



ACADEMIC WORKLOAD GUIDELINES

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Introduction

These guidelines have been prepared to assist in the implementation of the James Cook University Enterprise Agreement 2013-2016 (EA) Clause 34 to be used by line managers and academic staff in negotiating workload allocations. Academic workload is crucial to the effective operation of academic units, but it is difficult to quantify and includes a broad range of components and considerations. It can vary significantly according to discipline and work/team circumstances, suggesting that an overly prescriptive workload formula is unlikely to be appropriate for many disciplines and academic units. Flexibility is needed to maintain and enhance the overall function of the University, and it needs to value a range of different contributions. Different configurations of workload profile are appropriate for different members of staff even within the same academic discipline and may vary at different stages of their careers and there may also be a range of operational constraints to consider. It is however important to have guiding principles and agreed criteria for allocation of workload and that is a major aim of this document.

It must be stressed that the successful implementation of these guidelines as well as specific work unit guidelines will depend upon the skill-set of the line manager who is negotiating workloads with academic staff. Needed here is a sensible, flexible, fair, equitable and affordable approach to allocation of workloads rather than a formulaic, inflexible position from the line manager.

In the interests of fairness and transparency the purpose of these guidelines are to document the range of activities to be considered when allocating annual workloads to academic staff. The guidelines consider academic workload on a holistic basis to ensure each individual can negotiate a reasonable balance of activities consistent with their work profile and that the annual time allocation for these duties, for a full-time academic staff member is 1638 hours. These guidelines will also enable academic units to more clearly determine their academic staffing needs when framing budget submissions.

JCU is committed to improving its performance in areas of research, learning & teaching and community and industry engagement and it is currently developing a Performance Management Framework (PMF). In this context the intention is that these workload guidelines are to be used in conjunction with the PMF to assist in allocating time to a range of research, teaching, administrative and engagement activities but are not to be used to evaluate past performance or for managing underperformance (refer EA clause 42).

Part of the ongoing role of the Joint Consultative Committee (JCC) is to monitor the implementation of the EA including ensuring workload models are developed which are consistent with the agreement. Therefore these Guidelines should be read in conjunction with clause 34 of the EA. These guidelines are not static and will evolve with feedback from individuals and disciplines/work units over time. Individual work unit/discipline workloads will be monitored and audits undertaken to further refine these guidelines and ensure individual work unit workloads meet the requirements of the EA.

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Academic Profiles

The JCU Enterprise Agreement 2013-2016 has created greater flexibility with regard to Academic career pathways through the identification of six academic profiles (for work profiles refer to Table 1):

- **Teaching and Research Academic:** A staff member whose normal work profile is balanced between teaching, research and service and engagement.
- **Early Career Teaching and Research Academic:** A staff member normally with a PhD or equivalent research doctorate who is within 5 years of the start of their academic career.
- **Teaching Specialist:** A teaching academic whose research/scholarship would normally be related to their teaching practice.
- **Research Focused:** A research staff member who may also supervise research students and undertake some teaching in their discipline area.
- **Teaching Only Partners:** A specialist whose primary employment is not at JCU.
- **Research Only Partner:** A research academic whose primary employment is not at JCU.
- **Clinician/Studio/Laboratory Supervision Academic:** An academic whose principal contribution is through teaching in clinical environments, laboratories and practice studios, across practice-based subjects in undergraduate and postgraduate programs, and who does not have significant additional marking, research or subject co-ordination duties.

Table 1: Academic Work Profiles

	Learning and Teaching	Research / Scholarship	Leadership and Service	Engagement
Teaching & Research Academic	Up to 50% Max 300 contact hours	20 to 60%	Up to 20%	Up to 20%
Early Career Teaching & Research Academic	Up to 40% Max 260 contact hours	30 to 60%	Up to 20%	Up to 20%
Teaching Specialist	Up to 70% Max 500 contact hours	10 to 20%	Up to 20%	Up to 20%
Research Focused	Up to 20%	Up to 80%	Up to 20%	Up to 20%
Teaching only Partners	Up to 100%	Up to 20%	Up to 20%	Up to 20%
Research Only Partner	Up to 20%	Up to 100%	Up to 20%	Up to 20%
A Clinician/Studio/Laboratory Supervision Academic may only be directed to teach in the number of subjects which allows for a fair and manageable amount of preparation and associated work time.				

Source JCU Enterprise Agreement 2013-2016 clause 34.5.2

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For academic staff employed prior to 25 November 2013, their work profile will be that of a Teaching and Research Academic unless otherwise specified in their contract of employment. The introduction of new academic work profiles in the EA acknowledges the variations in academic work even within the same discipline. Line managers should discuss with individual staff members the academic work profile that most closely aligns with their work. Academic work profiles may change at various stages of an individual staff member's career and/or to meet the needs of the work unit with agreement between the staff member and their line manager.

