

School of Law

Work Plan Policy 2024¹

Version 1.0

Date Approved by School or Institute Work Plan Committee

1. Preamble

- 1.1 The Enterprise Agreement requires an Academic Subject Work Plan Policy to be developed and maintained by each academic Unit.
- 1.2 Heads of academic subjects will consult with their Academic Subject Work Plan Committee before designating academic groups and defining their respective teaching responsibilities.
- 1.3 Quality of student learning, and the opportunity for staff to develop their scholarship in related areas, should be considered when developing Individual Work Agreements. This includes taking account of staff disciplinary expertise, promoting a strong nexus between teaching and research, and the need for time to provide quality feedback to students.
- 1.4 The 2-digit 'Law and Legal Studies' (Field of Research ('FOR') 48) covers most aspects of research within the School. Academic staff members of the School of Law may teach into the LLB subjects, JD subjects, and inter-disciplinary law subjects (ILU) taught into the other undergraduate and postgraduate non-law degrees. There is an expectation that all academic staff, will engage in scholarly work beyond teaching.

2. School of Law Work Plan Committee

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

- a. A Chair appointed by the Dean
- b. At least two employees appointed by the Dean; and

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.

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 or 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 [School of Law](#) 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 Law](#) Work Plan Policy, the policy document will prevail.

Monitoring and Transparency

2.7 The School Workload Committee should meet as soon as practicable after the census date of Autumn Semester (31st March) to monitor and review all individual workload agreements and to develop a report that includes a table of percentage allocations of research, teaching and governance for each staff member, which can be distributed to the whole School and the University Work Plan Committee. Access to individual workload agreements will be available to all staff within the School of Law to help with transparency.

2.8 The School Workload Committee will annually review the work plan policy and provide an annual report to the UWPC by 30 September of each year.

2.9 The Committee will meet in November and December of each year to review all academic staff profile allocations in accordance with Part 5.

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 and practice led legal 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. approved Clinical research and project work and
- i. 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 clinics, Student Legal Service, centres, subject, 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.
- h. participating in annual HDR reviews (APR and COC panels); organising and regularly participating in research seminars.
- i. Student consultation with students in subjects for which the academic is a coordinator.

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. the provision of advice through the Student Legal Service,
- e. 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.

- 4.1 The School Work Plan Policy is required to be consistent with the University Work Plan Policy and the Western Sydney University Academic Staff Agreement. The School of Law Workplan Committee has in particular been guided by the following principles:
 - 4.1.1 The policy should ensure collegiality, equity, transparency and comparability;
 - 4.1.2 The policy should promote quality educational experiences for students and the career aspirations of academic staff;
 - 4.1.3 Discussion will occur in 'academic (disciplinary) groups' and outcomes need to correspond with staff resources and operational needs;
 - 4.1.4 Global limits on teaching rather than micro-counting should be the broad measure of an acceptable workload; and
 - 4.1.5 The policy should include broad and general staffing profiles in terms of research and teaching.
- 4.2 The final teaching allocation for each academic in each year is subject to the University Strategic Plan and clause 23 of the ASA 2022-2025 having due regard to the budget allocation and resources granted to the School of Law by the University.
- 4.3 This policy is expressed in percentages to make it consistent with the UWPP. The focus is on the research allocation and the University's 10% administration percentages. Teaching based activities, including activities such as preparation and coordination and consultation with students constitute the balance in the profile. In alignment with ASA 2022 clause 23.5(c)(ii) the maximum teaching load is 70% allocation (10% governance, 20% research allocation). This does not apply to academic decasualisation positions (see Clause 7.11. Academic

Decasualisation Profile cl16.13 ASA)

- 4.4 Academic Decasualisation positions will be treated according to the level at which they are appointed, except where otherwise noted.

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 Individual Work Agreement Negotiation Procedures

5.8.1 In light of clause 23 of the ASA 2022-2025, the following procedures will generally be followed when determining annual work plans and teaching allocations.

5.8.2 Procedures will be followed in sufficient time for teaching allocations to specific subjects to be completed by November of the preceding year. These procedures can be found in the Law School SharePoint.

5.8.3 If a dispute arises during the process set out in clause 5.8.2, either the academic staff member or the Dean may refer the matter to the School of Law Work Plan Committee in accordance with the dispute settlement procedure set out in this policy. In addition to the dispute settlement procedures in this policy clause 11 of the ASA 2022-2025 can be used at any time during the above process.

5.9 Re-negotiating Signed and Approved Individual Work Agreements

5.9.1 If a work plan issue arises, including, unanticipated requirement for leave, or the subsequent draft or final teaching timetable for a semester or quarter differs from the outcomes in the Individual Work Agreement, or other circumstance that did not exist at the time the Individual Work Agreement was negotiated, signed and approved and if the

Academic staff member requests to re-negotiate or if the Supervisor requests and the Academic staff member agrees to re-negotiate, then the approved Individual Work Agreement can be re-negotiated.

