

PAPERS RELATING TO Q(27)

Q(27) Please provide the Committee with Council and Academic Senate papers concerning the academic calendar change, Business Improvement Program, major restructures, infrastructure approvals, workload changes and your contract extension.

Q.27 Academic Workload Allocation Model

Paper to Council 15 February 2024

EXECUTIVE SUMMARY
The attached presentation provides an update on the Academic Work Allocation Project and explores the key risks and priorities for the successful integration of the Model in 2024. Established in late 2021, the Academic Work Allocation Project sought to establish a consistent Academic Work Allocation Model (AWAM) across the institution and deliver improved fairness, equity, transparency, and sustainability outcomes in the allocation of academic work. In 2022 the Model was approved for implementation and has been operating as a pilot across all Colleges and the Academic Division academic areas for the past 12 months. The presentation outlines 5 key areas: the pilot evaluation findings, reporting insights, obligations under the new Enterprise Agreement, and key risks and priorities for the successful integration of the Model in 2024. As staff transition to the new model significant consultation and evaluation has occurred and includes: a comprehensive review with the NTEU and the Fair Work Commission in March this year; the development of course complexity details for all courses; PVC Academic Excellence and Head of School sessions; and College and School level forums. The findings of the pilot evaluation have been discussed with the Staff Consultative Committee on the 7 December with feedback expected in the middle of this week. Once all feedback has been reviewed and incorporated where necessary, approval will be sought from the DVC Academic for implementation of the Model in 2024 and beyond. Whilst staff feedback has been mixed, there is growing acceptance of the new approach, with many colleagues reflecting on the increased transparency and fairness the Model has provided in their areas. The early reporting of 2024 allocations is showing that 2/3 of all courses fit within the Model; however, it is recognised that there are some schools that will require additional transition time to review course design and delivery pedagogy.

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The new WAMs IT system has enabled the University to have improved data capture with improved visibility and transparency for the allocation of academic work at a greater speed than we have ever had before. The 2023 academic work allocation data indicates that generally across the institution there is a 40/40/20 split of academic work allocation. Additionally, all Schools (inclusive of PALS and Wollotuka) have spent the last few months reviewing course complexity factors of courses to establish an institutional database of course complexity across the institution.

The attached presentation provides detailed information regarding the pilot phase evaluation as well as reporting data, enterprise agreement obligations, current key risks and planned activities in 2024 to embed the implementation and adoption of the AWAMs. A summary discussion of the presentation will be provided to Executive Committee, with the focus of the discussion on the key risks and priorities for the successful integration of the Model.

PEOPLE & CULTURE COMMITTEE

ACADEMIC WORK ALLOCATION UPDATE

AGENDA:

PILOT
EVALUATION

REPORTING

EA
OBLIGATIONS

KEY RISKS

EMBEDDING

15 FEBRUARY 2024

PILOT EVALUATION - KEY INSIGHTS

FAIR WORK COMMISSION OUTCOMES

- Agreed changes to the supporting AWAM documentation resulting from the FWC conciliation will improve transparency of decision-making and provide greater clarity for academics
- Changes written into the new Enterprise Agreement
- Documentation currently being developed for 2024 allocations

STAFF FEEDBACK

- Mixed sentiment remains however there appears to be growing acceptance of the new approach
- More work is required to explain the model flexibility – many misconceptions remain
- Allocation for small courses remains a challenge in some schools & need further assessment to improve sustainability outcomes
- Some schools need further transition time to review course design & delivery

SYSTEMS & PROCESSES

- Improved data capture & reporting allows greater visibility, transparency and governance
- In some instances, HR profile data quality needs to be improved to improve reporting accuracy
- Ongoing development of reports to improve management practices & outcomes
- More work required to improve consistency of approach across schools/colleges
- Ongoing WAM system refinement with the vendor to improve functionality

Q&A RESPONSES FROM FORUMS

Question/Theme	Response
The Model varies in how it is applied across schools, will this continue?	The Model is designed to be flexible to apply across the range of disciplines that we have at the University. However, consistency of approach is something that we are currently reviewing with the goal of improving in 2024 and beyond. Guidance notes were developed in consultation with NTEU and Fair Work to provide further support to Heads of School (HOS) and their administrative teams on the application.
Most courses fit within the Model, however, the small and very large courses need further review and do not easily fit the Model.	This is an area that we are working with HOS to review and better understand how this can be addressed. Noting that flexibility at these extremes will be provided through exception with documentation for 2024. It is clear that some schools may need further time to transition to the 2024 allocations – these extended transition arrangements are being negotiated with HOS and endorsed by the AWAMs Panel to ensure fair and equitable application of the Model while working towards sustainability in the future.
How will the University ensure that staff can safely complete work within a reasonable amount of time?	The percentage allocations are translatable to hours and this is clearly stated in the Model and the University Enterprise Agreement. The governance framework also provides an avenue for a staff member to raise a concern about their work allocation.
Does the model encourage/discourage team teaching? Is there a guide available on how to distribute workload among academics who team teach?	Team teaching is possible under the Model. There are examples in schools that are using the Model to implement team teaching in their areas. It is expected that academics teaching into the course will contribute to all components in a shared approach.
How are work allocations managed for the various assessments types and how they will be handled in the longer term?	A course is allocated a percentage weighting based on the complexity of all components. Assessment complexity is one of these components. The course complexity documentation will be made available for staff as outlined in the Enterprise Agreement in clause 5.4.8 (d).
How is course complexity determined, can we see all course complexity percentages?	The Course Complexity factors are defined in the Model and include course contact, availability, assessment, units, space requirements, accreditation requirements and course coordination. These factors are reviewed and considered by the HOS and will be made available to staff.

Q&A RESPONSES FROM FORUMS

Question/Theme	Response
What happens if in the future students require more input from their academic, but the Model doesn't allow it? For example, if students need additional feedback?	The course complexity factors includes provision for feedback as a component of assessment. HOS can review course complexity factors if needed. It is also important to note that in some instances the support that students may need should come from other areas of the University that provide student support. This should be assessed on a case by case basis.
Some schools may be using supplementary spreadsheets hours based formulas and then converting to percentages. Do you have any thoughts on that and best practice?	The introductory of the new Models has enabled us to move away from hours-based formulas. Best practice is shared governance, and the Model has been designed for this. For example, some Schools have established a work allocation committee that is reviewing and giving advice to the HOS, noting of course that the HOS has ultimate accountability and responsibility for allocations.
How can unique requirements for example teaching intensive roles be recognised in the current promotion program?	Changes to promotion processes have introduced an exceptional teaching track for promotion. Excellence and innovation in teaching, research into and publication on the scholarship of teaching and learning, teaching awards and fellowships, and reflective programs of teaching evaluation can support the teaching intensive profile track.
Does the model recognise the significant impacts designing a new program or course or making changes to the course will have on people's workload?	Yes. The Model has been designed to support this. There are two ways that this is currently being captured. Course redesign, and development of new courses falls within the Teaching and Learning domain of the Model. For program re-design and accreditation, the Leadership and Engagement section of the Model captures this through the allocation of special projects.
Research intensive academics are asked to use some of their research funding to offset their teaching load... for the existing research funds that may not have included teaching offset provisions, how is teaching going to be funded?	This is a matter for the College to determine, as it has budget implications specific to each School. There are clear expectations of minimum contributions to teaching for research-intensive academics within the model.
What happens if a course falls below 35 enrolments at census, is the course allocation re-adjusted?	Generally, allocation is not adjusted downwards due to a drop in enrolments in that year. The Head of School will consider whether or not the course remains viable in the long term, and whether or not it should be taught in the next year. This requires forward planning, well before the calendar is built. In the next year, the Head of School may use their discretion to allocate as a medium size course (up to 10%), but it will be flagged as outside the model, with enrolments watched for a second year. This will be documented and revisited as part of planning for the next year.

Q&A RESPONSES FROM FORUMS

Question/Theme	Response
Course allocation is completed by the HOS and HOD. How does this provide greater consistency across the University?	The HOS is responsible for the allocation of academic work. As appointed senior leaders of our institution, we have confidence in our HOS to allocate work aligned to the policy and Model in a fair, equitable and transparent manner. Each school will have slightly different ways of delivering programs and courses and the Model allows for this flexibility. The Model's governance framework provides an avenue for staff who believe that their work allocation is excessive, unreasonable, or inconsistent with the Policy, or Model to be able to request a review of the work allocation to seek amendments.
With the evaluation process that is underway, what is being evaluated and is there a survey? Athena swan is nearly in, are you able to give us a sneak peak of the key headlines?	The evaluation process has been occurring over the past 12 months. It has included a comprehensive review with the NTEU through the Fair Work Commission discussions, reviewing data and trends, discussion with HOS and their administrative teams, and undertaking School and College forums. Additionally, throughout the year staff could provide their feedback through to the Academic Excellence team via email. The evaluation has explored the Model against the principles of transparency, fairness and equity to determine areas and opportunities for enhancement. The feedback from the extensive evaluation is helping us to refine the application of the model, with a guidance document to be available in 2024 to continue to support the embedding of the model across the institution. The University's 5 th Cygnet as part of the Athena SWAN pathway to silver award has been submitted at the end of October and we are awaiting the outcome. Qualitative surveys were conducted as part of that submission and form part of the evidence for impact. As part of the Silver submission, we will continue to track the impact of AWAM throughout 2024.
What do you think are the two best things that have worked or the key issues you are addressing?	Two key outcomes of the Model are increased transparency over how work is allocated, and real time reporting to be able to see trends and to forward plan better. Consistency of approach is something that we are currently reviewing and the guidance notes that are being developed will further support HOS and their administrative teams. Changing enrolments are also an area of focus as we start to plan for 2024, for example some medium size courses are now classed as small (or vice versa) and this will mean that schools will need to assess and reassess their programs and how they deliver them.

REPORTING OVERVIEW

- Institutional and SMG dashboards have been finalised to be published January 2024.
- Generally, across the institution and at college/division level a 40/40/20 allocation.
- The distribution of male and female staff is similar across the three domains.
- Staff allocations and course complexity reporting are nearing completion for 2024.
- 2/3 of courses are within the Model.
- Some areas still have work to undertake to review courses and find efficiencies of teaching delivery and assessment. This work will occur in 2024 to align with Model by 2025.

DASHBOARD UPDATE

- Institution report, anyone with @newcastle.edu.au email will be able to access [Institution Report](#)
- The College and School report, only people with access to HR Metrics Workspace will be able to view [College/School Report](#)

Go Live: Week of January 22nd

REPORTING
(accurate as 8 Feb 2024)

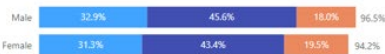
Overall Institution

Teaching Research Leadership



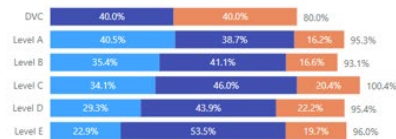
Overall Institution by Gender

Teaching Research Leadership



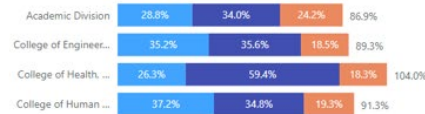
Overall Institution by Academic Level

Teaching Research Leadership



Overall Institution by College

Teaching Research Leadership



Note: less than 100% indicates that a small proportion of staff do not yet have 100% work allocation.

INSTITUTIONAL COURSE COMPLEXITY

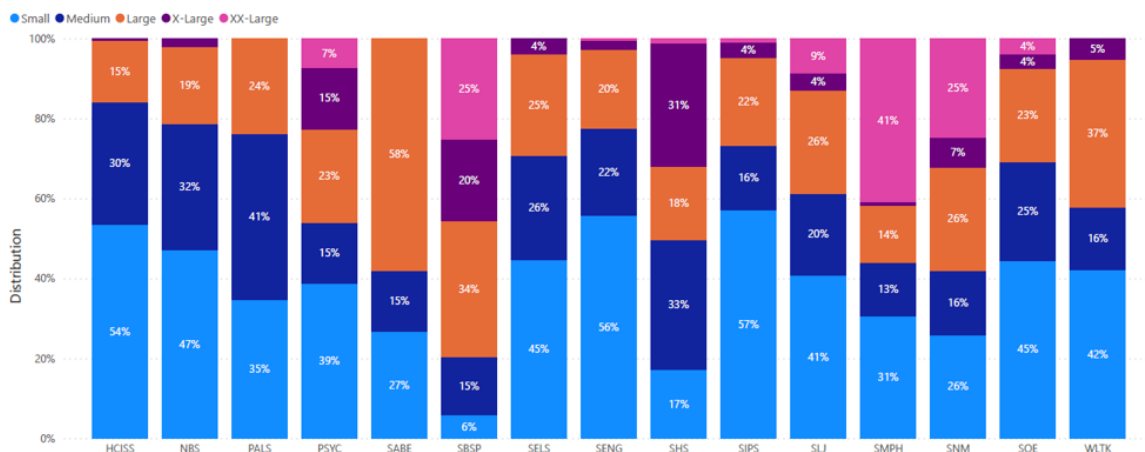
This report outlines the factors considered to determine the complexity of a course. Further information is available in the [Academic Work Allocation Models](#)

College / Division	School Unit	Course Code	Year	Term	Overall Complexity																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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COURSE SIZE OVERVIEW

(accurate as 8 Feb 2024)

The chart below indicates the course size (number of enrolments) proportion, by school.



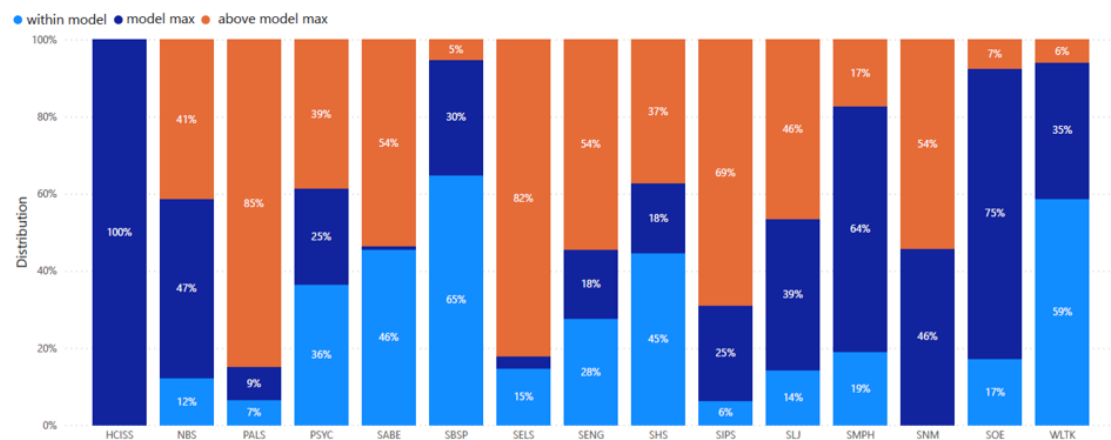
COURSE ALLOCATION SUMMARY

(accurate as 8 Feb 2024)

The chart below indicates 2024 course allocations by school that are within, at or above the AWAM Model.

