

## WORKLOAD POLICY

### School of Economics, Faculty of Business, Economics, and Law, UQ

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Many diverse tasks and duties need to be accomplished by academic staff in order to meet the needs of their own professional careers, as well as those of the School of Economics.

The design and operation of School governance, including the allocation of education and service tasks and other responsibilities should promote excellent outcomes consistent with the strategic goals of the School and University and comply with the UQ Enterprise Agreement (EA) and other relevant Faculty and University policy requirements.

These workload policy and procedures guidelines provide a framework for determining the fair and equitable allocation of education and service activities to academic staff within the School of Economics<sup>1</sup>. From 2020, the following overarching principles will be adopted.<sup>2</sup>

#### 1. GENERAL PRINCIPLES

- 1.1** The School of Economics is responsible for the education, research and service workload allocations that fit within the University of Queensland workload framework. Workload allocation must provide for a consistent, equitable and transparent allocation of workload to all academic staff, and is based on a collegial and consultative process. To support transparency, the School is required to publish an education and service workload allocation each year, which will be available to all staff within the School via the intranet.
- 1.2** Academic staff may have different strengths and responsibilities and contribute to the School in varied ways; education workload allocations may reflect this different mix of responsibilities based on individual strengths and the requirements of the School.
- 1.3** Allocations of responsibilities should incorporate the expertise and aspirations of academic staff for career development<sup>3</sup> and accommodate these in so far as is reasonable, equitable and consistent with other obligations and needs of the School.
- 1.4** The School must submit its academic workload allocation prior to the start of each academic year. Any major changes should be discussed with and approved by the Head of School prior

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<sup>1</sup> 'Academic staff' refers to non-casual academic members of staff (full-time, fractional time and contract) in the School whose employment is governed by the UQ Enterprise Agreement.

<sup>2</sup> This document has benefitted substantially from the UQBS Education Workload Guidelines and from the UQ Academic Workload Tool Staff Guide and the UQ Academic Workload Tool Metrics Guide.

<sup>3</sup> It is duty of care that the allocation supports career advancement of junior academics.

to implementation<sup>4</sup>. For timetabling purposes, a draft allocation must be submitted in August, but should be finalised prior to the start of the academic year<sup>5</sup>. Staff members must be informed of their agreed workload allocation.

- 1.5** In the event that unexpected changes occur after the workload allocation has been announced to academic staff, reasonable notice should be provided to affected staff and such changes should be mutually agreed<sup>6</sup>.
- 1.6** The allocation of workload responsibilities must be adjusted as appropriate for periods of special studies program (SSP) and other types of extended leave during the year.<sup>7</sup>

## **2. OVERALL WORKLOAD**

- 2.1** The UQ Enterprise Agreement prescribes a maximum number of hours which a full-time academic can be required to work in a calendar year as 1725; approximately 37.5 hours per week over a 46-week working year (52 weeks less annual leave and public holidays).
- 2.2** For the purpose of workload allocation, the School of Economics defines a **block** as 172.5 hours. Given this definition, and consistent with the UQ Enterprise Agreement, a full-time academic can be required to work up to 10 blocks in a calendar year.
- 2.3** The School of Economics follows the standard UQ weightings of 40-40-20 (Education-Research-Service) for T&R academics and of 60-20-20 (Education-Scholarship of Teaching-Service) for TF academics.
- 2.4** In the Sections below, the School defines the Education Workload and the Service Workload. The standard Research (Scholarship of Teaching) workload for academic staff in the School is up to 4 blocks (2 Blocks) for T&R (TF) academics annually. Some education block workload allowances are considered upon approval as specified in Section 3. Specific weights to different education and service activities are detailed in separate documents.
- 2.5** The workload measurement will be based on objective evidence drawn from University Policy and Procedures and other authoritative University systems on a regular basis where possible.
- 2.6** The overall workload will be designed to recognise balanced and valued contributions to the School's objectives and to avoid perverse incentives. The balance of workload across different dimensions will reflect the different expectations of the range of academic appointment

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<sup>4</sup> A copy of the School's workload allocations, and any changes, should be submitted to the School's Manager.

<sup>5</sup> The previous year's finalised workload allocation should also be submitted by the Director of Operations as a record.

<sup>6</sup> If agreement cannot be reached, the operational demands of the university will take precedent.