5.9.2 The re-negotiated Individual Work Agreement should clearly identify the changes made to the original approved Individual Work Agreement and the reasons for those changes. The re-negotiated Agreement must remain within the parameters of this Policy.

5.9.3 If the Academic staff member does not agree to re-negotiate the approved Individual Work Agreement, then no re-negotiation is to occur. If either the Academic staff member or the Supervisor still wishes to re-negotiate then the dispute settlement procedures in this Policy should be followed.

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)**. All employees must have a minimum of 20% of their workload allocated to teaching, including honours and higher degree by research supervision. The teaching of undergraduate and/or postgraduate coursework students, and/or postgraduate research students undertaking coursework as an approved component of their higher degrees must represent at least 10% of their work. This allocation does not apply to heads of academic units or Deputy Deans.

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). UWPP cl 65; 24.g.iii**

6.4. Staff are eligible for marking relief if they are responsible for more than 135 students in a teaching period. **(UWPP cl 63). UWPP cl 62**

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). UWPP cl 64**

6.6. Subject to the operational requirements of the **School of Law**, employees may concentrate their teaching to manage their research but this is subject to approval by the Deputy Dean to ensure that the teaching load is manageable.

School of Law Board Teaching Principles

These principles incorporate and are guided by clause 23 of the ASA 2022-2025.

6.7. Teaching load (UWPP cl 60)

6.7.1 The 'weekly teaching allocation per semester' is an average per semester calculated over the whole year and, with agreement, could include Summer School in the calculation. Recognition of Summer school teaching in load may be reflected in an Academic's Individual Work Plan in the year where summer teaching commenced or in the Work plan for the year summer teaching is finished but can only be counted once per offering.

6.7.2 Teaching includes the teaching in the LLB, Juris Doctor, ILU, postgraduate coursework and supervision of HDR students.

6.7.3 Supervision of one honours LLB student dissertation, or an LLM/JD dissertation student, will be recognized by a reduction in marking load of 33 hours marking per annum.

6.7.4 The allowance for supervision of HDR students will be calculated as follows: one FTE HDR student (PhD, LLM, MRes) will be calculated as a weekly teaching allocation of one hour per student (or 0.5 hours per student for a part-time enrolment) divided between supervisors on a pro rata basis reflecting the percentage of supervisory responsibility. The default pro rata basis will be either a 50:50 split or a 60:40 split depending upon the advice of the HDR Director. HDR supervision cannot reduce a non-HDR related teaching load to less than the minimum teaching allocation of 10% of their work, per semester. HDR coursework marking loads (such as that required by the Bachelor of Research/Master of Research) in the School of Law are based upon the assumption that there is up to one hour of marking per student per semester in a 10-credit point subject. HDR coursework marking will be included within the allocation of an academic's yearly marking load. Once a PhD or HDR student has submitted, after 3 months the supervisor of that student will notify their work supervisor if the examiners' reports have not yet been received to renegotiate their workload as they are not actively supervising. If the student is on extended leave there is no workload applicable for that period of time. The maximum time for which a teaching allocation will be made for HDR supervision is 3.5 years full time (7 years part time) except in exceptional circumstances which will be determined on a case by case basis by the Associate Dean (HDR) with a recommendation made to the School of Law Research and Higher Degrees by Research Committee to endorse that decision.

6.7.5 The maximum number of HDR students which may be supervised by any staff member, whether as principal supervisor or secondary supervisor, is 3 EFTSL. (For example, a staff member may supervise 5 students at 60% supervision.) The maximum number of honours LLB student dissertations which may be supervised is 2 per annum.

6.7.6 An allowance of 0.5 hours will be made if staff are teaching a subject for the first time provided that the subject matter of that subject is substantially different from the subject matter of subjects the staff member has previously taught. This allowance is only available for Level A and B academics.

6.7.7 The School of Law has responsibility for teaching and coordination of a range of interdisciplinary law subjects into other Schools with different timetable offerings, including School of Business post graduate quarters. Subjects that are taught in quarters rather than semesters will be calculated on an equivalence basis, so a four-hour class taught over ten weeks

in a quarter would be given the same teaching allocation as the same subject taught as a three-hour class taught over 13 weeks in a semester.

6.7.8 If all of an academic staff member's teaching is in quarters and if the academic staff member has a research workload allocation, then at least one quarter in the year must be free from teaching.

