

Review of workload allocation models in Irish Higher  
Education Institutions

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## EXECUTIVE SUMMARY

Institutional workload management models have been developed and implemented since 2010, following finalisation of the Croke Park Public Sector agreement. Since this time, institutions have absorbed substantial cuts in public funding while meeting demands for increased intake of students and maintaining quality. In this environment of constrained resources, workload management models can support optimised efficiency and sustainable use of resources. They can also provide external stakeholders and commentators with evidence that academic workload is working at maximum efficiency.

The objective of this study was to review and understand workload management models in 26 Irish institutions, to comment on the benefits and challenges relating to the implementation of these models, compare with workload management practices in other systems around the world and to make recommendations in relation to the above.

### **Workload management in Irish institutions:**

Typically, Irish universities apply a delegated approach to workload management. Academic units develop models with approaches, weightings and metrics that best suit the requirements of their disciplines. Academic staff provide information about their academic activities and this information is then used in consultation between the individual academic and the head of the academic unit to agree workload for the following year. There is variation across the university sector in the definitions and approaches to implementing workload management, but the overall approach is generally consistent with international experience.

Within institutes of technology, workload management is typically focussed on managing the contractual teaching requirement of academic staff and also supporting institutional objectives in relation to research and external engagement.

In Colleges funded under the HEA, the implementation of workload management had been varied. Some of these Colleges are in the process of adapting models that have been shared by their linked universities. Others monitor teaching and research activities but have yet to implement workload models.

### **Good practice in workload management:**

Good practice workload management models will usually incorporate the following characteristics:

- Principles and objectives of workload management are identified and agreed at an institutional level and the institution has developed a culture that recognises the value and benefits of academic workload management.
- A comprehensive range of academic activities across teaching, research and service are identified and definitions and consistent metrics for these activities are in place.
- A robust process and system underpins the model ensuring that workload data is consistent and verifiable.
- The model provides benefit for all parties, for example, by ensuring that academic workload is manageable, sustainable and supports quality, productivity and work-life balance.
- The model is integrated with other systems and approaches. For example, data collected for academic workload management is integrated with the research management system and with Full Economic Costing (FEC) data. In addition, outputs from workload management models may be used as inputs to Performance Management systems.

In practice, workload management models in Irish institutions are relatively young and are under an ongoing process of development and integration. Currently workload management models can be organised into four categories.

- **Integrated Workload Management Model:** Institutions that have implemented or are in the process of implementing an integrated framework for workload management. Integration refers to the alignment of related processes such as performance management as well as the use of a common dataset for FEC and workload management processes.
- **Full Workload Management Model but not integrated:** Institutions with workload management models that address all academic activities across teaching, research and service. However, these models may not be managed as part of an institutional framework and are not integrated with related activities such as FEC or PMDS.
- **Hybrid or partial Workload Management Model:** Institutions that have partial or hybrid workload management models. In these cases, some component(s) of academic workload – usually either teaching or research – is included in the model.
- **No Workload Management Model:** A very small number of institutions that say they do not have workload management models in place typically have very defined teaching requirements that are managed through timetabling policies and systems.

### Benefits and challenges of implementing workload management models:

Institutions indicated that although the benefits of workload management are recognised, the achievement of staff buy-in is an evolving process. Institutions cite some clear benefits of having workload management processes in place but also highlight challenges of achieving models that all parties can buy into.

Benefits of implementing workload management	Challenges in implementing workload management
Greater transparency and equity in the allocation of workload.	An inherent resistance to the idea that academic work can be codified or delimited in a managerial/metric-driven way
Transparency and clarity of the totality of academic work contributions	Reconciliation of differences in practice, particularly in broad-based universities.
Improved frontline management of academic staff resource, allowing individual academics to focus on their strengths.	Reconciliation of differences in perception of relative effort and/or value of various types of academic workload.
Enhanced understanding by academic staff of university's values and priorities and how these relate to individual workload.	Avoiding a 'bean-counting' approach without appropriate recognition of the consultative, qualitative nature of good workload management models.
Enhanced appreciation of academic staff of expectations and responsibilities in relation to workload.	Detailed attempts to define workload precisely, leading to complex models that are not efficient and may lead to negative behaviours.
Information for informing the targeted investment in staff development.	Within institutes of technology a lack of flexibility in the standard academic contract inhibiting optimisation of workload.
Method of ensuring the equity and sustainability of academic workload	Constraints to balanced workload presented by the Employment Control Framework.
Enhanced communication and accountability between staff and management.	
Improved opportunities for cost-efficiencies and cost management.	
Possibility of consolidating and integrating workload management models once implemented.	

### Conclusions and recommendations:

All universities and most other institutions have introduced workload management practices since 2010. Overall progress has been significant and the higher education sector has engaged proactively and constructively with the issue of workload management. The evidence shows that in respect of workload, academic staff are held to a level of internal accountability. Despite this, the perceived transparency of academic workloads remain a key challenge to be addressed, mainly because there

are few standards that allow comparison across disciplines or institutions. As a result of this, most institutional models require further development – mainly in the further integration and alignment of workload data and the introduction of software platforms to underpin the data collection process. Engagement with these issues would move the sector towards external recognition around the real workload of academic staff. On this basis, the key recommendations from this study are:

- Universities should undertake a benchmarking exercise to identify workload management approaches and metrics that are common to all institutions as well as key areas where differences in discipline or practice emerge.
- Both universities and IOTs should plan to enter a process of aligning of workload management approaches. Alignment of workload management, firstly within institutions, and later, across higher education sectors would be a major step towards enabling a transparent and accountable system of workload management.
- Universities should explore opportunities for a single, consistent data collection process for workload management and the development of Academic Activity Profiles (AAP). This would allow universities to move under a common framework and provide a basis for moving towards comparable workload definitions.
- The introduction of centralised systems to manage workload management would support consistent and verifiable data collection, reduce administrative workload and support the integration of related processes. Some universities have already implemented systems to support this process and there may be opportunities for benchmarking approaches across the sector.
- In the case of Institutes of Technology, a number of institutions have moved towards centralised timetabling. As centralised timetabling is likely to support greater efficiencies in the allocation of academic staff resources, all institutions should move towards the implementation of such systems.

## 1. INTRODUCTION, BACKGROUND & OBJECTIVES OF THIS STUDY

Formalised workload management (WLM) models became a requirement in the Irish higher education sector in 2010 as part of the Public Service Agreement (the Croke Park Agreement).

The objective of workload management is to contribute to an environment that supports the fair and transparent allocation of workload along with the investment in and development of staff. The identified benefits of workload management include the following:

- A robust model provides a basis for the equitable and transparent distribution of workload across teaching, research and service and between individual members of academic staff.
- It provides a formal mechanism for aligning the time and focus of academic staff with strategic objectives of the institution.
- It informs the efficient use of resources within in institution.
- It is a tool for informing investment in staff development and upholding principles of workload management.
- It is also a tool for ensuring that academic workload can be managed sustainably to the benefit of both institution and academic.

Although these benefits are achievable without formal workload management, the introduction of a formal model can provide a level of external transparency and tangible evidence of academic productivity that external stakeholders are increasingly seeking.

### 1.1 WORKLOAD MANAGEMENT MODELS IN THE IRISH CONTEXT

Ireland's two most recent public service agreements<sup>1,2</sup> were negotiated with the goal of sustaining a high quality of delivery through gains in efficiencies and productivity. Different areas of the public sector were dealt with separately in both agreements. Efficiency measures identified for the higher education sector included longer working hours, more flexibility in delivery and also deployment of staff. The agreement also specified that an academic workload management model would be

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<sup>1</sup> <http://per.gov.ie/wp-content/uploads/Public-Service-Agreement-2010-2014-Final-for-print-June-2010.pdf>

<sup>2</sup> <http://per.gov.ie/wp-content/uploads/Haddington-Road-Agreement.pdf>



put in place to manage these additional resources and that institutions should report data relating to their workload management models

## 1.2 OBJECTIVES AND APPROACH TO THIS STUDY:

This independent study was undertaken to review the workload management models that are in place across Irish institutions. The objectives of the study were to:

- Review international practices in workload management.
- Understand the workload management models that are in place in Irish higher education institutions.
- Carry out a comparative study to understand the similarities and differences in approaches to workload management in Irish higher education institutions.
- Understand the benefits and key challenges associated with the implementation of workload management models.

All HEA-designated institutions were requested to complete a questionnaire and provide supporting information regarding their workload management policies, practices and models. Each institution provided detailed information that forms the basis for this report.

## 1.3 FULL ECONOMIC COSTING AND THE PROCESS FOR DEVELOPING ACADEMIC ACTIVITY PROFILES (AAP)

Full Economic Costing (FEC) and Workload Management are related through the common data that is required for both processes, although for different purposes respectively. It is because of this common data, relating to the measurement of academic activity that FEC is described here.

The development of Full Economic Costing (FEC) was coordinated by the Irish Universities Association with the support from the HEA's Strategic Innovation Fund. FEC uses institutional data to calculate two basic outputs:

- Cost per student per service area (across 32 HEA subject areas)
- Indirect cost rate for research.

As an input to calculating the cost per student, academic members of staff complete Academic Activity Profiles (AAP) once every year. The AAP collects data accounting

the time spent by the individual academic across nine categories of academic activities. These categories are illustrated in Table 1.1.

<b>AAP – Categories of activity</b>	
•	Teaching
○	Undergraduate
○	Post graduate (Taught)
○	Post graduate (Research)
•	Research:
○	Sponsored research with output
○	Un-sponsored research with output
○	Research & scholarship activity
•	Clinical services
•	Other income generating activities
•	Central university admin and management.

**Table 1.1.** Categories of academic activities used in AAPs as part of Full Economic Costing.

Each year, academic staff provide information about the percentage of time spent on various academic activities. This data is reviewed for reasonableness by the head of academic unit (school/faculty or department) before being anonymised and rolled up to give consolidated data for the academic unit. This consolidated data is then submitted to the central model.

All universities apply the same fundamental cost drivers in their FEC model. Common software is also used by all universities, however internal processes vary from institution to institution. Generally, the model is administered within the finance function and local FEC steering groups are led by an academic. The development and implementation of FEC required extensive engagement and consultation over a number of years. The sector has agreed that FEC data will not be used for decision-making until some years of reliable data had been collected.

## 2. WORKLOAD MANAGEMENT IN OTHER HE SYSTEMS

Affordability and sustainability have emerged as key challenges for the future of higher education. Systems across the world are addressing these issues through workload management. The approaches taken by different systems are described below.

### 2.1 UNITED KINGDOM

Institutions funded by HEFCE (Higher Education Funding Council of England) have been reporting detailed academic costs to Government through TRAC (Transparent Approach to Costing) for several years. TRAC reporting includes a Time Allocation Schedule (TAS) in which academic staff report on percentage time spent on Teaching, Research and other activities (similar to the Academic Activity Profiles of Irish Full Economic Costing). TRAC was developed to support the accurate determination of academic costs –and the purpose of TAS input data is to support this and not to evaluate workload management.

