document is reviewed at least annually in accordance with the University's Work Plan Review process, and an annual report will be provided to the University Work Plan Committee (UWPC) each year (UWPP cl 24.b.ii).

In summary, the present document is intended to handle the following considerations as an integrated whole:

- What is our normal breakdown of workload?
- How do we fairly share the workload across the Institute?
- What are our productivity expectations?
- How can we relate this workload breakdown and productivity expectations to the reporting requirements and strategic priorities of the University, including: 1. the My Career Online Performance Management process; 2. the Research Effort Framework; 3. the Institute's Operational Plan; and 4. the Work Plan Policy.

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

2. ICS Work Plan Committee

2.1. The Institute Work Plan Committee must consist of:

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

3.4. **Research-based Members** of ICS are defined as those employed directly by the Institute on either University funds (e.g. Research Infrastructure Funding) or a direct grant such as a DECRA, Future Fellowship or Laureate Fellowship that employs them as individuals. It also includes individuals who have been seconded for a fixed-term from a School.

3.5 **Research Theme Fellows** are appointed under a program which aims to support the University's research and development strategy by attracting and retaining outstanding researchers who will contribute to the national and international profile of Western Sydney University research.

3.6 Teaching is defined at ICS as including the significant HDR Training responsibilities undertaken within the Institute through an array of workshops and short courses, alongside the teaching undertaken in the Master of Research (managed by the GRS) and undergraduate and postgraduate coursework (managed by individual Schools).

3.7 This document does not apply to the following categories of ICS members:

- 3.7.1 **School-based Members** of ICS are defined as those who are employed by Schools and benefit from professional research support and research activities. School-based members of the Institute have no responsibilities for teaching through the Institute, though they are expected to participate rich engagement, including being involved in Research Programs, attending relevant Institute meetings, and coming to seminars when possible. They may also participate in governance roles at the Institute, such as co-convenorship of a Research Program or participation on committees. This document has advisory relevance for such members.
- 3.7.2 **Other-funded Members**² of the Institute have a primary responsibility for the project on which they are employed. Therefore, this document does not have a direct bearing upon their workload practices. Nevertheless, the document provides broad and loose guidelines for the workload and output expected for transition to full research-based employment. Other-funded members of the Institute are warmly invited to come to ICS meetings and research seminars, and it is hoped that they will do so. Other-funded members will also to be drawn into administration, including committee work, when it is believed that it will support their overall careers.

² **Other-funded members** of the Institute are defined as those researchers who are employed on a grant to provide research or research support for the project funded by that grant.

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.

3.8 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.

3.9 Research and development includes:

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.

3.10 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.

3.11 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. Work is primarily aimed at excellence, not at increasing numbers and meeting individual targets (University targets are rather an Institute-wide consideration).

Principle 2. Workload allocations should be transparent, fair and effective.

Principle 3. 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 4. All academic members of the Institute are primarily researchers—that is, apart from the Director of the Institute. The Director (who has an 80 per cent administration loading) will maintain an active research agenda and publications output in accordance with the minimum expectations.

Principle 5. Grants are important for providing funding support as the basis of conducting good research.

Principle 6. Engagement is a critical part of the research process, including engagement through non-academic publications, presentations, and community engagement.

Principle 7. Teaching is an important practice for researchers, expressly through communicating knowledge and methodological understandings in the classroom and through HDR supervision, HDR teaching and undergraduate teaching.

Principle 8. Administration is crucial for the effective running of the Institute, and ideally all of us should be involved in some way. However, we need to manage the level of administration activity so administrative engagement does not become an end in itself.

Principle 9. Time-percentages allocated to major administrative roles such as the Director and Portfolio Directors will probably never properly reflect the considerable workload entailed in these roles.

Principle 10. The nominal breakdown of workload at ICS into suggested percentages is not cumulative and the workload model assumes that '100 per cent' is the normal basis of all workloads. That is, ideally, no one should be working at more than 100 per cent capacity on our calculations. It is assumed that if someone is doing too much administration or teaching this percentage of time is subtracted from her or his capacity to engage in research, and therefore this needs to be better balanced in the future. The key to this approach is that we are not comparing staff in relation to their cumulative workloads, except to make sure that there is relative sharing of the load in relation to teaching and administration.

