

# School of Psychology

## Work Plan Policy 2024<sup>1</sup>

Version 1  
18<sup>th</sup> October 2023

### 1. Preamble

The Western Sydney University Academic Staff Agreement (ASA) requires that the University Work Plan Policy (UWPP) and Academic Unit Workload Policies be published on the University's website. The School of Psychology is an Academic Unit of the University as defined by the UWPP. The Dean of Psychology is the Head of Academic Unit and, under the ASA and UWPP, is responsible for convening a Work Plan Committee (CI 22.7, ASA). The Work Plan Committee is responsible for ensuring the School has a workload policy that reflects the principles of the UWPP (CI 22.10(a), ASA). The School of Psychology Workload Policy 2024 has been developed in accordance with this responsibility. It should be read in conjunction with the ASA and the UWPP and, in the event of any inconsistency, it is the terms of the ASA and UWPP that prevail over the terms of this School of Psychology Policy.

The School of Psychology is focused on educating tomorrow's graduates in an environment that is contemporary, challenging, and adaptive to a rapidly evolving world. We will continue to remain at the forefront of excellence in research and clinical training. We will continue to review and adapt our curriculum to best suit the needs of our students, to respond to the future global work market, ensuring strong career readiness from the skills and competencies developed through our subjects. Using our foundation culture of contribution, collaboration and recognition, we will leverage the skills and competencies across our Academic, Research and Professional staff to deliver an outstanding student experience, world-class research and valuable industry and alumni networks.

The School of Psychology's Work Plan Policy has been developed in order to help the School achieve success by recognising the major areas of academic work. The allocation of teaching amongst staff for specific teaching areas should include collegial discussion within teaching groups to ensure equitable and realistic workloads. The School Work Plan is to be employed for an equitable distribution of workloads amongst School academic staff and flexibility in proportion of time allocated to the wide range of academic work. The workload distribution should assist staff members to achieve successful academic outcomes consistent with individual academic career planning and performance aspirations but aligned to the School's Operational Plan.

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<sup>1</sup> 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. School of Psychology Work Plan Committee

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

- a. A Chair appointed by the Dean;
- b. At least two employees appointed by the Dean; and
- c. Elected employees equal in number to those appointed by the Dean under clause 2.1(b).

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

2.3. The School of Psychology Work Plan Committee must:

- a. annually review this Work Plan Policy;
- b. monitor the equitable distribution of workloads in accordance with this Work Plan Policy; and
- c. report to the University Work Plan Committee on an annual basis.

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

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

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

## 3. Definitions

### General Definitions

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

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

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

### **Academic Work Definitions**

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

3.4. **Teaching** includes:

- a. scholarly activities of acquisition, aggregation and synthesis of knowledge in the preparation of teaching materials;
- b. design and/or delivery of face-to-face, online, blended learning, and other subject/program delivery modes;
- c. delivery of lectures, tutorials, laboratory classes, seminars, workshops, practicum, clinical education, and blended learning;
- d. development and/or delivery of non-award short courses and programs including preparatory, supplementary, and Continuing Education programs;
- e. supervision of postgraduate coursework and honours students, research higher degree students and student placements, clinical learning, and practicums;
- f. design and preparation of student assessment;
- g. marking and student feedback;
- h. availability for student consultation relating to an individual's own teaching;
- i. scholarly and professional engagement to maintain currency in a discipline and professional area; and
- j. scholarly activity to develop and maintain teaching skills and understanding of pedagogy.

3.5. **Research and development** includes:

- a. scholarly activities of acquisition, aggregation, and synthesis of knowledge in the preparation of research projects and associated activities;
- b. planning, constructing, undertaking, analysing, and publishing research;
- c. writing articles and other works for publication;

- d. preparing and submitting external research grant proposals;
- e. developing collaborative research networks both nationally and internationally;
- f. presenting and/or publishing scholarly papers, addresses to conferences, and the like;
- g. approved consultancy research and associated work; and
- h. development of intellectual property, patents and commercialisation.

