

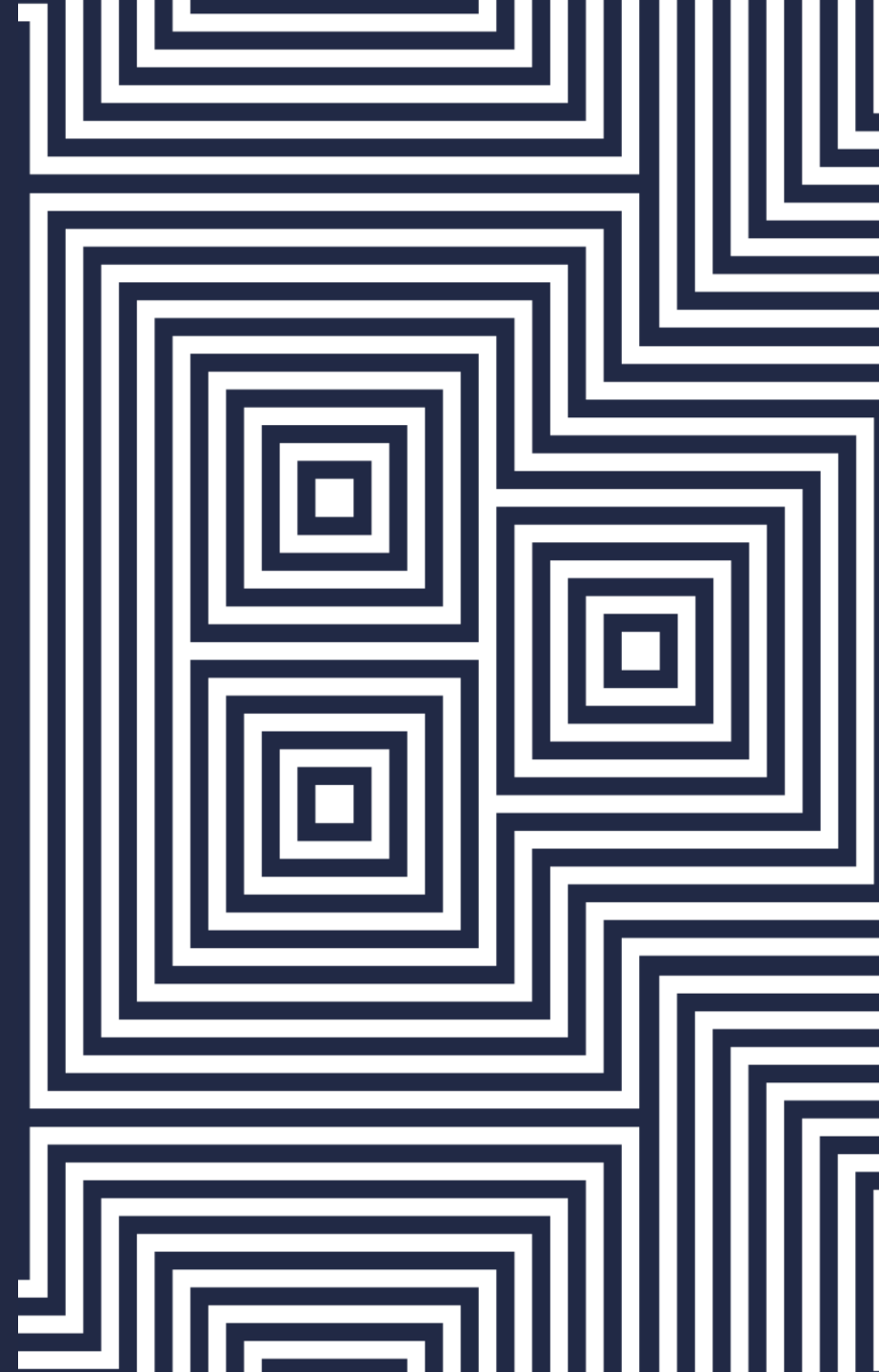


Charles Sturt
University

Academic Workload Allocation Project

Workload Policy Development
Training

August 2021



Overview of session

Workload Policy Development

- Overall project purpose (Megan Smith)
- Overview of the *Managers' guide: Producing reasonable workload allocations*
- Timelines and overall process
- Using AWM to create the policy
- Data and reports to inform policy development
- Q&A 1
- Small offerings
- Q&A 2
- Other considerations
- Next steps
- Close (Megan Smith)