Principle 11. In relation to grants, the Institute for Culture and Society is not primarily concerned about cumulative dollar figures for individuals for the purpose of reporting, though the University will be collecting such dollar-based figures. Our focus will be rather on the collective or whole-of-institute grants-income figures and our policy will be adjusted accordingly in relation to meeting University targets.

Principle 12. In relation to administration, the percentage loading is only used as indicative. The Director and Directors of Portfolios in consultation with the Executive will use the figures—with all other things being considered—to distribute fairly the administration and teaching load.

Principle 13. Workload percentages within the Institute will be based on hours of work on any activity (e.g. governance/administration or teaching) measured against a total of 1,680 hours available to work in any year.

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 [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 [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.

The Academic Career Development, Planning and Review Process in MyCareer Online has a three-fold system of reporting: Objectives, Actions, and Targets. To make the process of developing Individual Work Agreements and MyCareer Online process easier at ICS, and because University reporting tends to work through the categories of Teaching, Research, Engagement (including Impact), and Administration, a template aligned to these categories is utilised. The table below gives seven categories aligned with the university process and the words to put into each area to make the process easier. The table can be used as a template for developing Individual Agreements and reporting and then the work is easily copied into the MyCareer Online system.

ICS Workload Expectations Template

Objectives	Actions	Minimum Expectations Threshold —based on full-time research appointment	Targets
Research			
1. To publish at a high level with scholarly impact.	Publish (and/or work on) the following articles and chapters: <ul style="list-style-type: none"> • ... • ... • ... 	Three refereed articles or chapters per annum on a three-year rolling average.	Refereed articles/chapters: <ul style="list-style-type: none"> • ... • ... • ...
	Publish (and/or work on) the following monographs or anthologies: <ul style="list-style-type: none"> • ... • ... 	One major research monograph <i>or equivalent</i> every five years.* <p>* Here ‘equivalence’ could include a major film documentary, a multi-volume report, a set of anthologies, or a serious game, etc.</p>	Monographs <ul style="list-style-type: none"> • ... Anthologies or special issues of journals <ul style="list-style-type: none"> • ...

2. To generate grants income that supports my research and/or the research of others*	Work on and/or apply for the following Category 1 grant(s) (or equivalent):	Either CI on one existing Category 1 grant and/or applying for one. Category 1 Grants applied for or researching:	<ul style="list-style-type: none"> • ... • ...
	and/or		
	Work on and/or apply for the following Category 2,3, or 4 grant(s):	<ul style="list-style-type: none"> • ... Either CI on one Category 2, 3 or 4 grant and/or applying for one. Category 2,3,4 grants applied for or researching	<ul style="list-style-type: none"> • ... • ... • ...
	and/or		
	Work on and/or apply for other funding:		Other funding <ul style="list-style-type: none"> • ... • ...
Engagement			
3. To be actively involved in the intellectual life of ICS, the professional life of my discipline(s) and/or in other public engagement.	Engage in the following: <ul style="list-style-type: none"> • ICS Seminars • ... • ... • ... 		Engagement: <ul style="list-style-type: none"> • Regular attendance • ... • ... • ...
4. To be actively engaged in disseminating research beyond academic publishing outlets, including through non-conventional research outputs such as reports, films, public addresses and spoken media commentaries.	Publish the following: <ul style="list-style-type: none"> • ... • ... 	One major public document per annum (for example, a research report or creative work); or two minor public outputs (for example an article for a newspaper, or a <i>Conversation piece</i>) per annum on a three-year rolling average.	Published or produced: <ul style="list-style-type: none"> • ... • ...
Administration			
5. To contribute to managing the research life of the Institute through serving on committees and mentoring others.	Convene or serve on the following committees: <ul style="list-style-type: none"> • ... • ... • ... Other: <ul style="list-style-type: none"> • ... 	To meet the 10 per cent administration minimum threshold of the Institute.	Convened or served on: <ul style="list-style-type: none"> • ... • ... • ... Other: <ul style="list-style-type: none"> • ...