In 2008, a report commissioned for the Leadership Foundation<sup>3</sup> carried out an evaluation of workload management practices in UK universities. The study identified a number of key requirements for successful workload management in universities. These included both the need for *transformative leadership* to drive university-wide policy and a general framework for workload management combined with *transactional leadership* to shape the model locally through a consultative process with individual academic units. The study also recognised the importance of work-life balance as a key element in effective workload models. The authors recommend that informal, regular monitoring of loads and individual responses to stress would be recorded

In 2011, a study of workload planning was carried out by the Financial Sustainability Strategy Group and TRAC (Transparent Approach to Costing) Development Group as part of a series of management information projects to support sharing of good practice in academic strategy and financial sustainability across institutions<sup>4</sup>. In a review of over thirty institutions, the goal of the study was to understand how

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<sup>3</sup> “The Management of Academic Workloads”; Lucinda Barrett and Peter Barrett, Leadership Foundation - Research and Development Series, 2008

<sup>4</sup> [https://www.hefce.ac.uk/media/hefce/content/whatwedo/leadershipgovernanceandmanagement/financialsustainabilityandtrac/toolsandguidance/managementinformationprojects/workload\\_planning.pdf](https://www.hefce.ac.uk/media/hefce/content/whatwedo/leadershipgovernanceandmanagement/financialsustainabilityandtrac/toolsandguidance/managementinformationprojects/workload_planning.pdf)

workload planning and management takes place in UK institutions and also how institutions invest in their academic staff through training and development. The study found the following:

- Institutions do not take a consistent approach to workload planning and management. This is considered to be appropriate if models are to be fair and effective. Equity, transparency and consultation are essential components in developing a workload allocation model.
- Models vary in design – they may be output driven, where outputs are quantified and measured. They may be input driven, where effort in terms of hours, or some equivalent unit are measured. Some institutions use a method called “contribution mapping” where relative inputs are measured.
- Institutions face a particular challenge in recording research and for most, the measurement of research is still under development.
- Post 1992 institutions (which have a standard academic contract), or institutions with a lower proportion of research income tend to succeed in having defined workload management models more than research intensive institutions.
- Most institutions favour an open approach that empowers faculties and schools to plan workload in a way that is most relevant to their own resource planning needs.
- Institutions tend not to have consistent plans and drivers for the future development of workload management models.

## 2.2 AUSTRALIA:

Australian universities agree University Enterprise Agreements with staff every three years. These agreements address a wide range of terms and conditions including academic workload agreements for academic staff. The objectives of these workload agreements in the Australian context are to ensure that academic workloads are aligned with the strategic direction of the institution but are also equitable, transparent, manageable and do not present a risk to health and safety. Universities negotiate individual enterprise agreements, and therefore each will have different workload agreements. However, common elements in Australian university workload agreements include:

- Definition of what constitutes academic work. These include teaching, research and service. Over time, these definitions have become progressively more detailed.

- Include a maximum workload allocation (generally in the range of 1500-1600 working hours) with tolerances of +/- 5%.
- Principles guiding the allocation of workload. Typically these principles include:
  - Consistency with strategic direction of the institution
  - Workload allocation should encompass teaching, research and service
  - Workload allocation should be appropriate to the stage of career development for each member of academic staff. Typically, an upper limit of working hours is also set.
- Academic workload agreements are typically determined at faculty/departmental/school level in consultation with staff.
- Academic workload agreements refer to occupational health and safety and work life balance with a grievance or review process built in.

### 2.3 UNITED STATES

Affordability of higher education for the individual and the financial viability of many public and private US universities has meant that faculty productivity is now a key focus of attention for State funders and for commentators on US higher education. US review and discussion on faculty productivity has had a particular focus on teaching load and typical characteristics of workload analysis include:

- In many US universities, tenured faculty are compensated for the 9 months of an academic year. This is often spread across a 12 month fiscal year or with the expectation that research activities and therefore research funding provide compensation for faculty during the summer months when a full teaching load is not required of the faculty member.
- Teaching workloads are defined and a growing number of State governments (such as Michigan, Texas) require that universities publicly report average teaching loads in parallel with data relating to student outcomes.

The Delaware Study of Faculty Costs and Productivity<sup>5</sup> is used by more than 200 US institutions as a technical approach for measuring and tracking academic teaching workload and for providing transparency about the relative proportion of resources that are applied to teaching.

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<sup>5</sup> <http://www.udel.edu/IR/cost/>

## 2.4 CANADA

Canadian higher education is a binary, predominantly public system, governed at provincial rather than federal level. Workload agreements are negotiated separately by each university, so that agreed teaching loads may vary with university. In general, teaching loads for tenured academic staff are 2, 2.5 or 3 courses per semester - equating to between 6 and 8 hours of teaching per week.

The primary function of academic staff in Canada's College system is teaching. Academic staff are required to deliver between 18 and 20 of direct "Teaching Contact Hours" per week. Time allocations for indirect teaching responsibilities are also defined.

Canadian investment in higher education increased consistently throughout most of the 1990s and up to 2013. During the same period average teaching workloads declined, although student numbers increased significantly. Universities are now facing a decline in their budgets that varies in severity, depending on the province. An increasing number of Canadian universities are starting to measure workload for internal management purposes (for example, the Delaware study of costs and productivity and alignment with research outputs), there is no publicly available data about academic workload management and there is a high level of resistance among academic staff to the introduction of such measures. Governments are incentivising universities to address some of these issues. Through its Productivity and Innovation Fund (PIF), the Ontario government has invested over \$20million for projects aimed at improving quality of the academic product while reducing costs.

## 2.5 LESSONS FROM INTERNATIONAL EXAMPLES

- Workload management is being addressed across all of the HE systems examined. In almost all cases, efficiency and accountability are key drivers. Particularly in the case of Australia, health and safety management is also a driver of workload agreements.
- Different systems have adopted different approaches to workload management and institutions tend to vary in their approach. However, all models seek to quantify academic workload while also recognising that flexibility is essential.

- Models have been developed over time and tend to be under ongoing development. In particular, the workload metrics are developed and refined over time.
- Workload management is typically delegated to academic units.
- Where standard academic contracts are in place or where teaching workload is stipulated, workload management models tend to be more straightforward to implement.

### 3. FRAMEWORK AND PROCESS OF WORKLOAD MANAGEMENT IN IRISH INSTITUTIONS

As the international examples illustrate, there is no single approach or mechanism to workload management. Figure 3.1 outlines a general framework that includes all of the components that may be incorporated within a model. In practice, most Irish institutions do not have this full framework in place. Instead the development of workload management practice is an ongoing process, in terms of the technical development of the model and also in developing a culture that embraces workload management.

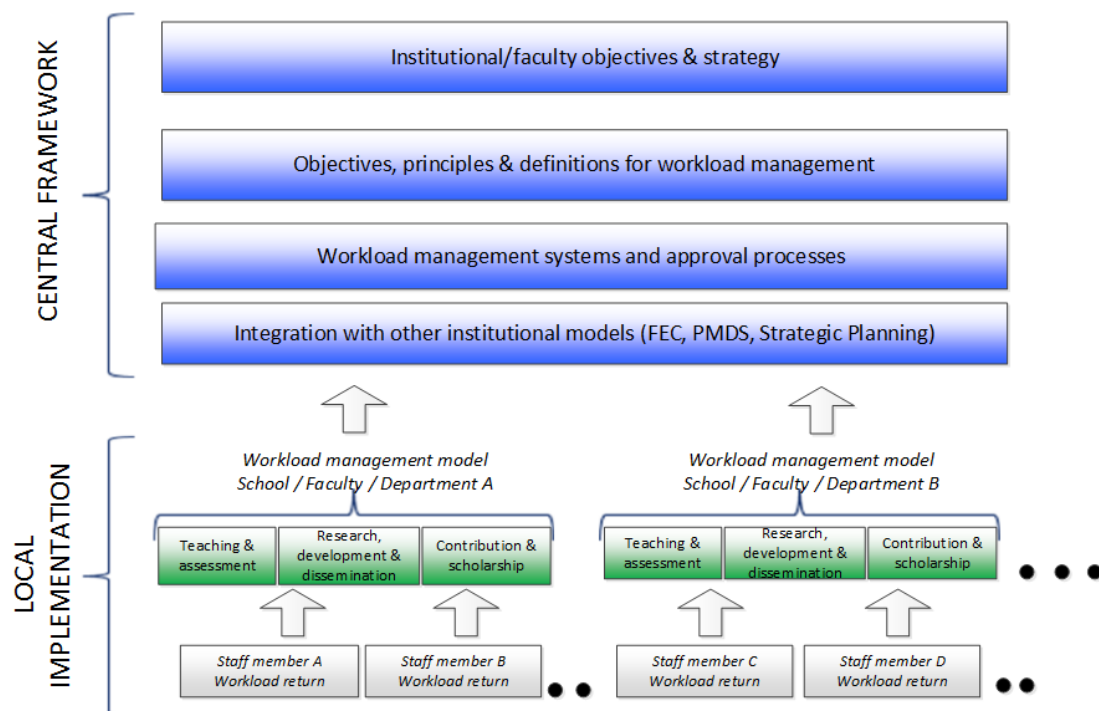


Figure 3.1. Generic illustration of an institutional workload management framework.

Of the 26 institutions surveyed for this report, four categories of workload management models were identified. These are:

- **Integrated Workload Management Model:** Institutions that have implemented or are in the process of implementing an integrated framework for workload management. Integration refers to the alignment of related processes such as



performance management as well as the use of a common dataset for FEC and workload management processes.

- **Full Workload Management Model but not integrated:** Institutions with workload management models that address all academic activities across teaching, research and service. However, these models may not be managed as part of an institutional framework and are not integrated with related activities such as FEC or PMDS.
- **Hybrid or partial Workload Management Model:** Institutions that have partial or hybrid workload management models. In these cases, some areas of academic workload – usually either teaching or research – are included in the model.
- **No Workload Management Model:** Institutions that say they do not have workload management models in place typically have very defined teaching requirements that are managed through timetabling systems and policies.

### 3.1 PRINCIPLES OF WORKLOAD MANAGEMENT<sup>6</sup>

Engagement with academic staff has been a key feature in the development of workload management models in Irish institutions. Most universities have agreed principles addressing the need to balance efficiency, quality and work-life balance in the distribution of academic workload. The specifics vary with institution, but general principles may include the following:

#### Objectives and principles of workload management

- **Enabling strategy:** At a time when resources are constrained, workload management model is an effective and proactive means of achieving strategic goals.
- **Effective resource allocation:** The model should support alignment between institutional strategic objectives and allocation of key resources.
- **Recognise all academic contribution:** Value, recognise and capture the full breadth of academic contribution.
- **Balance:**
  - Between teaching, research and service
  - Between efficiency and quality in delivery of academic programmes

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<sup>6</sup> These principles and objectives of workload management are indicative only and will vary from institution to institution.