Overview of the Academic Workload Allocation Project (Megan Smith)

- Background and project purpose
- Expected outcomes and benefits
 - enable quality teaching, time for research and administrative tasks.
 - improving the planning capability, using data, providing clear guidelines and training
 - allocate and manage workload that is transparent and fair across all faculties and adheres to the enterprise agreement
 - identifying practices that contribute to the inefficient allocation of workload, elevate costs of staffing and contribute to budget challenges.
 - identifying how to optimise the administration of workload allocation appropriately between professional and academic staff
- Your role –a shared approach to reasonable workloads

How the training will run

- Please mute your microphone
- Ask questions or add suggestions via the chat
 - Faculty reps (Michael C, Gene) or DPC (Dane) will reply.
 - They will flag if anything should be discussed out loud
- 2 Q&A times planned where you can raise your hand to come off mute and ask a question on your mic.

Overview of the *Managers' guide: Producing reasonable workload allocations*

- Located at AWM help: <https://www.csu.edu.au/division/people-culture/awm-help> then search for 'reasonable'
- Structure
 - Workload Policy Development (today)
 - Workload Allocation (next training)
 - Sessional staff (not released yet, next training)
- For whom?
- Purpose
- Key actions
 - 5 on policy development
 - 4 on workload allocation
- Living document

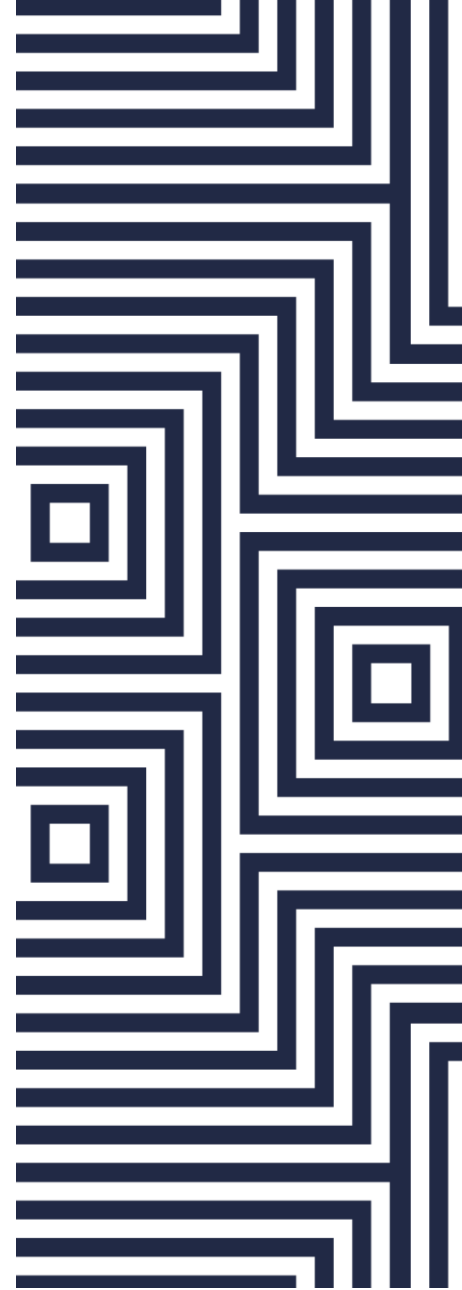


Workload Policy Development: Timelines and overall process

- Principles
 - Compliant with EA
 - Consider all resources and outcomes (staff, students, finance, quality teaching, quality research and quality administration)
 - Workload allocated should match the level of work expected
- Timeline:
 - Start August

KEY ACTION 2:

Workload policy **approved** and **uploaded** into AWM by last Friday in October.