Teaching			
6. To enhance the intellectual life of HDR students and the field of research through supervision and mentoring.	Supervise the following students: • ... • ... • ... • ... Finalize the following HDR completions: • ... • ...	To meet the 20 per cent teaching threshold of the Institute, including the 10 per cent minimum coursework teaching requirement (with the exception of those who are exempted through higher administration or other reasons).	Supervised • ... • ... • ... • ... Finalized • ... • ...
7. To teach programs and deliver lectures aligned with my expertise.	Teach in the following programs: • ... • ... Deliver the following occasional lectures: • ... • ...		Taught • ... • ... Lectured • ... • ...

Considerations in relation to the above table include the following:

- a. The administration and governance allocations for Institute leadership positions (other than the Director of the unit) take into account the nature of the work; the number of staff being supervised; and the student load in any program.
- b. If someone has an ARC or other large grant it is assumed that time for ‘exploratory research’ is built into the time allocated to that grant.
- c. Having time for ‘exploratory research’ is ideal, but it is discretionary.
- d. ‘Directed research’ includes any specified amount that a researcher reasonably wants to put against a grant, however for the purpose of considering workload comparisons a maximum of 50 per cent will be allocated to such time.

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 Institute, employees may concentrate their teaching to manage their research.

ICS Principles

6.7 Teaching load

Coursework teaching activities include preparation, delivery and assessment. This may involve taking responsibility for teaching an entire subject, or co-teaching arrangements, or minor involvement (such as guest lecturing). Teaching load allocation is consistent with the teaching profile for academic staff within an Institute (i.e. 20%, where at least 10% is face-to-face teaching). Adjustments will be made in cases where team teaching takes place. As indicated above, there is an assessment maximum of 150 students.

6.7.1 The teaching undertaken by ICS staff must align with their disciplinary and research expertise, ensuring a strong nexus between teaching and research. Given the interdisciplinary nature of the Institute and its staff, some staff might teach across a number of areas or subjects.

6.7.2 Given there may be disciplinary variations in the form that teaching may take and the interdisciplinary nature of ICS expertise, ICS teaching committed through the HDR training program will be negotiated with the HDR and Teaching Program Director. Time committed through the Master of Research Program will be negotiated with the ICS HDR and Teaching Program Deputy Director; and that committed through School-based undergraduate and postgraduate subjects will be negotiated with the relevant person in each School. All such negotiations will align with the plans laid out in supervision discussions and may be guided by the examples set out in the table below:

Undergraduate and Postgraduate Coursework Teaching Activity	Description	Time Percentage	Hours per week
Overall, comprising the following:	All staff have a 20 per cent teaching (or 336 hours) allocation, with at least 10 per cent allocated to coursework. To maintain a research-intensive profile, Institute staff teaching will not normally exceed 20%.	10-20 per cent	3.5-
Teaching	<p>Teaching can involve a wide range of activities: lecturing, tutoring, marking, intensive short programs, curiosity pods and stand-alone workshops – and can be sustained over a semester or conducted as single activities. Guest lecturing does not constitute a consistent contribution to teaching.</p> <p>A typical 10 per cent teaching load could involve, for example, as part of co-ordination of a subject of up to 75 students, most of the lectures and 1 tutorial (with marking).</p> <p>When coordinating an MRes subject hosted by ICS, one hour of preparation for each hour of tutorial/seminar and two hours of preparation for each hour of a lecture is assumed; and one-hour of marking across a semester is assumed for every student enrolled in a subject. (UWPP cl 24.f)</p> <p>Where teaching is more dispersed, workload will be calculated in consultation with supervisors, based on the convention that 16.8 hours of labour annually equals 1 per cent load.</p>	5-10 per cent (depending on whether individual is undertaking FULT)	1.75 – 3.75
Learning and Teaching Development	<p>All staff will have opportunities, should they seek it, for learning and teaching scholarship as part of their professional development.</p> <p>E.g., Foundations of University Learning and Teaching (FULT). See UWPP ref cl.66.</p>	. A standard allocation of 5 per cent is available for staff to undertake FULT.	1.75

6.8 Number and type of subjects (UWPP cl 59)

As ICS staff undertake coursework teaching in a number of Schools, including the Graduate Research School, ICS staff will contribute to the number and types of subjects negotiated with the administering School. (UWPP cl 59) considering Points 6.1–6.6. Apart from guest lectures, it is expected that ICS staff will undertake face-to-face teaching (e.g. tutorials) in no more than 2 subjects each year.