A Teaching and Research Academic staff member, who does not meet the workload allocation with respect to Research and Scholarship to expected standards, may elect the Teaching Specialist career path.

Re-designation of the work profile of an Academic Staff member will only occur by agreement, and with the approval of the Head of Work Unit. A staff member may agree, for a specified period, to change work profiles.

There may be some work units in the University where staff roles may be very different from those outlined above. Workload models at the work unit/discipline level should take this into consideration in designing the work unit level workload model. A mix of academic work profile and special projects can be utilized in designing the workload of an individual academic. HR can provide guidance if required.

Special arrangements may be agreed to adjust workload allocations where an academic has been seconded to a special project or academic leadership role as per EA clause 34.5.4. Examples of such projects could be:

- a) A Clinician Supervision Academic who undertakes clinical teaching as well as significant engagement with external entities should be given teaching hours to reflect their clinical supervision plus hours under a special project for their external engagement activities;
- b) Developing a MOOC;
- c) Redevelopment of an entire course curriculum;
- d) Accreditation or re-accreditation of a course;
- e) Academic staff including research fellows and research assistants on research contracts;
- f) Secondment on a full time or fractional basis to an Associate Dean role.

Depending on their contract, sessional staff workload will be considered either:

- As a special project if they have been employed to undertake specific tasks. A description of these tasks should be provided at the time of employment; or
- Under the appropriate academic work profile adjusted for the fraction of appointment; or
- A combination of the above as discussed and agreed with their line manager.

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Learning and Teaching Workload Guidelines

JCU considers teaching and learning activities as fundamentally important to its performance. Good university teaching is informed by discipline scholarship, with due regard to learning and teaching standards described by TEQSA. A quality learning experience will enhance the reputation of the University and directly relates to the student experience.

Preamble

JCU is increasingly moving to a blended learning model with academics choosing the most appropriate method of delivery to engage students and improve learning outcomes. While professional accreditation requirements and the strategic direction within particular academic units will shape design and delivery methods, the workload guidelines recognize the ways in which flexibility in delivery options is now possible. As per the requirements of the EA, the following guidelines have been prepared for various teaching and teaching-related administrative activities, to be used as the basis for allocating workloads for these activities across JCU. They are designed to assist in calculating individual teaching workloads and the planning of resource allocation. They are derived from the existing workload models that were developed by academic work units for the same purposes.

Specific figures are not provided for teaching or administrative activities since these will vary and need to be reflective of the work unit/discipline. Determination of actual time allocations for these activities should be a matter for decision by those in the Discipline/Work Units who engage in them through consultation with staff. Within Disciplines, workloads may vary for individuals, depending upon their responsibilities.

It is expected that Work Units will adapt their existing workload models to ensure the incorporation of the principles in this document and use them as the basis of individual workload discussions with academics. Each discipline/work unit may need to supplement these guidelines with allocations for more discipline specific activities not included herein. Conversations with academics about their workload should be conducted on the basis of these principles but may involve some negotiation concerning the workload balance of individuals provided that overall the workload requirements of the EA and work unit are met.

Note:

- A staff member may only be directed to co-ordinate or teach into the number of subjects which allows for a fair and manageable amount of preparation and associated teaching activities.
- A contact hour should be defined based on delivery considered equivalent to an hour of face-to-face contact with students in a lecture, tutorial or laboratory setting. Contact hours may also take a virtual rather than face-to-face form, through the use of email, email discussion groups, virtual learning environments and other technology added means. In defining contact hours consideration must be given to contemporary, innovative learning modes.
- A Learning and Teaching Academic will undertake a maximum of 300 actual contact hours (refer Table 1).
- A Teaching Specialist will undertake a maximum of 500 actual contact hours (refer Table 1).

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- An Early Career Teaching & Research Academic or a Teaching and Research Academic returning from an extended period of parental leave (normally 12 months or longer) will have a maximum of 260 actual contact hours for the first year after returning to work.
- An Early Career Teaching and Research Academic or a Teaching and Research Academic will have a minimum of 12 weeks a year without timetabled classes in addition to their annual leave (EA clause 34.3).

Application

The allocations noted in these guidelines will form the basis for negotiation of individual learning and teaching workloads. Individual teaching loads will be considered on a holistic basis. The welfare of individual staff members is a paramount consideration, however it is to be noted that all individual staff in an academic work unit and their welfare is affected directly by each staff members' workload.