Workload Policy Development: Timelines and overall process

- A. Review of data and feedback available (more later)
- B. Collegial development
- C. Review by the faculty
- D. School-wide consultation
- E. Head of School approval (completed by last Friday in October)
- F. Received and reviewed by University Academic Workloads Committee

KEY ACTION 5:

Faculty executive reviews school workload policy.



Example text for School meeting agenda:

Item x: School Workload Policy

Purpose

To discuss the school's workload policy that will be used next year.

Recommendation

The School resolves to affirm that a school-wide collegial process has been used to develop and review the school workload policy and that the policy is compliant with the Enterprise Agreement. As needed, the School can recommend amendments to the policy.

Key matters for consideration

Procedure for developing the policy

Issues referred by the collegial process for discussion at the all-school meeting

Time costing of core aspects of teaching and teaching related duties

Attachments

The draft school workload policy.



Using AWM to create and view the policy

- <https://apps.csu.edu.au/awms/schoolAdmin/calculationGuidelines>
- View all at <https://apps.csu.edu.au/awms/schoolAdmin/policyGuidelinesReport>

Data and reports to inform policy development

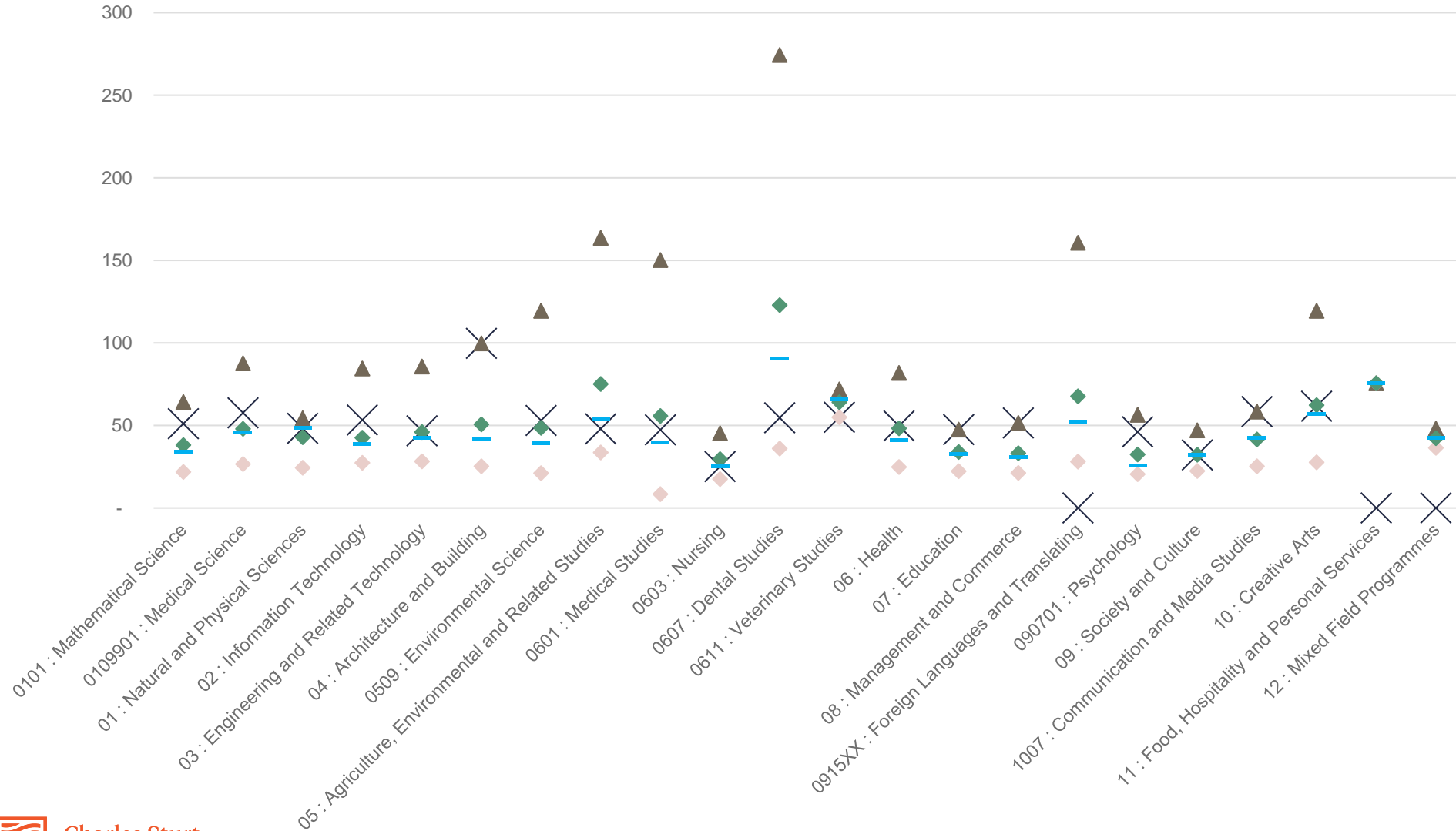
- Feedback from staff
- Benchmark data (see appendix 3)
- Other school workload policies
 - Guidelines report
 - <S:\Common\ Temp Folder Less Than 90 Days\2021 School Workload Policies>
 - Workload Analyzer (<https://tina2.csu.edu.au/WA/WAMenu.php>)