6.9 Subject coordination (UWPP cl 24.f)

Subject coordination allocation is considered part of Administrative/Governance workload and will depend upon what is negotiated by the ICS staff member with the relevant School according to their Work Plan. ICS staff work in the Humanities, Communication Arts and Social Science disciplines, and for the 10 per cent coursework teaching requirement we expect that no ICS staff member will co-ordinate more than one subject of up to 75 students per year.

6.10 Supervision

Postgraduate Supervision Activity	Notes	Time Percentage	Hours per week
Overall, comprising the following:	All staff have a 20 per cent teaching allocation, with at least 10 per cent allocated to coursework teaching	~10 per cent	3.5
HDR Supervision (full-time)	Divided pro rata amongst panel. • NB. Seven PhD supervisions in any capacity is the maximum number of students that anybody should be supervising.	5 per cent	1.75
MRes Supervision 1 st year 2 nd year		2 per cent 5 per cent	0.7 1.75

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)**

7. Research

Allocation of research time to staff in the ICS 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.

Not applicable in the ICS.

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.

Not applicable in the ICS.

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.

Not applicable in the ICS.

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.

7.4.1 A description of research activities and of how these are defined in ICS is included in the table below:

Research Activity	Description	Time Percentage	Days	Hours per week
<i>Research Administration</i>	<i>Research administration</i> includes: <ul style="list-style-type: none"> • Appointing new staff to projects and managing their time • Liaising with project partners • Reporting on grants • Reporting on research publications 	10 per cent	0.5	3.5
<i>Research Development</i>	<i>Research development</i> includes such activities as the following: <ul style="list-style-type: none"> • Writing new research grants • Engagement with current and potential partners • Attending seminars and conferences • Organising and participating in business development activities, eg workshops 	10 to 20 per cent	0.5 – 1.0	~7
<i>Directed Research</i>	<i>Directed research</i> is research and writing conducted in direct relation to funded projects. It seeks to meet the terms of a funded grant through producing reports, articles, books and other outcomes. Except for ARC fellowships and	As specified in the funding agreements. Ideally between 20 and up to 40 per cent, except for ARC fellowships.	1-2	7-14

	equivalent, 50 per cent is the maximum that will be translated into this workload scheme.			
<i>Exploratory Research</i>	<i>Exploratory research</i> is research and writing that openly explores key questions in relation to the focus areas of the Institute. It is an area of activity that is ideally available for all those without ARC grants (where this is assumed to be built in) by sharing the load on other required activities.	Treated as discretionary depending upon available time.		
<i>Non-Conventional Research</i>	<i>Non-Conventional Research</i> , such as consultancies not considered ‘research consultancy’ by Research Services, are submitted to the Institute Director on an External Work Approval EWA1 or External Private Work Approval EWA2 form. If the Institute Director approves the activity, they will determine if the activity is within 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.	Treated depending upon available time.		

7.4.2 Expected Core Capabilities of Our Research Scholars:

- a. Engaged and engaging across multiple constituencies: within the University, professionally in one’s discipline, and in the wider world;
- b. Collaborative, both within the Institute and beyond;
- c. Flexible and with multiple capacities;
- d. Adept at knowledge translation;
- e. Able to think analytically and critically, while being open to learning;
- f. Entrepreneurial, in the sense of actively making things happen; and
- g. At Levels C and above, engaged in research leadership and mentoring.

7.4.3 Expectations of School-Based Members

School-based members of the Institute are invited to become members on the following basis:

- a. Research alignment with the strategic direction of the Institute;
- b. Publications over the last three years, equivalent to three weighted articles in refereed journals and excluding E1 conference publications (a lower level of achievement may be acceptable for early career researchers);
- c. Research income of \$10,000 p.a. over the previous three years (a lower level of achievement may be acceptable for early career researchers);
- d. Willingness to be involved in a Research Program or Strategic Initiative of the Institute.
- e. Willingness to come occasionally to Institute seminars.
- f. Willingness and ability to participate in collaborative research teams for projects initiated within the Institute.

7.4.4 Expectations of Research Theme Fellows

A Level B Academic is expected to carry out independent and/or team-based research within the field in which they are appointed and to carry out activities to develop their research expertise relevant to the particular field of research.