6.7.9 Any allocation of an academic staff member to teaching in a quarter and a semester in the same 12-month period should be avoided. Where such an allocation cannot be avoided, then the allocation of quarters and semesters must be structured in such a manner as to ensure that the academic staff member still has a sustained period for scholarly activity as required by clause 23.28(f) of the ASA 2022-2025. Such structure and allocations must be noted in the Individual Work Agreement.

6.7.10 An academic teaching in semesters and quarters should not have to teach more than two quarters sequentially.

6.7.11 For the purposes of this policy, any reference to 'core' subject is to be understood as referring to core subjects of the LLB, JD, GDAML programs as well as ILU accreditation subjects and clinical legal education subjects, and the following LLM subjects: LAWS7078.

6.7.12 Academics with carer responsibilities may request a teaching schedule that accommodates their responsibilities. This request should be included in the Individual Workload Agreement and discussed with the supervisor. All relevant circumstances in relation to such a request and its implementation should be documented in the relevant Academic's Individual Workload Agreement but in a way that respects the privacy of the relevant academic.

6.8. Number and type of subjects : There is a requirement that all academics will teach into the core at least once per year. This will be pro rated for fractional employees. Academics also have the option to teach into alternate/elective subjects in their area/s of research interest, to be negotiated with their supervisor. Academics will teach into a maximum of 6 different subjects over a 2-year period. [Please provide a discipline-specific explanation for the number and type of subjects an employee is expected to contribute to in an academic year (UWPP **cl 59**), and in what way, considering Points 6.1–6.6]

Teaching allowances are on the basis that one hour of teaching, whether delivered face to face or online, and whether delivered synchronously or asynchronously, equates to one hour of allowance, subject to other clauses.

6.9. Subject coordination will be allocated in accordance with the following principles:

6.9.1 Subject coordination counts as administrative activity under the Academic Staff Agreement 2022-2025, All staff are expected to undertake an equitable share of subject coordination over the course of the year. Coordinators are required to teach in the subject they coordinate.

- 6.9.2 All staff are expected to share the load of subject coordination. Staff may be required to coordinate a maximum of four subjects per year. Staff may be required to coordinate a maximum of one core LLB subject plus one LLB alternate subject per semester. Staff may be required to coordinate a maximum of four ILU accreditation subjects or four GDAML subjects per year. Every member of staff (other than the Dean and Deputy Dean) are required to coordinate a minimum of one subject per year. Every member of staff (other than Dean, Deputy Dean and Associate Dean (Learning and Teaching) and any other governance role in clause 8.2 attracting an allowance of 5 hours or more per semester) is required to coordinate a core subject at least once every two years.
- 6.9.3 The following allowances apply to subject coordination:
- 6.9.4 The weekly teaching allocation for subject coordination will be calculated on the basis of enrolments (at census date) as follows:
- 6.9.4.1 From 0 to 49 students = no allocation
 - 6.9.4.2 From 50-99 students = 0.5 hours
 - 6.9.4.3 From 100-199 students = 1 hour
 - 6.9.4.4 From 200-299 students = 2 hours
 - 6.9.4.5 From 300-399 students = 3 hours
 - 6.9.4.6 From 400-499 students = 4 hours
 - 6.9.4.7 500 or more students = 5 hours
- 6.9.5 The weekly teaching allowance for the coordination of subjects with numbers significantly above these or with significant additional responsibilities can be negotiated individually.
- 6.9.6 Level A and B staff coordinating Fundamentals of Australian Law, Criminal Law, Legal Analysis and Critique, and Torts Law are to receive an additional allowance of 1 hour per semester. This is in addition to any other subject coordination allowances.
- 6.9.7 Law Academics provide quality assurance for subjects delivered via Third Party Agreements. Academics doing this quality assurance work receive a weekly

teaching allocation of 24 minutes per third party, per offering. To date, the relevant third-party providers include WSU College, the WSU Campus at the University of Economics Ho Chi Minh City (UEH), Sydney City Campus (SCC) and OES (WSU Online). This is in addition to any other allowances.

- 6.9.8 Staff engaging with WSU Online in the initial build of a subject for WSU Online/OES delivery receive a weekly teaching allocation of 24 minutes per subject. This annual teaching allocation is applied to recognise the impact of Quality Assurance work provided by Law School staff in supporting the Third Party Agreements. This is in addition to any other allowances.
- 6.9.9 Updating and maintenance of a subject, including online teaching materials (such as podcasts, PowerPoints, videos, links and etc) and other materials is a normal part of the role of a subject coordinator.
- 6.9.10 Where a subject is required to be developed or substantially updated (e.g. due to a substantive change in law), an academic may put a request to the Deputy Dean detailing the proposed changes to the subject. The Deputy Dean may make a recommendation for an allowance of up to one hour per week.
- 6.9.11 Concurrent or parallel ('mirror') subjects include ILU, JD and LLM subjects which are also taught as LLB subjects. Where an academic coordinates the ILU, JD and/or LLM version as well as the LLB version of mirror subjects, an allowance of 0.25 hours applies for the additional coordination responsibilities.
- 6.9.12 Teaching of a New Colombo Plan subject which is taught offshore will have an allowance of one hour per week.