KEY ACTION 1:

Workload policy design guides reasonable and equitable resource allocation and enables sustainable achievement of quality. Workload policy development based on data. Policies of other schools are reviewed to increase equity and subjects above threshold are reviewed in light of resource implications.



2019 Benchmark data (see Appendix 3)



× Delivery Hours per EFTSL ▲ Max ◆ Min ◆ mean — median

Workload Policy Development - Academic Workload Allocation Project



Data and reports to inform policy development (con'd)

- Historical patterns of workload allocation
 - <https://apps.csu.edu.au/awms/schoolAdmin/nonSessionalReport>
 - Delivery screen & subjects over threshold



Q&A 1

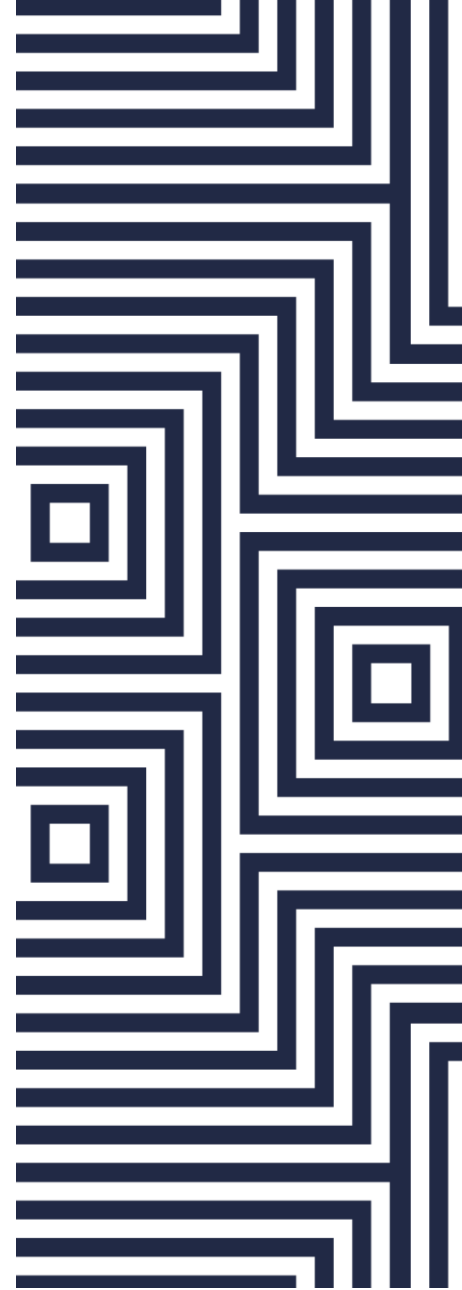
- Any questions so far?
- Raise your hand if you wish to come off mute and ask using your microphone

