

HERIOT-WATT ACADEMIC WORKLOAD MODEL

1. Institutional principles

All staff in academic roles at Heriot-Watt University will be treated equitably in relation to workload allocation and will have an opportunity to review workload data at least annually using a methodology which has been developed in partnership with Schools and which satisfies the following principles:

- 1) All teaching activities will be allocated on a transparent and consistent basis within cognate disciplines or departments.
- 2) Appropriate time for research and/or scholarship, including any portion of time supported by external resources, will be embedded in workloads, and subject to an annual review using university systems such as PURE and Worktribe.
- 3) Administrative and leadership roles will be appropriately and consistently recognised within individual workloads with the expectation of an evaluation of the execution of such roles during PDR.
- 4) Data relating to staff workloads and the methodology used will be available within cognate disciplines or departments to enable comparisons and to facilitate scrutiny against protected characteristics as well as issues relating to health, caring responsibilities and flexible working arrangements.
- 5) Sufficient flexibility will be employed to recognise workload variations both within and across years in ways which ensure that staff contributions over the medium term are appropriately recognised.

Heriot-Watt University's approach to workload allocation will also contribute to wider consideration of opportunities for personal development in PDR and other formal/informal settings. Examples of this are where it would incentivise innovations in teaching or large scale research initiatives.

2. Workload allocation - general principles

All workload models should recognise different components of the workload of each individual, as specified by contract, namely

- * teaching (T)
- * administration (A)
- * scholarship (S)
- * citizenship (C)

with an additional component for contracts including research:

- *research (R)

All staff are expected to be involved in research and/or scholarly activities as well as citizenship activities (as measured by outputs in institutional repositories), as defined under the Scholarship, Citizenship and Research categories in Section 3. Therefore the balance of time not allocated to (T)+(A) will be dedicated to (S+C+R), or (S+C) (depending on contract type).

The research activity of every research member of staff is benchmarked against the institutional, discipline specific research metric list and minimum research performance provided as a guideline for each PDR discussion, see (*web address here*)

Hence the workload allocation model is not supplemented with any additional qualification criteria.

The task of specifying precise workload units for each research unit or department should be discipline-specific and flexible, to allow for consideration of special circumstances, such as a temporary or permanent disability. An *a-priori* quantification imposes an internal rigidity on the model that is not well suited to the need to be responsive to a rapidly changing research and teaching environment. It also impedes the paramount necessity to balance the workload within a unit over a substantial length of time, as well as harming the ability to respond to unforeseen needs and circumstances at short notice.

The relative balance of these components will depend on the specific contract type, discipline, location (Scotland/UAE/Malaysia), and is approved in each School by the Head of School in consultation with the relevant School's line managers. Each School should specify on its workload allocation document the roles/staff members involved in deciding the workload allocation.

The detailed academic workload allocation document as approved by the HoS must be published on the School's intranet, alongside the allocation for the current academic year.

All Schools should establish a body to oversee regular reviews of the workload model data to monitor equity of allocation of workload and type. Attention should be given to ensuring diversity of the body. This body should also oversee that all staff allocating workload are up to date with whatever level of equality training has been agreed. It is also a requirement that all staff allocating or reviewing workload should have completed the University's *Diversity in the Workplace* training, with implementation of more targeted training to be at the School's discretion.

3. Institutional Guidelines

These guidelines contain:

- * a list of activities that should be considered under (T), when applicable, as constituent parts of a full workload.
- * a list of activities that should be considered under (A), when applicable, as constituent parts of a full workload.
- * a definition of Scholarship and Citizenship activities and outputs.
- * a definition of Research activities and outputs.

The Institutional CV model, where these activities are detailed by each staff member, can be found here: www.hw.ac.uk/services/docs/CVTemplate.doc

Activities to be considered in the workload allocation, by category:

(T) Teaching activities:

Scheduled teaching: lectures, tutorials, seminars, practical sessions, fieldwork including resourcing and preparation time
Supervision of projects/dissertations
Course and programme development and review
Design and delivery of all types of feedback and marking
External examining of UG/PGT programmes
Internal teaching-related activities: surveys, quality assurance preparation
Student mentoring/personal tutoring
Teaching innovation initiatives

(A) Administrative activities:

School management role (Director of Research, Director of Learning & Teaching, ...)

Department/Research unit director role (Director of Studies, Year Director, ...)

Institutional committee membership

School committee membership

Student recruitment and admissions

Department/Research group committee membership

(S) Scholarship activities:

Scholarship

Professional development courses attendance

Other professional development activities, particularly to ensure that all teaching is research-informed

Publication of pedagogical or popular discipline-specific material

Publication of other non-REF returnable discipline-specific material (e.g. popularising articles, contributions to policy documents, response to consultations, other wide-distribution contributions)

Preparation, delivery or novel use of professional development material

Preparation and delivery of outreach material

(C) Citizenship activities:

Outreach activities in support of schools liaison and student recruitment

Active contribution to a collegiate research and teaching and learning culture

Active contribution to enhancing the institutional visibility and reputation

Support for the professional development of others

Enterprise activities on behalf of the institution

External discipline-specific committees and roles (e.g. contributing to the work of learned societies, professional institutions, research councils...)

For staff contracted to do research:

(R) Research activities:

Research and experimentation time

Publication of REF-quality research results

Supervision of PhD Students

Preparation and submission of research grant proposals

Administration and delivery of funded research contracts

Coordination of large scale (PI, co-I team 4+) proposals

Line management of PDRAs

Communication of research outputs

External research-related activities: examining of PhD theses, scientific review activities

Note: *The expectation as to quality and quantity of publications, number of PhD students, and grant income are benchmarked in ([web address here](#))*

These categories will apply also to part-time, probationary or returning staff, with the appropriate scaling to the FTE percentage.

Part-time: adjust to FTE percentage, according to contract type.

Probationary: typically the teaching load is reduced by 20-50%, increasing to 100% by the end of the probationary period, see the probation guidance ([website here](#)). The time gained should be used for acquiring appropriate teaching credentials and, for staff on research contracts, to sustain the launch of an individual research programme. Probationary staff do not typically have an administrative allocation.

Returner: staff on T&R contracts returning from a period of leave should get a phased return to full-time teaching and administrative duties, to enable them to restart their research pro-

gramme. Staff on T&S contracts should be allocated a suitable period of reduced load to update their professional development. Institutional guidance can be found on the Athena Swan action plan (*website here*)

Appendix - School-Specific Benchmarks

This School-specific section should contain a **benchmark typical allocation**, with the explicit stipulation that the actual allocation will depend on the teaching needs on each programme and the requirements taking into account the staff numbers available for each given allocation cycle.