3.6. **Administration and governance** includes:

- a. program and subject coordination, including new and existing program and subject development, development and evaluation of materials, benchmarking curriculum and learning outcomes, and obtaining professional accreditations;
- b. management or coordination of centres, units, and/or academic organisational sub-units or functions;
- c. contributions to committees;
- d. formal Employee supervision;
- e. management, coordination, development, or promotion of University enterprises, programs, or commercial activities;
- f. general administration of policies and work of the Employee's academic unit; and
- g. contribution to institutional leadership and/or governance at the University.

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

- a. contributions to, and involvement with, professional or academic associations, business, unions, and industry;
- b. contributions to, and involvement with, government and community bodies and associations relevant to the University's engagement strategy;
- c. involvement in academic publishing through refereeing articles, editing journals, and participating in editorial boards; and
- d. promotion of the University in the community.

## 4. Principles

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

- Principle 1. This policy aims to positively promote quality educational experiences for students and support the career development aspirations of academic staff.
- Principle 2. Academic work should be focussed to achieve teaching excellence and student-centred learning experiences that are effective and evidenced.
- 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.

## 5. Individual Work Agreements

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

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

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

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

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

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

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

5.8. Prior to 31 January of the calendar year to which an Individual Work Agreement will apply:

5.8.1. Employees must discuss their workload within the context of their teaching groups and;

5.8.2. Employees must submit their draft Individual Work Agreement for review by their Supervisor; and

5.8.3. Employees and Supervisors must reach agreement on the draft Individual Work Agreement.

5.9. If an agreement is not reached by the Employee and their Supervisor by 20 March of the calendar year to which the Individual Work Agreement will apply, then the Employee or Supervisor must refer the dispute for resolution under Clause 9 of this Policy.

5.10. Exceptions to the allocations in this Policy are allowable where cogent reasons are provided to, and approved by, the Dean.

## 6. Teaching

### Standard Principles

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

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

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

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

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

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

## **School of Psychology Principles**

### **6.7. Teaching load**

6.7.1 In the School of Psychology workloads are expressed as a percentage which is determined on the basis that a 1.0 FTE employee works approximately 1610 hours in a calendar year. That is, 35 hours a week for 46 calendar weeks, which excludes four weeks of annual leave and two weeks of public holiday and concessional leave. For employees on reduced fraction, co-joint appointments, secondment, or negotiated and approved leave, Individual Work Agreements are subject to pro-rata unless otherwise specified in the contract of appointment.

6.7.2. The following prioritisation applies to the allocation of teaching workload:  
Priority A: Subject Coordination and Deputy Subject Coordination  
Priority B: Content Delivery (Lectures and Workshops);  
Priority C: Thesis Supervision and Clinical Supervision;  
Priority D: Content Engagement (Tutorials); and  
Priority E: Marking.

Subject Coordinators are encouraged to consider the delivery of in-person lectures for part of the lecture series, where the content is available fully online. The in-person delivery should be considered for a single campus for the total cohort.

A Subject Coordinator is encouraged to deliver one tutorial in each subject they coordinate however should only consider the delivery of additional tutorials once Clause 6.8.1 and Priority C have been addressed.

6.7.3 Employees may request a subject development allowance. Employees must discuss their development plans with the relevant Director of Academic Program and submit a detailed plan to justify the request to the Deputy Dean. The allocation of workload for development will be determined according to the following principles.

The School encourages innovative subject development and delivery within a team teaching approach.

a) Employees with responsibility for developing a new or refreshing an existing standard 10 credit point subject are eligible for an allocation of up to 15% workload. This allocation may be split over more than one-subject developer. The 15% allocation is comprised of 7% for Content Development, 5% for Content Engagement and 3% for Self-Directed Learning proportioned to each staff member involved in

the development work based on the number of weeks allocated for delivery.

- b) A Special Project allocation of up to 5% for an existing subject can be allocated for innovative and transformative development that advances and enhances learning. This allocation may be split among other staff who are responsible for subject content.

See also e-learning principles at 6.11.