Objectives and principles of workload management
<ul style="list-style-type: none"> <li>• Transparency: Transparency process with clear communication of outcomes.</li> <li>• Inclusivity: The model should address the workload of all academic staff and all academic activities.</li> <li>• Equity and sustainability <ul style="list-style-type: none"> <li>○ Fair distribution of workload</li> <li>○ Work-life balance</li> <li>○ Quality</li> </ul> </li> <li>• Accountability: The model should to provide an evidence base and identifiable strengths and areas for development.</li> <li>• Career Development: Workload management should support career development for all academic staff.</li> </ul>

**Table 3.1.** General principles workload allocation in Irish institutions.

## 3.2 DEFINITIONS AND METRICS OF WORKLOAD MANAGEMENT

### DEFINITIONS AND METRICS FOR WORKLOAD MANAGEMENT IN UNIVERSITIES

University contracts specify that academic workload should include teaching, research and administration responsibilities. Beyond this, there is flexibility in how this workload is distributed between these activities. There is also some flexibility in how workload is ‘weighted’ in terms of relative effort or contribution.

Most Irish universities have applied a light touch approach in which academic units develop approaches, weightings and metrics that best suit their discipline and/or circumstances. Some universities have developed more detailed definitions and relative weightings for academic activities and a very small number have successfully implemented a single quantitative model or a limited number of such models. These quantitative models apply credits, points or weightings to reflect the relative time and effort required to carry out various academic activities.

There is significant variation on the basic definitions of academic workload. For example, the total workload associated with delivering a module of undergraduate teaching is defined and weighted differently throughout the sector. Table 3.2 shows a sample of workload definitions developed and implemented in one Irish university for teaching and teaching-related activities.

Teaching & Teaching related activities		
Class contact	Metric	Weighting
Direct class contact	Per hour	1
Individual tutorials/ feedback	Hours / student per module	1
Distance & e-learning	Per module	TBA
PhD supervision	Hours per FT student per annum	38
Project supervision	Hours per student	6
Field course	Per week	36
New content preparation	Per hour	2
Regular content preparation	Per hour	1
Marking	Per student/20 credit module	1.5
PhD teaching prep	Hours per annum per FT student	38
Module admin	Hours per module	10
Module leadership	Hours per module	35 + 0.5 hours per student
Personal development tutor (level 1)	Hours per student per annum	10
Personal development tutor (Level 2,3 and Masters students)	Hours per student per annum	1
Placement	Number of student placemen visit hours	
External examining	Hours per appointment	25
Assessment & external liaison	Hours per 20 credit module	5
Peer observation	Hours per annum	10
Field Board	Hours per annum	9

**Table 3.2.** Definitions and metrics for teaching and teaching-related activities in one Irish university.

In the example above, this university has developed three different models based on different definitions and metrics. Academic units have a choice in respect of which model they adopt and this flexibility helps universities to deal with the fact that there are different disciplines will have different workload profiles. However the definitions and weightings shown here are unlikely to be the same in other institutions. This means that despite the level of detail built into many models, the wide diversity in definitions mean that it is not possible to make comparative statements about academic workload.

Data from institutional systems (such as the research management system) may be used as input to workload management models. However, with the exception of the three universities that have integrated (or are in the process of integrating their workload and FEC data collection systems), most do not link FEC data with workload management.

#### DEFINITIONS AND METRICS FOR WORKLOAD MANAGEMENT IN INSTITUTES OF TECHNOLOGY

Teaching workloads in the institutes of technology sector are clearly defined and offer limited scope for flexibility. Therefore opportunities for flexibility in allocating

workload are more limited and workload models are simpler than those found in the university sector.

The direct teaching requirement of academic staff in institutes of technology is 560/630 hours over a 35 week period. The academic contract does not address indirect teaching requirements and therefore these hours are not always recorded. Some activities such as marking of examinations are considered to be outside of the academic contract and are remunerated separately.

Where institutes have developed workload management models, this has been for three main purposes:

- Support the delivery of institutional objectives in research and external engagement.
- Maximise the additional productivity requirements of 2 hours per week that are required under Croke Park and Haddington Road agreements.
- Ensure that teaching requirements are delivered within the resource constraints of the institute.

### 3.3 SYSTEMS AND PROCESSES IN WORKLOAD MANAGEMENT

#### UNIVERSITY SYSTEMS FOR WORKLOAD MANAGEMENT

A minority of universities have centralised systems for collecting, organising and storing workload management information. More often, workload management models are developed and tailored for individual academic units and are administered locally, supported by simple tools such as Excel. Institutional data management systems (such as research support systems) are often (although not always) used as a verifiable source of data relating to workload inputs and outputs.

Because workload management is almost always devolved to academic schools, responsibility for verification and sign-off of workload information lies with the head of academic unit who also makes decisions on the distribution of workload, usually in consultation with academic staff. In many instances, individual workload data is restricted to the individual academic and head of the relevant academic unit. In other cases, a relevant member of human resources, school manager or Registrar / VP Academic Affairs may also have access to view individualised data. Most often, workload data is rolled up to provide an aggregate workload for each academic unit.

This data is then shared at institutional level or consolidated to provide workload information from an institutional perspective.

The example below describes a devolved process and system for workload management in one university.

In this university, principles and policies guiding the development of workload models are defined at institutional level while the specifics of definitions, metrics and weighting are the responsibility of individual schools. This university utilises data from other institutional systems, such as the research management system, however it does not yet link FEC with workload management processes. Because process is devolved to School level, the example below describes how one school within this university manages workload:

- Guided by institutional principles and policies, this school developed a workload management model that fits with the norms and priorities of the school.
- Compilation of workload data is a largely manual process, although some data is extracted from institutional systems and processes. This data includes:
  - Data relating to classroom teaching, project and dissertation supervisions and administrative duties that is collected and stored at School level.
  - Data on research outputs are drawn from the university research support system.
- Information relating to the academic activities of individual members of academic staff is compiled in an Excel spreadsheet and sent to the relevant member of staff for verification. This takes place in early spring / early summer for workload activity from the previous year. Any revisions and/or additions to the workload forms are subject to final review by the Head of School and Faculty Dean.
- The finalised workload information is used by the Head of School to inform the allocation of workload for the upcoming year. Each member of academic staff is assigned a “workload score”. This data is protected and only shared with the individual member of staff, their Head of School, Dean and Faculty Manager.
- PMDS is formally a separate process from workload management. However, as both processes are managed by the Head of School, there is a practical, yet informal overlap between the two processes.

#### INSTITUTES OF TECHNOLOGY SYSTEMS FOR WORKLOAD MANAGEMENT

The relative simplicity of the workload management task in institutes of technology mean that where models are in place, they tend to be designed and managed centrally.

Centralised timetabling systems to record and optimise the distribution of teaching workload are either in place or are being implemented in several institutes. Where

timetabling systems have been implemented, the allocation of teaching time has become a centralised function.

A small number of institutes have developed workload management models to address their specific challenge of allocating time to research. In all institutes, decisions regarding the allocation of workload to support research strategy tend to have resourcing implications and therefore represent a net cost to the institute, (unless external funding is available to allow teaching obligations to be backfilled). In these cases, decisions are centralised and institutes report policies and procedures that guide decisions about release from teaching. The example below illustrates how one institute of technology approaches workload management from the perspective of balancing teaching with research.

This institute applies the standard academic workload of 18 or 20 hours for all academic staff. . Other academic activities such as lecture preparation, attendance at departmental meetings and meeting with students are considered to take place in the remainder of the working week. As with other institutes of technology, setting and correcting of examinations are not considered to be part of regular workload and are compensated for separately.

This institute's workload management model was developed with the specific objective of supporting the pillars of its research strategy. The 'Academic Time Release for Research' policy makes provision for research as follows:

Directors of Research Institutes teach for a maximum of 6 hours per week. The majority of their time to be spent on research performance and research management. Teaching time is scheduled for blocks of time over 1.5 days to allow the most efficient use of remaining time.

Up to 15 academic staff may be aligned with the three research institutes. Each staff member receives 6 hours of relief from teaching and this is assigned for research. The time is provided in block release, allowing the academic to spend one or two full days on research each week.

Research outputs are defined with individual members of academic staff. Each member is required to supervise a minimum of one research post-graduate student.

Other academic staff (who are not aligned with a research institute) are granted 2 hours of relief from teaching to supervise a postgraduate research student up to a maximum of 6 hours per week.

The institute runs an open competition process to identify academic staff that will qualify for teaching relief in order to carry out research. Each applicant completes a standard application, having consulted with the relevant Research Director, Head of Department/School and Office for Research (this office administers the competition). On receipt of the application form each applicant is interview by a panel. Following the

panel review applicants are either awarded the time release or deferred with recommendations to apply the following year. Research outputs are agreed with each successful applicant, at the end of the academic year each applicant has an end of term meeting to review outputs and based on this applies again for another year of Time Release support. A full costing of the academic time release is provided. The policy was implemented in this institute in 2012/13.

### 3.4 INTEGRATION OF WORKLOAD MANAGEMENT WITH FULL ECONOMIC COSTING

#### INTEGRATION OF UNIVERSITY WORKLOAD MANAGEMENT MODELS WITH FEC

In almost all cases, universities contend that workload management is most effective and productivity is maximised when workload issues are managed locally within an academic unit and when qualitative judgement is brought to bear in the process and the totality of academic activity are considered. In the same way, most universities manage informal and practical overlaps between workload management and related institutional processes such as Full Economic Costing (FEC) and Performance Management Systems but are careful to ensure that a clear distinction is maintained between the objectives of these processes.

In many institutions, heads of academic units are responsible for administering both workload management and performance management. In some instances, they also support the development of Academic Activity Profiles (AAP) as part of the FEC process. In many cases, information gathered for one process is frequently used to inform the other without the processes being formally aligned.

Two universities report increasingly close integration between workload management and FEC. Where integration has been achieved, it tends to be supported by software systems that enable a single source of commonly-defined data to be collected and utilised for multiple purposes. Benefits of such systems include consistency of approach, improved data management, transparency and reduced effort for academic staff who are asked provide data.

Despite having related inputs and objectives, some universities have decided to maintain clear and formal separation between workload management and FEC. This is generally driven by the goal of developing a culture in which workload management is recognised as a constructive and beneficial activity.

## INTEGRATION OF WLM WITH OTHER INSTITUTIONAL PROCESSES IN INSTITUTES OF TECHNOLOGY

Because of the emphasis on teaching time in the institutes of technology sector, the management of workload is aligned with the timetabling function in most (although not all, institutions). Some institutes have also aligned workload management with their Recurrent Grant Allocation Model (RGAM) and use workload allocation data to inform the resource allocation systems. The case study below describes how one institute has aligned its workload management activities with resource management.

This institute uses an online software tool, known as AKARI Resource Planner, to reflect the planning and allocation of all academic teaching workload in the Institute.

