

**Enhancing performance
through academic
workload management**

What will be shared today

- ACU Context
- Overview of ACU Instruments and relevance
- What's working well
- What's challenging us / What are we doing about it

ACU Context



- Growing
- Formed in 1991
- Located in 3 States and 1 Territory / 6 main campus'
- Research performance

ACU Context



ACU Strategic Plan 2012 – 2014

Strategic Goal 1 *ACU Provides its students with a high quality learning experience.*

1.4 Learning & Teaching. *The University will assure and enhance the quality of learning and teaching.*

Strategic Goal 2 *ACU has a specialised and well-regarded research environment.*

2.1 Research Culture & Focus. *The University will create and foster an organisational-wide research culture and focus its research in designated areas of speciality derived from the University's character and Mission.*

2.2 Research Quality & Productivity. *The University will improve the quality and productivity of research outcomes.*

Strategic Goal 4 *ACU is a well-managed organisation.*

4.2 Workforce Involvement, Profile & Productivity. *The University will involve its workforce and establish a profile that ensures sustainability and builds people capability aligned to University directions and priorities.*

4.6 Service Delivery. *The University will provide high levels of service to meet the needs of internal and external clients.*

Overview of Instruments and Relevance

- **Workload Advisory Committee**
- **Academic Workload Planning System and Reporting**
- **Academic Workload Model / Guidelines**
- **Culture of Performance**
Including People Management Practice (Performance, Review and Planning)
- **Academic Career Pathways**
Performance Review and Planning
- **Academic Workload Framework**
Schedule 4 - Academic Workload Framework / Clause 5

Academic Career Pathways

- *Teaching-Focussed*
- *Teaching and Research*
- *Research-Focussed*
- *Research Only*
- *Academic Leadership/Service*

Academic Career Pathway and Workloads Table

	Teaching		Research and/or scholarship		Other activities	
Teaching and Research	40%	638 hours (up to 336 hours face to face - or equivalent- contact time)	40%	638 hours	20%	319 hours
Teaching-focussed	60%	957 hours (up to 480 hours of face to face – or equivalent – contact time)	20%	319 hours	20%	319 hours
Research-focussed/ Research-only	Up to 20%	Up to 319 hours (Research focused: up to 168 face to face; Research only: up to 96 hours face to face – or equivalent- maximum contact time)	Up to 80%	Up to 1276 hours	Up to 20%	Up to 319 hours
Academic Leadership/Service	Up to 40%	Up to 638 hours (normally 96 hours face to face – or equivalent – maximum contact time)	Up to 40%	Up to 638 hours	Up to 60%	Up to 957 hours

Academic Career Pathways

Performance Review and Planning Process

- Academic staff :
 - Plan for career pathways in teaching, research and leadership/service or appropriate combinations of these.
 - Align their career progression with the objectives of the University, optimising outcomes for both.
 - All academic staff will be given the opportunity to discuss their career plan and goals with their supervisor in order to nominate into the appropriate pathway .
- Reviews and plans occur annually and Pathways can change depending on the staff member's and the University's needs.

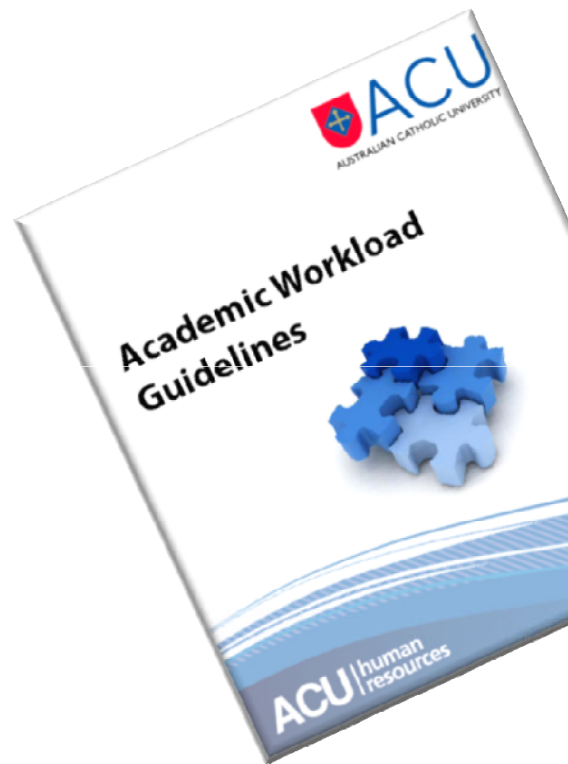
Performance Review and Plan and the Career Conversation

Objectives of the conversation:


- Retrospective focus - current Academic Career Pathway and performance
- Prospective focus - future Academic Career Pathway and performance plan
- Current workload allocation and 2013 workload focus (context of past Academic Career Pathway and performance)
- Review and update Career Plan for 2012-2014
- Academic Career Pathway confirmation 2013

What's working well

- Academic Workload Planning System
- Workload allocation flexibility
- Simplified Academic Performance Review and Planning Process
- Identification of individual issues requiring intervention
- Minimal workload dispute / escalation as this is only applicable to the Framework not the Model



Academic Performance Review & Plan

 AUSTRALIAN CATHOLIC UNIVERSITY

Annual Performance Review and Planning Form for Academic Staff


Staff member name	<input style="width: 100%;" type="text"/>	
Position title	<input style="width: 60%;" type="text"/>	Level <input style="width: 20%;" type="text"/>
Academic Career Pathway (Confirmed for year under review)	<input style="width: 100%; border-bottom: 1px dashed black;" type="text" value="For 2012"/>	
Nominated supervisor name	<input style="width: 100%;" type="text"/>	
Position title	<input style="width: 100%;" type="text"/>	
Previous review date	<input style="width: 40%;" type="text"/>	Completion date (current review) <input style="width: 40%;" type="text"/>


PART A Annual Performance Review

Section 1: Review of work achievements based on agreed objectives
(To be completed by the staff member with supervisor to add comments.)