The design and delivery of quality teaching is a complex process involving a range of activities. These include lecturing, tutoring and laboratory demonstration, as well as associated activities such as coordination, planning, preparation, marking and student consultation (refer Table 2). Professional accreditation requirements will also play a substantive role in shaping learning design and teaching activities.

Table 2: Learning and Teaching Activities (for more detail, see the Charter of Responsibilities for Academic Quality (Learning and Teaching))

Learning and Teaching related duties include but are not limited to:

- Preparation or revision of teaching materials including for various modes of delivery consistent with AQF level of course;
- Subject development, including in a new mode of delivery and adaption where the subject is new to the staff member;
- Teaching taking into account the number of enrolled students, mode of delivery, work-integrated learning, clinical components or laboratory classes;
- Travel associated with teaching;
- Co-ordination of subjects;
- Supervision and support of teaching staff, including casual and sessional staff;
- Preparing, marking and moderation of student assessment;
- Revision of student theses;
- Student consultation;
- Organisation and supervision of student placements and mobility;
- Organisation, preparation and supervision of fieldwork for teaching, including work needed to gain or retain any qualifications required;
- Clinical supervision and related duties;
- Agreed or mandated further study;
- Course co-ordination*;
- Timetabling;
- Engage with data on the student experience of learning and teaching and respond to such data;
- Initial handling of alleged student misconduct, disputes, concerns and appeals;
- Course development including developing course proposal, obtaining professional

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accreditation and participation in course advisory or administrative activities;

- Supervision of honours year, research students and undergraduate and postgraduate students undertaking research projects or fieldwork;
- Writing a non-research based textbook*;
- Professional development for teaching and learning; and
- Any other duties not listed above which are manifestly teaching-related duties.

In addition, for Aboriginal and Torres Strait Islander Academics:

- Provision of cultural awareness programs*; and
- Advice to HDR students and advisers regarding research Indigenous communities.

*May be considered as teaching and learning or service leadership activity as negotiated between a Head of work unit and individual staff member.

A Clinical/Studio/Laboratory Supervision Academic may only be directed to teach in the number of subjects which allows for a fair and manageable amount of preparation and associated work time. Their workload will include the following:

- Teaching in clinical environments, laboratories and practice studios;
- Supervising students while conducting patient/clinical rounds in hospitals or community-based health services or conducting veterinary clinics. (Refer EA clause 34.5.2)

The maximum length of any one shift for a Clinical/Studio/Laboratory Supervision Academics must not exceed 10 hours plus meal breaks.

The hours of work for A Clinical/Studio/Laboratory Supervision Academics must not exceed 45 hours in any single week nor more than 145 hours in any 4-week period.

A Clinical/Studio/Laboratory Supervision Academics must receive a minimum of four full days off per fortnight.

Guidelines for Disciplines/Work Units when developing local workload models

The following guidelines regarding allocation of time are to be considered an indicative but not exhaustive list of learning and teaching activities that occur across Disciplines or Work Units at JCU. The expectation is that these principles regarding time allocation will be applied across the University, although particular arrangements at Discipline/Work Unit will be made for Learning and Teaching roles and responsibilities. The requirements of the JCU Learning, Teaching and Assessment Policy should be considered in the development of work unit/discipline workload models. The EA should be adhered to at all times when making local arrangements about workload for particular academics.

- 1) In some circumstances, hours of teaching time may be generally independent of the number of students enrolled in the subject: examples include planning and preparing teaching materials;
- 2) In other circumstances, hours of teaching time may be directly related to the number of students enrolled in a subject: examples include assessment of student work and consultation with students, where time is allocated on a per-student basis;