Resource Planner evolved out of the development of the unit costing process and the new Recurrent Grant Allocation Model (RGAM) for the IoT Sector to assess the cost implications of resourcing decisions prior to or at the point in which the decision is made. The objectives of resource planner when developed were as follows:

- Efficiency Management
  - o Maximise utilisation of teaching resource
  - o Facilitate more shared delivery
  - o Timely information on high cost modules and programmes
- Assist Academic Management
  - o Information on the financial effects of decisions
  - o Tool to plan resources i.e. identify surplus/shortage
  - o Central repository for central information requests regarding academic workload allocation.

Although Resource Planner manages the direct teaching contact hours and does not reflect indirect activities, its uses and benefits to the institute have been:

- A platform to support:
  - o Determination of the financial viability of new programme proposals
  - o Timely information on resource requirements based on planned numbers
  - o Facilitate internal sharing/redeployment of academic resources
- Management Reports
  - o Trend data and key metrics
  - o Top 100 Module Cost
  - o Income and expenditure per Programme
  - o Staff Summary
- Communication Tool
- Transparency in the allocation of resources across the Institute
- Data to support overall Internal Resource allocation model.



## 4. UNIVERSITY WORKLOAD MANAGEMENT MODELS

### 4.1 THE UNIVERSITY ACADEMIC CALENDAR:

With the exception of Trinity College Dublin, Irish universities work to a semesterised calendar. Academic workload is managed across an annual calendar that must accommodate the semesterised requirements of structured undergraduate and postgraduate teaching (supervision of postgraduate students takes place across the full year).

Classroom-based teaching and examinations typically take place over the first two semesters. Postgraduate teaching and supervision continues throughout the third semester, along with ongoing research and a period for repeat examinations.

Table 4.1 below summarises the number of weeks scheduled for organised teaching and related activities such as examinations in each institution. Reading and placement weeks are excluded. As illustrated, universities are broadly consistent with each other, with slight differences explained by the inclusion or exclusion of repeat examinations and marking periods.

<b>Semester 1</b>							
	DCU	NUIG	NUIM	TCD*	UCC	UCD	UL
Weeks assigned to teaching	12	12	12	11	12	12	12
Weeks assigned to examinations	2	2	4	3	0	2	3
Total weeks assigned to organised teaching	14	14	16	14	12	14	15
<b>Semester 2</b>							
	DCU	NUIG	NUIM	TCD*	UCC	UCD	UL
Weeks assigned to teaching	12	12	12	11	12	12	12
Weeks assigned for examinations	2	4	4	0	4	2	3
Total weeks dedicated to organised teaching	14	16	16	11	16	14	15
<b>Semester 3</b>							
	DCU	NUIG	NUIM	TCD*	UCC	UCD	UL
Weeks assigned for examinations	2	-	-	4	2	2	2
<b>Total of weeks assigned to organised teaching &amp; related examinations.</b>	<b>30</b>	<b>30</b>	<b>32</b>	<b>29</b>	<b>30</b>	<b>30</b>	<b>32</b>

**Table 3.1** Academic calendar relating to teaching and examinations in each university.  
(\* TCD's calendar is defined in terms rather than semesters.)

A comparison with a sample of UK institutions shows that Irish universities work to similar academic calendars. Universities manage workload requirements within the requirements of these calendars.

<b>Semester 1</b>			
	<b>University of Bristol</b>	<b>Aberdeen University</b>	<b>Queen's University Belfast</b>
Weeks assigned to teaching	9	11	12
Weeks assigned to examinations	2	2	3
Total weeks assigned to organised teaching	11	13	15
<b>Semester 2</b>			
Weeks assigned to teaching	15	11	12
Weeks assigned to examinations	3	3	3
Total weeks assigned to organised teaching	18	14	15
<b>Semester 3</b>			
Weeks assigned to examinations	2	2	2
Total weeks assigned to organised teaching	<b>31</b>	<b>29</b>	<b>32</b>

Table 3.2. Annual academic calendars for a sample of UK universities.

#### 4.2 TREATMENT OF TEACHING IN UNIVERSITY WORKLOAD MANAGEMENT MODELS

The basic unit of teaching for universities is a 5 credit undergraduate module equating to 24 hours of contact time. The full workload associated with delivering such a module includes (although may not be limited to) the following indirect teaching activities:

- Preparation of lectures and tutorials
- Preparation and delivery of practical laboratories (where relevant)
- Contact time with students outside of the classroom
- Setting and correcting course assignments
- Setting and correcting examinations
- Supervising field work
- Visiting externally-placed students.

Almost all universities recognise that the total workload associated with teaching depends on variables such as class size, level and mode of assessment. No university

uses a completely quantitative approach to managing teaching workload. Some institutions have developed models that describe credits or weightings that allow teaching load to be quantified and for these values to inform the equitable distribution of workload. These quantitative weightings vary considerably – even within the same institution, academic units may place different emphasis and therefore different weightings on different teaching-related activities.

#### 4.3 TREATMENT OF RESEARCH IN UNIVERSITY WORKLOAD MANAGEMENT MODELS

Most universities define and measure research metrics as key institutional KPIs and as a basis for research strategy, usually over a rolling period of up to 4 or 5 years. Research workload metrics are mainly output focussed, although input metrics such as grant funding are also counted. The extent to which these metrics are incorporated into workload management models varies from institution to institution. Some universities assign workload-based weightings to research activities while others take a principled approach guided by qualitative judgement. Generally, metrics and their relative weightings are defined by academic units to reflect the specifics of their discipline. They include although are not limited to the following:

Peer-reviewed publications, books and book chapters.	Member of Graduate Research Committees.
Citation indices	Conference paper
Number of PhD students supervised	Principal Investigator or co-lead
Number of PhD students graduated.	Research grants applied for and received
Non – refereed publications	Active role in membership of a national or international body or editorial board.
Invited lectures	

#### 4.4 TREATMENT OF SERVICE IN UNIVERSITY WORKLOAD MANAGEMENT MODELS

Universities recognise a wide range of service activities. The most significant and clearly defined service activity is the role of Head of School or Head of Department. All institutions recognise this as a challenging and time consuming role. The extent to which release from other duties is granted to heads of academic units varies, often depending on the size of the School or department and the associated

responsibilities of the role. In some universities, these responsibilities are rotated and workload redistributed accordingly.

Other service activities that are less clearly defined are recognised by all universities, although only some identify quantitative weightings for these activities. Examples of valid service activities are identified below, although again, the exact definitions vary across and within institutions.

Conference/Symposium Organisation	General Administration
External Activity (External Examining, External Professional Review)	Pastoral Care/Student Support
Academic Editing & Review	University Level Administration
Consultancy/Professional/Income-generating activities	College Level Administration
Clinical Services (related to Health Services)	School Level Administration
National/International Policy Development	Discipline/Department/Academic Unit Level Administration
Public engagement	Outreach (school visits, open days etc)
Personal academic activities	

#### 4.5 TREATMENT OF SABBATICAL IN UNIVERSITIES AND COLLEGES

Universities continue to provide opportunities for sabbatical to academic staff, but on a zero-cost basis. Generally, sabbaticals are managed locally within academic units and various approaches are used to release a member of staff without incurring additional costs. These approaches include front-loading of teaching responsibilities or distributing the additional workload to other colleagues. Occasionally, where available, resources are set aside to meet the cost of replacement teaching for the period of sabbatical.

## 5. WORKLOAD MANAGEMENT IN INSTITUTES OF TECHNOLOGY

### 5.1 ACADEMIC CALENDAR IN THE INSTITUTES OF TECHNOLOGY

The academic contract for institutes of technology defines the annual teaching requirement as 560/630 hours over a 35 week period. The teaching calendar in institutes of technology is organised into semesters over 30 - 32 weeks for the academic year as illustrated in table 5.1. The variations in weeks are explained by the inclusion or exclusion of weeks for examinations and supplemental examinations. As with universities, reading weeks are excluded from the weeks shown.

<b>Semester 1</b>														
	AIT	CIT	DIT	DKIT	GMIT	IADT	ITB	ITC	ITS	ITT	ITTr	LIT	LYIT	WIT
Weeks assigned to teaching	12	13	12	12	13	12/13	13	12	13	13	12	13	13	12
Weeks assigned to examinations (	3	2	3	3	3	1	4	2	3	2.5	3	2	3	3.5
Total weeks assigned to organised teaching	15	15	15	15	16	13/14	17	14	16	15.5	15	15	16	15.5
<b>Semester 2</b>														
	AIT	CIT	DIT	DKIT	GMIT	IADT	ITB	ITC	ITS	ITT	ITTr	LIT	LYIT	WIT
Weeks assigned to teaching	13	13	12	12	13	13	14	15	13	13	12	13	13	12
Weeks assigned for examinations	3	2	3	3	3	2	4	2.5	3	2.5	3	2	3	3.5
Total weeks dedicated to organised teaching	16	15	15	15	16	13	17	17.5	16	15.5	15	15	16	15.5
<b>Semester 3</b>														
	AIT	CIT	DIT	DKIT	GMIT	IADT	ITB	ITC	ITS	ITT	ITTr	LIT	LYIT	WIT
Weeks assigned for examinations						4				2				
<b>Total of weeks assigned to organised teaching &amp; related examinations.</b>	<b>31</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>32</b>	<b>30/31</b>	<b>33</b>	<b>31.5</b>	<b>32</b>	<b>34</b>	<b>30</b>	<b>30</b>	<b>32</b>	<b>31</b>

**Table 5.1** Academic calendar relating to teaching and examinations in each Institute of Technology.

## 5.2 TREATMENT OF TEACHING IN INSTITUTE OF TECHNOLOGY WORKLOAD MANAGEMENT MODELS

Academic contracts within institutes of technology specify the teaching obligations of academic staff. These are defined as follows:

- Lecturers and Senior Lecturers are required to deliver a maximum of 560 hours class contact per year with a weekly norm of up to a maximum of 18 hours per week over a 35 week year (This includes 2 additional hours as agreed in the Croke Park agreement).
- Assistant Lecturers are required to deliver a maximum of 630 hours class contact per year with a weekly norm of up to a maximum of 20 hours per week (includes 2 additional hours as agreed in the Croke Park agreement).
- No provision is made in academic contracts for research, external engagement or service.
- Work relating to setting and correcting assignments and examinations are undertaken outside of normal working day and under an agreement with the Department of Education & Skills, academic staff are compensated separately for undertaking these activities

Because teaching is so clearly defined, workload management in the institutes of technology is driven by the need to deliver these teaching obligations and where possible, to accommodate academic efforts in research and innovation.

## 5.3 TREATMENT OF RESEARCH IN INSTITUTE OF TECHNOLOGY WORKLOAD MANAGEMENT MODELS

Of the 14 institutes of technology, 10 confirm that they provide for academic staff to supervise postgraduate research students as part of their academic workload. Most institutes recognise the supervision of research students as a valid research activity that can earn 2 hours of relief from teaching each week. However, many institutes report that this relief from teaching is only granted if it does not represent an additional cost to the institute and teaching time can be funded or 'bought-out' through a research grant. Where institutes have a policy for granting time for research, this is managed through central policies.