6.10 Teaching and Marking Loads

- 6.10.1 Marking loads in the School of Law are based upon the assumption that there is up to one hour of marking per student per semester in a 10-credit point subject. Staff will be eligible for marking relief if they are responsible for marking more than 120 students in a teaching session.

- 6.10.2 Staff who are under or over load may offset teaching hours with marking addition or reduction at a rate of 28 students per hour under or over load. Buy-out is capped at a 3-hour maximum for marking addition e.g. 84 students unless otherwise permitted by the Dean. No staff may arrange their teaching in a manner whereby their marking load exceeds 135 hours in any one teaching session. Staff may offset marking hours with marking reduction for additional teaching up to the maximum 24 hours of teaching per annum.
- 6.10.3 Staff allocated a teaching workload of 70% under the Scholarship and Developing Profile, and staff appointed under the Academic Decasualisation Scheme, will be allocated teaching in accordance with the SoL workload calculator and mark 120 hours per semester.
- 6.10.4 Staff allocated a teaching workload between 50% and 70% under the Substantial Researcher Profile will be allocated teaching in accordance with the SoL workload calculator and mark 100 hours per semester.
- 6.10.5 Staff allocated a teaching workload between 30% and 50% under the Leader and Mentor Profile will be allocated teaching in accordance with the SoL workload calculator and mark 80 students per semester.
- 6.10.6 Staff occupying one of the governance roles of Director of Academic Program, Associate Dean International, Director of Research, Director of Higher Degree Research, Director of First Year Studies and Community Engagement, Director of Clinical Programs, and Academic Course Advisor will mark the students they teach up to a maximum of 90 hours per semester.
- 6.10.7 Supervisors of LLB honours students will receive 1 hour marking load in recognition of marking the literature review assessment in Autumn semester. Marking of one LLB honours student dissertation will count as 2 hours' marking load.

7. Research

Allocation of research time to staff in [School of Law](#) aligns to the research profiles and percentage ranges of the University Research Profiles ([UWPP cII 48-57](#)).

7.1 The following table in clause 7.1.1 sets out the threshold research outputs for each research profile and should be read in conjunction with clauses 7.1.2, and 7.2-7.13 and the Western Sydney University School of Law Journal Ranking List.

7.1.1 Research profile thresholds – points required to be calculated under clause 7.1.2.

	A Associate Lecturer	B Lecturer	C Senior Lecturer	D Associate Professor	E Professor
Scholarship or Developing Research	1-3 points	2 - 4 points	3-5 points	4-6 points	5-7 points
Substantial	4 points Including at least 2 points from: Group 1 or 2 journals, or HDR completions, or grant income; OR a book	5- 6 points Including at least 2 points from: Group 1 or 2 journals, or HDR completions, or grant income; OR a book	6-7 points Including at least 2 points from: Group 1 or 2 journals, or HDR completions, or grant income; OR a book	7-9 points Including at least 4 points from: Group 1 or 2 journals, or HDR completions, or grant income; OR a book	8-10 points Including at least 4 points from: Group 1 or 2 journals, or HDR completions, or grant income; OR a book
Leader & Mentor	N/A	7 points Including at least 4 points from Group 1 and	8 points Including at least 4 points from Group 1 and	10 points Including at least 1 point from EITHER HDR	11 points Including at least 2 points from EITHER HDR

		2 journal articles	2 journal articles	completions OR external research grant income OR 1 extra point; AND at least 5 points from Group 1 and 2 journal articles	completions OR external research grant income OR 1 extra point; AND at least 5 points from Group 1 and 2 journal articles
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*Year 1 workload prescribed by Academic Staff Agreement

7.1.2 Points for the purposes of calculating research outputs for clause 7.1.1 are as follows. What constitutes Group 1, 2, 3 and 4 journal articles may be determined by reference to the Western Sydney University School of Law Journal Ranking List.

Research output	Points	Notes
Book	5	
Book chapter	1	A level D or E staff member may not in any profile count more than 2 book chapters towards the points total for the prior triennium. A level A, B or C staff member may not for the purposes of allocation to the Substantial or Leader & Mentor profiles, count more than 2 book chapters towards the points total in the prior triennium.
Group 1 journal article	2.5	
Group 2 journal article	2	
Group 3 journal article	1.5	
Group 4 journal article	1	
New or unranked journal		A staff member may make representations that an article in a journal not appearing in the WSU SOL journal ranking list should carry more than 1 point. For example, a journal which was not published when the ERA2010 and/or ABDC rankings tables were circulated may still be of high quality and impact. The Research Committee will determine the outcome. A level D or E staff member may not in any research profile count more than one journal article ranked Group 4 or unranked subject to the above.