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- 3) For planning and preparation of subject materials time allocated for development of a subject that is new to JCU, or a major review of subject materials, or a minor review/update of subject materials will vary;
- 4) Planning and preparation of materials for a subject requires different degrees of effort and therefore time allocation and involves tasks such as: developing curriculum, addressing issues from student feedback, developing a subject outline, developing or modifying learning outcomes, sourcing and updating references, readings and websites, designing assessment tasks and marking rubrics and establishing time schedules for a subject;
- 5) A staff member may only be directed to develop 2 subjects not previously offered by JCU in any given year, except that a staff member and their line manager may agree that a staff member can develop additional subjects new to JCU as part of their teaching allocation or as a special project;
- 6) The subject coordinator will be the person primarily responsible for the range of academic and administrative tasks associated with conducting and managing the subject (including management of tutors) consistent with the JCU learning, teaching and assessment policy;
- 7) Special consideration and time allocation should be given for subject coordinators who are responsible for a subject across a number of campuses or teaching sites, and EFTSL should be considered a key factor when allocating time for subject co-ordination;
- 8) A Course Coordinator will normally be allocated workload hours which recognize the number of students enrolled in the Course across all years and across all campuses and the range of responsibilities associated with Course Coordination including activities related to professional accreditation. Responsibilities of the Course Coordinator are described in the Charter of Responsibilities for Academic Quality (Learning and Teaching);
- 9) As a general guide, Course Coordinators will be allocated 100 hours as the base allocation, which may be increased for large complex courses in consultation with the Head of Work Unit, or reduced for small, non-complex courses, once again in consultation with the Head of Work Unit;
- 10) Work Units will have a range of administrative roles which will differ across work units and disciplines that will require a workload allocation. These roles are generally described in the Charter of Responsibilities for Academic Quality (Learning and Teaching) but disciplines may also require specific roles to support their activities;
- 11) The allocation of workload hours should reflect a fair and accurate estimate of the average time that a relevant competent staff member should take to perform that work to a professional standard (EA clause 34.4.5).
- 12) Student consultation and the quantity and complexity of assessment also needs to be considered;
- 13) Where content is delivered only via recorded medium, contact hours will be counted for the development of the recording and not the delivery to students;
- 14) Higher Degree Research supervision is allocated at the rate of 126 actual hours per annum (i.e. 42 contact hours per annum) per advisory team. The allocation is divided among the team based on the percentage of supervision load each advisor undertakes. The primary advisor load should be at least 50% (i.e. 63 actual hours). For the purpose of this calculation, an advisory

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team should consist of at least two and no more than 4 advisors. Honours students and coursework postgraduate students with a significant research project count as a fraction equivalent to the proportion of their assessment devoted to the project;

- 15) The Head of Work Unit may, from time to time, allocate a workload related to a Special Project (such as full professional accreditation of a course) and this should be reflected in the individual academic workload allocation;
- 16) Role descriptions for Course Coordinators, Subject Coordinators, First Year Coordinators, Deputy Heads of Work Units and other administrative roles are described in the Charter of Responsibilities for Academic Quality (Learning and Teaching), and the allocation of workload hours should reflect the requirements of the role;
- 17) The time taken in applying for grants or awards regarding Learning and Teaching should be recognised and an allocation of workload hours determined in consultation with the Head of Work Unit;
- 18) The Work Profile of individual staff members (EA clause 34.5.2) must be reflected in their workload allocation.

Academic Research Workload Guidelines

Preamble

It is intended that these research guidelines are to be used as an indication of input activity and expected outputs. In performance management discussions, individual academics and their supervisor are to use these guidelines to review previous outputs and agree on research input activities that should lead to outcomes that meet the expectations of their discipline. It is expected that for staff members seeking promotion and keen to accelerate success in their academic careers, the level of research outputs and outcomes would be consistently greater than the minimum benchmarks for their discipline, noting that the type, quality and quantity of outputs will differ between disciplines.

Research and teaching and administration workloads should be considered holistically. A research active academic will be encouraged to develop a balanced portfolio of research inputs and research outputs. Moreover, such balance will be achieved over time and will, in a given three year period, result in research outputs. This acknowledges that research activity cannot be determined solely on inputs.

Research and Scholarship

These guidelines are predicated on the assumption that JCU is a research led university and that research and scholarship is fundamental to the work of academics. The nexus between research and publication is central. Publication is central to track record for grant-getting, promotions, status and standing, rankings, scholarly communication, citation/impact, and is the core of discovery.

In framing these guidelines it is recognised that research is largely a self-directed activity:

1. Research and scholarship are activities central to the work of academics and improved research performance is a key goal of JCU;
2. Bearing in mind the notions of academic freedom and the complexity of the task, the research and scholarship component of academic work is largely self-directed. Academics will, however,

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remain accountable through the performance management process for the use of their research time allocation and agreed outputs;

3. Research and scholarship refers to a range of scholarly activities including scholarship which informs and improves individual practice in an aspect of academic work, including teaching in a discipline;
4. Research and scholarship, whether funded or unfunded, builds the reputation of the university and is central to the career advancement and developing expertise of academics;
5. For accountability purposes, the research and scholarship workload for an individual academic may consist of a range of associated activities as listed in Table 3;
6. The establishment of a research track record and profile is essential to early career teaching and research academics, to ensure they are in a position to gain competitive external research funding, consultancies and/or publish in prestigious journals.