#### 5.4 TREATMENT OF SERVICE IN INSTITUTE OF TECHNOLOGY WORKLOAD MANAGEMENT MODELS

The setting and correction of examinations are considered to take place outside of the normal academic workload and are remunerated separately. Outside of this, all institutes reported that outside of formal administrative roles (such as head of department), no provision is made in academic workload for service contributions made by academic staff.

#### 5.5 TREATMENT OF SABBATICAL IN INSTITUTES OF TECHNOLOGY

Institutes of technology do not have sabbaticals. When other forms of leave emerge, (such as maternity leave), academic departments typically cover leave from existing resources. Where this is not possible, contract or part-time staff are sought.

## 6. WORKLOAD MANAGEMENT IN COLLEGES DESIGNATED UNDER THE HEA

### 6.1 ACADEMIC CALENDAR IN COLLEGES DESIGNATED UNDER THE HEA

Academic workload in Colleges is managed across over two semesters in which classroom-based teaching and examinations typically take place over the first two semesters. Separate to this, School placements account for a significant portion of the student's year and staff are typically engaged in providing supervision to these school placements. Time allocated for supervision of placements was not included in the scope of this study. This omission accounts for the slightly lower number of academic weeks illustrated in Table 6.1 when compared to universities and Institutes of Technology.

<b>Semester 1*</b>					
	<b>Mary Immaculate College of Education</b>	<b>Mater Dei Institute</b>	<b>National College of Art &amp; Design</b>	<b>St Angela's College</b>	<b>St Patrick's College, Drumcondra</b>
Weeks assigned to teaching	12	12	15	13	11
Weeks assigned to examinations	2	1		1	2
Total weeks assigned to organised teaching	14	13	15	14	13
<b>Semester 2</b>					
	<b>Mary Immaculate College of Education</b>	<b>Mater Dei Institute</b>	<b>National College of Art &amp; Design</b>	<b>St Angela's College</b>	<b>St Patrick's College, Drumcondra</b>
Weeks assigned to teaching	12	11	15	12	13
Weeks assigned for examinations	2	3		2	2
Total weeks dedicated to organised teaching	14	14	15	14	15
<b>Semester 3</b>					
	<b>Mary Immaculate College of Education</b>	<b>Mater Dei Institute</b>	<b>National College of Art &amp; Design</b>	<b>St Angela's College</b>	<b>St Patrick's College, Drumcondra</b>
Weeks assigned for examinations	N/A	N/A	N/A	N/A	N/A
<b>Total of weeks assigned to organised teaching &amp; related examinations.</b>	<b>28</b>	<b>27</b>	<b>30</b>	<b>28</b>	<b>28</b>

**Table 6.1** Academic calendar relating to teaching and examinations in each designated College.



## 6.2 TREATMENT OF ACADEMIC WORKLOAD IN COLLEGES DESIGNATED UNDER THE HEA

The treatment of teaching, research and service workload in colleges designated under the HEA is varied.

To date, two colleges have implemented a hybrid system of workload management. In one example, individual members of academic staff in teaching, research and service and is reported and held by the institution Head. The information summarised in the table below is captured on a paper based system and held by the College director.

<b>Teaching</b> a) Class contact (lectures and tutorials) b) Assessment of Coursework and Examinations c) Related feedback d) Supervision of Placements	<b>Research</b> a) Research Supervision and examination b) Staff Research c) Publications and Publishing <b>Service</b> a) Administrative and internal service activities b) External Service Activities c) Other
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The remaining institutions have not yet implemented a model but report various approaches to managing teaching workload through centralised timetabling, or by recording contact hours and research activities.

Teaching workloads in designated Colleges are typically higher than in universities. This is mainly due to the intensive (such as small groups) nature of some teaching and supervisory activities in teacher education.

## 6.3 TREATMENT OF SABBATICAL IN COLLEGES DESIGNATED UNDER THE HEA

In most colleges, sabbatical leave is enabled by the arrangement of cover by colleagues within the college and department. Once cover has been arranged, any deficit is typically met by the college, through part-time hourly contract arrangements.

## 7 ANALYSIS AND RECOMMENDATIONS

### 7.1 CHALLENGES AND BENEFITS OF WORKLOAD MANAGEMENT

Institutions identified the benefits and key challenges of implementing workload management models. These are summarised in the table below.

<b>Benefits of implementing workload management</b>	<b>Challenges in implementing workload management</b>
Greater transparency and equity in the allocation of workload.	An inherent resistance to the idea that academic work can be codified or delimited in a managerial/metric-driven way
Transparency and clarity of the totality of academic work contributions	Reconciliation of differences in practice, particularly in broad-based universities.
Improved frontline management of academic staff resource, allowing individual academics to focus on their strengths.	Reconciliation of differences in perception of relative effort and/or value of various types of academic workload.
Enhanced understanding by academic staff of university's values and priorities and how these relate to individual workload.	Avoiding a 'bean-counting' approach without appropriate recognition of the consultative, qualitative nature of good workload management models.
Enhanced appreciation of academic staff of expectations and responsibilities in relation to workload.	Detailed attempts to define workload precisely, leading to complex models that are not efficient and may lead to negative behaviours.
Information for informing the targeted investment in staff development.	Within institutes of technology a lack of flexibility in the standard academic contract inhibiting optimisation of workload.
Method of ensuring the equity and sustainability of academic workload	Constraints to balanced workload presented by the Employment Control Framework.
Enhanced communication and accountability between staff and management.	
Improved opportunities for cost-efficiencies and cost management.	
Possibility of consolidating and integrating workload management models once implemented.	

As part of this study, all unions that represent academic staff were invited to contribute submissions. In each of the submissions received, equity, sustainability and health and safety were highlighted as being critical to an effective workload management model.

- The Irish Federation of University Teachers (IFUT) identified recognition and maintenance of flexibility, parity of esteem and quality as key requirements of any workload management model.

- In their submission to this study, the Teachers Union of Ireland (TUI) who represent academic staff in the IOT sector identified issues relating to health and safety, work/life balance and growing incidence of stress leave as the key challenges to the sustainability of current workload requirements in the IOT sector.

## 7.2 EXAMPLES OF GOOD PRACTICE FROM IRISH HIGHER EDUCATION

Despite the diversity of workload management models across Irish institutions, some aspects of the process are common across the sector. These include:

- Models have been developed through a high level of consultation with, and input from academic staff
- Principles of workload management are defined and agreed centrally and implementation is devolved to academic units (generally faculties or schools)
- There is recognition that academic workload will vary, depending on priorities or individual strengths. There is also recognition that a successful model should recognise and accommodate this variation.
- A high level of confidentiality is attached to workload data. In almost all cases, individualised data is restricted to a very small group of people. Aggregate data for academic units or the institution may be compiled and shared for decision-making reasons.

As experience and trust builds in the process and data is compiled over a number of years, some institutions are using the knowledge gained to inform further development and enhancement of their systems. Because of this, it is somewhat premature to look for examples of good practice in workload management amongst Irish universities. However, some institutions have developed models with characteristics that are consistent with good practice. These characteristics include:

- Workload metrics and weightings are clearly defined and sufficiently comprehensive to apply to all academic disciplines.
- At the same time, models are flexible, recognising that not all academic workloads will look the same.
- Models employ a mix of input and output metrics and employ data from other institutional systems (for example the research management system).
- Workload management data is aligned with data collected for the FEC model (or institutions are working towards the alignment of this data).

- The model is aligned with the institutional performance management process with output from the workload management model used to inform performance discussions.
- A measure of unit workload is defined and applied across all academic activities.
- A centralised software platform supports the system and provides a location for entering and saving workload data.
- Workload management process and data is subject to review and audit.

Some examples of good practice in the Irish university system are described below.

***University 1:***

This university's Academic Workload Allocation Policy provides an institutional level framework for managing workload at faculty and department level. The policy sets out the principles of workload management and the responsibilities of heads of department and individual academics in the implementation of workload management. Each Department and Faculty monitor the operation of workload models annually. Data relating to workload management is stored within the department and faculty for a period consistent with the university's data retention policy.

Although detailed guidance is provided on the quantitative measurement of academic activities, the policy stresses that this quantitative model should not alter the flexibility of academic workload. At the beginning of each Spring semester, staff provide information on their contribution to departmental workload. This information is then used in dialogue with the Head of Department to plan teaching for the coming year.

*Workload metrics and weightings:*

Teaching workload takes account of direct teaching hours and all related academic activity (such as tutorials, laboratory and/or workshop supervision and one-to-one student contact). Postgraduate teaching includes all time spent supervising and supporting PGR students, both directly and indirectly.

Although detailed weightings are applied to academic workload, the specifics of these weightings vary across different departments. A basic weighting is applied to a regular 5 credit undergraduate module. Multiples or proportions of this weighting are then added, depending on the characteristics of each academic's workload. All modules are scored, with extra weightings allocated for certain characteristics such as large groups, and first year modules. Supervision of Final Year Projects (FYPs), taught MA dissertations, MA theses by research and PhD theses is also scored.

Workload units are also assigned for output of research publications. Five years are counted to give a rolling average that normalises peaks and troughs of academic

activity. Co-authored work is divided by the number of contributors. Management of a post-doc or a research assistant is also given weight in the research score.

Units are assigned for internal administration duties, eg Head of department, course directorships (MA/GradDip combinations count as one course directorship), Departmental Directors, etc, and for faculty and university functions. Some external functions are also included. Ex officio memberships are not included, as they are already counted in the score for the relevant post.

**University 2:** This university's Academic Workload Model (AWDM) was designed to respond to internal demands for greater equity and transparency in the distribution of tasks and resources and enabling appropriate reporting on academic activities and overall workload of academic staff internally and externally. Guided by institutional principles of workload management and full economic costing specifications, individual staff members and their Academic Units report on academic workload (AWDM) and full economic costing (FEC) using a single university-wide template. The data is supported by a single centralised process, using a purpose built software platform.

Once a year, members of academic staff complete an electronic form, providing details of their academic workload. Additional detailed disciplinary-specific workload activities can be added to the form although this tends not to happen and has been rare to date as the model has been developed through significant consultation and feedback to a comprehensive level and successfully piloted prior to formal implementation.

*Workload metrics and weightings:*

This university identifies a standard Lecture Unit based on the delivery of a 5-credit lecture module (i.e. 24 lectures including all aspects of time for preparation and interaction with students but excluding tutorials, practicals, field work etc. associated with the module). This Lecture Unit Equivalent (LUE) equates to a workload of 72 hours. The Model includes pre-allocated LUEs for the categories of General Research (3 LUE) and General Administration (2 LUE).