The 'above model max' category currently includes courses where a HOS have received approved exemptions to operate outside of the model in 2024.

*Future reports will include further breakdown of approved exemptions.



COURSE COMPLEXITY OVERVIEW

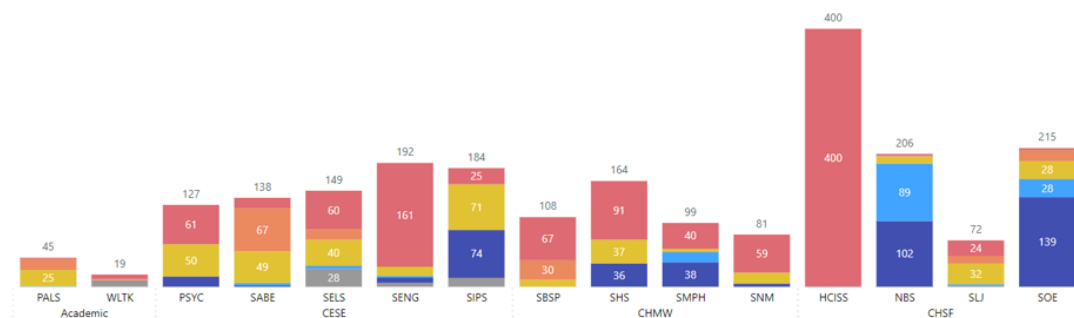
(accurate as 8 Feb 2024)

The chart below indicates the proportion, by school, of course complexity allocations assessed against the agreed complexity factor guideline. Course complexity, as well as course size (number of enrolments) determine the appropriate percentage allocation for each course.

*Further reporting will include a two - dimensional plot between course size and complexity to provide an enhanced analysis.

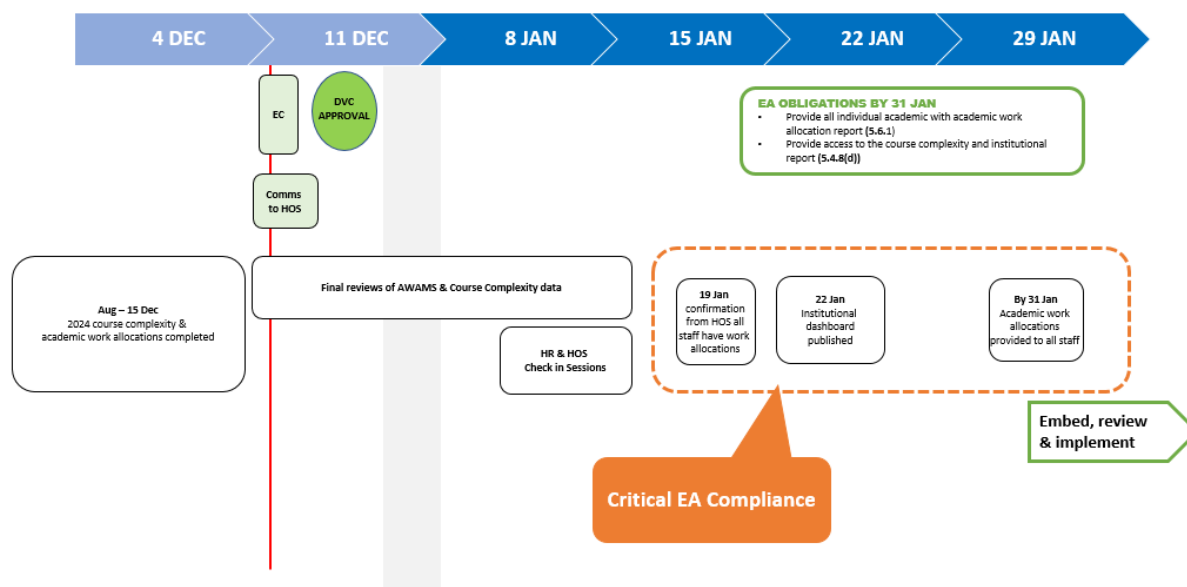
Courses by Overall Complexity

● Not yet classified ● Low ● Low-Medium ● Medium ● Medium-High ● High



Note: 'Not yet classified' areas are currently a combination of co-badged courses, or courses that will not run in 2024.

TIMELINE TO END OF JAN 2023



KEY RISKS

RISK	MITIGATION STRATEGIES
1. Non – Compliance with EA	- All academics are provided with individual academic work allocation reports (5.6.1). - All academic staff can access the course complexity and institutional report (5.4.8(d)).
2. Excessive demands on Head of School time in managing performance and coaching staff.	Available HR support and updated tools and templates.
3. Course allocations remain outside the Model because review for course efficiencies are not undertaken.	- Early review of 2024 courses to find efficiencies and document clear transition plans. - Exemption reporting through to the Panel on a quarterly basis and ongoing management.
4. Resistance stemming from misinformation and negative sentiment continues.	- Active, consistent and visible sponsorship from - Executive Committee members; - College PVCs and - Heads of Schools.
5. Implementation of the new Model is deficient due to inconsistent application and continuation of old Model methodologies.	- Ongoing review and revision of Guidance notes; - Strong governance and - Leadership and management at the College and School.

EMBEDDING 2024

- Focus on using academic work allocation data to **guide workforce planning, course profitability reviews and program structure initiatives** (PPP, Course Mapper etc).
- Ongoing engagement by Executive, College and School leaders** with staff to reinforce the application of the model.
- Focus on **course profitability and ongoing oversight** of course efficiencies transition plans.
- Academic Work Allocation Panel** scheduled each quarter, preceded by PVC review.
- Further **review and enhance resources and guidance notes** to support the application of the model
- HRS to **review and revise performance management tools** to support coaching and management of staff.
- Continue to embed ongoing Management of AWAM into HRS**, with complete integration by end of 2024.
- Complete PIR in 12 months.

Academic Workload Allocation Model

Paper to Council 18 April 2024

The Paper presented to Council on 18 April 2025 has been provided below.

EXECUTIVE SUMMARY

The University's Academic Work Allocation Model transitioned into full operation in 2024 following approval from the three College PVCs and the DVC Academic in December 2023. The attached report provides academic work allocation insights for the first quarter of 2024.

All College and Division areas reported compliance with the University Enterprise Agreement at the end of January 2024 with all academic staff work allocations published by 31 January 2024. This is the first time the institution has been able to report compliance with this clause in real time. Six exemptions to this were sought. These were due to extended leave, or ongoing negotiations, and all are documented with Human Resource Services.

Findings from a recent small qualitative research study undertaken in November 2023 indicates that the model is supporting equity for staff where it has not previously existed, with several examples of positive impact when implemented well, in particular for our indigenous staff. Several schools have also indicated that they have established work allocation committees to oversee fair and equitable distribution of work.

Additionally, the model is reporting to support positive cultural shifts through:

- increased transparency of work allocations across schools, and the institution;
- visibility in allocation and rotation of leadership roles and;
- proactive review of program and courses to support operational efficiencies.

The institution is generally reporting a balanced work allocation (40/40/20), with a similar distribution across gender and academic level. Reports by College and School on course size, complexity and allocation distribution for leadership and engagement roles are now available for leaders to review where opportunities exist for further optimisation of course design and delivery or where changes to allocation distribution is needed. For example, a College PVC or Head of School can now analyse the data to explore where large proportions of high complexity small courses exist or, where leadership roles may be disproportionately allocated to particular academic levels or genders within a school.

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Page 1 of 3

The level of data now available for our academic leaders is also informing conversations regarding academic planning and performance, supported through the Minimum Levels of Research Performance for each school. Leaders are establishing, recording, and evaluating research goals appropriate to the level of research allocation the staff member received. Moreover, discussions are underway where it could be beneficial for staff to transition towards a more teaching- or research-intensive profile. The institution's acknowledgment of promotional pathways for our outstanding teaching academics is bolstering this initiative. Human Resource Business Partners are supporting Heads of School through this process. Additional training is planned across April and May to provide further support.

The preliminary analysis into Leadership and Engagement roles has indicated variation in the allocation of the number of Deputy Heads of School to our current University Policy Governing Schools Policy. Our Policy allows for each School to appoint up to two Deputy Heads of School. However, most Schools have appointed three or four at varying percentage allocations. The implications of this need consideration, as generally an increase in leadership allocations will impact on teaching availability of our continuing and fixed-term staff. Further analysis of this data is occurring to correlate leadership percentage allocations to staff levels to better understand the impact of this on people's career development at different stages (ie: is it appropriate for a Level B to be investing 40-50% or more of their time in a leadership role, rather than pursuing teaching and research activities that provide a foundation for the future?).

Finally, exemptions have been sought by School leaders for 26% of courses to sit outside the allocation available within the University's model for 2024. The rationale for these include, but are not limited to: strategic requirements; further review of courses occurring; accreditation; high student contact requirements across multiple locations; and high complexity of assessment. These will be monitored by the AWAM Governance Panel during 2024 and proactively reviewed prior to 2025 allocations.

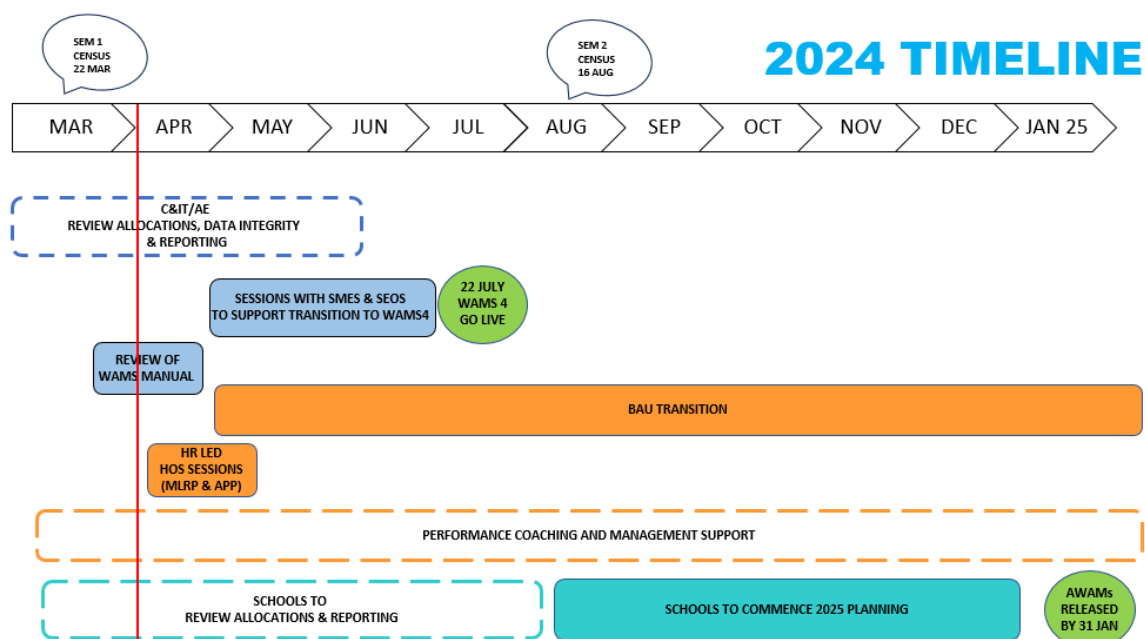
Next Steps:

- Further analysis of data to refine the application of the model across the institution.
- Working with Colleges and Schools to improve data quality.
- Ongoing training and support for key staff to continue to build capability.
- Monitoring of exemptions reported for courses that are outside of the Model.
- Transition to version 4 of WAMs IT system and system enhancements.

Academic Work Allocation Update



8 April 2024



OVERVIEW

- AWAMs transitioned into **full operation in 2024** following approval from the three College PVCs and the DVC Academic in December 2023.
- **All areas reported compliance** with the University's EA at the end of January 2024. 6 exemptions were recorded with HR for staff on extended leave, or part of ongoing negotiations.
- **Generally balanced work allocation** (40/40/20) across the institution.
- Staff have indicated **model is supporting equity** where it did not previously exist, with several examples of positive impact when implemented well.
- The model is **starting to see positive culture shifts** through transparency, and rotation of leaderships roles.
- Positive shifts towards **proactive review of program and courses** to support efficiencies

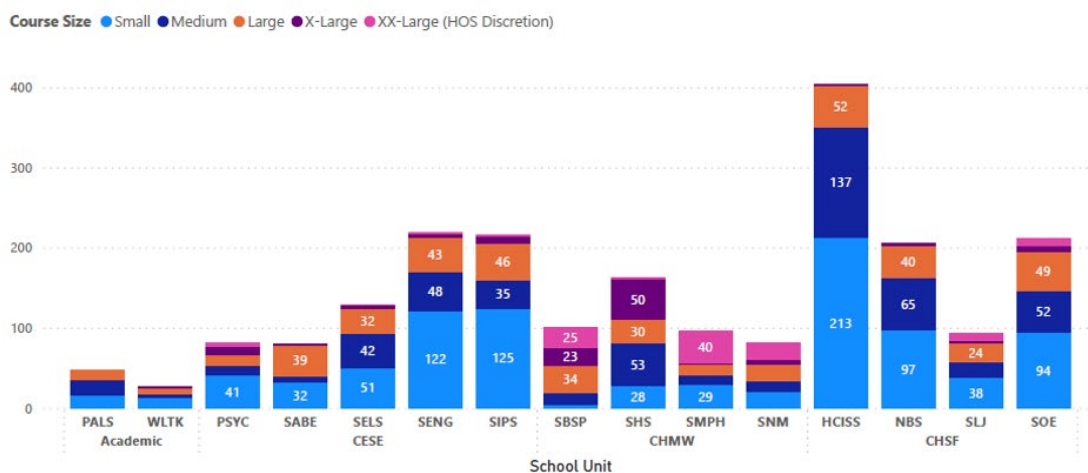
OVERALL INSTITUTIONAL REVIEW 2021 - 2024

	2021			2023			2024		
	RESEARCH	TEACHING	LEADERSHIP	RESEARCH	TEACHING	LEADERSHIP	RESEARCH	TEACHING	LEADERSHIP
CESE	38.1%	44.7%	17.2%	32.9%	40.6%	17.9%	35.7%	35.7%	18.6%
CHMW	44.1%	39.7%	16.2%	50.2%	33.5%	15.2%	54.9%	28.1%	14.2%
CHSF	37.0%	43.8%	19.1%	34.6%	36.8%	22.9%	35.8%	36.7%	20.0%
Academic Division	N/A	N/A	N/A	27.8%	37.5%	28.3%	33.0%	34.3%	25.3%
Institutional Average	39.7%	42.7%	17.5%	38.8%	37%	18.9%	39.85%	33.70%	19.53%

Note:

- * 2021 data was presented in 2021/22 Enterprise Bargaining discussions. It represents only ongoing staff and excludes staff that are fixed term < 12 months or education focused academic or have teaching buyout or on SSP/LSL/Maternity Leave. In CHMW, SMPH is excluded.
- * 2023 data source is WAMS system and is accurate as of 20 March 2024, data totals 94.7%. 5.3% of available work allocation is not yet allocated in the system.
- * 2024 data source is WAMS system and is accurate as of 20 March 2024, data totals 93.2%. 6.8% of available work allocation is not yet allocated in the system.