Peer reviewed and published conference paper	1	
PhD enrolment and satisfactory progress	2	<p>Evidence of satisfactory progress to be provided in writing by PhD supervisor.</p> <p>A time limit of 8 years maximum applies to this allocation of points, reflecting the 4 years full time equivalent allowed for PhD completion.</p>
HDR completion	1	<p>Each supervisor with a supervisory percentage of 40% or above receives a full point. If a staff member carried less than a 40% supervision there is a pro rata allocation for example 20% supervision = 0.2 points</p>
External research grant	1-2	<p>1 point per \$5,000 2 points per \$10,000</p> <p>Note: this only applies to external research income which is receipted income, received in the reference year and recognised in the WSU financial system, and categorized as either:</p> <ul style="list-style-type: none"> • Category 1: Australian competitive grants • Category 2: Other public sector research income • Category 3: Industry and other research income • Category 4: CRC research income.

Application for External competitive research grant	2	Applies to applications for ARC (Linkage/Discovery), DECRA, NHMRC grants, as confirmed by the Associate Dean (Research). If the applicant is successful in the grant application, the points for external research grants above apply – not both.
Non traditional research output*	1-3	<p>ERA-eligible outputs will attract 1 point per output; in the case of very substantial non-traditional research outputs, the academic may ask the Research and Higher Degrees by Research Committee to allocate up to 3 points.</p> <ul style="list-style-type: none"> • ERA-eligible outputs are as defined by ERA: https://library.westernsydney.edu.au/main/sites/default/files/pdf/ERA_2018_Submission_Guidelines.pdf. These outputs must be publicly available research reports for an external body which meet all requirements of 4.4.9.6 of the ERA guidelines. • A cap of 5 points in the triennium applies to NTROs.
Covid mitigation for academics with caring responsibilities	1	Academic staff who have had carer responsibilities during the pandemic receive 1 research output point for the 2021 year. The allowance for ‘caring’ is aimed at those with children under 18 who were at home during the pandemic period in 2021.

7.2 The process by which staff are allocated to Research Profiles must be transparent and clearly explained with reference to the quality, quantity, and impact of research outputs and included on the Individual Workload Agreement. Research Profiles are determined in accordance with clause 7.1 and by reference to the research outputs of individual academic staff in the previous triennium, as registered in the Western Sydney University Researcher Portal. An individual academic’s research profile is decided every year, based on their publications in the previous 3 years. Staff may have

taken into account in determining their profile any unavoidable breaks in research activity due to illness, carer responsibilities, parental leave or other valid reasons but does not include long service leave or annual leave for periods of less than 6 months.

7.3 In applying the Scholarship and Research Work Plan Profiles, the following broad principles will apply:

7.3.1 All academic staff engaged in research should endeavour to publish in quality publishing houses and quality journals.

7.3.2 The quality of publications is determined by reference to the reputation of publishing houses in the case of books and book chapters, and by reference to the Western Sydney University School of Law Journal Ranking List (located in the School of Law SharePoint folder) in the case of peer reviewed journal articles. In the event that a staff member publishes in a journal which does not appear on the Western Sydney University School of Law Journal Ranking List, the question of how many 'points' that article should attract for the purposes of calculating workload profile should be referred to the Research Committee for determination. The Research Committee in making the decision will have regard to factors including but not limited to: evidence of quality and impact, including journal citations, journal impact factor, the reputation of the journal, and the word length of the article.

7.3.3 Research outputs should satisfy the ERA definition of research.

7.3.4 Multi-authored research publications count as a full publication for each author.

7.3.5 Principal and co-supervisors apportioned a supervision load of 40% or above for an HDR student will receive 'full' credit for each HDR completion, such that each HDR student completion will be counted for workload purposes as one Full Time Equivalent ('FTE') completion. Where the supervision apportionment is below 40%, supervisors receive credit for HDR completions according to the relative percentage apportionment of their supervision.

7.4 Academic staff may move between various profiles every year based on the previous triennium's research outputs as per the table in clause 7.1.

7.5 Staff publishing research or graduating HDR students or securing grants above the minimum threshold specified in clause 7.1, or publishing high quality research, but not yet qualifying as Leader/Mentor profile, would normally be allocated a lower teaching load.

7.6 A staff member who is enrolled in a PhD and near completion (as documented by the PhD supervisor) may apply to the Dean for PhD Completion Teaching Relief for a period of six (6) months. Staff who do not submit the PhD within 6 months of the commencement of the PhD Teaching Relief unless extenuating circumstances applied will be required to make up for that teaching in subsequent semesters. This PhD Completion Teaching Relief amount is subject to a cap to be determined by the Dean but is not to exceed a teaching buyout of more than 50% of the staff member's allocation of teaching hours for the year in which the PhD leave is taken.