<sup>7</sup> During SSP, the education workload will normally be reduced pro-rata. It will be kept the same and carryover be allowed only in exceptional circumstances requiring the authorisation of the Head of School.

types. These expectations may be expressed as minimum and/or maximum workload thresholds in some dimensions. The balance of workloads may vary between individuals and over time, and will in all cases reflect activities valued by the School and the University.

### 3 EDUCATION WORKLOAD

**3.1** What constitutes ‘education’ has become highly complex, and these education workload principles seek to recognise the impact of pedagogical changes on all teaching and learning activities. Consistent with policies and definitions that apply throughout the University, a wide array of teaching and learning activities are included for the purposes of the education workload allocation. The design, mode and delivery of programs and courses should provide a high quality student experience.

**3.2** Given the UQ Enterprise Agreement and standard weightings, T&R academics in the School of Economics should have a maximum allocated of 4 blocks (690 hours) for education related activities in any given year. Similarly, Education (Teaching) focused staff in the School should have a maximum allocated of 6 blocks (1035 hours) for education related activities annually. Fractional appointments or varying/alternative academic profiles (such as staff on SSP) should have workload allocations calculated pro rata. The standard maximum education workload allocation of academic staff in the School of Economics is<sup>8</sup>:

Position	UQ EA	Load Allocated	Block workload
Teaching & Research Academics	690 hours per year	4 blocks per year	172.5 hours
Education (Teaching) Focused	1035 hours per year	6 blocks per year	172.5 hours

**3.3** An education ‘block’ is conceptualised broadly to encompass a wide range of education activities associated with a course. This could include face-to-face teaching, the ongoing preparation, updating and revision of course materials, course administration, course coordination, student consultation, development of assessment and marking, tutorial coordination, tutorial preparation and delivery, as well as dissertation supervision and marking<sup>9</sup>.

<sup>8</sup> Those responsible for workload allocation should comply with the UQ Enterprise Agreement which prescribes the maximum number of hours which a full-time academic can be required to work in a calendar year as 1725. Fractional appointments or on varying/alternative academic profiles should have workload allocations calculated pro rata.

<sup>9</sup> This refers to dissertations of HDR, Honours and Master students within UQ.

**3.4** The SoE Education Workload will take into account a wide variety of education activities separately. By doing so, the School will be able to reflect courses that are becoming more diverse with the introduction of new technologies and interdisciplinary themes. With new technologies, some courses may only require course coordination and marking in Summer Semesters. New interdisciplinary courses require guest lectures and then a separation between course coordination and lecture delivery.

**3.5** Ongoing course development and innovation is important to achieve the School's objectives and conceptualising the block in terms of a total number of hours per course, recognises the importance of course development and innovation as we transition towards more blended learning experiences for our students. Examples of such course innovations might include: recording of online lectures (desktop recordings or in-studio), assessment explainers, video case studies, introducing new in-class learning activities and adopting classroom based technologies. Support for academics to introduce course innovations is available from the Faculty's Learning Design team.

**3.6** In conceptualising a 4-block education load in line with the EA and total teaching hours, we recognise that there is scope for innovation and development to take place within the block allocation. An example of a T&R 4-block education might include: course and tutorial coordination and lecturer and tutor of 2 courses, with 1 original, 2 repeats and 1 tutorial hour delivery (a total of 116 contact hours, 220 hours for innovation and preparation, 273 hours for administration and consultation, and 75 hours for marking) and 6 hours for dissertation supervision and marking. That is about 690 hours of education activities that are equivalent to 4 blocks.

**3.7** The education workload also recognises a 'block' as including a broader range of education and education related activities. For instance, a block might be allocated for the design of a new program; non-classroom teaching i.e. on-line forums; significant teaching innovation; study tours and/or other out of classroom activities, such as supervising consulting projects; working with or advising an external education partner to develop new programs; leadership and administration of education activities; and MOOCs and other online courses<sup>10</sup>.

**3.8** Within the School of Economics, some education workload allowances for significant research roles are considered and are subject to approval:<sup>11</sup>

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<sup>10</sup> Approval of Director of Education and Head of School required and will be dependent on the scale and nature of the activity.

<sup>11</sup> Education allowances for ARC (or equivalent) grants will be regulated by the buy-out policy of the School.

Role	Allowance Allocated
Editor-in-Chief (or equivalent) of A* <sup>12</sup>	Up to 1.5 blocks

**3.9** Similarly, any Service allocation beyond the standard 2 blocks provides an education workload allowance equal to the difference between the service allocated blocks and the standard 2 blocks.