Small offerings (EFTSL < 3)

- In 2019, 31% (223,223.4) of all workload hours were allocated to offerings with EFTSL < 3
- Multi-mode or multi-campus common for these offerings
- There is much duplication of setup and preparation
- To be financially responsible, **schools need to reduce workload allocated to small offerings.**
- Tale of a small course.
- Grow, cut or differentiate

KEY ACTION 4:

Workload policy **differentiates** time costings based on the class sizes of offerings. Workload for small enrolment offerings (EFTSL < 3) should be optimised.



How can we reduce workload for small offerings? (1)

- Simple description
 - Change setup or contact or preparation or analysis to have VARIABLE component (as well as FIXED).
Eg Setup = $49 + 0.125 * \text{students}$ (based on SOE 2020)
 - OR
 - Determine strata and give workload differently for each stratum
Eg Analysis = 12 if students ≤ 20 or 14 otherwise (based on SAWS 2020)
- Bigger changes may need a change in design

How can we reduce workload for small offerings? (2)

- Multiple offerings
 - Remove duplication
 - Can apply more broadly to larger offerings too
 - Bulk of setup/development allocated to convenor and one site
 - Other ideas:
 - Convenor prepares all subject outlines
 - Convenor prepares synchronous activities (no prep for others)
 - Sites merged
 - Marking assigned to one person
 - Convenor finalises grades for all cohorts



How can we reduce workload for small offerings? (3)

- Other ideas in general
 - Reconsider assessment
 - Change to 'planned workshop'
 - Learning resources 'currency agnostic'
 - Lesson plans stored in academic section of i2
 - No or little preparation required, since already planned
 - DLT can help
 - Discretionary resources reflect student numbers
 - Deliver content in way suitable for class size
 - Change number or mode of contact for some hours (warnings...)



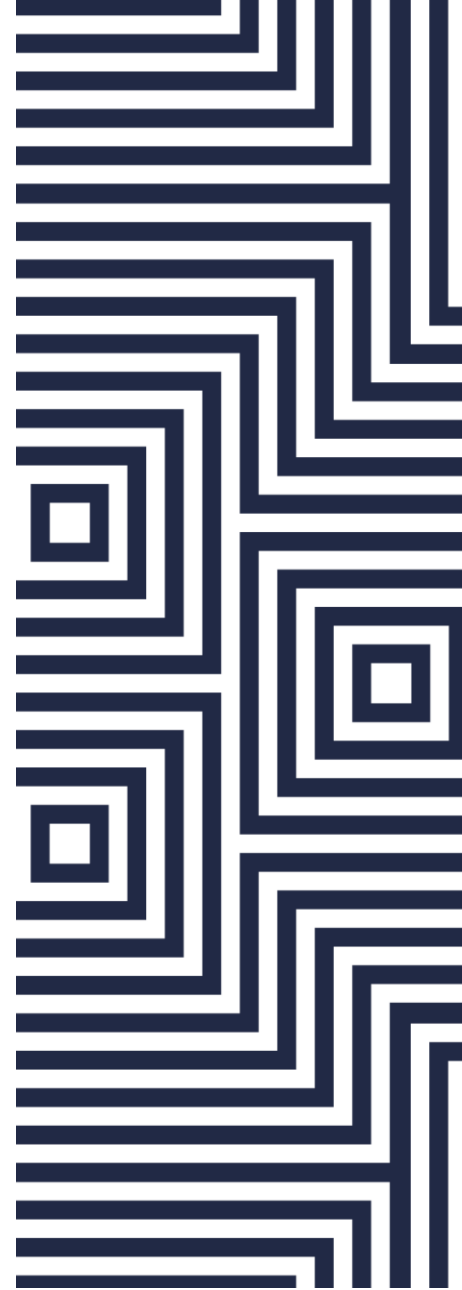
How can we reduce workload for small offerings? (4)

- Do not forget teaching quality
- Do not forget about the students
- Some designs mentioned earlier ONLY work if there are high quality materials present



Q&A 2

- Any questions so far?
- Raise your hand if you wish to come off mute and ask using your microphone
- What strategies do you already use for small subjects?