7.7 The following staff are to be allocated to 9 hours per week within the Scholarship or Developing Research profile unless they qualify for a higher profile (Clause 7.7 does not apply to Academic Decasualisation positions):

7.7.1 staff who are new hires at levels A, B or C in the School for a period of 2 years following appointment;

7.7.2 staff who are Early Career Researchers following conferral of the PhD

- 7.7.3 staff who have held the governance roles of Deputy Dean, Director of Academic Program, Associate Dean Research, Associate Dean of HDR, Associate Dean (International), Director of Academic Programs (First year) or Academic Program Advisor for a period of at least 2 years immediately prior to the individual workload agreement being negotiated, for a period of 1 year after leaving the specified governance role;
- 7.7.4 staff returning from parental leave for a period of 2 years following return to work. This allocation is intended to provide equitable opportunity for staff to establish or re-establish research outputs.
- 7.8 No governance role carries an allowance of 'points' or entitles a staff member to be placed in a particular research profile. Governance roles carry the allocations set out in clause 8.2.
- 7.9 Up to 50% of teaching load may be bought out by points arising from externally funded competitively obtained grants in order to undertake research activities funded by such grants. It is expected that staff undertaking a research buy-out will continue to carry a full administrative load and remain present in the School unless the project requires field work or travel. Subject to the School's needs, a buy-out for a full-time load will be permitted where the grant allows for this.
- 7.10 Staff have the opportunity to develop their scholarship as a part of their professional development. Academic staff must develop an Individual Research Plan on an annual basis and discuss this with their supervisor at the same time as negotiating the yearly individual workplan agreement. Allocation of teaching responsibilities should assist research development by encouraging teaching and research synergies. The opportunity to teach into specialist research areas should be equitably distributed amongst academic staff.

The research profiles relevant to Schools are as follows:

7.11. Academic Decasualisation Profile cl16.13 ASA: sliding scale research allocation

- The workload for Academic Decasualisation Positions will be allocated as follows:
 - (a) an allocation of 10% for research, scholarship, and maintenance of disciplinary currency during the first year of appointment;
 - (b) an allocation of 15% for research, scholarship, and maintenance of disciplinary currency during the second year of appointment;
 - (c) an allocation of 20% for research, scholarship, and maintenance of disciplinary currency during the third year of appointment. However, during the third year of appointment, staff in Academic Decasualisation positions may receive an allocation of up to 30% for research, scholarship, and maintenance of disciplinary currency, provided that they have achieved the required number of 'points' for research outputs commensurate with their level of appointment set out in the table in Clause 7.1;
and
 - (d) thereafter in accordance with the profiles set out in this policy.

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.

7.11.1 Their research output in the previous triennium should comprise at least the minimum research output specified in clause 7.1.

7.11.2 The allocation of teaching hours would vary according to ECR or PhD status and the weighting of research outputs specified in clause 7.1.

7.12. 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.

7.12.1 Staff in this profile will have a substantial research output and aspire to achieve national and/or international publication as well as competitive external research funding. Substantial research output will be characterised by both quality as well as quantity. They will engage in activities that foster research engagement and which may lead to research impact. This might include (but is not limited to) organizing symposia, workshops and conferences, delivering keynote addresses, inviting external guest speakers to present in the School of Law Research Seminars, collaborating with academics from other discipline groups in WSU and from other law faculties, making submissions to parliamentary and law reform enquiries, engaging in substantial media activity, and disseminating research findings through other non-traditional outlets. Substantial researchers are required to mentor junior researchers and should

contribute to developing the School's research culture. This might include (but is not limited to) delivering presentations in the School of Law Research Seminars and Work in Progress Seminars, reading the work of junior academics and providing feedback and advice on publishing strategy, and where appropriate co-authoring publications with junior academics. Further details of what constitutes research leadership are contained in Appendix 1.

7.12.2 A substantial research output in the previous triennium should comprise at least the minimum research output specified in clause 7.1.

7.13. **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.

7.13.1 Academic staff in this profile will, in addition to engaging in the research activities referred to in the 'Substantial profile' in clause 7.9, have an advanced and high-quality research output, including significant external income, and evidence of international reputation, be demonstrably recognised as research leaders in their field, and be able to demonstrate a high level of research engagement and research impact.

7.13.2 An academic who in the previous year was allocated to the Leader/Mentor profile, and is seeking allocation to the Leader/Mentor profile for a subsequent year is required to demonstrate with evidence provided to their supervisor that in the previous year, they contributed to developing the School's research culture in a research leadership capacity as appropriate to their substantive level of appointment. For level D/E academics this will include evidence of mentoring of junior colleagues.