Table 3: Research and scholarship related activities

The time allocated for research and scholarship in an academic's workload enables them to engage in a range of Research and Scholarly activity which may include, but is not limited to:

- Writing HERDC publications;
- Improving research impact;
- Developing grant applications;
- Writing and delivering conference papers and posters;
- Creating and delivery of research-based exhibitions and performances and publication of creative works;
- Engaging with designated key research-users during the course of the research, including indigenous communities;
- Undertaking research collaborations (with Government, industry, research institutions, community etc);
- Research reading required to retain currency in the discipline;
- Undertaking laboratory, travel and field work associated with research;
- Undertaking administration associated with research;
- Seeking and Managing research income;
- Tendering for and undertaking research consultancies;
- Research commercialisation and transfer activities
- Reviewing for scholarly journals and books;
- Editing scholarly journals and on-line forums;
- Organising scholarly conferences;
- Promoting key research findings through media
- Professional development for research and scholarship; and
- HDR advisor*

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In addition, for Aboriginal and Torres Strait Islander Academics:

- Advice to researchers regarding indigenous research; and
- Acting as cultural brokers prior to, during and post research.

*HDR supervision will normally be considered a Learning and Teaching activity. However an academic who decides that their HDR supervision contributes significantly to their research load may agree with their line manager to count part of that load as research. Refer to EA clause 34.5.3

Being Research Active

The minimum threshold to be considered research active requires that an academic will have contributed to the generation of at least five HERDC publications in the previous five years or equivalent research-based creative outputs, with academic books weighted at 5 (NB: publications not publication points).

It is recognized that an academic will invest a significant amount of time in developing a research paper for submission, or a grant or tender application. This time is acknowledged within the workload allocation process. Research input and research output are both legitimate indicators of research performance, as set out in Table 4.

Table 4: Indicators of “Research input” and “Research output.”

<i>Research input</i>	<p>Means legitimate research and scholarship related activities that academics may be engaged in as outlined above in Table 3.</p> <p>This measure is pertinent to justifying the research component of the workload activity of academics.</p> <p>Each year, individual academics should verify with their line manager the research, scholarship, projects and other relevant activities undertaken in the relevant period.</p> <p>Those activities planned for the coming year should also be discussed in performance management to ensure the level and mix of research and scholarly activity is appropriate.</p>
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<i>Research output</i>	<p>Means the resultant published outputs, completed products and projects of research and scholarly related activities including grant applications, published articles, successful grants and tenders, books, book chapters, conference papers, posters, research based creative works, research-based reports for government and industry etc. (see RPM)</p> <p>These outputs should be verifiable in performance management. These activities can be used to justify an individual’s research workload allocation as part of the annual performance management process and as evidence of a track record when applying for promotion, awards, grants, etc.</p>
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Research role descriptions

(a) Teaching specialist academics (10-20% scholarship)

The main focus of this group of academics is teaching. The 10-20% of their role linked to scholarship of learning and teaching is for systematic and rigorous reflection on university learning and teaching. This should include systematic engagement which advances and provides educational benefit to students, staff and the higher education sector. Staff members should be able to demonstrate how their scholarly activities support the teaching research nexus. Evidence of scholarship of learning and teaching would include:

- Consulting and applying the literature on teaching and learning;
- Investigating their own teaching including the development and evaluation of new approaches to teaching;
- Updated curriculum to reflect new research and/or publications;
- Participation in practitioner research and case studies of teaching practice;
- Formally communicating ideas and practice to peers through publication and other formal means;
- Seeking and obtaining peer recognition for their ideas and practice;
- Contribution to professional development workshops on teaching and learning;
- Collaborative relationships within the School/Institution and nationally/Internationally in the area of Scholarship of Teaching; and
- Funding (internal/external) for projects and programs in Scholarship of Teaching.

(b) Teaching and research academics (20-60% research & scholarship)

This group includes a high percentage of early & mid-career academics. They will have substantial teaching loads. Finding time to do research is a key issue for these staff. These guidelines are designed to encourage and support academics to undertake research activity commensurate with their level of experience and time available to do research (approximately 327 to 983 hours).

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(c) Research focused academics (Up to 80% research & scholarship)

This group includes academics with minimal teaching duties.

It typically consists of two groups of academics:

- those hired to work on specific research projects, or
- experienced researchers acknowledged as top performers in their field or leading substantial successful external research and development projects.

These guidelines are designed to encourage continued high performance and to guide those who seek to do more and higher quality research commensurate with their level of experience and time available to do research (up to approximately 1310 hours).

(d) Research only partner (up to 100% research & scholarship)

This group includes academics with no 'formal teaching duties' although they may be supervising HDR students, whose primary employment is not at JCU.

These guidelines are designed to encourage continued high performance and to guide those who seek to do more and higher quality research commensurate with their level of experience and time available to do research.