Sessional staff considerations

- Sessional staff are important
- Workload policies should identify rates used for sessional staff and any differences.
- Sessional staff should be consulted
- Beware contact paycodes need to correspond to what is in timetable

KEY ACTION 3:

The workload policy **identifies** (in each category) the paycodes used for sessional staff.



Other considerations

- Subjects that are not 8 credit points

Next steps

- For you:
 - Read the Manager's guide and share with relevant staff (SESOs, planners, workload committee)
 - Start workload policy development
 - Use key actions to guide you.
- For the project
 - Training on workload allocation in 2 weeks
 - Update of AWM
 - modify approval process for non-sessional staff
 - Add comment button
 - Update Manager's guide with best practice for sessional staff and contracts



I need help!

- Speak to:
- Faculty reps
 - FOAE: Will Letts
 - FOBJBS: Gene Hodgins or Michael Kemp
 - FOSH: Michael Curtin
- Executive dean
- DPC Business partner

[Recording of this training](#)



Close (Megan Smith)

- Key points to emphasise
- Thank you



KEY ACTION 1:

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KEY ACTION 2:

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KEY ACTION 3:

The workload policy **identifies** (in each category) the paycodes used for sessional staff.

KEY ACTION 4:

Workload policy **differentiates** time costings based on the class sizes of offerings. Workload for small enrolment offerings (EFSTL < 3) should be optimised.

KEY ACTION 5:

Faculty executive reviews school workload policy.



Rest of slides for questions if needed

Key findings from review of AWM data (2019)

Subject offerings costs result from:

- Fixed base load (policy driven)
- Variable load (student no. & teaching practice driven)

Overload

Projected hours available from FTE staff **	541,689.60
Hours allocated across offerings	712,219.20
Difference	170,529.90

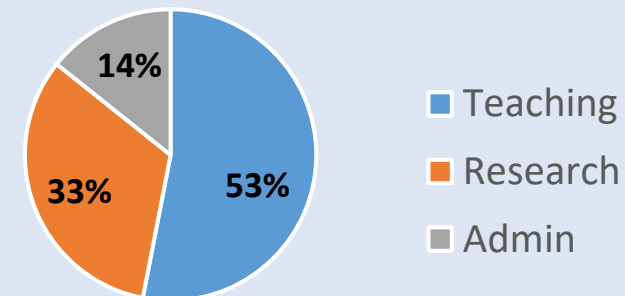
CSU as a whole: 31%; FOS: 37%;
FBJBS: 32%; FOAE: 18%

** 15% teaching-focussed, 60%TR or 80%TF

Expected set up:

60:30:10

Actual set up:



Effect of low-enrolment subjects

Offerings < 3EFTSL

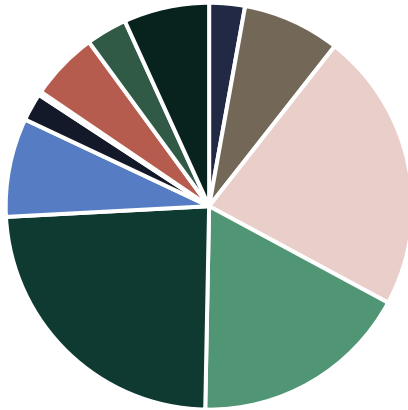
31% of total allocation
(223,223.40 hours)

- Multi-campus and multi-mode offerings accounted for many of the low EFTSL offerings
- Multiple and duplicate allocation for development, subject set up and prep to more than one offering or multiple team members

Professional staff review: AWM planning processes both within and across Faculties and Schools are highly variable, inconsistent and at times inefficient.