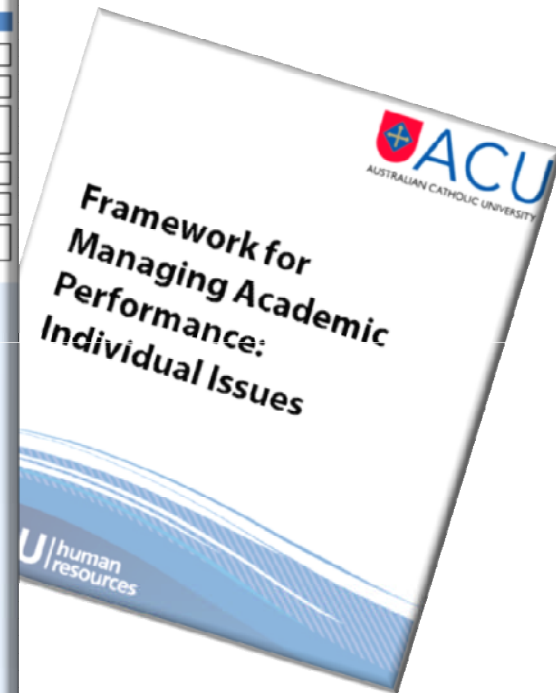
This section is:

- a summary of the staff member's achievements against the objectives that were agreed in the previous annual plan (refer to Annual Career and Performance Plan)
- the comments of the staff member
- the supervisor's comments.

 The *Academic Performance Review and Planning: Conversation Guide for Academic Staff Members* and the *Academic Performance Review and Planning: Conversation Guide for Supervisors* will assist in the preparation of this form.

 **Attachments/supporting documents – (attach where appropriate)**

- 1 Workload (individual report)
- 2 Unit and teaching evaluation/s for the review period
- 3 List of publications, grants, conference presentations and HDR Report for the review period (*print out from Research Master and/or own list in consistent style required for submission for inclusion in Research Master*)
- 4 Probationary criteria (*if required*)
- 5 Print out of completed professional development programs (*may be obtained online through Staff Connect*)
- 6 Leave accruals (*annual and long-service leave*)
- 7 Any other relevant documents that illustrate key outputs and achievements (*recommended but not a requirement*)



What's challenging us / What are we doing about it

- Workload allocation flexibility
- Staff agreement on Academic Career Pathways
- Managing Academic Performance - individual staff issues

Any Questions?



Academic Workloads and Performance Management

A User's Guide to the Speed Bumps

Janine Walker

Director, Human Resource Management



Some history:

Academic Work @ Griffith is a decade long project which aims to –

- Improve the quality of staff development and mentoring
- Enable staff to specialise in areas of academic work
- Clarify the criteria for promotion
- Ensure that excellence in all areas of academic work is fully recognised in promotion
- Recognise and reward high performance, and
- Apply a test of reasonableness to overall academic workloads.



It began with Boyer and a determined DVC(A)

Boyer (1997) proposed an expanded definition of “scholarship” within the professorate based on four functions that underlie the Profile of a Quality Faculty Member:

discovery, integration, application, and teaching.

He argues that, within this framework, all forms of scholarship should be recognized and rewarded, and that this will lead to more personalized and flexible criteria for gaining tenure.



and so we commenced

- The Enterprise Agreement was negotiated
- Policies and Procedures were written
- Expectations were clarified...
- Work profiles were here
- and DVC(A)s moved on to be Vice Chancellors.

...and still we toiled.



Griffith has a schema of academic workload allocation which provides for

Balanced profiles:

40% teaching and learning

40% research

20% service

These may be varied to:

Teaching focused 60%, or

Research focused 60%

Variations are based on performance and decisions on profiles are made during the annual academic review process.

Profiles are the basis of future performance reviews and are taken into account in promotion decisions.



So, at Griffith, all academic staff work to their individual areas of strength and demonstrated achievement and are rewarded and recognized against criteria which take account of their individualized profile.

Focusing work in the most productive area of an employee's skills base is good for the employee – they perform successfully – and good for the Institution – it is productive and flexible.

Everyone does well !!

The reality is that the uptake of teaching focused work profiles has been

- Less than we expected, and
- Lacking in support in interesting places;

A number of very sound assumptions proved unfounded



The Speed Bumps

- A shortage of true believers
 - Heads of School were not all convinced and they had supporters in interesting places
- Why am I leading this? If I don't believe a teaching focused profile is genuinely in my colleague's best interests
- The career limiting move syndrome – is someone else (like us) doing it yet
- We really believe in the teaching research nexus – the great act of faith
- My colleague is working hard at research – somewhere, somehow, they will publish something –
 - or, how many times have you submitted that paper, seriously ?
- ... and other home truths