- 6.7.4 Employees will receive a workload allocation for online lecture and tutorial content that maintains a three-year currency (fully re-recorded). Where content is outside a three-year timeframe a subject development allocation should be submitted.
- 6.7.5 Clinical Supervision undertaken in the Psychology Clinic is not traditional teaching and is accounted for in real-time participation, student assessment and review of clinical notes. Informed workload consultation with the Head, Clinical Services and Deputy Dean to determine workload on a case-by-case basis for each staff member involved in Clinical Supervision.
- 6.7.6. Employees receive one-hour preparation time per original hour for coursework teaching (face-to-face, online) in a subject allocated to the staff member who is responsible for the delivery of the face-to-face content or is the author of the online recording, excluding repeats. An allocation for preparation under this clause will not exceed 39 hours per 10 credit points entirely delivered by an Employee.
- 6.7.7 An additional one-hour of preparation time per original hour of coursework teaching will be allocated for real-time first-time face-to-face delivery of teaching materials that were not developed by the Employee (i.e. materials inherited from another Employee).
- 6.7.8 An additional one-hour of preparation per original workshop may be allocated to recognise the time spent satisfying compliance and professional development to maintain practitioner knowledge and application. This is to ensure APAC Standards of Public Safety are maintained within practical learning and training of intern psychologists. This allocation is provided only for the weekly workshop (excluding repeats) with evidence in consultation with the Director of Academic Program and the Deputy Dean.
- 6.7.9. The upper limit for marking is 150 students (equivalent to 1 hour of marking per student, calculated at 3000 words marked per hour) per



teaching session as per clause 6.4 of this Policy. Marking relief will be provided where this upper limit is exceeded.

Live-skills marking is not traditional marking and is accounted for in real-time participation as per the approved assessment structure.

Additional Allowances:

6.7.10 Employees undertaking conversion of a subject to online delivery for programs delivered by Third Party Providers (e.g. OES/WSU Online) will receive a workload of up to 5%, renewal will have an allocation of 3% and quality assurance of 1% will be added for each session of offer. For ongoing online moderated exams across tri-semesters, additional workload can be provided for through the Development Allowance (Clause 6.7.3)

6.7.11. Benchmarking/Calibration is integral to curriculum quality and is an accreditation requirement. Employees who participate in reciprocal benchmarking will be allocated an allowance of 1% per subject.

## **6.8. Number and type of units**

6.8.1. All Employees, to whom the 20% minimum teaching requirement applies, will undertake subject coordination and/or deputy subject coordination and/or co-subject coordination, for coursework teaching in two subjects each year, but usually no more than three subjects. This is a core expectation of academic employment and will only be exempted in exceptional circumstances as negotiated and recommended by the Deputy Dean.

Staff are encouraged during negotiation to consider a reasonable subject allocation, taking into consideration: enrolment size; practitioner teaching; curriculum development; and inherited subjects.

## **6.9. Subject coordination**

In principle, this policy aims to provide workload allocation that distinguishes the various tasks of being a Subject Coordinator. The workload calculation recognises the complexities and increased workload responsibilities associated with being a supervisor to sessional tutors and student administration depending on subject enrolment size.

6.9.1. Subject Coordination responsibilities include:

- incremental improvement to subject design and delivery, including assessments
- monitoring and advising on the subject timetable and tutorial allocations
- ensuring implementation of AIPs

- preparing the learning guide
- managing the subject's vUWS site
- communication and consultation with students
- marking moderation
- monitoring and acting on student engagement, performance and feedback
- results and grade management
- student administration (e.g. requests for extensions, special consideration, Reviews of Grade, changes of grade);
- student academic misconduct;
- subject-level complaint resolution;
- organising, briefing and coordinating the subject teaching team, including supervision of casual staff to ensure the quality of teaching, marking and other related subject activities.