A Level C Academic (Senior Research Fellow) is expected to make independent or original contributions to the research effort within their field of expertise and to the organisational unit or interdisciplinary area of which they are a part. An employee at this level is expected to play a major role in research including the exercise of some leadership in research. A Senior Research Fellow is expected to have an established track record of independent and original research and continue on this trajectory to have a significant impact on the field. The Senior Research Fellow will be expected to maintain a strong record of high-quality outputs and/or creative work including but not limited to refereed publications. The Fellow must also have a strong national or emerging international profile within the research discipline. An employee at this level is expected to manage an active research program, build and maintain productive research collaborations, seek and attract external research funding, deliver impactful research outcomes and attract and successfully supervise postgraduate research students to completion.

It is anticipated that the Research Fellow roles will have a 70% research component. The remainder of their workload will involve contributing to the School/Institute teaching program including, but not limited to the preparation and delivery of lectures & seminars, development of program material with the appropriate advice and support of more senior staff, marking and assessment and student consultation. Leadership and governance will be allocated out of the teaching and research profile in negotiation with their supervisors.

There is a separate workload expectations document for Research Fellows working under the Research Theme Fellow Program developed by Schools and Institutes.

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. 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. All ICS Academic Staff are either Research Intensive Scholars (60-70 per cent research) or Research-Only Scholars (70-100 per cent research). ICS Scholars are allocated to the Research-Only profile first based on an analysis of eligible Institute contracts (as detailed in section 7.5 above). Remaining ICS Scholars are allocated to the Research Intensive profile.
- 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 Institute 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:

ICS Administrative Activity	Notes	Time Percentage	Days#	Hours*
• Director		80 per cent	4	28
• Deputy Director		50 per cent	1.5	10.5
• Portfolio Directors—Research/HDR		50 per cent	2.5	17.5
• Sub-committee Convenors • Portfolio Deputy Directors		10 per cent	0.5	3.5
• Program Co-Convenors • Engagement Convenors • Leadership of a Strategic Initiative • Membership of the following committees: • Executive • Portfolio Committees • Portfolio Sub-Committees	Excluding Portfolio Directors Excluding Sub-committee Convenors	5 per cent	0.25	1.75
• Membership of a Program • Membership of a Strategic Initiative • Attending ICS seminars	These are considered part of Research Development	N/A		
Task organization • Conference convenor • Forum convenor		To be negotiated according to the task		

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 cl 24.g; 68)

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 67.a	5%	0.25	1.75
University Governance Committees	UWPP cl 67.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 67.c, also refer to HREC Terms of Reference	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7

Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	UWPP cl 67.d, also refer to LNR HREC Terms of Reference	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Academic Unit Work Plan Committees	UWPP cl 67.e	2%	0.1	0.7
Senate-mandated academic unit committees or sub-committees	UWPP cl 67.f	2%	0.1	0.7
Health and Safety Representative	UWPP cl 67.g	2%	0.1	0.7
Health and Safety Deputy	UWPP cl 67.h	1%	0.05	0.35
Equity and Diversity Working Party Members	UWPP cl 67.i.i	1%	0.05	0.35
Equity and Diversity Working Party Dual SAGE – Self-Assessment Team Members	UWPP cl 67.i.ii	2%	0.1	0.7
Equity and Diversity Working Party Allocations Chairs	UWPP cl 67.i.iii	3%	0.14	1
<p>For further guidance please see Administration and Governance Allocations (UWPP cll. 66-71), that discuss the University-wide allocations for these responsibilities.</p> <p>Workloads for Health and Safety representatives in the Institute have been developed in consultation with relevant Health and Safety Committees and Campus Provosts.</p>				

8.5. Institute-based responsibilities

8.5.1 ICS Mentoring, Supervision and Assessment

In the light of Principle 12, we use three levels of support for work development:

1. mentoring
2. supervision
3. assessment

1. *How does the mentoring process work?*

The Institute for Culture and Society runs an informal mentoring process that some staff members choose to be involved in, either as mentors or mentees. The point of contact for this process is the ICS Institute Manager. Mentors or mentees meet from time to time with the norm being suggested as three times per annum.

2. *What does the supervision process involve?*

Supervision involves all academic Institute-based members of ICS to support career development and to enable the work planning process.