Academic activity is identified under a comprehensive listing of activities across five categories:

- Teaching
- Research
- Professional Academic Service
- Academic Administration
- Other

Once completed, academic workload forms are submitted to the Head of School/Department who would engage with the staff member to confirm the

submission and who must sign off electronically on the submission. Each approved submission automatically feeds into an Academic Unit Summary. This Academic Unit Summary is then made available within the Academic Unit. The Head of College, the Registrar & Senior Vice President Academic and the HR Manager — HR Strategy & OD (who supports the system) have access to an approved non-personalised Academic Unit Summary. In Spring of each year following final sign off by Head of College, the AWDM & FEC mode, median and mean and related frequency distributions of overall LUE (all Colleges) and per College & per Unit are published and disseminated via Academic Council.

### ***University 3:***

This university's Workload Allocation Model provides a standardised institutional framework within which individual Schools/Units adapt the model to their own circumstances. The workload allocation model addresses all teaching, research and service aspects of academic workload and identifies the metrics by which decisions are made about workload allocation

#### *Workload metrics and weightings*

The university does not quantify a unit of effort that is required to deliver teaching. Direct teaching time is estimated to account for 20% of teaching effort, with the remainder assigned to lecture preparation, laboratory preparation & supervision, student advising, setting and correcting assignments and examinations.

The model allows for specific characteristics of teaching in certain disciplines to be recognised. This includes higher contact hours and laboratory and project work in science, engineering, computing or medical disciplines and small group teaching, language labs or essay work in humanities and social sciences disciplines.

Operating along these guidelines, academic staff enter their workload to a central system once a year. Heads of units have a high degree of flexibility in allocating teaching workload.

The university tracks research and innovation metrics through the institutional research office. Research data is provided to colleges and schools (who also record their research data as part of operational planning). This is used as input to their workload management models. Research metrics include number of PhD students supervised and graduated, membership of graduate research committees, peer-reviewed and other high calibre publications, research funding applications and funding secured, citations and citation impact. Heads of academic units have flexibility to adjust teaching and administrative workload up or down to reflect higher or lower contributions to research and innovation.

The university allows for all relevant service activities to be recognised and counted. Internal administration roles such as programme or course director, head of

discipline, dean, vice-dean, head of school are credited with a portion of their time as a result of these administrative roles. For example, a course director may be credited with 10-15% of their time while a head of discipline may be credited with 30%-40% of their time, depending on the scale and complexity of the unit that they are responsible for.

Throughout the process, staff are required to provide evidence to verify workload allocation. Data from the workload management is used as a front-line resource management tool by local academic managers and as an input to PMDS. The data is also inputted to the generation of Academic Activity Profiles (AAP) as part of Full Economic Costing.

### 7.3 AREAS FOR IMPROVEMENT IN WORKLOAD MANAGEMENT

Despite progress in developing and implementing workload management models, there is an on-going challenge of a perceived lack of transparency or accountability of academic workload. Across the sector and within some universities, multiple workload management models have been implemented. This variation makes it difficult to make statements about comparative academic workload and contributes to the perceived lack of transparency in relation to academic workload. To address this, the following is recommended:

#### BENCHMARKING COMPARISON OF WORKLOAD MANAGEMENT MODELS

As illustrated by the examples described here, there is considerable variation in models of workload management, within and across Irish universities. A benchmarking comparison of workload models would provide a baseline for understanding the similarities and differences in workload management models and would provide a basis for comparing across institutions or disciplines. This exercise might be carried out collaboratively by the universities with the support of the IUA and by IOTs with the support of IOTI.

In the case of both universities and IOTs, both sectors should plan to enter a process of aligning of workload management approaches. Alignment of workload management, firstly within institutions, and later, across higher education sectors would be a major step towards enabling a transparent and accountable system of workload management.

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## LINKAGES WITH FULL ECONOMIC COSTING

As the examples also illustrate, universities are taking steps to integrate the data collected for workload management data that is gathered for the Academic Activity Profiles (AAP). The benefits of integrating the two data collection processes will be to improve the consistency of workload data and will also reduce the amount of data that academic staff are asked to provide.

The individual organisational challenges of aligning FEC and workload management processes are recognised (e.g. resistance to support workload management processes if formally linked to FEC). However, if universities can move towards the alignment and integration of these two processes, it may be the basis for providing evidence that illustrates the scale of workload that is carried by academic staff.

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## DEVELOPMENT OF CENTRALISED DATA COLLECTION / TIMETABLING SYSTEMS:

Universities have implemented diverse systems and processes for managing the process of workload management. A small number of universities have centralised, electronic systems. However, most manage localised systems and processes and these vary from faculty to faculty within an institution. Potential benefits associated with the development of centralised systems for workload management include:

- Better consistency between various data sources and integration between related processes – risk of ‘different versions of the truth’. This particularly relates to the related data collected for FEC and research management.
- More reliable processes for verifying, comparing and benchmarking workload data over time. As a result, much improved opportunities for improving transparency about workload while also safeguarding sensitive data about individuals.
- Improved administrative workload associated with managing and administering workload management processes. Data need only be entered once.

Future investment in workload management software would be a key step in achieving a consistent, integrated approach to managing workload data. Some universities have achieved this and there may be an opportunity for sharing best practice across the sector.

In the case of institutes of technology, not all institutes have moved towards centralised timetabling. Given the structured nature of timetabling in the sector, it is



likely that there are considerable efficiencies to be gained from a move towards a centralised approach across the sector.

## 8 CONCLUSIONS

All universities and most other institutions have introduced workload management practices since 2010. Overall progress has been significant and the higher education sector has engaged proactively and constructively with the issue of workload management. The evidence shows that academic staff are held to a level of internal accountability within their institutions regarding workload. Despite this, the perceived transparency of academic workloads remain a key challenge to be addressed, mainly because there are few standards that allow comparison across disciplines or institutions. As a result of this, most institutional models require further development – mainly in the further integration and alignment of workload data and the introduction of software platforms to underpin the data collection process. Engagement with these issues would move the sector towards external recognition around the real workload of academic staff.

## APPENDICES

APPENDIX 1: SUMMARY OF WORKLOAD MANAGEMENT MODELS IN UNIVERSITIES AND COLLEGES

APPENDIX 2: SUMMARY OF WORKLOAD MANAGEMNT MODELS IN INSTITUTES OF TECHNOLOGY

## APPENDIX 1: SUMMARY OF WORKLOAD MANAGEMENT MODELS IN UNIVERSITIES AND COLLEGES

Table A1 below describes at a high level how individual universities and designated colleges approach workload management. They illustrate the different approaches from highly qualitative to those that are driven by qualitative principles.

INSTITUTION & SCOPE OF WLM	OWNERSHIP / RESPONSIBILITY	DEFINITIONS & METRICS OF WLM	INTEGRATION WITH OTHER INSTITUTIONAL MODELS / INITIATIVES	PLATFORM / PROCESSES SUPPORTING WLM	FUTURE DEVELOPMENT OF WLM
<p><b>DCU</b></p> <p>Scope includes: Teaching Research Service</p>	<p>High level principles set at university level</p> <p>WLM model is defined at faculty level and administered by Heads of Schools.</p>	<p>Workload units and models vary from Faculty to Faculty:</p> <ul style="list-style-type: none"> <li>• Percentage of time and workload credits.</li> <li>• With limited exceptions, maximum teaching load is set as 5 modules and minimum is set at 2 modules.</li> <li>• Workload units are used to inform the distribution of workload rather than be applied mechanically.</li> </ul>	<p>PMDS and WLM are both managed by Heads of School. As a result, one informs the other, although the two processes are separate and distinct.</p> <p>These informal links are not managed uniformly across the institution.</p>	<p>Staff complete Activity Data Forms (or equivalent) once a year although, this is managed at faculty level.</p> <p>Data is provided from a combination of institutional systems (e.g. research management), School-level data and input from individual academics.</p> <p>There is no uniform system or platform for workload management.</p>	<p>In a process of continuous improvement, a second roll out of WLM pilot will be undertaken by one faculty in 2014.</p> <p>Another faculty is working towards aligning WLM, FEC and PMDS through a Framework for an Equitable Faculty Workload.</p>

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<p><b>NUI Galway</b></p> <p>Scope includes five categories of academic activity incorporating teaching, research and service</p>	<p>The WLM framework operates at three levels:</p> <ul style="list-style-type: none"> <li>- University reporting &amp; accountability</li> <li>- School workload management/ administration</li> <li>- Personal work planning.</li> </ul>	<p>A mixture of input and output units are applied including time (lectures, labs, fieldwork, etc.), percentage effort (as in AAP for Administration, etc.) and Research Outputs (publications, PhD students, funding received, etc.)</p> <p>Generally, academics outline work carried out and provide evidence supporting to support their input.</p>	<p>2010 institutional framework identifies explicit link between WLM, PMDS and FEC processes (AAP data).</p> <p>WLM is a front line management tool also used as input to PMDS.</p> <p>FEC data is used for institutional reporting only.</p>	<p>Academic staff complete detailed annual submissions describing their academic activities. These include:</p> <p>A software system has been implemented to support WLM.</p>	<p>The WLM is undergoing continual development</p> <p>Work is currently underway to converge and integrate WLM, PMDS and FEC.</p>
<p><b>NUI Maynooth</b></p> <p>Scope includes Teaching, Research and Service</p>	<p>High level principles are agreed centrally at university level and applied across all departments.</p>	<p>The regular unit of measurement for teaching is the 5 credit undergraduate module, consisting of 24 hours.</p> <p>This university does not specify minimum or maximum levels of workload but all staff are expected to be engaged across academic activities. Staff with low research productivity may be assigned additional teaching or administrative duties, although this is on a principle basis rather than on quantitative measures. This is approached so that managing research-inactive staff does not give rise to a category of "teaching in-active staff".</p>	<p>Heads of Department manage both AAP and WLM processes. As a result, the two processes are informally linked. However, the university considers that it is important to maintain the separation between the two.</p> <p>Likewise, information collected from WLM can inform PMDS. This is viewed as a positive outcome of WLM.</p>	<p>WLM is guided by centrally agreed principles and managed locally by each department through a strongly consultative process.</p>	<p>The university expects to continue with a blended approach of high level principles and locally-calibrated models.</p> <p>It plans to review practices in each department for alignment with university and departmental goals.</p>