6.9.2. Employees will receive a base workload allocation for Subject Coordination of 3%, which equates to 48 hours of work. An additional 1% workload (16 hours) is applied in increments based on enrolments (and considering complexity and supervision of staff) as follows:

>100 students:	4% (64 hours)
>200 students:	5% (80 hours)
>300 students:	6% (96 hours)
>350 students:	7% (112 hours)
>400 students:	8% (128 hours)
>450 students:	9% (144 hours)
>500 students:	12% (193 hours) or 10% UC plus Deputy Subject Coordinator (2%)
>700 students:	16% (257 hours) or 12% UC plus Deputy Subject Coordinator (4%)
>800 students:	18% (299 hours) or 13% UC plus Deputy Subject Coordinator (5%)
>900 students:	20% (322 hours) or 14% UC plus Deputy Subject Coordinator (6%)
>1000 students:	22% (354 hours) or 16% UC plus Deputy Subject Coordinator (8%)

First year subjects should automatically be allocated a Deputy Subject Coordinator to aid in student transition, retention, progression, and success.

Employees that are Subject Coordinator for two subjects in the same semester with a combined student enrolment number of >500 are entitled to a Deputy Subject Coordinator.

- 6.9.3 An additional 2% will be allocated to a Subject Coordinator for an inherited subject where the employee has not previously been the Subject Coordinator and where the content has been fully developed by another individual/s.
- 6.9.4. A Subject Coordinator who has 500 enrolments or more in a single subject, or combined across two subjects in the same teaching session, should not be solely responsible for coordinating a subject. The Subject Coordinator should be allocated a Deputy Subject Coordinator via discussion with the Director of Academic Programs during Teaching Allocation meetings. The Deputy Dean is required to receive a list of task allocations between the Subject Coordinator and Deputy Subject Coordinator to ensure equitable distribution of workload in accord with the workload allocation as specified in Clause 6.9.2.
- 6.9.5 In consultation with the DAP and Deputy Dean, a Subject Coordinator may request that the Deputy Subject Coordinator allowance be added to the Subject Coordinator's workload, or that the percentage allocations to the Subject Coordinator and Deputy Subject Coordinator be varied, in which case the Deputy Subject Coordinator allowance is a minimum and cannot exceed, or be equal to, the Subject Coordinator allowance. Alternatively, staff may consider Co-Subject Coordination resulting in the allocation for Subject Coordination and Deputy Subject Coordination being equally divided. Deputy Subject Coordination is accounted for in clause 6.8.1.

## 6.10 Supervision

- 6.10.1 Employees that supervise PhD candidates, M (Research) students, Masters (Clinical) students, and Honours students (see 6.10.2) will receive a workload allocation as follows:
- PhD Candidates: to a total of 25% which depletes each year with 7% per year for up to 3 years, and an additional 4% in the final semester per PhD student; with the aim that all HDR candidates submit within 3.5 years.
  - Masters (Clinical): 3% for per student
  - Honours: 3% per student per year.
  - Masters (Research): 2% in Year One and 6% in Year Two (to a maximum of 8% per student overall).

If a PhD student is enrolled on a part-time basis, or commences mid-year, the Employee's workload allocation will be apportioned according to the student's EFTSL. If there is more than one supervisor for a student, the Employee will receive an apportioned allocation based on their fractional responsibility as a member of the supervisory panel<sup>2</sup>.

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<sup>2</sup> The Supervisor should submit a request to the Associate Dean (Higher Degree Research) for further allocation where candidature is formally extended due to significant disruptions (e.g. COVID19, major project or supervision changes)

- 6.10.2 Honours and Masters (Clinical) students will ordinarily be allocated in groups of three students. Supervisors will mark one thesis per 3% supervision allocated. PhD and Masters (Research) students will ordinarily be allocated individually. The principles in clause 6.10.1 apply to determine the workload for supervision.
- 6.10.3 All employees are expected to supervise Honours and/or Masters (Clinical) students as a core expectation of their academic employment in the School, and will only be exempted in exceptional circumstances (refer 5.10). Each staff member will undertake supervision corresponding to at least 9% (three students, or six students in co-supervision) to ensure all students can be accommodated with an equitable distribution of load across all employees.
- 6.10.4. Employees will not receive workload allocation greater than 30% of overall workload for supervision of HDR/Masters/Honours students unless the Associate Dean (HDR) and Deputy Dean recommends an exception, and it is approved by the Dean. In general, exceptions will only be approved as a matter of temporary resourcing necessity, and if it is in the interest of the student experience, such as where other possible supervisors are on extended leave or unavailable.