(e) Early Career teaching and research academic (30-60% research & scholarship)

This group has chosen to pursue a teaching and research path rather than a teaching specialist path. In recognition of the difficulties in establishing a research profile, early career teaching and research academics should be supported with mentoring and advice from more experienced colleagues. They will be allocated between approximately 491 and 983 hours in their workload for undertaking work on their PhD and/or research and scholarship during:

- the first five years of any non-casual academic employment; or
- the first five years after the completion of a PhD.

Transitioning to a Teaching and Research Academic

Academic members of staff who have not published in recent years, or have been following a Teaching Specialist career path and wish to transition to a Teaching and Research career path are eligible for a Research and Scholarship workload allocation. This is a once only enabling workload allocation for up to 2 years. The workload allocation is dependent upon:

- a) Year 1: The development and submission of a Research Plan which has been endorsed by the relevant Associate Dean, Research and approved by the Head of their Work Unit. The plan needs to identify the research training courses and anticipated HERDC recognized outputs in the first 12 – 18 months.

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- b) Year 2: Allocation is dependent upon achievement of the Research Plan and one HERDC recognized output (acceptance of a publication or notification of a successful grant) either individually or collaboratively as indicated in (a).
- c) Year 3 and thereafter: Allocation is based on actual research output required by a Research and Teaching Academic.

Guidelines for accountability of research/scholarship (to be read in conjunction with notes below)

Researchers and line managers will take account of minimum, mean and superior benchmarks by academic level for publications and research income for each cognate work unit as set out in the annual Research Performance Model (RPM) produced by the Division of Research and Innovation (R&I) for all academic work units.

The RPM will be updated on an annual basis after HERDC returns are completed and will be available for all staff to access on the JCU website.

The RPM benchmarks are generated from research active academic staff with a 0.7 and above appointment. It is well understood that deriving benchmarks from institutional data is problematic due to

- a) variable numbers of active researchers,
- b) distortions through aggregating disciplines within a work unit with very different disciplinary norms, and
- c) Different histories of research performance and/or maturity across organisational units.

Accordingly, it is emphasised that benchmarks data are intended to be **indicative** and should be used as a starting point to inform workload discussion; they are not intended to be **prescriptive**.

Managers and researchers are expected to take into account other research performance benchmarks, including Excellence in Research in Australia (ERA) data. The RPM includes an appendix providing ERA benchmark data for outputs and research income by FTE for all Fields of Research (FoR).

It is also well recognised that output measures are not sufficient to indicate quality and academic impact of research, thus managers and researchers should also consider other international or national benchmarks or forms of evidence for research activity that are relevant to the discipline, and stage of researchers' careers, including, but not limited to:

- Quality of journals;
- Impact factors and discipline specific journal rankings;
- Citation counts particularly Relative Citation Index (RCI) data (citations relative to the field); and
- h-index

It is recognised that an academic may not meet a benchmark in one activity but comfortably exceed superior benchmarks in others. It is also recognised that a Research Focused Academic should have superior performance to a Teaching & Research Academic.

Benchmarks should not drive perverse outcomes. In some cases, for instance, it may not be desirable for some academics to have high or any HDR load. Nevertheless, if an academic staff member is not meeting at least one of the benchmarks, the question may then arise as to how they are research active.

It must be stressed that the successful implementation of these guidelines as well as specific work unit guidelines will depend upon the skill-set of the line manager who is negotiating workloads with academic staff. Needed here is a sensible, flexible, fair, equitable and affordable approach to allocation of workloads rather than a formulaic, inflexible position from the line manager.

NOTES:

1. For accountability purposes, research active Teaching and Research Academics are normally expected to meet the minimum expectations for their discipline. Research Focused academics are expected to always exceed the minimum expectations for their discipline (Refer to [Research Performance Model](#)).

2. In negotiating suitable expectations for research activity in performance management, the minimal output thresholds of the RPM should be considered so that they are commensurate with the level of experience and will contribute to the career development of the academic concerned. In the descriptions below, the terms “quality”, “minor”, “medium” and “major” should be interpreted within the norms of the discipline and may be expressed in some cases as appropriate dollar value ranges.