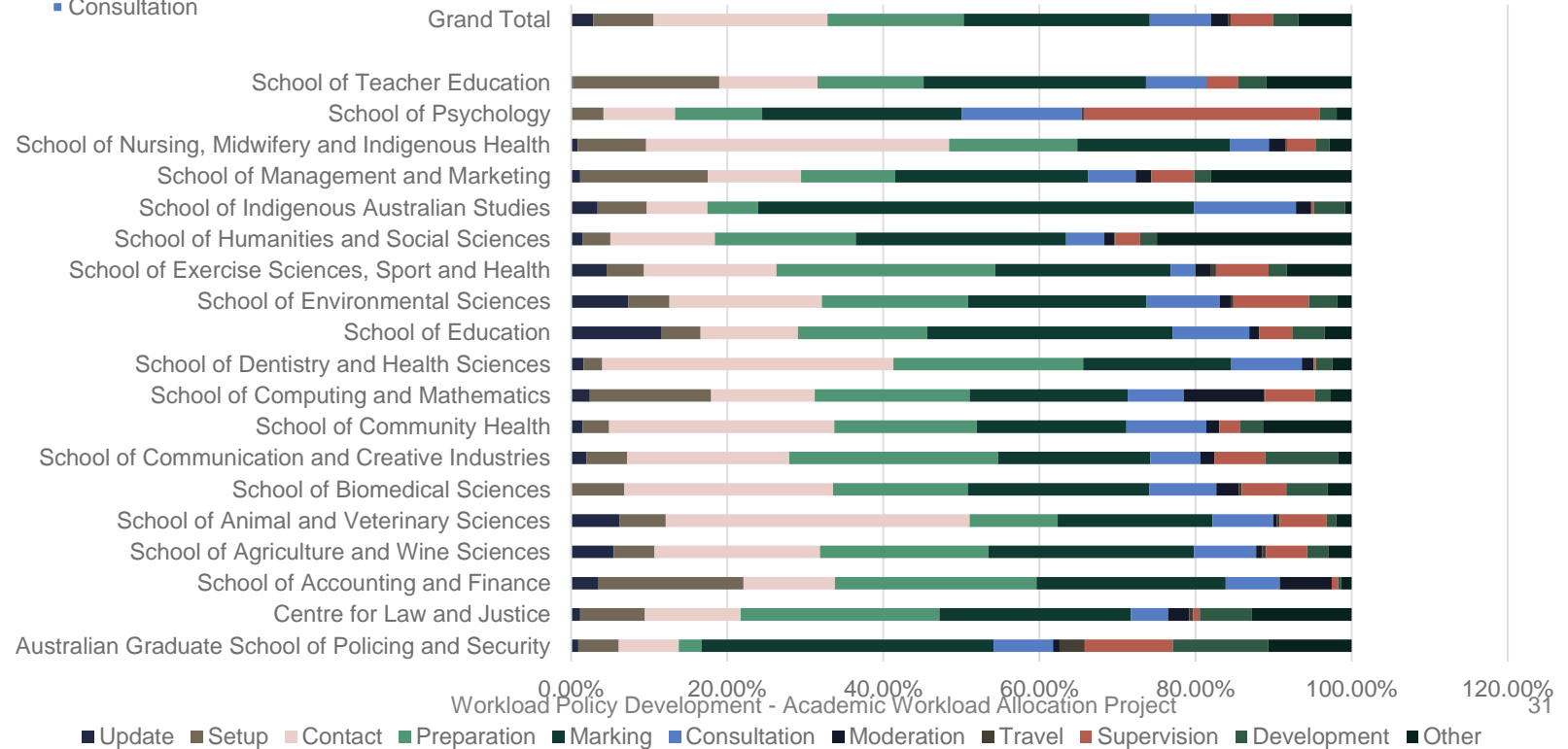
Key findings from review of AWM data (2019) - variability

Breakdown of a workload



- Update ■ Setup ■ Contact ■ Preparation ■ Marking ■ Consultation
- Moderation ■ Travel ■ Supervision ■ Development ■ Other

Variability of a workload



Variability in marking and preparation