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<p><b>TCD</b></p> <p>Scope includes: Teaching, Research Service</p>	<p>High level framework and guidance are defined at College level.</p> <p>Schools develop and implement their individual WLMs within this framework.</p>	<p>WLMs have been developed and put in place by each School using a range of metrics including contact hours, % time and points systems.</p> <p>Relative weightings vary from School to School. Models have been developed to a significant level of detail where all teaching, research and service activities are measured and quantified.</p>	<p>The WLM models are not linked to Full Economic Costing (FEC) or Performance Management at present.</p>	<p>Individual workloads are agreed between a Head of School and individual staff members for the forthcoming year.</p> <p>The full workload model is reported to the Faculty Dean who reports to Planning Group, a subgroup of Executive Officers.</p> <p>Trinity's Research Quality Metrics (RQM) system defines the threshold of research productivity provides data as input to WLMs.</p>	<p>TCD plans the ongoing development and refinement of the WLM.</p> <p>In consultation with staff, further integration of WLM with other planning and oversight processes is planned.</p>
<p><b>UCC</b></p> <p>Scope includes: five categories of academic activity across teaching, research, professional academic service, academic administration, and 'Other'.</p>	<p>The AWDM (Academic Workload Distribution Model) is a centralised system using a single University-wide template.</p> <p>If an academic staff member feels an aspect of their work is not covered within the first four categories, there is the option to include additional academic activities under the category 'Other'.</p>	<p>The institutional model has been designed to measure academic workloads in terms of the currency of lecture units of teaching. The Lecture Unit is based on the delivery of a 5-credit lecture module (i.e. 24 lectures plus preparation and interaction with students). This Lecture Unit is assessed to be equivalent to an actual time-based workload of 72 hours.</p> <p>All academic activities are quantified in terms of the LUE following extensive consultation and testing.</p> <p>Two activities are pre-allocated a defined number of LUEs. Aside from this, staff have flexibility to identify how their total number of LUEs are distributed across teaching, research and service, subject to validation and sign off by their Head of academic unit.</p>	<p>Since 2013, data is provided by academic staff in a single system and this data is used as input to both workload management and Full Economic Costing.</p> <p>The results of the AWDM models can be used to inform performance review and staff development discussions, aid workload allocation within academic units and support decision-making on resource distribution.</p>	<p>A single, centralised online system is used to capture data relating to Academic Workload and Full Economic Costing.</p> <p>Each member of academic staff enters their data in the centralised system. This is signed off by the Head of Academic Unit electronically (School / Department/ Discipline).</p> <p>Individual data is protected, although a non-personalised academic unit summary is provided to Head of College, Registrar &amp; Senior VP Academic and HR Manager – HR Strategy &amp; Organisation Design. The process is subject to internal audit and a summary is publicised each year.</p>	<p>The AWDM is subject to ongoing review and revision in line with the development of workload definitions.</p> <p>The university's AWDM framework has provision for an AWDM advisory group that would monitor, audit, publish output and engage in the ongoing development of the model.</p>

INSTITUTION & SCOPE OF WLM	OWNERSHIP / RESPONSIBILITY	DEFINITIONS & METRICS OF WLM	INTEGRATION WITH OTHER INSTITUTIONAL MODELS / INITIATIVES	PLATFORM / PROCESSES SUPPORTING WLM	FUTURE DEVELOPMENT OF WLM
<p><b>UCD</b></p> <p>Scope includes: Teaching, Research and Service</p>	<p>Principles of WLM have been established centrally.</p> <p>Development, implementation and administration are decentralised to School level.</p>	<p>WLM approaches vary with School. Some use a quantified approach and some apply principles of allocation.</p> <p>Units of teaching are understood as a 5 credit undergraduate module although this is not necessarily a reliable guide to the related workload. Most Schools consider that workload can vary from one module to another.</p> <p>UCD defines research activity in terms of outputs (publication, research students, active research funding). This is measured as an institutional KPI, although its application to WLM varies from School to School.</p>	<p>None defined.</p>	<p>Data is collected and managed at School level.</p>	<p>The university plans to extend the application of models across all academic units while ensuring that the number of different models is kept to a minimum.</p>
<p><b>UL</b></p> <p>Scope includes: Teaching, Research and Service</p>	<p>An Academic Workload Allocation Policy (WAM) provides central guidance.</p> <p>Three specific workload allocation models are defined and academic departments have a choice of which they will implement.</p>	<p>Academic activities are defined across teaching, research and service. Each is assigned a number of credits or a weighting according to three alternative models.</p> <p>These are weighted, depending on factors such as class size, module type (in teaching), research outputs or service responsibilities.</p>	<p>The first step was to establish and operationalise the university's WAM policy</p> <p>Work has now commenced on integrating the workload allocation models (WAM) with the universities performance management system (PMDS).</p>	<p>At the beginning of the academic year, academic staff members complete a workload calculation form.</p> <p>Academic heads meet with individual members of staff during spring/early summer to review their submission.</p> <p>Based on information provided, heads of department ensure that each academic staff member has a balanced and reasonable workload and overall to the Department.</p>	<p>Next steps will be to refine and consolidate UL's WAM process and to integrate with other institutional processes (e.g. Performance development and review).</p>

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<p><b>Mary Immaculate College.</b></p> <p>The college does not have a formal Workload Management Model.</p>	<p>N/A</p>	<p>There is a teaching contact requirement associated with virtually all academic roles within the College. The precise hourly requirement depends on the balance of other functions and activities undertaken by faculty members.</p>	<p>N/A</p>	<p>N/A</p>	<p>The College is about to embark upon the collection of detailed workload information from faculty members as the initial step in piloting a workloads model.</p>
<p><b>Mater Dei Institute (MDI).</b></p> <p>MDI has a partial Workload Management model that incorporates teaching, research and service.</p>	<p>Academic staff complete an Academic Workload Model Return that is used as input to both WLM and PMDS.</p> <p>The model is managed by the Institution's Director.</p>	<p>Direct and indirect teaching activities, including supervision of school placements are identified and recognised. The basic unit of workload is one lecture = 1 hour / 20 lectures = 1 workload point.</p> <p>Workload units from research supervision and service are captured and calculated based on the staff workload returns.</p> <p>Given small staff complement, all staff do some service. The 5% of staff who do not hold a PhD are assigned additional service activity to reflect the different focus of their role.</p>	<p>Data is collected through annual staff returns and used as input to both workload management and PMDS processes.</p>	<p>Staff complete a detailed annual return outlining their academic activities.</p> <p>The Director of MDI stores the collected data.</p>	<p>MDI will move under DCU's workload management mode when incorporations takes place in 2016.</p>



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<p><b>National College of Art &amp; Design</b></p> <p>A hybrid workload management model addresses teaching, research and service.</p>	<p>Workload management is overseen by faculties but administered departmental levels.</p>	<p>Direct teaching time is estimated to account for 60-75% of total effort (although this is not standard across the institution).</p> <p>Standard contractual teaching requirement is 18 student contact hours per week,</p> <p>A related administration workload of 6 hours accounts for service contribution.</p> <p>Indirect teaching related activities are recognised as 1.25 or 1.5 hours per one hour teaching, depending on the level taught.</p> <p>Large class sizes and different models of teaching are recognised across some faculties and discipline..</p> <p>Partial quantitative measures to evaluate research performance of staff are applied.</p> <p>Variations to standard workload are made for Heads of Faculties and Departments and for staff who are asked to take on other responsibilities.</p>	<p>N/A</p>	<p>N/A</p>	<p>Review and re-configuration of the workload allocation model is a strategic priority, driven as a necessity by a change to 3+2(+3) and constrained resources.</p>

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<p><b>St Angela's College</b></p> <p>The college does not have a formal workload management model.</p>	<p>Guidelines are in place to support teaching workload allocation by Heads of Departments.</p>	<p>Only direct teaching contact hours with students is measured. Academic staff teach up to 560 hours or 360 hours per year, depending on whether they are engaged in clinical practice or teaching practice. Heads of Department can allow for differences between staff when allocating workload and related duties. Staff who are not research active carry the full 15hrs per week teaching load.</p> <p>Reduced teaching hours are allocated to academics that hold administrative positions i.e. Programme Directors. Course Co-ordinators and Year Leaders.</p>	<p>N/A</p>	<p>N/A</p>	<p>Model will be further developed following integration of the College with NUI Galway.</p>
<p><b>St Patrick's College Drumcondra</b></p> <p>The College does not have a formal workload management model.</p>	<p>Workload is managed by the Registrar's Office in cooperation with Heads of Department through an institutional timetabling system.</p>	<p>No formal units of workload are defined.</p> <p>Staff may be awarded one semester's Leave of Absence for the purposes of Research or CPD purposes. This is granted by competition only. Outcomes from the leave are also assessed by the College Research Office.</p> <p>Service activity is recorded but not used to inform WLM.</p>	<p>An annual research report is compiled and used to inform allocation of workload.</p>	<p>N/A</p>	<p>Implementation of a workload management will take place from January 2014.</p>

## APPENDIX 2: SUMMARY OF WORKLOAD MANAGEMENT MODELS IN INSTITUTES OF TECHNOLOGY

There are no fully comprehensive workload management models in institutes of technology. Where they are in place, workload management or timetabling management policies are defined and managed centrally. The specific approaches taken by each IOT are summarised in the table below.

INSTITUTION & SCOPE OF WLM	OWNERSHIP / RESPONSIBILITY	UNITS & METRICS OF WORKLOAD MANAGEMENT	INTEGRATION WITH OTHER INSTITUTIONAL MODELS / INITIATIVES	PLATFORM / PROCESSES SUPPORTING WLM	FUTURE DEVELOPMENT OF WLM
<p><b>Athlone Institute of Technology</b></p> <p>Model focusses on research.</p>	<p>Policy on Academic Time Release for Research is managed at institute level and administered by the Office of Research.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>The institutional central policy makes provision for academic research contribution to AITs three research institutes. This includes:</p> <ul style="list-style-type: none"> <li>- Maximum of 15 members of academic staff aligned to the 3 AIT Strategic Research Institutes</li> <li>- A standard policy of 2 hours teaching relief per research student, to a max of 6 hours</li> <li>- Research time allocation policy allowing 6 hours teaching relief in block (where possible) to work on research and as agreeable with the school timetables</li> <li>- Directors of Research Institutes teach for a maximum of 6 hours per week in specified time blocks (for efficiency).</li> <li>- Research outputs are agreed upfront and measured after the agreed intervals of 6months &amp; 12 months.</li> <li>- Each applicant applied by written application and undertakes a panel interview.</li> <li>- Each applicant has to reapply to annually to receive the time release support</li> </ul>	<p>The policy is closely aligned with the institute's research strategy and structures.</p>	<p>Teaching release is awarded through competition.</p> <p>(written application, then followed by panel interview)</p> <p>Targets and outputs for a 12 month period are agreed with the Office of Research and the appropriate Research Institute Director and are reviewed at 6 month intervals.</p> <p>The renewal of funding and place on the programme depends successful outcomes.</p>	<p>The institute notes that "national terms and conditions are restrictive when planning further development of workload management models".</p>