In addition to what is required in the substantial research profile refer to Appendix 1 for a more detailed description of what 'guiding' and 'supporting' may involve.

7.13.3 Their research output should comprise at least the minimum research output specified in clause 7.1.

The research profile relevant to Institutes is as follows:

7.14. **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:

7.15. **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.

7.16. 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. 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) Reasonable productive engagement' comprises meeting at least the minimum research output specified in clause 3.5 unless exceptional circumstances such as lengthy periods of leave, due to illness or carer responsibilities, have significantly impacted upon the staff member's opportunity to produce research outcomes in the prior triennium.
- c. 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)**
- d. The School supports a 'team teaching' approach to the allocation of teaching hours as such an approach may encourage greater collaboration and facilitate more time for research. The workload allocation of a staff member teaching in a subject that is delivered by team teaching will be negotiated. A number of factors will be taken into account. For example, teaching a third of the classes in a three hour seminar across a semester is the equivalent of a weekly teaching allocation of one hour.
- e. Workload discussions are based on an assumption that three hour seminars will generally contain up to 60 students and two hour tutorials up to 60 students.

8. Administration and Governance

8.1. In [School of Law](#) 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: Heads of academic subjects must determine appropriate administration and governance allocations for other leadership roles within the academic subject and covers the following School of Law governance roles (other than the Dean and Deputy Dean). The administration and governance allocations for leadership positions (other than the Dean and Deputy Dean roles) take into account the nature of the work, the number of staff being supervised, and the student load in a program. All governance role allowances are subject to clause 6.1.

Role	Hours
Director of Academic Programs	5 hours
Workload Agreement Coordinator	1 hour
Associate Dean (Research)	5 hours
Associate Dean (HDR)	2 hours
Academic Program Advisor	4 hours
Associate Dean (International)	3 hours
Director of Academic Program (First Year)	3 hours
DAP (Clinical)	4 hours
Course Convenor GDAML	2 hours
Course convenor LLM/MCL	1 hour
Honours convenor	1 hour

8.3 Various governance roles may necessitate specific allowances to be negotiated from time to time in accordance with University requirements, and such

allowances shall be incorporated into an academic staff member's Individual Workload Agreement or Amended Agreement. Significant variations to the above should be put to the SWPP for review and agreement on allocation.

- 8.4 It is recognized that leadership and governance roles in the Law School often carry a very considerable administrative workload because of the small size of the School relative to other Schools and the limited administrative support available.
- 8.5 The Dean and Deputy Dean shall not be required to undertake any teaching during the period in which they are fulfilling those roles. Heads of academic subjects (that is, the Dean and Deputy Dean) must receive an administration and governance allocation of 80%.

8.6 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)**

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

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 67.a	5%	0.25	1.75
University Governance Committees	UWPP cl 67.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 67.c, also refer to HREC Terms of Reference	5%	0.25	1.75
Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	UWPP cl 67.d, also refer to LNR HREC Terms of Reference	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. **(UWPP cl 69)**

Workloads for Health and Safety representatives in [School of Law](#) have been developed in consultation with relevant Health and Safety Committees and Campus Provosts.

8.8. School-based responsibilities

In addition, staff may be asked to undertake responsibilities to act on other University established committees. Subject to paragraph 8.6, those staff would be entitled to a teaching allowance specified in the UWPP 19/20 for that role. Generally, an allowance is claimed for each semester the academic staff member is in a relevant position. An academic staff member would claim only one of these positions and associated allowances. If an academic staff member is currently in two or more of the listed positions, then the allowance is to be negotiated in light of the above specified allowances.

Subject to paragraph 8.6, staff may also be asked to undertake other specific responsibilities for which an appropriate teaching allowance is to be negotiated in the circumstances.

9. Dispute Resolution

9.1. Disputes about Individual Work Agreements must be referred to either the [Dean](#) or the [School of Law Work Plan Committee](#) for resolution in the first instance.

9.2. The [School of Law 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.

9.7 If the supervisor is the Dean and the Dean is also the Chair of the SWPP, then the Dean may nominate another person to Chair the SWPP when the Committee is attempting to resolve the dispute. If the dispute remains unresolved, either person may refer the dispute to the University Work Plan Committee.

10. Consultation

Clause 22.10 of the Academic Staff Agreement 2022-2025 requires Academic Subject Work Plan Committees to seek and take account of feedback from employees within the Academic Subject on the Academic Subject Work Plan Policy. The following groups were consulted in the development of this policy:

Please list all groups consulted, including the dates on which consultation occurred.