- (a) It will be carried out with every Institute-based member of ICS through a meeting with a designated colleague.
- (b) It is a mentoring process that supports research development. The designated colleague does not assess the outcomes of the year's activities and is not involved in setting the work requirements for teaching and administration. (The former is done in most cases by the

Deputy Director in consultation with the designated colleague. The latter is done by the HDR and Teaching Program Director in consultation with the Work Plan Policy Committee.)

- (c) The meeting with the designated colleague involves discussion about each of the categories used in the ICS My Career Online template in relation to the annual plan as well as long-term visions of an intellectual trajectory including major books and global impact. In other words, this meeting supports the My Career Online process without there being any doubling up or increase of administration. What this process does is spread the workload and separates the supervision from the assessment process.
- (d) It involves support to improve the quality of the work of the staff member, including choosing quality publication outlets.

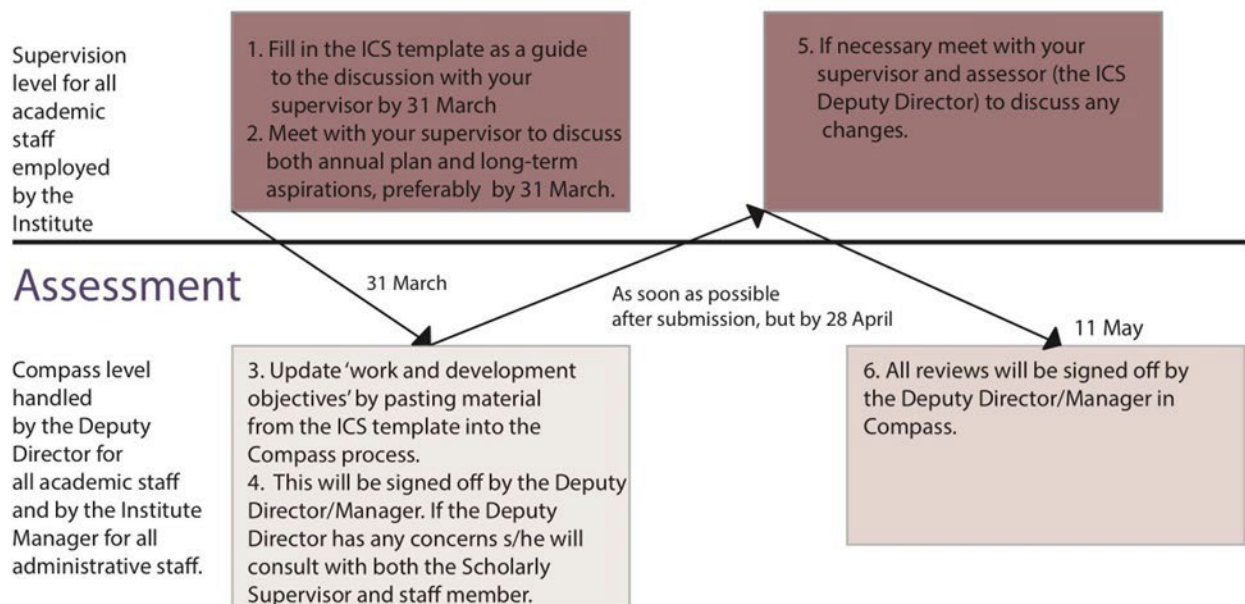
3. What does 'My Career Online' assessment involve?

- i. It is a University-based process that is required for all staff members after they complete the setting of objectives.
- ii. It will be signed off by the Deputy Director in relation to Institute academic staff employed on Research Infrastructure Funding (after the meeting with the designated colleague to set objectives); by the Institute Manager in relation to administrative staff; and by the Chief Investigator in relation to project-funded staff.
- iii. It will be assessed for quality on the basis of 1. the nature of the publications, 2. the alignment of the publications with the key focus areas of the Institute, 3. the suitability of the publications for ERA assessment, and 4. the impact of the work in general.

Mentoring

Informally organized (see Terry Fairclough to register)

Supervision



9. Dispute Resolution

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

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

9.3 The 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

Group Consulted in Policy Development	Date of Consultation
IWPPC Chair and elected representatives discussed changes to Policy with Academic colleagues	1-5 November, 2024
ICS Work Plan Policy Committee	5 November, 2024