**3.10** Other Educational Block Workload Allowances:<sup>13</sup>

Position	Allowance Allocated
Level B T&R academic appointment (under probation)	1.40 blocks in the first year
Level B TF academic appointment (under probation)	0.70 block in the first year

**3.11** A default requirement for academic staff to teach a minimum of 75 students per year.

**3.12** Exceptions to these education workload guidelines will be uncommon and require the approval of the Head of School (or delegate). Some examples of exceptions include ARC & UQ Fellowships, full-time senior administrative positions, and secondments to prestigious positions with government, public or business organisations.

#### **4 SERVICE WORKLOAD**

**4.1** The standard Service workload for all T&R and TF academic staff in the School is up to 2 blocks (345 hours) annually.

**4.2** Among the many Service roles within the School of Economics, some roles may exceed the annually prescribed maximum of 2 blocks. To provide a fair and equitable workload allocation, any Service allocation beyond 2 blocks provides an education workload allowance equal to the difference between the Service block allocation and the standard 2 blocks. For example, if an academic staff member of the School is allocated with 3 blocks of Service, then 1 block will be deducted from the standard educational workload allocation for that academic staff member in that year.

<sup>12</sup> To be approved by the Director of Research and the Head of the School and dependent on the work load associated with the journal editorship role.

<sup>13</sup> These education allowances are for level B academic staff members under probation who satisfy the criteria for Early Career Academics (ECA) at the time of appointment, i.e. who are in the first five years since PhD completion. The purpose of these allowances is to support ECAs in their development of a research and/or scholarship of teaching portfolio within their probationary period.

**4.3** All academics within the School are expected to generally attend and participate in School, Faculty and UQ events (examples are Graduations, Open Days, one-UQ activities, supervision of academic staff, participating in ad-hoc committees, School and Faculty meetings, etc.). For those activities, 0.75 block is allocated to all T&R and TF academic staff members.

Role	Load Allocated
General Citizenship	0.75 block

**4.4** Service Blocks for Fomal Roles within the School are assigned different loads depending on the time requirements of each role, as detailed in a separate **Appendix**.

**4.5** Significant Service roles within the Faculty and UQ wide may be recognised with service blocks within the School workload.

**4.6** Within the School, some service block allowances are considered for academic staff members under probation:<sup>14</sup>

Position	Allowance Allocated
Level B T&R academic appointment (under probation)	0.75 block
Level B TF academic appointment (under probation)	0.5 blocks
Level C-D academic appointment (under probation)	0.5 blocks

## 5 LARGE COURSE ADMINISTRATIVE SUPPORT

The School acknowledges that coordinating large courses requires increased time to administer and so various levels of support are provided depending on course size and the nature, level and scope of the course.

## 6 CARRYOVERS

**6.1** Workload allocation will be based on evidence of planned activity, with the exception of dissertation supervision and marking and short-notice teaching opportunities (which will be based on completed dissertation supervision and marking and on the completed delivery of those short-notice teaching opportunities in the previous year).

**6.2** The School will assign teaching and service responsibilities on an annual basis and carryovers are generally not permitted. However, in some circumstances, where it benefits a staff

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<sup>14</sup> These service allowances are for levels B-D academic staff members under probation. The purpose of these allowances is to support academic staff in their development of their education and research and/or scholarship of teaching portfolio within their probationary period.

member and the School, special teaching and service credit arrangements may be made over two years, subject to approval by the Head of School.

**6.3** With 6.2 as a caveat, Education and Service allocations will be assigned ex-ante up to 6 blocks (8 blocks) for T&R staff (TF staff), with variations of up to 0.5 blocks.

**6.4** With 6.2 as a caveat, Education and Service allocations will be measured ex-post and any excess over 1 block will be considered for carryover to the allocation in the following year, subject to approval by the Head of School.

## **7. FOR FURTHER REFERENCE**

The following documents are referred to throughout these workload principles:

UQ [Workload for Academic Staff Policy](#)

UQ [2014-2017 Academic Enterprise Agreement](#)

UQ [Approval for Paid Outside Work](#)

UQ [SSP Policy Guidelines](#)

UQ [Academic Performance Review](#)

UQ [Academic Promotion Guidelines, Levels A-D](#)

UQ [Promotion to Professor](#)