INSTITUTIONAL COURSE COMPLEXITY DISTRIBUTION - COURSE SIZE

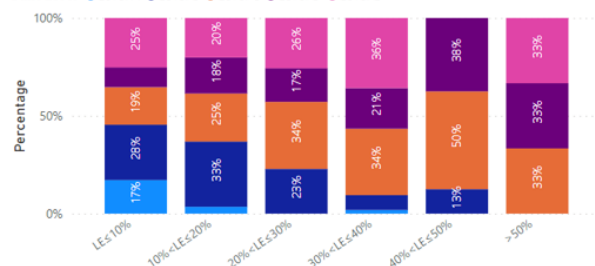


Data accurate as of 27 March 2024

LEADERSHIP & ENGAGEMENT DISTRIBUTION BY GENDER

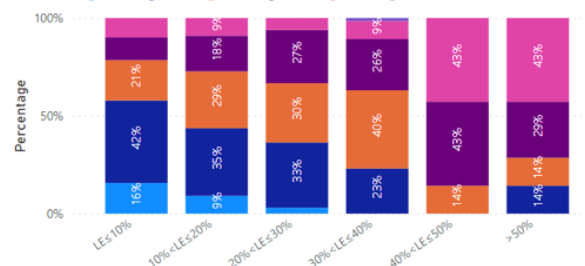
Leadership and Engagement Distribution by Academic Level (Male)

Staff Level: Level A (Blue), Level B (Dark Blue), Level C (Orange), Level D (Purple), Level E (Pink)



Leadership and Engagement Distribution by Academic Level (Female)

Staff Level: Level A (Blue), Level B (Dark Blue), Level C (Orange), Level D (Purple), Level E (Pink), DVC (Dark Purple)



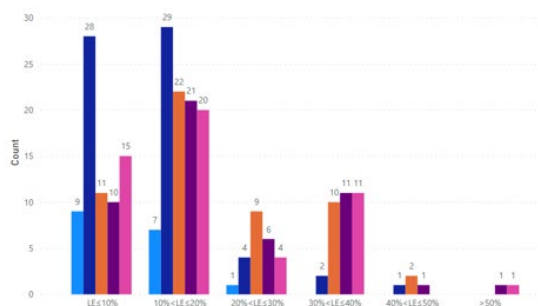
Data accurate as of 27 March 2024

LEADERSHIP & ENGAGEMENT DISTRIBUTION BY COLLEGE & LEVEL

CESE

Leadership and Engagement Distribution by Academic Level

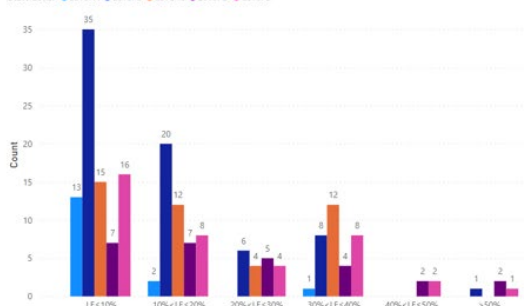
Staff Level ● Level A ● Level B ● Level C ● Level D ● Level E



CHMW

Leadership and Engagement Distribution by Academic Level

Staff Level ● Level A ● Level B ● Level C ● Level D ● Level E



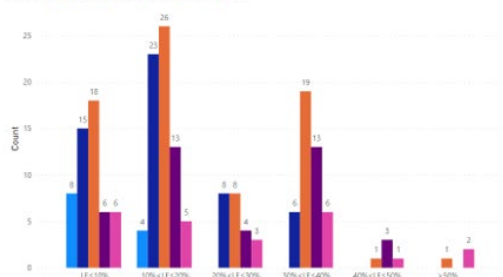
Data accurate as of 27 March 2024

LEADERSHIP & ENGAGEMENT DISTRIBUTION BY COLLEGE/DIVISION & LEVEL

CHSF

Leadership and Engagement Distribution by Academic Level

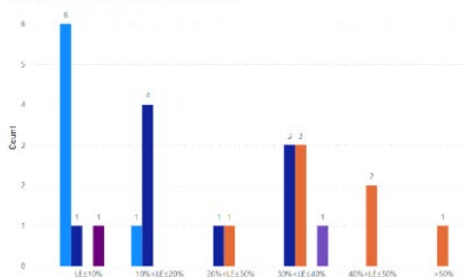
Staff Level ● Level A ● Level B ● Level C ● Level D ● Level E



Academic Division

Leadership and Engagement Distribution by Academic Level

Staff Level ● Level A ● Level B ● Level C ● Level D ● DVC



Data accurate as of 27 March 2024

LEADERSHIP & ENGAGEMENT

Positions allocated to L&E - 20% and above.

Academic Division

Activity	Count	Average Allocation
Base Leadership & Engagement Allocation Percent (10%)	13	10.00%
Special Projects (Accreditation, Major Course Redesign)	13	9.62%
Program Convenor (inc. Clinical and Deputy Convenor)	6	17.50%
Chair/Member of University Committee	5	4.00%
Discipline/Cluster Lead	3	8.33%
SACO Officer	3	8.33%
Deputy Head of School	1	30.00%
Placement Coordinator or PEU Coordinator	1	10.00%

CHMW

Activity	Count	Average Allocation
Base Leadership & Engagement Allocation Percent (10%)	55	9.51%
Special Projects (Accreditation, Major Course Redesign)	37	10.03%
Discipline/Cluster Lead	25	14.12%
Program Convenor (inc. Clinical and Deputy Convenor)	18	12.53%
Deputy Head of School	12	22.82%
Placement Coordinator or PEU Coordinator	9	9.77%
Chair/Member of University Committee	5	10.00%
SACO Officer	5	10.00%
HDR Convenor	3	10.00%

CESE

Activity	Count	Average Allocation
Base Leadership & Engagement Allocation Percent (10%)	73	8.62%
Special Projects (Accreditation, Major Course Redesign)	34	13.39%
Program Convenor (inc. Clinical and Deputy Convenor)	18	13.05%
Discipline/Cluster Lead	17	18.47%
Deputy Head of School	14	21.81%
Chair/Member of University Committee	5	2.40%
SACO Officer	5	9.00%
HDR Convenor	3	4.37%
Placement Coordinator or PEU Coordinator	1	10.00%

CHSF

Activity	Count	Average Allocation
Base Leadership & Engagement Allocation Percent (10%)	77	9.75%
Special Projects (Accreditation, Major Course Redesign)	54	9.05%
Discipline/Cluster Lead	28	11.88%
Program Convenor (inc. Clinical and Deputy Convenor)	23	17.30%
Deputy Head of School	14	27.79%
Placement Coordinator or PEU Coordinator	7	6.43%
SACO Officer	5	8.20%
Chair/Member of University Committee	3	10.00%
HDR Convenor	1	10.00%

DEPUTY HEAD OF SCHOOL POSITIONS

Policy Governing Schools Policy

Deputy Head of School

(24) The Pro Vice-Chancellor shall appoint a Deputy Head for such period within the term of office of the Head of School as the Pro Vice-Chancellor may determine. The Pro Vice-Chancellor shall consult members of the School prior to making the appointment.

(25) The Pro Vice-Chancellor may appoint a second Deputy Head for such period within the term of office of the Head of School as the Pro Vice-Chancellor may determine. The Pro Vice-Chancellor shall consult members of the School, prior to making the appointment.

(26) The Deputy Head of School shall act for and assist the Head of School in such matters as the Pro Vice-Chancellor on the advice of the Head of School may determine.

(27) The Pro Vice-Chancellor shall advise the appointee of any benefits, salary and/or non-salary, which attach to the appointment.

Academic Work Allocation Model

Base 10% Leadership and Engagement	+ Up to 10%	+ Up to 20%	+ Up to 30%
Activities that have been explicitly assigned and/or are recognised by the Head of School (or equivalent) such as: Participation in University governance (i.e. committees), administration, graduations, recruitment events and activities at the School, College and/or University level. Participation in industry and community engagement activities relevant to discipline/profession expertise- including, media interviews/commentary, involvement in the education or governance of community organisations.	Chair/Member of University Committee	Discipline/Cluster Lead	Deputy Head of School
	SACO Officer	Program Convenor (inc. Clinical and Deputy Program Convenor)	
	HDR Convenor		
	Placement Coordinator (inc. PEU Convenor)		
	Special Projects (Accreditation, major program redesign)		

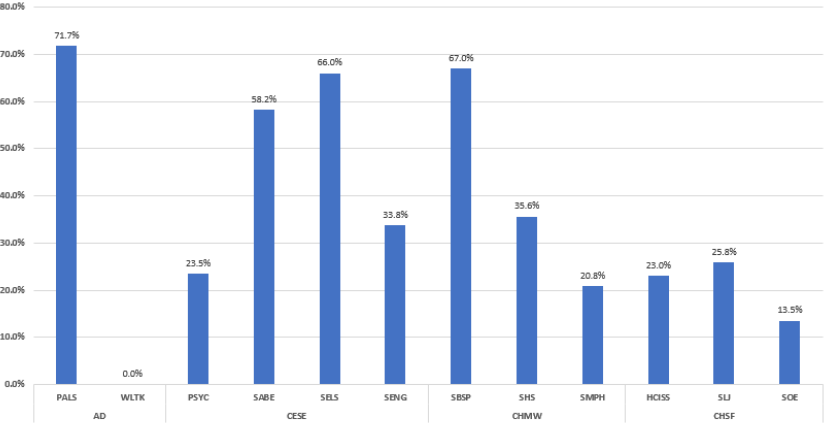
DEPUTY HEAD OF SCHOOL

COLLEGE	SCHOOL	NO#	ALLOCATIONS	COLLEGE	SCHOOL	NO#	ALLOCATIONS
AD	PALS	0		CHMW	SMPH	4	12% 3 x 20%
	WLTK	0			SNM	1	8% - 7 weeks cover
CESE	SENG	4	5% - Research- (sem 1 only) 10% - Research- (sem 2 only) 10% - Research 30%		SBSP	4	20% - Research Training 20% - Partnerships 25.8% - Education 30% - Research
	PSYC	4	20% - Research and Training 30% - Research 30% - Teaching and Learning 30% - Professional Programs		SHS	3	30% 30% 50% - Research, Research Training & direct report conjoins
	SABE	3	20% - Research 20% - Education 20% - Research Training/HDR	CHSF	HCISS	2	30% - Research Training 30% - Teaching and Learning
	SELS	4	10% - Engagement 15% - Research 30% - Teaching and Learning 30% - Research Training		NBS	4	20% - Research Training 30% - Teaching and Learning PG 30% - Teaching and Learning UG 30% - Research
	SIPS	4	10.2% - Research Training 10.2% - Teaching and Learning external 20% - Teaching and Learning internal 20% - Research		SLJ	3	10% - Research and Research Training 20% - Research and Research Training 30% - Teaching and Learning
					SOE	2	40% - Research 50% - Teaching and Learning PG & UG

EXEMPTION REPORT

- Exemption report is based off data reported through the Course Complexity report.
- It excludes courses under HOS discretion.
- 26% of courses reported in the Course Complexity report have sought exemptions for 2024 (571 of 2195).
- NBS, SNM & SIPs are still completing the exemption report. We are expecting completion from all Schools by mid April.

EXEMPTION REPORT



* Excludes NBS, SNM and SIPS
Data accurate as of 28 March 2024

EXEMPTION REPORT

COLLEGE/ DIVISION	SCHOOL/ UNIT	TOTAL COURSES IN COURSE COMPLEXITY	% OF EXEMPTION REQUESTED	THEMES
Academic Division	PALS	33	72%	The majority of PALs courses seeking course exemptions in 2024 are due to strategic need to offer courses in multiple locations to build program and course pathways for the University. All courses require high level of pastoral care and student contact.
	WLTk	31	0%	Zero courses require an exemption.
CESE	PSYC	81	23%	Most courses have accreditation requirements, and some are placements.
	SAbE	79	58%	The School is currently reviewing all teaching and workload and will assess the % of courses in 2025. Some courses have accreditation requirements, some are expecting an increase in enrolment numbers.
	SELS	153	66%	2024 will continue to be a transitional for these courses. They will be reviewed throughout 2024 to align to the AWAM Model by start of 2025.
	SENG	228	77	Courses are first time teaching, co-badged, or being reviewed.
	SIPS	212	TBA	Exemptions are still to be submitted.

EXEMPTION REPORT

COLLEGE/ DIVISION	SCHOOL/ UNIT	TOTAL COURSES IN COURSE COMPLEXITY	% OF EXEMPTION REQUESTED	THEMES
CHMW	SBSP	106	67%	Most courses have accreditation requirements that need to be followed. Some are placements, have complex assessments, and ratio requirements. End on Honours courses have thesis marking requirements by multiple academics. Some courses are still undergoing evaluation.
	SHS	163	36%	Most courses are placements. Some have complex delivery and space allocations.
	SMPH	96	21%	JMP - multiple sites, multiple placements, large number of teaching sites and teaching staff, various PBL classes, differing pathways and streams, medical placements - JMP calendar year extends beyond typical Semester period.
	SNM	81	TBA	Exemptions are still to be submitted.
CHSF	HCISS	404	23%	Most courses have a high unit level (20-30). There are complex assessments, some are team taught with high enrolments.
	NBS	207	TBA	Exemptions are still to be submitted.
	SLJ	93	26%	Most are Priestley courses. Some have complex delivery, high student contact, and placements.
	SOE	215	13%	Some courses re high due to student numbers and being foundation courses, high unit levels, or placements.