- a) **Level A:** The main career focus for academics at this level is likely to be completing an HDR degree or initiating a research profile and establishing networks. Examples of suitable commensurate activities that may lead to outputs include:
 - i. Submitting to relevant local and national conferences, journals or creative projects and exhibitions;
 - ii. Submitting for funding for minor internal grants, minor exhibitions and attendance at local and national conferences.
- b) **Level B & C:** The main career focus academics at this level is likely to be consolidating a national profile and networks and/or building a track record through research publications or complementary outputs such as research-based creative work etc. Opportunities may be sought to initiate and/or contribute to innovative research, research-based creative projects, consultancies or tenders, mark postgraduate theses, review books, referee journal articles, organize scholarly conferences and establish international connections where possible. Examples of commensurate activities that may lead to outputs include:
 - i. Applying for small to medium internal or external seeding grants or consultancies;
 - ii. Co-supervising one or two HDR students;
 - iii. Submitting to national and international conferences, journals or major exhibitions;
 - iv. Contributing as a member of a team to major national and international collaborative projects or projects in a specific discipline area.
- c) **Level D & E:** Academics at this level will be leading figures in their field. Their main career focus is likely to involve research publications and complementary outputs such as research-based creative work etc. to consolidate and maintain an established national profile and build on their track record. They will be looking to establish or maintain an international reputation in a field and will initiate or play a key role in project teams, mentoring junior colleagues. Examples of commensurate activities that may lead to outputs include:
 - i. Be involved in submitting proposals for major competitive research and/or research-based creative projects, consultancies and/or tenders;
 - ii. Supervising up to seven HDR students;
 - iii. Submitting regularly to a range of high impact publications and/or major publishing houses;

It must be stressed that the successful implementation of these guidelines as well as specific work unit guidelines will depend upon the skill-set of the line manager who is negotiating workloads with academic staff. Needed here is a sensible, flexible, fair, equitable and affordable approach to allocation of workloads rather than a formulaic, inflexible position from the line manager.

- iv. Applying for medium to large external funding for research projects, consultancies and tenders.

3. Advising will normally be considered a teaching and learning activity. In determining if some or all of advisor activity should be considered research, negotiation between the line manager and academic should have regard to:

- The number of HDR students as primary advisor;
- The number of students as secondary advisor;
- Evidence of substantial involvement as a secondary advisor;
- The number of joint publications with HDR students;
- The alignment of research students' topics to advisors' core research interests;
- The advisors performance report from the Graduate Research School;
- The size of the academic's research group(s) including post-doc fellows;
- Composition of advisory teams.

Line managers and HDR advisors should also refer to the University's HDR Supervision Policy and Procedure.

4. It is acknowledged that the achievement of some outcomes is beyond the control of individual academics in any given year and unexpected events or opportunities may affect their plans.

5. These workload guidelines are designed to protect research time allocations; they are in no way to be considered as automatic triggers for an academic to be reclassified to a different academic profile. Changes of this nature must be discussed and agreed as set out in EA clause 34.5.1.

6. The research workload guidelines assume full-time academic positions. The expectations are to be adjusted pro-rata in accordance with the actual time fraction and average percentage of the academic's workload spent on research and scholarship during the assessment period.

Leadership & Service Guidelines

Academic staff are expected to perform a wide range of administrative, service and leadership roles necessary for the University to function effectively. These tasks place a significant demand on academic time and are to be accounted for within a holistic workload allocation process.

It must be stressed that the successful implementation of these guidelines as well as specific work unit guidelines will depend upon the skill-set of the line manager who is negotiating workloads with academic staff. Needed here is a sensible, flexible, fair, equitable and affordable approach to allocation of workloads rather than a formulaic, inflexible position from the line manager.

Table 5: Academic Leadership and Service Activities

Leadership and service duties may include, but is not limited to:

- Formal leadership and management roles e.g. management of academic organization sub-units, functions or centres;
- Formal research support roles e.g. research monitor;
- Formal staff supervision;
- Budget and financial management;
- Promotion of University enterprises or programs;
- Attendance and engagement at work unit meetings and University committee meetings;
- Participation in University activities including but not limited to graduation ceremonies and open days;
- Leadership of major committees and working groups;
- Serving as an elected staff representative on Academic Board, University Council, Education Committee, Research Committee, Research Education Committee, etc.;
- Administrative duties as negotiated with the head of work unit (or delegate);
- Writing a non-research based textbook*;
- Journal editorships, reviewing grant proposals or manuscripts and examination of these external to JCU;
- Staff development for administration and governance;
- Support, development and mentoring staff as appropriate; and
- Course coordination*.

In addition, for Aboriginal and Torres Strait Islander Academics:

- Advice on Indigenous matters – national Aboriginal and Torres Strait Islander education issues, research, learning and teaching matters;
- Human research ethics monitors for aboriginal and Torres Strait Islander research;
- Provision of cultural awareness programs*; and
- Aboriginal and Torres Strait Islander student support across the university.

* May be considered as teaching and learning or service leadership activity as negotiated between a Head of work unit and individual staff member.