## **6.11 e-Learning Principles**

- 6.11.1 Workload allocations for fully online subjects are equivalent to allocations for the same subject taught face-to-face, even though the distribution of work across teaching tasks may vary. (UWPP cl 74)
- 6.11.2 Workload equivalence between e-learning and face-to-face- subjects may be constructed across multiple years. (UWPP cl 75)
- 6.11.3 The School of Psychology promotes the creation and/or curation of online content and related learning materials in line with best practice, policy and related guidelines within a team-teaching principle.
- 6.11.4 Employees will receive the same allocation for flipped delivery as face-to-face, unless there is a cogent reason for varying the allocation, recommended by the Deputy Dean.

## **7. Research**

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

The research profiles relevant to Schools are as follows:

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

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

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

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

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

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

The research profile relevant to Institutes is as follows:

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

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

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

7.6.1 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)**

- a. Employees research profiles will be determined by their final research workload allocation, according to the following calculation method annually: a baseline allocation of 20% workload (7.6.b (i)); up to 20% allocation based on publications (7.5. b (ii)); up to 20% based on funding (7.5. b (iii)), and up to 20% based on impact indicators (7.5.b (iv)) with a maximum allocation being 60%.<sup>3</sup> The allocation is determined by the following principles:
  - i. A baseline workload of 20% will be allocated to all Employees. An exception may apply in circumstances outlined in (7.6.c (i) (ii) (UWPP cl 56) and in the absence of (7.5.d) (UWPP cl 57).
  - ii. The Employee's published research according to the University's Researcher Portal (the Research Activity Statement) for the triennium immediately preceding the year to which the workload applies. This component can contribute up to 20% of an Employee's overall workload. The following allocations apply and must be aggregated over the triennium and divided by three:
    - a. Journal Article: 2%
    - b. Research Book Chapter: 2%
    - c. Conference Paper (Peer-reviewed, published): 1%
    - d. Research Book: 5%

The Employee's grant capture is provided by the Office of Research Services for funding to the University and assigned to the Employee. The relevant period for calculation is the triennium immediately preceding the year to which the workload applies. Each \$73,000 of such funding that is proportioned to an Employee (where there is more than one investigator) will receive a 20% workload allocation (or a pro-rata allocation for lesser amounts), which must be aggregated over

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<sup>3</sup> An example of an allocation calculations: 15% (baseline) + 8% (3 year average of 4 publications) + 11% (3 year average of \$40K) + 10% (2% Citations + 2% Q1 publications + 2% non-traditional research + 4% Application) = 44%.

the triennium is divided by three. This component can contribute up to 20% of an Employee's overall workload. An exception to the 20% workload limit for grant capture applies if the funding terms permit buy-out of the Employee's workload and this has been endorsed by the Deputy Dean and approved by the Dean.

- iii. A workload allocation may be provided for in the current year when the research grant has commenced, evidenced by the receipt of funds by the Office of Research Services and apportionment of funds to researchers, and forwarded to the Deputy Dean. The Employee should submit a request for an adjustment to the approved individual workload agreement to the Deputy Dean detailing the work required associated with the administration of the grant.
- iv. The Employee's Research Significance and Impact Claim<sup>4</sup> must outline their program of research for the triennium immediately preceding the year to which the workload applies. This component can contribute up to 20% of an Employee's overall workload. The intention of this allocation is to recognise: the significance (citations) and quality (Q1 publications) of research output, non-traditional research output and research impact indicators that are not captured in clause 7.6(b)(i) and 7.6(b)(ii). The employee's citations and Q1 publications are provided by the Office of Research Services.