INSTITUTIONAL REPORT 2024

This report uses data from Ascender, Nustar and the Work Allocation Management System (WAMS) to show the percentage of staff allocated across the three academic domains of teaching & learning, research & innovation and leadership & engagement across the institution.

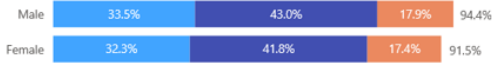
Overall Institution

● Teaching ● Research ● Leadership



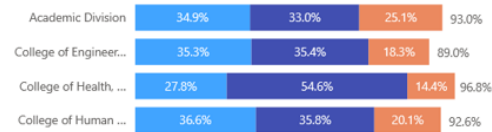
Overall Institution by Gender

● Teaching ● Research ● Leadership



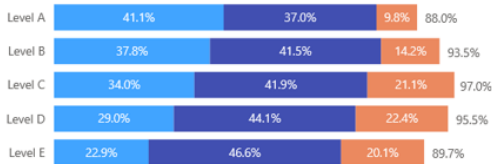
Overall Institution by College

● Teaching ● Research ● Leadership



Overall Institution by Academic Level

● Teaching ● Research ● Leadership



As of 28 Mar 2024

NEXT STEPS

- Continued refinement of reporting & data quality
- Training & capability-build for Heads of School & School Exec Officers
- Monitoring of exemptions
- Training & implementation of WAMS upgrade to WAMS 4
- Review & revision of supporting resources

Q27 - Academic Workload Allocation Model

Paper to Academic Senate, 13 February 2024



**THE UNIVERSITY OF NEWCASTLE
ACADEMIC STAFF AND TEACHERS
ENTERPRISE AGREEMENT 2018**

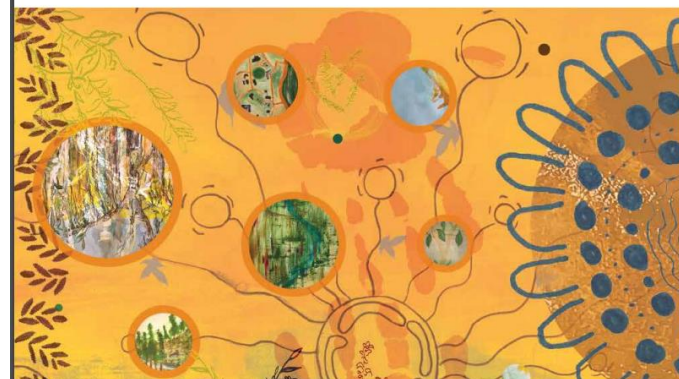


**LOOKING
AHEAD**

**THE UNIVERSITY OF NEWCASTLE
STRATEGIC PLAN 2020-2025**



**INSPIRING
PEOPLE
STRATEGY
LOOKING AHEAD
STRATEGIC PLAN
2020-2025**





Academic Work Allocation Project



Jennifer Milam
Pro Vice-Chancellor Academic Excellence

Our goal is to be a community of inspired, engaged and connected individuals, all delivering an outstanding student experience and serving our communities. To achieve this, we committed to reshaping performance expectations and workload models to enable and drive a high-performing University.

Building on the [Foundations for Inspiring People](#), we aim to establish a University-wide approach to the distribution of academic work that is equitable, transparent, fair, flexible and sustainable.

Following extensive consultation and planning, our Academic Work Allocation Policy has been endorsed by the Executive Committee and are available in the University Policy Library:

- [Academic Work Allocation Policy](#)

The approved work allocation models for the institution are available [here](#).

Previous models can be found [here](#).

Approved Work Allocation Models

AWAM Guidance Notes

WAMs System Instruction Manual

Institution Reports

AWAM Frequently Asked Questions

2022 Draft Work Allocation Model



AWAM Frequently Asked Questions

Please find below frequently asked questions on our principles-based approach academic work allocation models.

Question/Theme	Response
The Model varies in how it is applied across schools, will this continue?	The Model is designed to be flexible to apply across the range of disciplines that we have at the University. However, consistency of approach is something that we continue to review. The University Guidance Notes were developed in consultation with NTEU and Fair Work to provide further support to Heads of School (HOS) and their administrative teams on the application.
Most courses fit within the Model, however, the small and very large courses need further review and do not easily fit the Model.	This is an area that we are working with HOS to review and better understand how this can be addressed. Noting that flexibility at these extremes will be provided through exception with documentation for 2024. It is clear that some schools may need further time to transition to the 2024 allocations – these extended transition arrangements are being negotiated with HOS and endorsed by the AWAMs Panel to ensure fair and equitable application of the Model while working towards sustainability in the future.
How will the University ensure that staff can safely complete work within a reasonable amount of time?	The percentage allocations are translatable to hours and this is clearly stated in the Model and the University Enterprise Agreement. The governance framework also provides an avenue for a staff member to raise a concern about their work allocation.

PILOT EVALUATION - KEY INSIGHTS

FAIR WORK COMMISSION OUTCOMES

- Agreed changes to the supporting AWAM documentation resulting from the FWC conciliation will improve transparency of decision-making and provide greater clarity for academics
- Changes written into the new Enterprise Agreement
- Documentation currently being developed for 2024 allocations

STAFF FEEDBACK

- Mixed sentiment remains however there appears to be growing acceptance of the new approach
- More work is required to explain the model flexibility – many misconceptions remain
- Allocation for small courses remains a challenge in some schools & need further assessment to improve sustainability outcomes
- Some schools need further transition time to review course design & delivery

SYSTEMS & PROCESSES

- Improved data capture & reporting allows greater visibility, transparency and governance
- In some instances, HR profile data quality needs to be improved to improve reporting accuracy
- Ongoing development of reports to improve management practices & outcomes
- More work required to improve consistency of approach across schools/colleges
- Ongoing WAM system refinement with the vendor to improve functionality

2024 INSTITUTION REPORT

Year
2024

This report uses data from Ascender, Nustar and the Work Allocation Management System (WAMS) to show the percentage of staff allocated across the three academic domains of teaching and learning, research and innovation, and leadership and engagement across the institution.

Overall Institution

Teaching Research Leadership



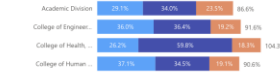
Overall Institution by Gender

Teaching Research Leadership



Overall Institution by College

Teaching Research Leadership



Overall Institution by Academic Level

Teaching Research Leadership



2024 INSTITUTIONAL COURSE COMPLEXITY OVERVIEW

This report outlines the factors considered to determine the complexity of a course. Further information is available in the [Academic Work Allocation Models](#).

College / Division

School Unit

Course Code

Year

Term

Overall Complexity

All

All

All

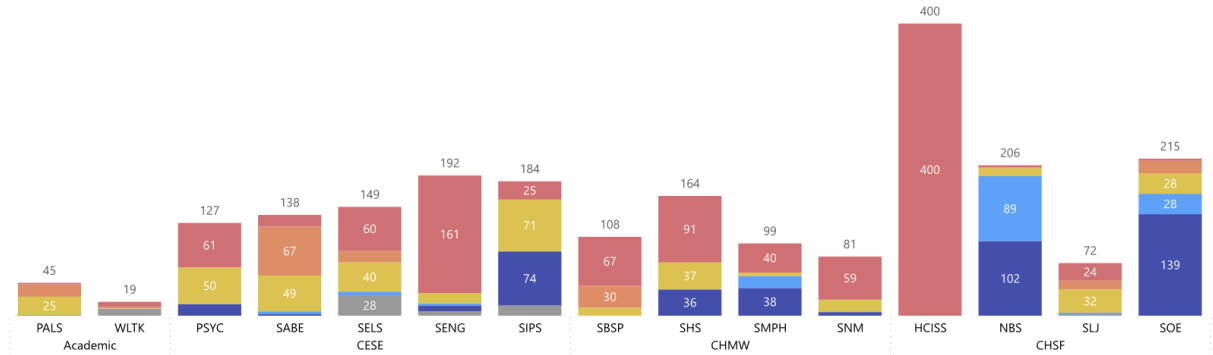
2024

All

All

Courses by Overall Complexity

● Not yet classified ● Low ● Low-Medium ● Medium ● Medium-High ● High

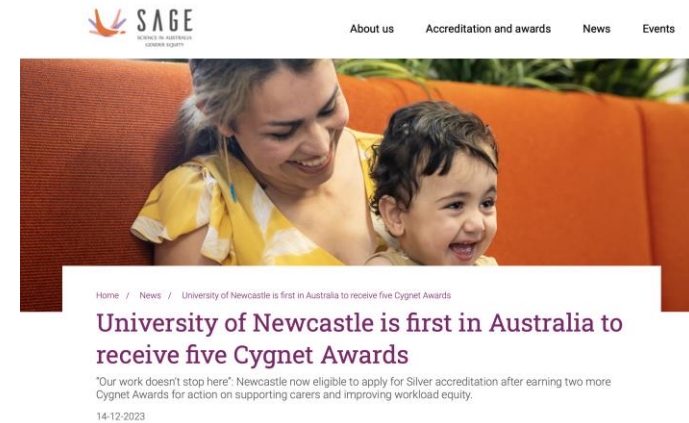


INSTITUTIONAL COURSE COMPLEXITY

This report outlines the factors considered to determine the complexity of a course. Further information is available in the [Academic Work Allocation Models](#).

College / Division	School Unit	Course Code	Year	Term	Location	Enrollment Estimate	Co-Site	Co-Site Course	Course Size	Overall Course Complexity	Overall Course Allocation	Explanation Summary	Course Contact - Complexity	Course Contact - Factors
Academic	PALS	EPABOR111	2024	S1	CAL	14	No		Small	Medium	10%	This is a WAPUS course	High	Lectures/Tutorial High levels of pastoral ca
Academic	PALS	EPABOR113	2024	S2	CAL	5	No		Small	Medium	10%	This course is in the WAPUS program and requires organisation of external Aboriginal and Torres Strait Islander professionals to meet with students	High	Lectures/Tutorial High levels of pastoral ca
Academic	PALS	EPBOL259	2024	S1	ON	202	No		Large	High	30%		High	Module/Tutorial/Lab Multiple locations Call Out Online High levels of pastoral ca
Academic	PALS	EPCHM137	2024	S1	ON	110	No		Large	Medium-High	20%		High	Module/Tutorial Multiple locations Call Out Online High levels of pastoral ca
Academic	PALS	EPCHM137	2024	S2	ON	39	No		Medium	Medium	10%		High	Lectures/Tutorial/Lab Multiple locations Call Out Online High levels of pastoral ca

Key barrier	Inconsistent work allocation models
Cygnets number	5/5 to Silver
Date submitted	31 October 2023
Downloads	• Institutional context [PDF 2MB] • Cygnets Award application [PDF 11MB] • Response to More Information Request [PDF 311KB]



Key Barrier

The University of Newcastle's fifth Cygnet addresses **inconsistent work allocation practices and lack of transparency**, which at the time of Athena Swan Bronze Award (ASBA) were found to create a workplace culture in which potential gender bias practices could occur, limiting the career progression of women. (Figure 1)

KEY INSIGHTS:

- *Inconsistent workload practices and lack of transparency leading to potential gender inequities in workload for women.*

Actions: 7.3

Figure 1. Key Insights on workload from ASIABA (Section 5.4, viii)

The University's objective has been to reduce the impact of this barrier through the following intervention:

1. **Develop a University-wide approach to the allocation of work that is equitable, fair, and transparent, across all Colleges, Schools, and Divisional Units.**

In addition, a number of secondary objectives were introduced to address specific sub-barriers and in support of the primary objective:

2. **Shift from the use of fixed workload formulas to active workload management and shared governance processes;**
3. **Determine agreed consistent Minimum Levels of Research Performance to support performance reviews;**
4. **Provide greater flexibility across academic work profiles, with a focus on supporting career aspirations;**
5. **Introduce a single IT system for managing work allocation to improve data reliability and enhance transparency across the institution;**
6. **Implement a consistent approach to reporting and reviewing workloads to support planning and resourcing needs.**



Criteria	Feedback
PROGRESS	Consensus reached that the Cygnet application satisfies both Statement Aⁱ and Statement Bⁱⁱ. The University of Newcastle have implemented a range of actions designed to address the key barrier. It is noted that there was a lack of data available other than that from the 2017 Gender equity survey. The Review Group commended Newcastle on their approach and clearly outlined strategies to address a typically difficult and complex institutional challenge. The Review Group commended Newcastle for their rounds of consultation to ensure there was good understanding and buy in from stakeholders and their shared governance structure with independent appeals process to ensure fairness and transparency.
OUTCOMES	Consensus reached that the Cygnet application satisfies both Statement Aⁱⁱⁱ or Statement B^{iv}. Newcastle have shown good and clear evidence of their outcomes, demonstrated for the foundation and alignment stages of the program with the final embedding stage to occur. To improve their approach going forward Newcastle should include more data reported by gender and level. Newcastle should also consider the link between having a consistent policy and system which allow transparency and achieving equitable distribution of workloads, although this is a great step this does not guarantee equity. Ongoing assessment and reporting is needed to make sure the policy is achieving the goals of workload distribution.

IMPACT	Consensus reached that with the additional information provided, the Cygnet application satisfies both Statement A^v and Statement B^{vi}. Newcastle have provided some evidence of impact, providing qualitative data from 14 staff. However, there is a lack of detail around who these people were, other than their general titles and the pool seems limited, with 10 of these staff being implementers. The Group commended Newcastle on their use of an independent qualitative researcher. The Review Group request the following additional information is provided: • Characteristics of the 14 people included in this section including gender/intersectional characteristics <i>The University of Newcastle have provided this information to the SAGE CEO and the Chair of the Review Group. Both criteria statements have now been satisfied.</i>
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S A G E
SCIENCE IN AUSTRALIA
GENDER EQUITY



SAGE
SCIENCE IN AUSTRALIA
GENDER EQUITY

DEVELOPMENTAL FEEDBACK

Recognising the ongoing, iterative nature of organisational change, Reviewers have provided developmental feedback to assist the Institution in strengthening their approach for this Cygnet area and strengthening future Cygnet Award applications.

The Review Group commended the University of Newcastle on an impressive array of actions targeted to address a typically difficult and complex institutional challenge.

To improve their approach going forward Newcastle should consider incorporating more intersectional analysis.