Academic workload allocation for academic staff in the Leadership and Service role is up to 20%. Special arrangements may be agreed to adjust this where an academic has been seconded to a special project or academic leadership role.

As a guide, academics required to Chair a working/decision-making body such as a committee or working party will be given the meeting time, plus 50%.

It must be stressed that the successful implementation of these guidelines as well as specific work unit guidelines will depend upon the skill-set of the line manager who is negotiating workloads with academic staff. Needed here is a sensible, flexible, fair, equitable and affordable approach to allocation of workloads rather than a formulaic, inflexible position from the line manager.

Staff appointed to specific academic leadership or administrative roles, such as Heads of Work Unit/Centre Directors or Associate Deans, will require an additional allocation to be able to effectively undertake these duties.

Academic Leadership and Service Roles.

It is expected that the responsibilities of academics undertaking formal leadership, management and coordination roles are commensurate with their level of experience.

The following principles will apply in relation to academic administrative and governance allocations:

- All academic members of staff are expected to:
 - attend and engage in discipline and/or work unit meetings and relevant committee meetings at the work unit and/or University level; and
 - participate in University outreach activities such as graduation, open days, Uni-experience, and O-week activities, career nights, selection panels, prize giving ceremonies and other Work Unit or JCU events as deemed relevant by their Head of Work Unit.

Where appropriate, staff are given a base service allowance of 50 hours per year for events where they are required to participate. Evidence of this participation will be requested for the annual PMP process.

In addition:

- Level A academics will be required to undertake only limited administrative functions normally connected with the subjects they teach and/or membership of a limited number of committees.
- Level B academics will undertake a range of administrative functions the majority of which are connected with the subjects in which they teach. They will participate in, and contribute to, Work Unit/Centre committees, research partnerships and coordinate small groups of colleagues.
- Level C academics will undertake broad administrative functions including involvement with working groups or program committees and where appropriate leadership of research teams.
- Level D academics will be expected to undertake high-level administrative functions, including leadership and/or a major role in committees and working groups at both Work Unit and University level. They are expected to play an active role in the maintenance of academic standards and participation in development of educational policy and of curriculum areas within the discipline. They will provide support, development and mentoring of staff as appropriate.
- Level E academics are expected to play a significant role in the maintenance of academic standards and policy development at both Work Unit and University level including leadership of major committees and working groups. They will provide support, development and mentoring of staff as appropriate, including fostering the research of other groups and individuals within the discipline, work unit and more broadly across the University.

It must be stressed that the successful implementation of these guidelines as well as specific work unit guidelines will depend upon the skill-set of the line manager who is negotiating workloads with academic staff. Needed here is a sensible, flexible, fair, equitable and affordable approach to allocation of workloads rather than a formulaic, inflexible position from the line manager.

Academic Leadership, Management and Administrative Roles

It is expected that those academics holding key academic leadership, management and administrative roles will retain some teaching and/or research responsibilities.

Position descriptions for these roles specify the responsibilities for these key academic roles and specify the workload allocation.

Engagement Guidelines

Allocations for engagement recognize a range of broad professional tasks associated with service to professional or community bodies relevant to the role of the individual staff member. Formal commitments such as serving on the Boards of professional bodies or conference organizing committees should be appropriately recognized. Activities that are more voluntary in nature may also be negotiated as part of this component of an individual's workload provided they are aligned with the work unit and/or university strategic priorities and plans.

Table 6: Academic Engagement Activities

Externally focused engagement activities related to teaching and research may include, but are not limited to:

- Involvement in relevant business, professional and community organisations including indigenous communities;
- Engagement in public debate;
- Involvement in student related activities;
- Invited plenary presentations;
- Provision of expertise to organisations, including government and industry through for example:
 - Membership/chairing of government, industry or community boards, committees, reference groups or commissions;
 - Advisory work for local, national and international organisations; and
 - Leadership in government, non-profit or professional sectors;
- Engagement with the wider community through for example: media comment, community education (e.g. public lectures), expert witness services, schools liaison, curatorship for exhibitions, museums and collections; and
- Undertaking innovation and commercialisation activities such as seeking venture capital and other funding for intellectual property protection and development, and providing advice and services to start-up companies.

In addition, for Aboriginal and Torres Strait Islander Academics:

- Responsibilities as Traditional Owners – engagement within own Traditional Owner groups;
- Marketing to Aboriginal and Torres Strait Islander general public;
- Advisory role to Aboriginal and Torres Strait Islander organisations and communities; and
- Organisation and attendance at Aboriginal and Torres Strait Islander events, e.g. NAIDOC, Mabo day, Sorry Day and Harmony Day