Aims

An academic workload model is an essential means of openly and transparently planning future individual workloads, managing the efficient and equitable allocation of academic work and time, providing a sense of fairness and improving staff satisfaction and a sense of shared endeavour. Used well, as they have been in some areas of our university, local workload models also provide an assurance that the obligations of a particular academic community to its students and other beneficiaries, as well as its contributions to overall institutional success, can be fulfilled in a way that is fair and equitable.

An institution-wide model provides a further assurance about the equity of workloads and contributions and a further means of ensuring the best fit between our ambitions, our obligations and our resources; good models also include some flexibility for disciplinary differences and circumstances. The absence of effective academic workload models—or the use of models that unduly privilege some activities over others—will usually mean that individual actions become disconnected from shared goals, that some people will carry (or will feel that they are carrying) heavier loads or a greater share of ‘unpopular’ tasks than others, and that workloads end up creating and exacerbating inequalities between individual staff and between differently empowered groups of staff. As such, an effective academic workload model is an essential tool in creating the kind of workplace and work culture described in our Strategic Plan.

Key principles

1. All academic staff will have time allocated to undertake each of the following:
   a. teaching (including preparation, delivery and assessment, personal tutoring and routine teaching administration);
   b. research, scholarship and enterprise (including routine research administration);
   c. academic service, citizenship and leadership (including personal and professional development and contributions to the development of others).

   An essential feature of our workload model is the expectation that all members of academic staff are available and able to make contributions to all three areas of work at all times, including when undertaking major leadership roles or externally funded research. All academic staff teach, undertake research, scholarship and enterprise, contribute to the administration, management and leadership of the institution and contribute to the development of others.

2. Under those broad headings, the workload model will establish a set of institution-wide activities to which academic staff time can be allocated; schools and departments will be able to add greater or lesser specificity to those activities (for instance, by bundling together similar kinds of routine academic service, or to reflect differing supervision requirements for different kinds of student projects) or add activities that reflect disciplinary differences (the requirements of attaining and maintaining professional accreditation, for example).

3. The allocation of time for these three broad areas of work (teaching, research and academic service) will be consistent for staff within our three career forms. As the demands of research,
teaching and service are not consistent across a year, this allocation refers to the working year and not to any of its smaller components. For our different career forms, our aim is for an annual allocation of work as follows:

<table>
<thead>
<tr>
<th>Career form</th>
<th>Teaching %</th>
<th>Research or scholarship %</th>
<th>Service %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; teaching</td>
<td>40</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Teaching-focused</td>
<td>60</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Research-focused</td>
<td>20</td>
<td>60</td>
<td>20</td>
</tr>
</tbody>
</table>

4. The workload model will establish a set of institution-wide tariffs for the amount of time allocated to activities within each area of work and to required departmental academic roles (with the amount varied according to department or school size), but will also allow ‘local variation’ of up to 10% to reflect strategic and disciplinary imperatives (for instance, an enhanced focus on enterprise or on student recruitment or a discipline-specific approach to assessment). Schools and departments will also determine—with College approval—the workload allocation for the academic service and leadership roles they create. The 10% variation will apply to academic roles and institution-wide tariffs for specific activities, but not to the allocation of time to teaching, research and service in the different career forms.

5. The workload model will be implemented through a centrally-procured software system to allow linkage with other systems (such as automatic timetabling).

6. Elements of an individual’s workload allocation can vary from year to year, to reflect developmental objectives as well as changing departmental imperatives, but their overall workload within a three year period should be close to the norm.

7. The workload allocation model should be utilised, along with PPD and the Leicester academic career map, to support individual career development.

8. The workload model will be transparent within the academic community to which it applies, so that the workload outcomes are visible to all members of that community. *Given some current departmental workload models are not transparent, we envisage a transition period—probably two or three years—by the end of which we have full transparency at department or school level.*

9. De-identified outcomes of academic workload planning will be available to College leadership teams and staffing committees, for discussions of equivalence, equity and planning purposes, and summaries of de-identified outcomes will be available to the University Leadership Team and the University Staffing Committee, for discussion and review of principles and effectiveness.

10. Additional time will be allocated to early career academics (defined as staff in the first three years of their first academic appointment) and allocations will be adjusted, pro rata, for staff on fractional and flexible appointments.

11. The model will be used, where appropriate, for other staff who contribute to core academic activities (such as graduate teaching assistants). *A full list of roles to which the model will apply is under consideration.*
12. Work associated with fully-costed, externally funded research, scholarship and enterprise will be reflected in an individual’s workload allocation, with this commitment being accounted for first before any other duties are allocated.

13. The academic workload allocation model treats academic study leave as a temporary fractional appointment in which the study leave takes up no less than 80% of the staff member’s existing fraction, with the remaining time able to be allocated to contributions to teaching, research supervision and/or academic service, depending upon disciplinary and departmental practice and agreed individual development objectives for the period of leave that have been endorsed by the college body that approves study leave. How to best balance study leave and the 40% allocation of time to research over a three-year period remains a question for exploration with the pilot departments, as we need to ensure that staff in departments with very different approaches to study leave have equivalent time for research.

14. The maximum allocation for primary and secondary postgraduate research supervision will be determined according to the maximum research supervision load (currently the equivalent of nine full-time research students and a maximum headcount of twelve) for a full-time member of staff. The recommended allocation per student for primary and secondary supervision, and the issue of how best to allocate postgraduate research supervision within the academic workload model, remain under discussion and will be determined after modelling workloads in our pilot departments.

15. The Service component of the workload model incorporates individual academic service and departmental, college or university leadership roles up to a maximum tariff of 400 hours per year for a specific role. College or university roles larger than 400 hours per year should be accounted for first in an individual’s workload allocation, before any other duties are allocated. Alternatively, the role should be treated as a temporary fractional appointment (say 0.4 FTE) and the remaining time (0.6 in this instance) allocated to teaching, research and other kinds of academic service, with an expectation that the individual’s overall contributions to service should not exceed 50% of their workload over a three-year period. How best to manage large roles—including head of department, as well as college and university roles—will be explored with the pilot departments as part of the testing of the model.

16. The contribution that members of staff make to the life of their departments and colleges and to our university extends beyond formal roles and leadership; academic citizenship and good will are also important and should be captured and recognised through the workload planning framework. Citizenship might include attending required committees, workshops and planning events, attending public engagements in which members of staff represent the university, or participating in open days, visit days and graduations. Rather than attempting to individually specify a potentially large number of such activities, our workload model provides a total of 80 hours per staff member per year for ‘citizenship contribution’, in the expectation that all members of staff participate in these activities. The appropriate number of ‘citizenship hours’ will be tested with the pilot departments.