Intersectional analysis

To improve their approach going forward Newcastle should consider including more data on academic women from marginalised communities. How well does the newly established workload model at UNC help identify challenges faced by academic staff from CALD/LGBTQIA+/Disability and other marginalised groups, including women, and what measures have been put in place to assist their career progression under the Academic Work Allocation Model (AWAM)? A focus on marginalised communities and their experiences, across academic and professional staff, if possible, should guide the build of any university-wide system development in future.



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

**Athena SWAN
Institution Application**

SAGE Cygnet Awards



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

SAGE Cygnet Award Application Form



S A G E
SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Application

Name of institution	University of Newcastle
Date of application	31 October 2023
Award Level	Cygnet
Date joined Athena SWAN	Cohort One – January 2016
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UNIVERSITY OF NEWCASTLE: SAGE CYGNET 5		
BARRIER TYPE	CURRENT CYGNET	BARRIER
Mandatory Sub-group barrier		STEM Pipeline: Difficulty attracting and recruiting female students and academic staff into the College of Engineering, Science and Environment
Mandatory Institution-wide barrier		Career Development Support
Institution- wide barrier		Indigenous Cultural Competency
Institution- wide barrier		Supporting Carers
Institution- wide/Sub-group barrier		Inconsistent work allocation models

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the traditional custodians of the lands on which our campuses are located:

- The Awabakal and Worimi Peoples at our Newcastle City campus
- The Pambalong Clan of the Awabakal Nation - Newcastle campus at Callaghan
- Darkinung People - Central Coast campus at Ourimbah
- Biripai People - Port Macquarie campus
- Gadigal People of the Eora Nation – Sydney CBD

We also acknowledge and pay respect to the other Aboriginal and Torres Strait Islander nations from which our students, staff and community are drawn.



Artwork: Indigenous Education Strategy (2020)

Artist: Jasmine Craciun (Bachelor of Visual Communication 2018)

Alumna Jasmine Miikika Craciun is a proud Barkindji, Malyangapa designer and artist with a passion for telling the stories of, and communicating to, diverse groups of people.

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LIST OF ABBREVIATIONS & ACRONYMS

ASIABA	Athena Swan Institution Application Bronze Award
ASBA	Athena Swan Bronze Award
ASBAP	Athena Swan Bronze Action Plan
ASWP	Athena Swan Working Party
AWAM	Academic Work Allocation Model
HOS	Head of School
HRS	Human Resources Services
ITS	Information Technology Services
SAGE	Science Australia Gender Equity
SAT	Athena Swan Bronze Self-Assessment Team
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&R	Teaching and Research Academics
WAMS	Workload Allocations Management System
WHS	Work, Health and Safety

Key Barrier

The University of Newcastle's fifth Cygnet addresses **inconsistent work allocation practices and lack of transparency**, which at the time of Athena Swan Bronze Award (ASBA) were found to create a workplace culture in which potential gender bias practices could occur, limiting the career progression of women. (Figure 1)

KEY INSIGHTS:

- *Inconsistent workload practices and lack of transparency leading to potential gender inequities in workload for women.*

Actions: 7.3

Figure 1. Key Insights on workload from ASIABA (Section 5.4, viii)

The University's objective has been to reduce the impact of this barrier through the following intervention:

1. **Develop a University-wide approach to the allocation of work that is equitable, fair, and transparent, across all Colleges, Schools, and Divisional Units.**

In addition, a number of secondary objectives were introduced to address specific sub-barriers and in support of the primary objective:

2. **Shift from the use of fixed workload formulas to active workload management and shared governance processes;**
3. **Determine agreed consistent Minimum Levels of Research Performance to support performance reviews;**
4. **Provide greater flexibility across academic work profiles, with a focus on supporting career aspirations;**
5. **Introduce a single IT system for managing work allocation to improve data reliability and enhance transparency across the institution;**
6. **Implement a consistent approach to reporting and reviewing workloads to support planning and resourcing needs.**

Evidence of Barrier

In the 2017 **Athena Swan Gender Equity Survey** significantly fewer women, compared to men, felt that workload was equally proportioned based on gender (ASIAB, Section 5.4, i). The Self-Assessment Team (SAT) was unable to pull any reliable workload data, as '**approximately**' **13 models** were in use across the institution and **were either not recorded or proved inconsistent and incomparable**.

The SAT was forced to investigate a proxy measure of inequity in work allocation determined by the % of academics associated with teaching classes that had more than 500 students (Figure 2).

Academic level	% Females	% Males
A	23%	7%
B	40%	38%
C	19%	31%
D	15%	10%
E	4%	14%

Figure 2. Large class teaching as proxy measure of AWAM in 2017

This data, however, did not provide evidence of inequitable allocation, even though it was felt by 24% of female staff (versus 9.28% of male staff) that inequity in workload existed (Figure 3). While a majority of staff (55%) thought that workload was equally proportioned in their school, the gender disparity of perceived inequity was a matter of concern for the institution.

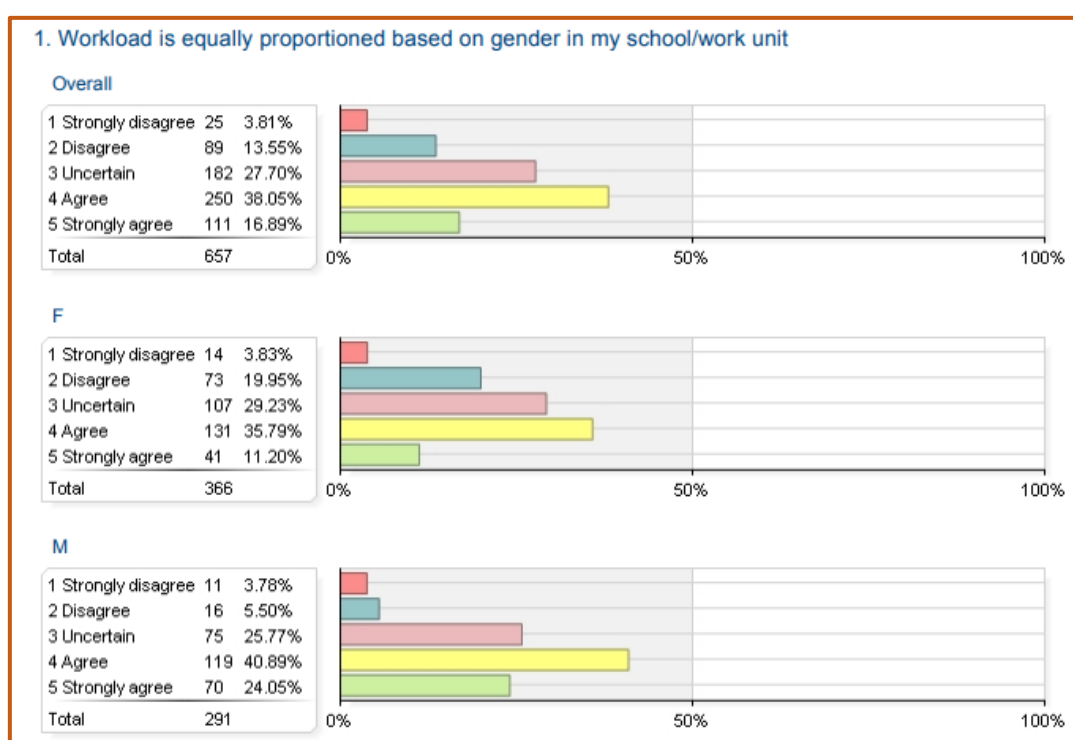


Figure 3. Results Gender from 2017 Gender Equity Pulse Survey (overall and by gender)

Committee overload was also a concern for organizational culture in the ASIABA (Section 5.4, vi). It was noted that women can suffer “**inadvertent discrimination in career progression**” every time they were asked to take on service roles that were unallocated in workload. In 2018, one person estimated that this would be 10-20% of most academic women’s workload which male colleagues simply did not take on. It was also noted that senior committee membership was documented, but most service roles were undocumented in workload models. It was therefore proposed that the new Workload Framework (Action 7.3) **embed the recording of committee and service activities to ensure equitable allocation.**

Theme 7: Data and Data Management						
Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
7.1	Introduction of centralised and comprehensive reporting system for key related data: PRD, PEF, Promotions, Recruitment, staff data.	Disparate systems do not adequately provide collection of gender data.	January 2019	July 2019	SPP, HRS	Platform created to extract and integrate disparate sources of gender related data.
7.2	Introduce categorisation of gender related complaints to monitor progress of incidents and efficacy of strategies.	Difficult to report on gender related complaints due to lack of categorisation.	June 2018	August 2018	ER E&D Complaints Office	Categorisation of gender related complaints embedded in Complaints process.
7.3	Introduction of consistent Framework for Workload allocation and transparent reporting to ensure women are not unfairly burdened in allocation of workload.	Unable to report adequately on gender patterns in workload due to inconsistent practices across UON.	January 2019	June 2019	PVC (L&T) PVC (R&I) ER SPP Faculties	Framework in operation and consistent application by all Faculties for analysis/reporting.

Figure 4. ASIAB with Action 7.3 commitment to a consistent workload framework and transparent reporting

As a result, the University committed to Action 7.3 in the Athena Swan Bronze Action Plan (ASBAP) to ***introduce a consistent framework for workload allocation and transparent reporting to ensure women are not unfairly burdened in the allocation of workload*** (Figure 4). The **justification for taking action** was that the University was unable to report adequately on gender patterns in workload due to inconsistent practices across the institution.

Review of **Human Resources Services (HRS) records** revealed that 23 different AWAMs had been considered by the Staff Consultative Committee and approved by the Deputy Vice-Chancellor Academic between 2015 and 2022 (Table 1). Some schools had more than one model operating simultaneously, while Teaching and Research (T&R) academics working in the University's Pathways and Academic Learning Support Centre (PALS) and the Wollotuka Institution, based in the Academic Division, had no AWAMS in place at all.

Table 1. History of various Workload Models used by Faculties/Schools (HRS records)

Faculty/School/College	AWAM considered by SCC	AWAM considered by DVCA
BUSINESS & LAW	2015	Approved for implementation in 2016
	2016	Approved for implementation in 2017
EDUCATION & ARTS	2015	Faculty to continue develop AWAM in consultation with staff Existing 2014/15 model will continue to apply
	2016	Faculty to trial EFTSL model in 2017 Existing 2014/15 model will continue to apply
ENGINEERING & BUILT ENVIRONMENT		
School of Electrical Engineering & Computer Science School of Engineering	2015	Approved for implementation in 2016
	2016	Approved for implementation in 2017
School of Architecture & Built Environment	2015	Approved for implementation in 2016
	2016	Approved for trial in 2017 subject to mid- year review
FACULTY OF HEALTH & MEDICINE		
School of Biomedical Sciences & Pharmacy	2015	Approved for implementation in 2016
	2016	Approved for implementation in 2017
School of Health Sciences	2015	Approved for implementation in 2016
	2016	Approved for implementation in 2017
School of Medicine & Public Health	2015	Approved for implementation in 2016
	2016	Approved for implementation in 2017
School of Nursing & Midwifery	2015	Approved for implementation in 2016
	2016	Approval to trial in 2017 subject to mid- year review
FACULTY OF SCIENCE & IT	2015	Approved for implementation in 2016
School of Psychology	2016	Approved for implementation in 2017
School of Mathematics & Physical Sciences	2016	Approved for implementation in 2017
School of Environmental & Life Sciences	2016	Approved for implementation in 2017
ELFS	2015	AWAM approved for implementation in 2016 as a "transitional" model to be reviewed annually
FACULTY OF SCIENCE	2020	Approved for trial in 2021
COLLEGE OF HEALTH MEDICINE & WELLBING	2022	Approval to trial in 2022

Further **cultural evidence** of this barrier to equity was confirmed in the institution-wide staff consultations around the development of the University's new strategic plan in 2019. As a result of the consultations, a **key initiative** of the Inspiring People pillar of **Looking Ahead Strategic Plan 2020-2025** was introduced which committed the University Executive to reviewing and reshaping workload models to reflect institutional values. (Figure 5).

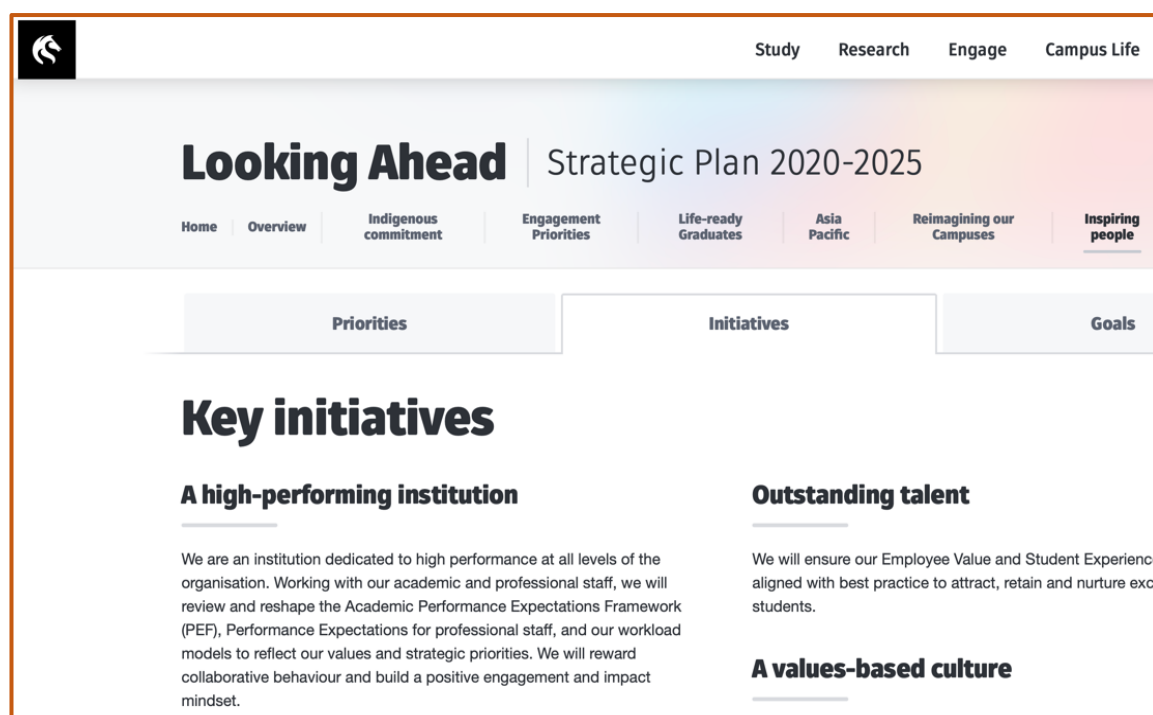


Figure 5. A key initiative of *Looking Ahead*, the University's 2020-2025 strategic plan, was to work with academic and professional staff to review and reshape the institutions workload models.