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<p><b>Cork Institute of Technology</b></p> <p>Scope includes: Teaching Research.</p>	<p>Timetabling is managed centrally.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>Direct teaching hours are allocated through the central resource planner system. For each hour of direct teaching, there is an additional hour for indirect teaching activities.</p> <p>The Resource Planner calculates Teaching Hours Average per Student (THAS). THAS varies depending on the size of the module and nature of discipline and informs the management of resources.</p> <p>Release from teaching is granted if a research project can fund the cost of replacement teaching. No provision is made for service contribution.</p>	<p>CIT's centralised resource planner also supports the institute's unit costing and RGAM models.</p>	<p>AKARI Resource Planner software is used to plan and allocate all academic teaching workload in the Institute.</p>	<p>The Institute has developed a new a 'Researcher Employment and Career Development Framework that will inter-alia address some aspects of workload management in improving the links between research and teaching workload and crossover activity. The Institute also intends to address the delivery framework for online learning, adapting the resource allocation model to enable this</p> <p>National negotiations on changes required to the academic contracts will influence future development.</p>
<p><b>Dublin Institute of Technology</b></p> <p>Scope of model is limited to teaching.</p>	<p>N/A</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week including supervision of postgraduate research students.</p> <p>Release from teaching is granted if the research project can fund the cost of replacement teaching.</p> <p>Standard relief is granted for some management positions teach.</p>	<p>N/A</p>	<p>N/A</p>	<p>The DTU alliance will address options in relation to workload management in the context of a new technological university.</p>

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<p><b>Dundalk Institute of Technology</b></p> <p>Scope of the model includes teaching, research and service.</p>	<p>Compilation of workload reports takes place at School level.</p> <p>Review is carried out by the Executive Board.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week with the following provision.</p> <ul style="list-style-type: none"> <li>- No credits are given for larger UG class sizes</li> <li>- Post graduate courses are weighted as 1 hour x 1.66</li> <li>- A tutor or demonstrator is provided to support large laboratory classes. The academic staff member receives 1 hour credit for supervision of Tutors/Demonstrators.</li> <li>- No reductions in weekly class contact hours or for committee membership.</li> </ul> <p>2 hour per week are granted for each postgraduate research student supervised.</p> <ul style="list-style-type: none"> <li>- Research centre directors receive a 25% credit in undergraduate teaching duties</li> <li>- Emerging researchers may apply to receive 3 hours per week for a maximum of 2 years.</li> </ul> <p>Programme Directors are credited with a maximum of 3 hours per week. 1 hour is granted to each Course Year Convenor and up to 6 hours for Research Centre Directors.</p>	<p>Workload management reports assist in the allocation of budgets, staffing replacements or re-assignments.</p> <p>They are also applied to determine Schools/ Departments and/or disciplines to rationalise or prioritise.</p>	<p>A centralised timetabling system is used to manage &amp; record workload allocation</p>	<p>DKIT's system is relatively new and has collected 2 years of data. It is intended to utilise a Centralised Timetable system to its full potential when we have at least 3 years data available.</p> <p>This will broaden the decision making ability of the Executive Board in its allocation of scarce resources, staff redeployment or re-assignment, use of capital to increase resources to growth areas, etc.</p>

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<p><b>Galway-Mayo Institute of Technology</b></p> <p>Scope includes teaching and research.</p>	<p>Administered at School level with decisions about release from teaching for research approved centrally.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>Credit of 2 hours per week for each registered postgraduate research student supervised.</p> <p>Research Centre Academic Directors are credited with up to 8 hours of course release from teaching.</p> <p>Research active staff may receive up to 4 hours release to be applied to research activity.</p> <p>No provision is made for service or administration.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A.</p>
<p><b>Institute of Art, Design and Technology</b></p> <p>The Institute does not have a formal model, although teaching workload is managed.</p>	<p>Teaching Workload is allocated according to the nationally agreed IOT contracts.</p> <p>Non-teaching duties are defined in the contract and allocated by the Heads of Faculty.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>For each one hour of teaching, 1.5 hours are assigned for indirect teaching responsibilities.</p> <p>Other duties are assigned on the basis of need are assigned by the Head of Department or Faculty Head.</p> <p>All staff carry a research or innovation brief as part of their workload. However, no relief from teaching is granted unless supported by external funding to buy out teaching or other duties.</p>	<p>N/A</p>	<p>N/A</p>	<p>Only if national contractual arrangements change.</p>

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<p><b>IT Blanchardstown</b></p> <p>The Institute does not have a formal model, although teaching workload is managed.</p>	N/A	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>Teaching hours timetabled as per nationally agreed contracts and requirements of Croke Park agreement.</p> <p>Academic Staff may have their teaching hours reduced if involved in research activities.</p>	N/A	N/A	N/A
<p><b>IT Carlow</b></p> <p>Scope includes teaching and research</p>	Decisions about workload allocation made through a centralised process.	<p>Unit is the lecture hour and the contractual obligation of lecturing staff. Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>Decisions on workload allocation are informed by the academic contract, the programme(s) on which lecturing staff teach and the Institute's strategic needs.</p> <p>As per Croke Park agreement, all lecturing staff have one hour timetabled for student contact.</p> <p>Research-active academic staff are credited with 2 hours per week for each postgraduate student supervised however, other release from teaching is only granted when it can be funded from alternative sources.</p> <p>Postgraduate students are expected to teach 2 hrs per week as part of their own training and development.</p>	Workload allocation is managed in conjunction with the Institute's Recurrent Grant Allocation Model (RGAM).	Analysis of and decisions about academic workload take place six months before each new academic year.	Mindful of the output of this report, international best practice and increased staff resource, the Institute will as part of its strategic planning, refine and implement a revised Workload Allocation Model.

INSTITUTION & SCOPE OF WLM	OWNERSHIP / RESPONSIBILITY	UNITS & METRICS OF WORKLOAD MANAGEMENT	INTEGRATION WITH OTHER INSTITUTIONAL MODELS / INITIATIVES	PLATFORM / PROCESSES SUPPORTING WLM	FUTURE DEVELOPMENT OF WLM
<p><b>IT Sligo</b></p> <p>Teaching workload is managed through a central policy and system.</p>	<p>Allocation of time for research is determined by Heads of School on a case by case basis.</p>	<p>The basis of teaching allocation is hours as set down in the academic contract. Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>Time for first year student mentoring was allocated as a pilot scheme in 2013/14.</p> <p>For on line courses, an additional .5 hours per week is allocated for each additional 12 students over a base of 25.</p> <p>Research-active academic staff are credited with 2 hours per week for each postgraduate student supervised. The expected output of this activity is a graduation at the appropriate level.</p>	<p>Allocation of research time is integrated with PMDS.</p> <p>As part of PMDS, Heads of School may allocate time for staff research including funding applications, publishing of academic papers, conference presentations etc.</p>	<p>The timetabling function is centralised with 2 staff members currently assigned to timetabling duties.</p> <p>Hours for Laboratory or practicals are set out in an Approved Course Schedule for each module.</p>	<p>The Institute is rolling out a Research Information Management System to provide central data key research metrics. These will be measure and manage research and innovation activity including workload management.</p>
<p><b>ITT Dublin</b></p> <p>Timetabling of teaching is managed and limited provision for research is also provided for.</p>	<p>N/A</p>	<p>The basis of teaching allocation is hours as set down in the academic contract. Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week. Deployment of staff to teach full teaching load is an institutional priority.</p> <p>A '±2 (hours) flex' is applied to allow for variation between semesters and when staff are below hours they undertake work assigned by their Head of Department.</p> <p>Academic staff may be granted a reduction of up to 2 hours per postgraduate student up to a maximum of six hours. This only happens when the research project can fund a "buy out" of teaching hours.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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<p><b>IT Tralee</b></p> <p>Workload management extends across teaching, research and service.</p>	<p>N/A</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week. The institute has defined the distribution of time as follows:</p> <ul style="list-style-type: none"> <li>• Direct teaching contact: 40% / 16Hours</li> <li>• Indirect teaching contact: 20% / 9 hours</li> </ul> <p>Credits may be allocated for significant engagement with industry, community or service partners. There is no provision for large class sizes or other variables.</p> <p>Two hours per week are granted for supervision of post-graduate students. Staff buy-out of teaching hours is in place for funded research projects. (Relief is not otherwise given).</p> <p>Allocations are made to Research Champions (can vary between full-time and half-time allocation)</p> <p>Time is allocated for external engagement including community engagement initiatives, entrepreneurship projects. Time is also allocated for some internal service activities including elearning development, support and student retention..</p>	<p>N/A</p>	<p>Decisions about release from teaching for special project allocations are made at executive level.</p> <p>Timetables are subject to internal audit.</p>	<p>N/A</p>

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<p><b>Limerick IT</b></p> <p>Partial model, that addresses teaching with limited application to research</p>	<p>A centralised resource allocation model provides outputs and data that are applied for workload management at departmental level.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>Additional duties include programmatic reviews, new programme development, programme board activities, industry links, professional accreditation for courses, programme leader and academic council related duties</p> <p>Two hours per week are granted for supervision of post-graduate students.</p> <p>Service information is recorded at school and departmental level but not in the central system and no provision is made for allocation of service workload.</p>	<p>Closely linked with Research Allocation Model.</p>	<p>N/A</p>	<p>Further development of a resource allocation model on a departmental basis within LIT which maps out redeployment of resources vs unit costs.</p> <p>It is intended that this will incorporate teaching and other duties and will support better planning.</p>
<p><b>Letterkenny IT</b></p> <p>Teaching workload is managed.</p>	<p>N/A</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week.</p> <p>One additional hour per week (agreed under Croke park) is assigned for contact with students outside the classroom.</p> <p>Supervision of Post Graduate students is formally recognised within the individual research supervisor's time-table. This is quantified at 2 hours per week per full-time research student.</p> <p>In certain exceptional cases, where there is external funding specifically provided, replacement teaching hours are put in place for research.</p> <p>Service work is considered part of the contractual obligation of the academic staff members.</p>	<p>N/A</p>	<p>Schools report on staff and research student publications as part of annual executive reports and Periodic Programme Evaluations.</p>	<p>N/A</p>

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<p><b>Waterford IT</b></p> <p>Scope includes teaching and research and service</p>	<p>Workload in all except one School are managed through a central timetabling system.</p> <p>Individual Heads of Department allocate teaching and other tasks to academic staff in their departments.</p>	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week. Teaching hours are assigned according to the standard academic contract.</p> <ul style="list-style-type: none"> <li>- Teaching of (taught) postgraduate modules are double weighted.</li> <li>- Lecturing after 6pm weekdays and on weekends is weighted at 1.5.</li> <li>- If approved by the Head of Department, a full-time staff member can have their teaching commitment accommodated in 4, rather than 5 days, to allow one day free for research.</li> <li>- Supervision of full-time research postgraduates attract an allowance of 2 hours per week per student for 2 years for a Masters and 3 years for PhD students.</li> </ul> <p>Programme management is set at a maximum of 6% of the contact hours of the programme. Besides this, service is only recognised if it is for an 'approved institute project' that is determined on a case-by-case basis, signed off by the Financial Controller, and then communicated to the central timetabling unit.</p>	<p>N/A</p>	<p>An annual report for the Institute's Research Support Unit (RSU) gathers and shares research and innovation data.</p> <p>Central timetabling system contributes to the management of research. (Timetabling is currently being moved from a departmental to a centralised timetabling unit.)</p>	<p>The current teaching-hours based system however is not fit for purpose for a research-led institution, hence, a more appropriate model will must be evolved.</p>