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

- a. the employee has had opportunities to produce research outcomes; and
- b. 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)

7.6.3 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)

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<sup>4</sup> School Research Significance and Impact Guidelines and Template, incorporating early career and career disruption, will be provided, and submissions will be assessed and recommended to the Dean by a Review Panel (AD Research, Level B/C, Level D/E, E&D Chair).

## 8. Administration and Governance

8.1. In School of Psychology 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 program advice as provided by appointed Academic Program Advisors) and graduations. (UWPP cl 67). Further, academic staff are to cover administrative duties and collegial responsibilities for school and university activities such as: student engagement events, student recruitment and marketing events, school related meetings, committee participation and workshops, program advising (not covering formal academic program advice as provided by appointed Academic Program Advisors) and university and school citizenship.

8.1.a Employees will receive an additional administration allocation for each subject of coordination to recognise the increased workload associated with team teaching (including expert guest presenters) and student administration (e.g., student extensions, supplementary assessments, online examinations, accessibility implementation) allocated as follows:

<500 students: 2%

>500 students: 3%

Where there are more than four staff contributing to a subject (including expert guest presenters), an additional 1% administration allocation will be provided per subject.

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

(a) Dean:	As per employment contract
(b) Deputy Dean:	80%
(c) Associate Dean (International):	10%
(d) Associate Dean (Indigenous and Community Engagement)	10%
(e) Associate Dean (Research):	20%
(f) Associate Dean (Higher Degree Research):	20%
(g) Associate Dean (Learning and Teaching):	20%
(h) Director of Academic Programs:	30%
(i) Academic Program Advisor (base workload):	10%

with additional workload in 100 student increments  
to a maximum total workload (base + increments) of 25%:

a. >100 Students:	10% base +2.5%
b. >200 Students:	10% base +5%
c. >300 Students:	10% base +7.5%
d. >400 Students:	10% base +10%
e. >450 Students:	10% base +12.5%



f. >500 Students: 10% base +15%<sup>5</sup>

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

- a. The nature of the work;
- b. The number of staff-members being supervised; and
- c. The student load in a program. (UWPP cl 72)

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

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 67.a	5%	0.25	1.75
University Governance Committees	UWPP cl 67.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 67.c, also refer to <a href="#">HREC Terms of Reference</a>	5%	0.25	1.75
Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	UWPP cl 67.d, also refer to <a href="#">LNR HREC Terms of Reference</a>	5%	0.25	1.75
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
For further guidance please see Administration and Governance Allocations (UWPP cll. 66-71), that discuss the University-wide allocations for these responsibilities.				

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

### 8.5. School-based responsibilities

- Curriculum Innovation Coordinator 10%
- STARS Coordinator 10%
- Research Theme Leader 5%
- HDR Coordinator 5%
- SONA Academic Coordinator 1%
- PG Application and Admission Coordinator 10%
- Psychological Test Librarian 1%
- Academic Mentoring Coordinator 5%
- Inherent Requirements Compliance Officer 5%

## 9. Dispute Resolution

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

9.2. The School of Psychology 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

Group Consulted in Policy Development	Date of Consultation
School Work Plan Committee	24 <sup>th</sup> August 2023, meeting 26 <sup>th</sup> September 2023, email 19 <sup>th</sup> October 2023, meeting 10 <sup>th</sup> November 2023, email 11 <sup>th</sup> November 2023, meeting

	17 <sup>th</sup> November 2023, email 25 <sup>th</sup> November 2023, email 8 <sup>th</sup> December 2023, email 18 <sup>th</sup> October 2024, meeting 20 <sup>th</sup> October, email
School Working Groups	17 <sup>th</sup> August 2023 18 <sup>th</sup> August 2023 19 <sup>th</sup> August 2023 26 <sup>th</sup> August 2023 31 <sup>st</sup> August 2023
All of School	7 <sup>th</sup> October 2023 29 <sup>th</sup> November 2023 4 <sup>th</sup> October 2024 9 <sup>th</sup> November 2024