Actions and Outputs

In 2020, when the University started to progress ASBAP Action Item 7.3, there were at least 15 different work allocation models in operation across the University, providing leaders, line managers, and staff with **limited visibility and understanding** of how the AWAMs were applied and managed. All the current models were pulled from the 13 Schools and 2 Divisional Units, and then compared. Not all of the areas had models in place, but for those that did, it was found that the various models included a **range of different workload formulas** based on hours-based activity inputs, points for research achievements to be traded off against teaching responsibilities, and EFTSLs. Some used performance achievements from the previous year to inform allocations, while others were applied retrospectively in the year following the allocated work.

To **resolve inconsistent work allocation**, the University Executive committed to the **development of a consistent framework for work allocation** and **transparent reporting** (ASBAP 7.3) in an effort to ensure women (and other equity cohorts) are not unfairly burdened. While the ASBAP target delivery date of this initiative was June 2019, it quickly became apparent that this was a major change for the University that would necessarily involve extensive consultation with staff and negotiations with

unions. Actions also coincided with the launch of the strategic plan, onset of the COVID-19 pandemic, subsequent restructures, a formal change process, and enterprise bargaining, which set the project timeline back by two to three years.

Use of SAGE Matrix and International Research in the field to inform the action

In 2020-2021, in addition to compiling all the internal documentation related to AWAMS, research was undertaken to gain a national and international perspective on the problem of workload in higher education post-COVID. Resources included: journal articles with time-and-motion studies of 40-40-20 academics (Figure 6); a report equity-minded workload reform, funded by the National Science Foundation and published by the American Council on Education (Figure 7), and the SAGE Workload Allocation Principles Matrix (Figure 8). Findings from this research was shared with the University Executive, Academic Senate, and through all-staff consultation forums.

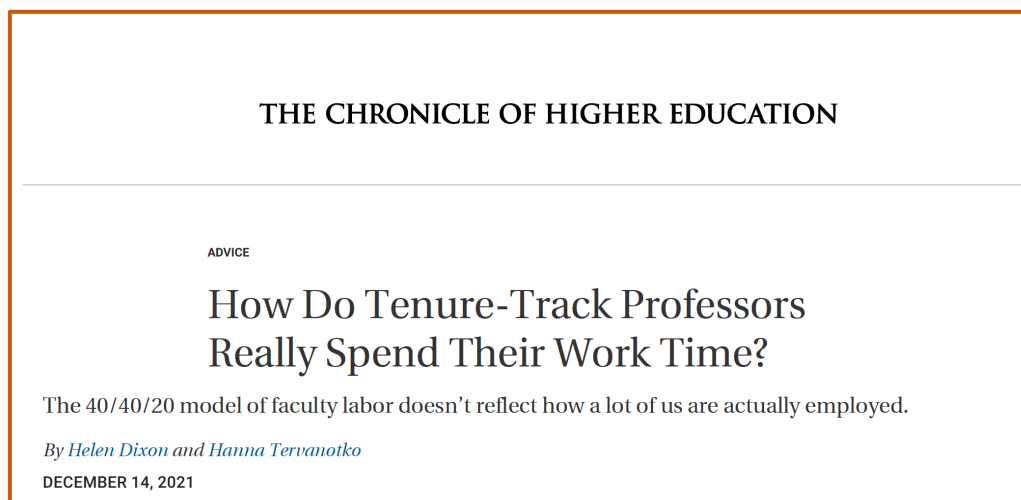


Figure 6. Time-and-Motion studies and other research to inform project

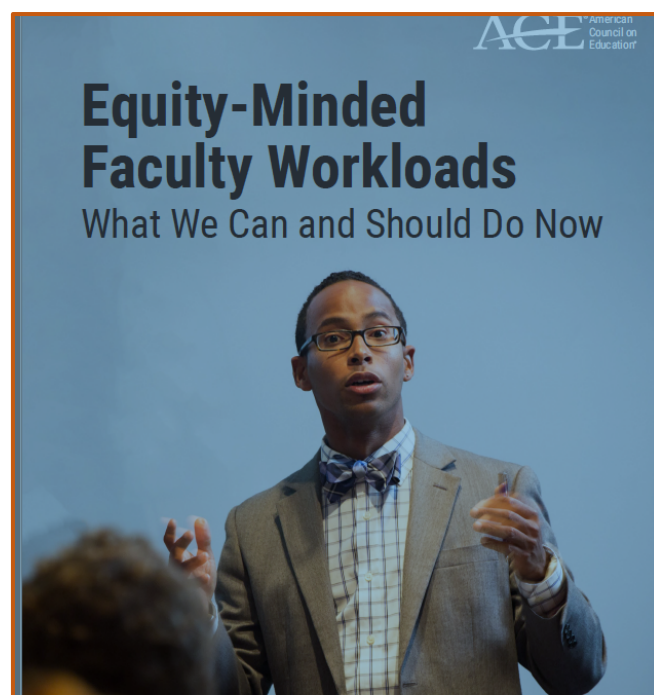


Figure 7. International peak body reports on equity and workloads

		WORKLOAD ALLOCATION PRINCIPLES MATRIX
BACKGROUND	WHY	Issues with workload allocation, in particular the quantity of work assigned and gendered allocation of tasks, are common across the Australian Tertiary Education and Research Sector. As a result, SAGE called for participants across the sector to take part in a Special Interest Group (SIG) to develop a fit-for-purpose guide to address issues of fair and equitable workload allocation for staff at all levels. The SIG comprises members from across regions, with representation from the ACT, VIC, WA and NT, and includes professional staff, academics, staff and student representatives, bringing a broad perspective and wealth of knowledge on workload allocation issues.
	AIM	The aim of the Workload Allocation Principles Matrix is to add value to, and inform the evaluation of, current workload allocation models at institutions. The Matrix includes guidance on best practice and application informed by evidence, to ensure this guide can be flexible and practically applied to diverse institutional functions and operations.
	HOW	The Matrix has been created by synthesising discussions, expert advice and materials shared by members of the SAGE Workload Allocation SIG, supplemented by research and findings from other sources. These sources include the SAGE Workload Allocation Infographic, which draws from institutional Athena Swain Bronze Award applications, findings from the Athena Forum, and research from the Australian Council on Education (ACE) on Equity, Gender Equity, Workload. Discussion points and research from the SIG are at the centre of the framework with resources from other sources, such as ACE, linked for reference.
USING THE TOOL		Agreeing workload allocation is a two-way collaborative engagement and respect of discussion between (manager and staff) within an institution. The process is guided by the information provided that work to consent to inform equitable and fair allocation of workload that aligns with consensate work expectations. When discussing workload allocation, (manager and staff) should take into account the duties defined by a position/role together with institutional community service expectations. The Matrix is founded on a principles approach, with guidance given on how these principles could be applied in practice. The following three key areas should be considered when applying a principles, governance and leadership, communication and engagement, and culture and collegiality.
GOVERNANCE & LEADERSHIP:		Good governance is key to ensuring that all the labor principles of workload allocation are followed and considered at all levels across the institution. There should be checks and systems in place to ensure consistent application of workload allocation models across all schools/faculties. Accountability for upholding equitable workload allocation principles should be assigned to a single accountable officer (or unit) at every level in the institution.
COMMUNICATION & ENGAGEMENT:		There should be clear communication of workload allocation principles and procedures at all levels, from the top down. All staff should be aware of where to find support and guidance on understanding their workload allocation. All staff members should be able to provide input into their workload allocation, and be given the opportunity to have, at a minimum, an annual conversation with their manager to discuss their career plans and aspirations and how this aligns with their workload.
CULTURE & COLLEGIALLY:		Institutions should acknowledge what is needed to deliver tasks and be adequately resourced. Workload allocation discussions should be supported by empathy, respect and compassion. Safe spaces for discussion should be created and options explored respectfully. Collegiality is demonstrated by staff supporting their peers to take time and being flexible to support work requirements. Work teams are supportive and staff understand what they are doing, what their institutions are, and what their responsibilities are. Support and contribution to the institution are shown through academic citizenship.
EXPECTATIONS	PRINCIPLE #1 TRANSPARENCY & CLARITY	CONTEXT & FLEXIBILITY
	PRINCIPLE #2 FAIRNESS & EQUITY	PRINCIPLE #3 ACCOUNTABILITY
	PRINCIPLE #4 TRANSPARENCY & CLARITY	PRINCIPLE #5 ACCOUNTABILITY
	PRINCIPLE #6 TRANSPARENCY & CLARITY	PRINCIPLE #7 ACCOUNTABILITY
	PRINCIPLE #8 TRANSPARENCY & CLARITY	PRINCIPLE #9 ACCOUNTABILITY
CONSIDERATIONS FOR APPLICATION OF PRINCIPLE		INSTITUTIONAL LEVEL
DELEGATED OFFICER(S)/LOCAL LEVEL MANAGER		STAFF MEMBER

Figure 8. SAGE Workload Allocation Principles Matrix

In addition, a case study was prepared using a sample of available data from formula-driven models in use across the three Colleges. 21 T&R academics with a 40% research - 40% teaching - 20% work allocation were analysed. Normalised to focus on the teaching allocation the across the different formulas, using course-related and enrolment data, the findings demonstrated considerable variation of workload at an institutional level, confirming the high potential for inequity (Figure 9).

CASE STUDY

- 21 'Teaching and Research' Academics with an approx. 40/40/20 split of teaching and research across three colleges has been analysed.

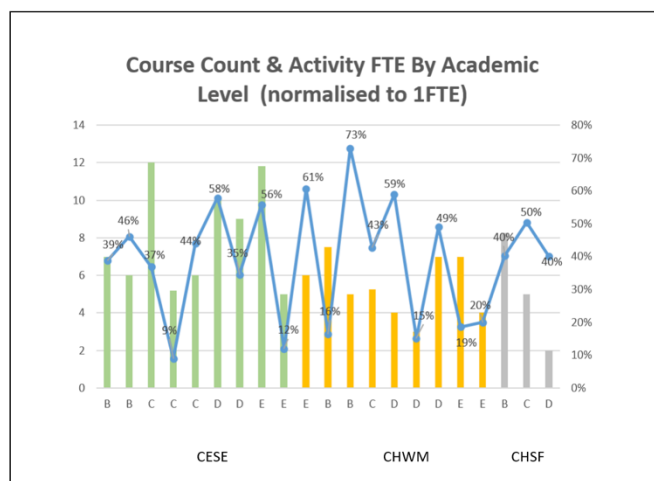


Figure 9. Case study from March 2021 of course load and activity for 21 T&R academics with local models normalised and compared demonstrating variability of workload leading to inequity

Academic Work Allocation Strategic Project

To address the inconsistent practices across the institution, and in response to the research and sample data analysis, an Academic Work Allocation strategic project was **established in 2021** under the leadership of the Pro Vice-Chancellor Academic Excellence, Athena Swan Lead, and the Chief People and Culture Officer. The project team reported to a Steering Committee chaired by the Vice-Chancellor, with two key advisory groups comprising both academic and professional staff members to guide the design and implementation of the project (Figure 10).

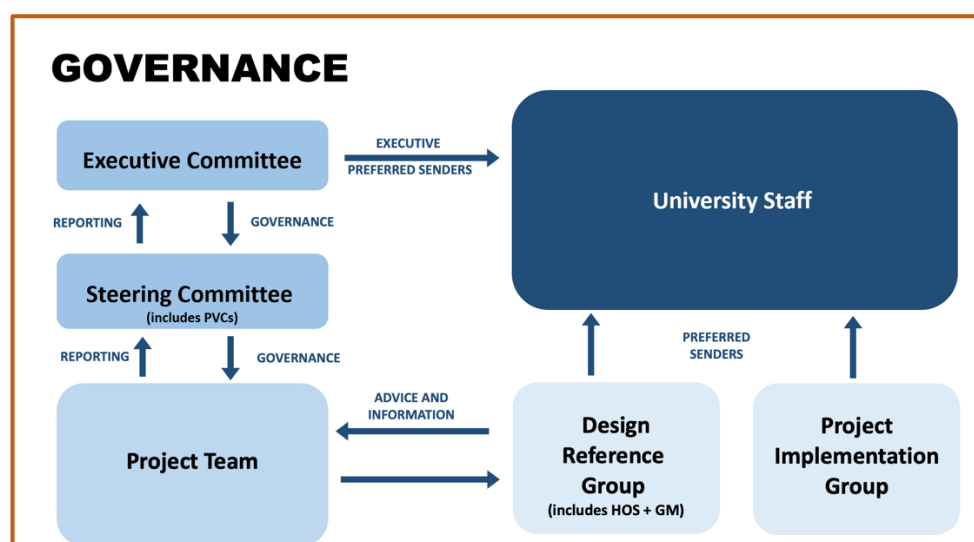


Figure 10. AWAM project governance and reporting structure

The project aim was to establish an **institution-wide, principles-based approach** to the distribution of academic work, **aligned with the University values** of excellence, engagement, equity and sustainability (Figure 11), and **underpinned by a new policy**. In line with ASBAP Action 7.3, it was charged with delivering a **workload allocation framework** supported by a **single IT system** (WAMS), with regular **reporting and review protocols** and **shared governance processes**.

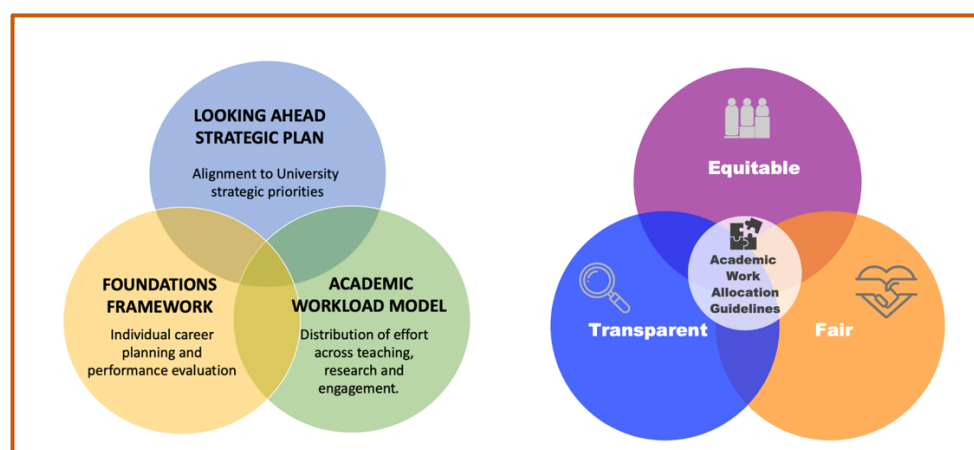


Figure 11. Relationship between AWAM, University strategic priorities, and Career planning and performance evaluation which have EDI KPIs embed within them.