Group Consulted in Policy Development	Date of Consultation
SoL Workplan Committee	15 November 2023
Whole of School meeting-	7 December 2023
SoL Workplan Committee	10 January 2024

Glossary and Definitions

Administration includes engagement and governance and would include attending committee meetings, attending open day, attending graduation, etc.

Early Career Researchers (ECR)

PhD awarded within five years (as per ARC definition) prior to latest year in review triennium. In calculating the five year period any periods of parental leave or extended sick leave do not count towards the calculation of the five year period. The completion date for the ECR status will be extended by the equivalent length of the Parental or Extended Sick leave taken.

Appendix 1

When Substantial Researchers/Research Leaders and Mentors participate in activities that foster research engagement and impact, the following activities suggest ways in which they may demonstrate mentoring junior researchers and developing the school's research culture:

- When organising Symposia – Inviting junior researchers (in writing or in a meeting) to be involved in upcoming Symposia. This enables junior researchers access to networks and the opportunity to be involved in higher level discussions of research. Inviting junior researchers to co-present, present alone or ask questions as chair or co-chair during the Symposia. Taking leadership in introducing junior researchers to other academics and professionals in the same research areas using the symposia as a platform to do this. Organising Symposia hosted by Western Sydney University campuses and preferably during semester breaks so that junior researchers can attend without teaching clashes and are able to participate in an activity that involves developing research culture and possible research collaborations. Arranging the recording or filming of Symposia so that all researchers with carer responsibilities are not deprived of opportunities because of their inability to be physically present.
- When organising Workshops and Conferences – Liaise with junior researchers (in writing or in a meeting) and offer them an opportunity to develop an area of their research during the upcoming workshop or conference. This may involve suggesting they chair a session, suggesting they present a piece of their work, presenting a paper and supporting them within these activities. If the workshop or conference is not local, suggesting ways involvement may still occur by exploring whether a webinar series may be developed or dialling in via zoom. It is

recommended that a plan be devised with junior researchers so that they are offered opportunities that contribute towards research outputs whilst engaging in activities fostering research culture and engagement.

- Delivering keynote addresses – When accepting invitations of this nature, suggesting ways in which other members of the faculty may be involved in future engagements so as not to isolate research collaborations to individuals but expand networks to encourage cross university collaborations in areas of different research disciplines.

This could be carried out by recommending via email to the university in which you are liaising with and cc'ing colleagues as a way of initial introduction.

- Inviting external guest speakers to present in the School of Law Research Seminars – Using these situations as opportunities to introduce your networks (both industry and academic) to the university and more junior researchers in similar research tracks, arranging joint presentations for the collaboration of a project. Suggesting engagement in future events with these contacts and requesting that you may bring along a colleague to accompany you.

- Delivering presentations in the School of Law Research Seminar Series and Work in Progress Seminars – Get involved in conducting seminars or sessions that help junior researchers with research such as conducting workshops voted on by junior researchers. For example, grant writing, journal writing, responding to reviewers, research method skills, legal philosophy etc.

- Reading the work of junior academics and providing feedback – whilst providing feedback, provide some examples of how you may re word or edit some areas in the paper, direct junior researchers to areas of research that you have looked into for them, help that researcher improve by providing them with some examples of papers you have written that have been

accepted and rejected. This will allow the researcher to understand the frequency of acceptances and rejections and help them deal with the disheartening rejections whilst continuing to forge forward.

- Advice on publishing strategy – Liaise with Director of Research and junior researcher to find a suitable publication and strategy for proposed article. Assist where possible in helping to find the junior researcher journals to publish in and reaching out to colleagues you may know who sit on the editorial boards and asking them for some topics, they may recommend to a junior researcher wanting to publish in their journal. You may also wish to facilitate Shut Up and Write sessions to help staff wanting to increase their writing outputs.

- Co-authoring publications with junior academics – Offer the junior researcher the option to co-author and discuss from the outset the order of names on the proposed publication along with the proposed journal article. The journal article should incur research outputs that are recognised by the School Workload Policy. If there is no written contribution to the writing within the publication by the senior academic, it guiding the junior researcher to mention thanking the senior researcher in the footnotes to assist with acknowledging the sole authorship of the work and the contributions by the senior researcher in their mentorship.

- Collaborating with other discipline groups in WSU and other law faculties – Assisting with identifying research synergies in other schools and disciplines and recommending the involvement of colleagues who may be interested.

- Making submissions to parliamentary and law reform enquiries – Sending an email to all staff asking whether anyone would like to be involved in a group submission from the School of Law with several academics instead of just one and distribute the work and contribution fairly.

- Engaging in substantial media activity – Inviting a junior researcher to be present during upcoming media enquiries so that they learn how to engage on this level.
- Disseminating research findings through other non-traditional outlets – Send an email to all staff asking for ideas and what they may wish to engage with you in.