A 2022 timeline was established to monitor the progress the development of a consistent framework for the allocation of academic and single IT system to support transparent reporting (Figure 12).

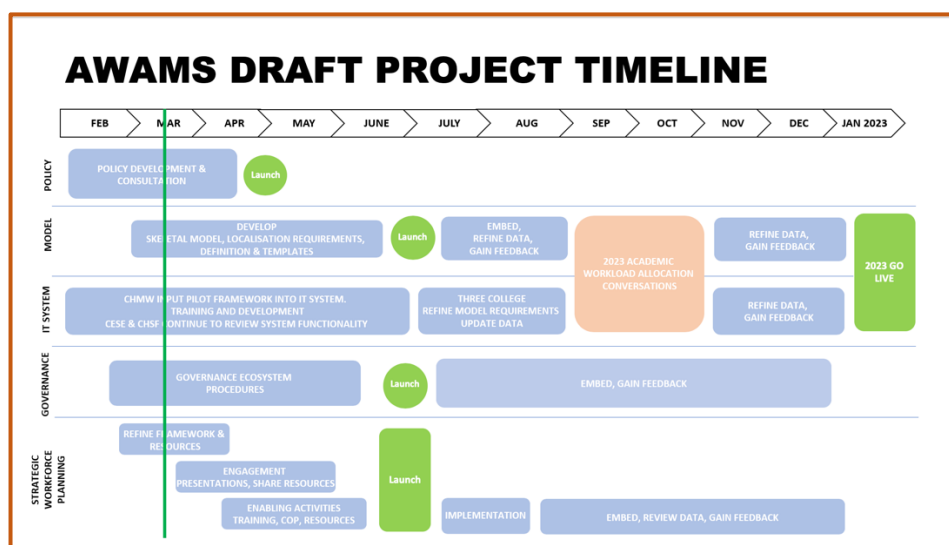


Figure 12. 2022 timeline established in for the development of consistent framework for workload allocation and transparent reporting to go live with a 2023 AWAM Pilot

The program of work for 2022 was designed to establish and communicate the purpose of a University-wide approach to improve equality and transparency across the institution, with consultation of stakeholders, involving leaders, staff and students across the institution, and with payoffs that would support performance excellence and a positive academic culture (Figure 13).

PROGRAM: ACADEMIC WORKLOAD MODEL			
Purpose	Particulars	People	Payoffs (Measures of Success)
- Define a University-wide approach to workload models. - Decouple performance and workload. - Create workload model and EA alignment. - Improve financial outcomes. - Improve equality and transparency.	- Complete a workforce planning and financial modelling assessment of current workload. - Through consultation with key stakeholders determine the systems and processes that would be required to develop and maintain AWAMs for the University. - Develop a University policy on workload models. - Implement a trial AMAMs for 2023 academic calendar year. - Complete a Post Implementation review during 2023.	- Academics - Workload coordinators - Course / team leaders - Heads of School - College GMs - Leaders - Students - External partners and vendors. (Unions, Staff Rep Groups, Student Rep Groups)	- Performance excellence - Positive academic culture contributing towards the Inspiring People strategic goals - Institutional alignment - Financial clarity - Increased staff morale - Improved student experience - Institutional future proofing - Management clarity and accountability - Workforce planning

Figure 13. AWAM Program designed to communicate Purpose, Particulars, People and Payoffs to staff

The subsequent streams of work focused on the development of AWAM governance instruments, a skeletal model that focuses on principles (as opposed to formulas), a central and supported record keeping system (known as WAMs), people management providing flexibility and focused on outcomes relative to opportunity, and a governance framework to support regular review of AWAM against the principle of equity (Figure 14).

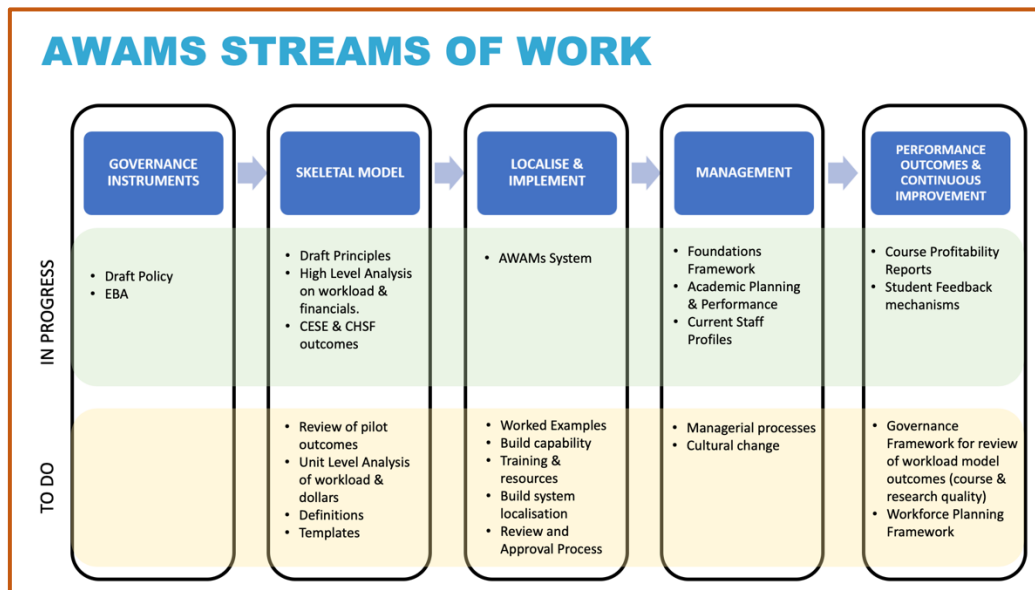


Figure 14. AWAM Streams of Work developed around the pillars of governance, skeletal model, local implementation, management, and outcomes

Staff were surveyed about the most important principles in work allocation, with the identification of equity, fairness, and transparency as the three most important across the institutions (Figure 15).

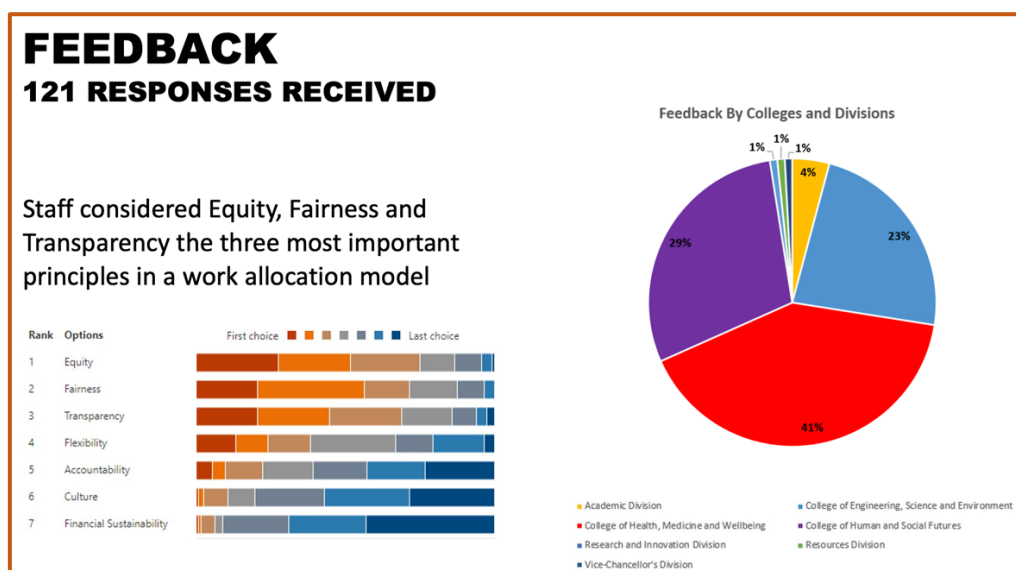


Figure 15. Feedback from first all-staff survey on AWAM project

As part of the all-staff survey, there was also the opportunity for additional comments that were grouped into emerging themes to guide the development of AWAM, which found support for an insitution-wide approach with a number of concerns related to increased workloads, research expectations, and leadership role allocations (Figure 16). These themes underscored the ASIABA concerns that previous AWAMs had not properly captured service allocations in the past. This pointed to the need to ensure that **service allocations were embedded** into the **new academic work allocation framework**.

ROUND 1 & 2 CONSULTATION THEMES

1. Desire for an institutional wide approach is strong.
2. Concern that the approach may increase teaching loads for some staff.
3. Desire for further details on the School level Minimum Research Performance Standards.
4. Further review of some key leadership role allocations (Discipline lead and Program Convenor).
5. Concern that larger allocation of leadership & engagement roles will pull from research rather than teaching allocation.
6. Staff want to see how the approach will be implemented. i.e. how will large courses be allocated, team teaching, professional practice, end on honours.

Figure 16. Emerging themes in the first all-staff feedback in July/August 2022

In response to consultation theme 4, a more detailed analysis of service roles was undertaken (Figure 17) with the recommendation that School Governance and Program Convenor responsibilities be undertaken to understand fully the workload involved.

SCHOOL GOVERNANCE

Deputy Heads and Discipline Leads

- Variation in number and scope of Deputy Heads and Discipline Leads across Schools
- Usually 2 (Research and Teaching) appointed at Level D or E on a fixed term basis (2-3 years)
- Currently allocation varies dependent on scope of role description.
- *Policy Governing Schools*, does not recognise Disciplines as functioning academic organisational units.

Program Convenors

- The Program Management Procedure Manual outlines responsibilities for Program Convenors.
- Given changes to approach ie/ Program Management reports, review of this policy is needed.
- Scope of position in manual may exceed allocation of 10%.
- There are 508 Programs across the University (ELICOS, Enabling, Non Award, Undergrad, Postgrad and Higher Degree Research).

RECOMMENDATION: Review of School Governance approach and Program Convenor responsibilities to be undertaken with Academic Division Leaders.

Figure 17. Review of School Governance roles in response to feedback

The workload of Program Convenor roles were compared with the determination that the model should have the flexibility to reflect program size, with Heads of School given the ability to increase and record a higher allocation (Figures 18).

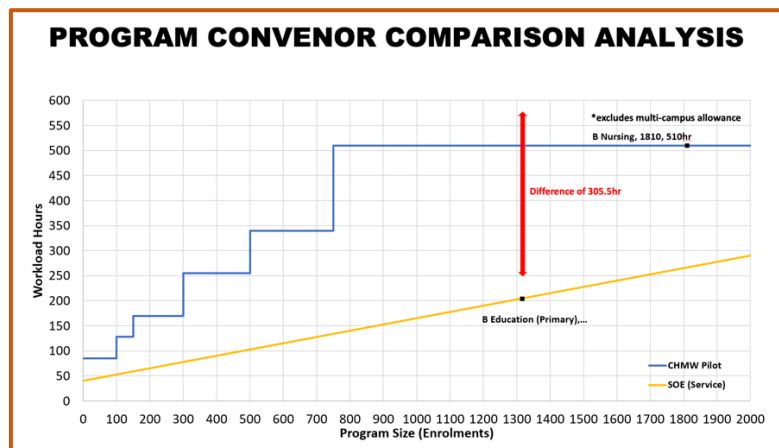


Figure 18. Program Convenor Comparison Analysis of two the University's largest programs

Following this analysis, and with additional consultation across the institution, designated service roles and with agreed allocations were introduced into new AWAM to bring greater visibility to expectations at the base allocation level of 10% and specific roles with more significant accountability. (Figure 19)

Table 4: Leadership and Engagement Key Leadership Roles			
Base 10% Leadership & Engagement	+up to 10%	+up to 20%	+ up to 30%
Activities that have been explicitly assigned and/or are recognised by the Head of School (or equivalent) such as: a. participation in University governance (i.e. committees), administration, graduations, recruitment events and activities at the School, College and/or University level; b. participation in industry and community engagement activities relevant to discipline/profession expertise - including, media interviews / commentary, involvement in the education or governance of community organisations. c. Discipline and School meetings, workshops, working groups, and retreats, graduation, open day, other student recruitment and retention activities, exhibitions, Industry advisory panels and student consultative committees, etc.	Chair / Member of University Committee SACO HDR Coordinator Placement Coordinator (inc., PEU Convenor) Special Projects (Accreditation, Major course redesign)	Discipline / Cluster Lead Program Convenor (inc. Clinical and Deputy Program Convenor)	Deputy Head of School

Figure 19. Leadership and Engagement Roles in the AWAM

The resulting Academic Work Allocation Policy includes a clearly articulated purpose of providing a framework for planning, allocating, and reporting of work allocation for academic staff to support excellence in the three domains of academic work: research and innovation, teaching and learning, leadership and engagement (Figure 20).

ACADEMIC WORK ALLOCATION POLICY

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Section 3 - Definitions

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Excellence

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Section 6 - Allocation of Work Principles

Section 7 - Academic Work Allocation Profiles

Teaching and Research Academic Work Allocation Profile

Teaching Intensive Academic Work Allocation Profile

Research Intensive Academic Work Allocation Profile

Clinical Academics

Industry and Clinical Educators

This is the current version of this document. You can provide feedback on this policy to the enquiries contact - refer to the Status and Details on the document's navigation bar.

SECTION 1 - INTRODUCTION

(1) This policy:

- sets out the principles to support the equitable, transparent, fair and sustainable distribution of academic work by ensuring the allocation of work is developed in consultation with academic staff to support flexibility and work-life balance;
- ensures its application supports the vision and strategic directions of the University, Colleges, and Schools;
- is designed to be read in conjunction with the 'Academic Work' requirements of the Academic Staff and Teachers [Enterprise Agreement](#) (the Enterprise Agreement) and University policies and procedures; and
- applies to all full-time and part-time fixed-term (12 months or longer) and continuing academic staff.

SECTION 2 - PURPOSE

(2) This policy:

- provides a framework for the planning, allocating, and reporting of work allocation for academic staff to support excellence in the three (3) domains of academic work: research and innovation, teaching and learning, and leadership and engagement;
- is consistent with, and links to, planning and performance processes, the [Foundations for Learning Goals](#), probation, training and development, academic

Figure 20. New Academic Work Allocation Policy

The relationship between different governance documents related to AWAM was shared with leaders and staff, demonstrating the connections between the Enterprise Agreement, Policy, Procedures, and Supplementary Documents (Figure 21) which were tailored to discipline-level needs in the Schools, including Guidelines for Heads of School and Minimum Levels of Research Performance.

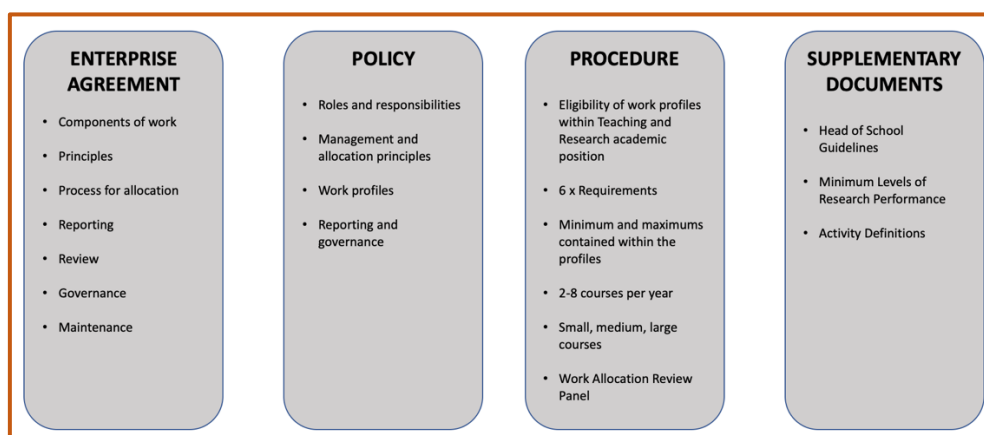


Figure 21. Governance Documents Supporting the New Academic Work Allocation Framework

The draft AWAM policy, procedure, and guidelines were shared with staff as part of an institution-wide consultation process between March and November 2022. This included:

- **3 all-staff consultation rounds;**
- **3 all-staff forums reporting on the feedback (March, June, November);**
- **38 College, Division and School-level workshops;**
- **2 NTEU Staff Consultative Committee meetings.**

Changes made in response to consultation were communicated back to leaders and staff (Figure 22).

CHANGES MADE IN RESPONSE TO CONSULTATION (ROUNDS 1 & 2)

Following two rounds of institutional-wide consultation in March and June (260+) pieces of feedback, changes made include:

1. an increase to the percentage work allocation of Program Convenors, Discipline Leads and Deputy Head of Schools. This is supported by a review of the Program and Management Procedure Manual to ensure responsibilities for Program Convenors are aligned;
2. recognition that a greater allocation of leadership and engagement should not only pull from research allocation, instead giving Head of Schools the discretion to allocate dependent on school-level requirements;
3. a review and update to course size and complexity table in the new draft Academic Work Allocation model and;
4. an increase of allocation in End on Honors Supervision.

Figure 22. Changes made in response to staff feedback

Simultaneously, a **single IT system** (WAMS) was procured and with academic and professional managers with the Colleges and Schools trained to enter the AWAM data in a consistent way. (Figure 23) A WAMS User Guide and Checklist were written to ensure data integrity and reliability, and School Executive Officers were trained and supported throughout the pilot year both to deliver equity and to document variation within the system.

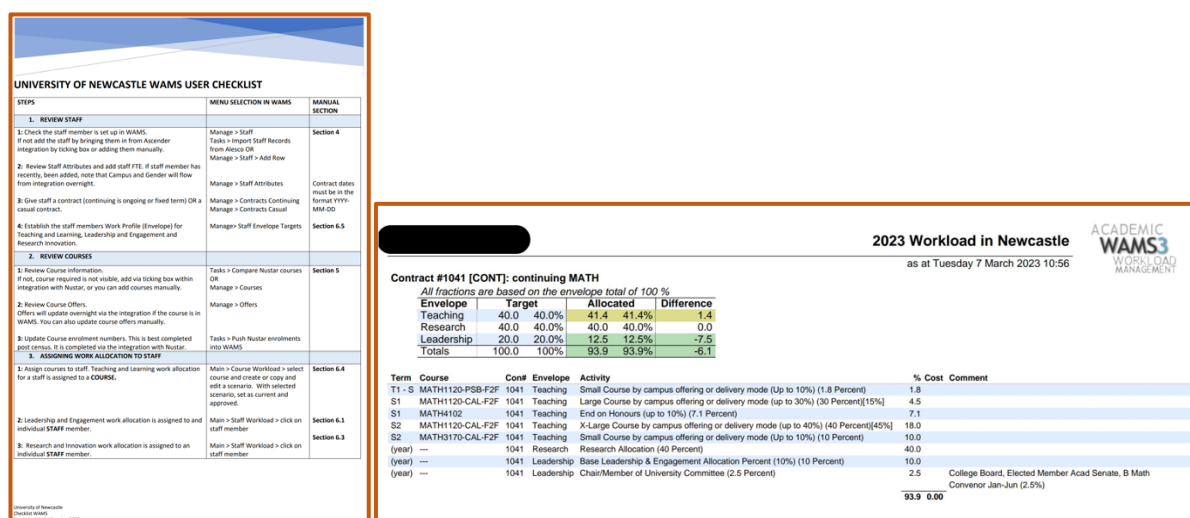


Figure 23. WAMS User Guide Checklist for data-entry consistency and sample individual allocation

A shared governance structure was embedded into the design of the new academic work allocation framework and shared widely with staff (Figure 24).

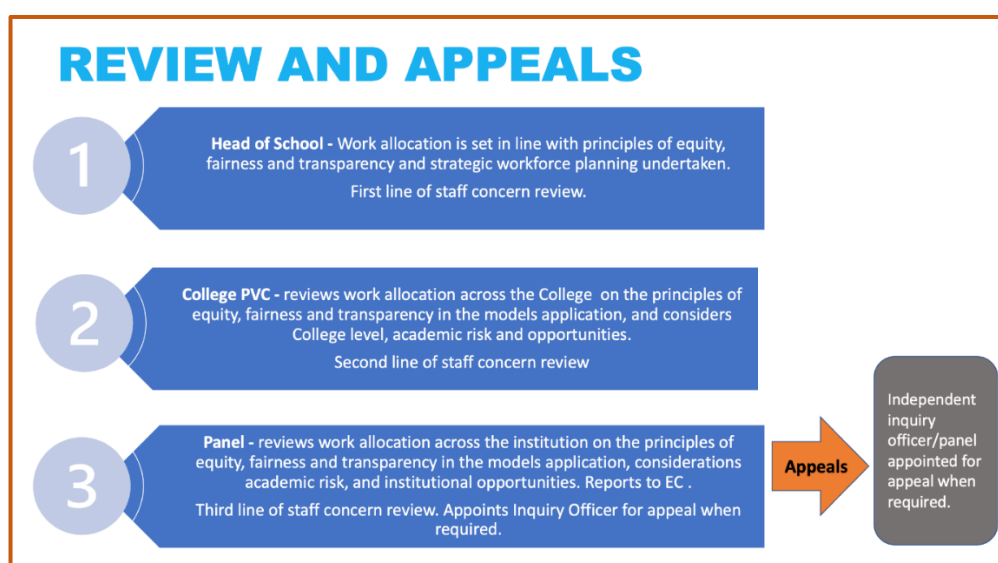


Figure 24. Shared governance structure embedded into the new academic work allocation framework

Outcomes

It is important to note that while the primary action (7.3 ASBAP) is complete with the new academic work allocation framework in place and greater transparency delivered through the reporting and review procedures at every level enabled with the institutional use of the single IT System, the University is aware that we are moving into the final stage of progression, which involves embedding the AWAM over the next two years (Figure 25).

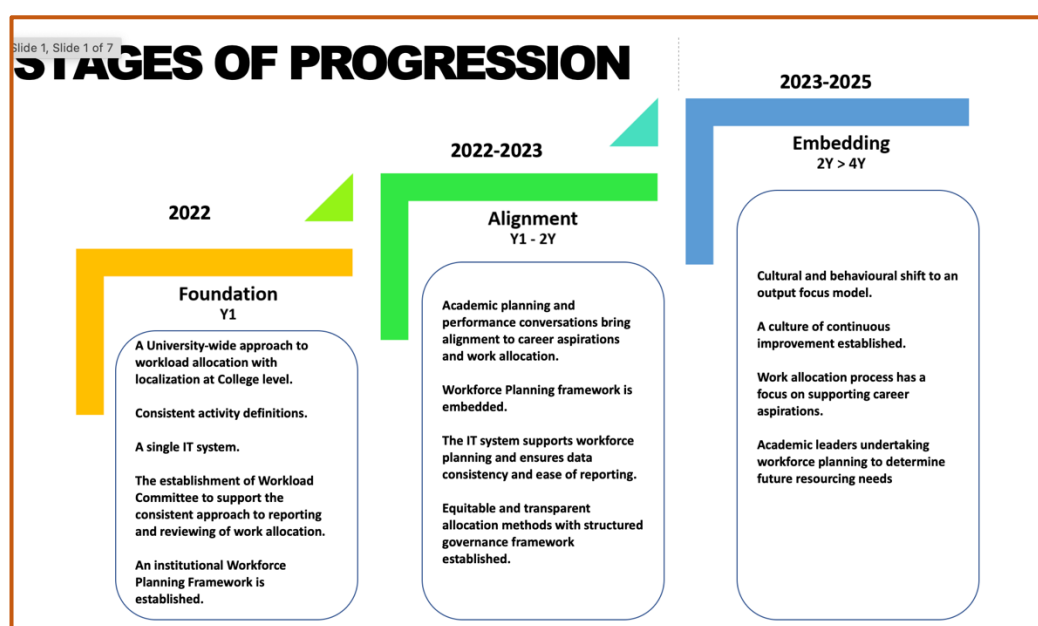


Figure 25. Stages of Progression of the new AWAM.

Nevertheless, there have been significant outcomes for the institution, specifically related to the transparency enabled through accurate reporting (Figures 26-27) and a cultural shift towards people managing the workload of people with data-informed governance (see **Impact section** below, for the first evidence of this shift).

In response to the ASBAP Action 7.3 the following outcomes were achieved to reduce the impact of this barrier and related sub-barriers:

BARRIER	JUSTIFICATION / EVIDENCE	OUTCOME	DELIVERY DATE
Lack of transparent reporting to ensure women are not unfairly burdened in the allocation of workload.	Evidence from the 2017 Gender Pulse Survey indicated potential inequities in allocation of workload by gender.	Development and implementation of an IT system (WAMS) to report on workload allocation across the institution.	September 2022

SUB-BARRIER	JUSTIFICATION / EVIDENCE	OUTCOME	DELIVERY DATE
Lack of governance mechanisms to support institutional strategic priorities related to workload allocation.	Difficult to report governance and accountability issues related to gender equity and workload allocation without the existence of a policy.	Development and implementation of a new Academic Work Allocation Policy.	September 2022

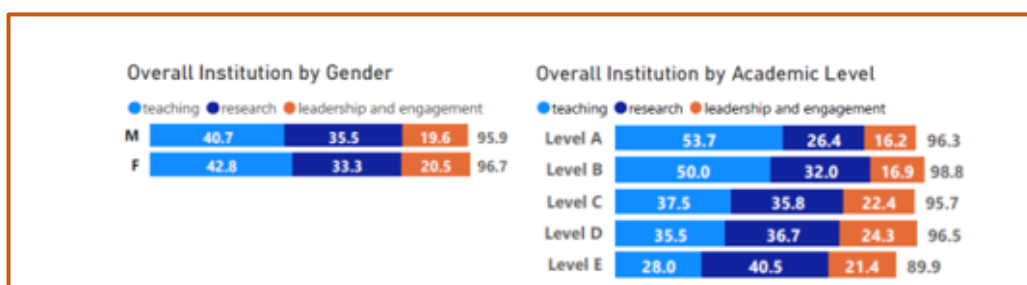
Inconsistent framework for workload allocation.	15 disparate workload allocation models across the institution leads to inconsistency in workload allocation for academic staff	Institution-wide consultation to develop a new institution wide, principles-based approach to Academic Work Allocation.	March – Nov 2022
Limited transparency of workload allocation within Colleges and Schools.	Results from the 2017 Gender Equity survey showed significantly fewer women than men felt that workload was equally proportioned on gender.	Establishment of Shared Governance Structure to provide institutional oversight to the application of the model	December 2022
Lack of delegation of responsibilities to senior female academic staff.	Female academic staff require leadership opportunities that are recognised in Workload for career progression.	Establishment of Academic Work Allocation Panel to provide institutional oversight to the application of the model.	December 2022
Inconsistent practices to recognise outreach activities and non-traditional research outputs.	Women and other equity groups make important contributions through outreach, service or non-traditional outputs that should be recognised in workload.	Introduction of qualitative evaluation of AWAM focussed on criteria related to issues of transparency, fairness and equity, accountability, reward and recognition.	April 2023

The AWAM is supported by the consistent use of an IT system, Workload Allocations Management System (WAMS), across each school and academic unit, which has improved transparency and reporting capabilities across the institution and has significantly enhanced the University's ability to meet its reporting obligations under the current Enterprise Agreement. Based on the data (available on 6 April 2023), the University's academic work allocation is generally distributed on a "40/40/20" basis, where 40% is Teaching and Learning, 40% is Research and Innovation, and 20% Leadership and Engagement (Figure 23).

When considering work allocation by gender, we see minor differences between female and male staff at the institutional level (Figure 24). Work allocation when considered by academic level (Figure 25) indicates that early and mid-career academics have a greater focus on teaching responsibilities, while senior academics have greater time allocated to research work. Data presented here includes all ongoing and fixed-term academic staff irrespective of staff function (research intensive, teaching intensive, and teaching and research) and has been adjusted to reflect a notional Full-Time Equivalent (FTE) allocation for part-time staff. These data sets are reviewed on a quarterly basis by the Academic Work Allocation Governance Panel.

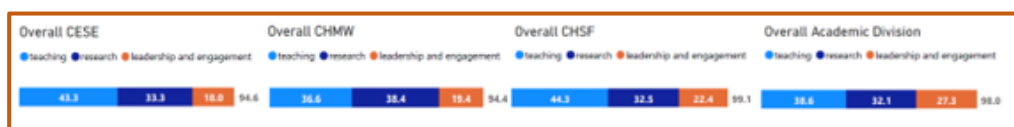


Figure 23. Overall institution academic work allocation



Figures 26 and 27. Academic Work Allocation, Overall Institution cut by Gender and by Academic Level

It is now possible to produce data-informed reporting by gender and academic level, broken down by College, School, or individuals.



Figures 28. Academic Work Allocation across the three domains by College

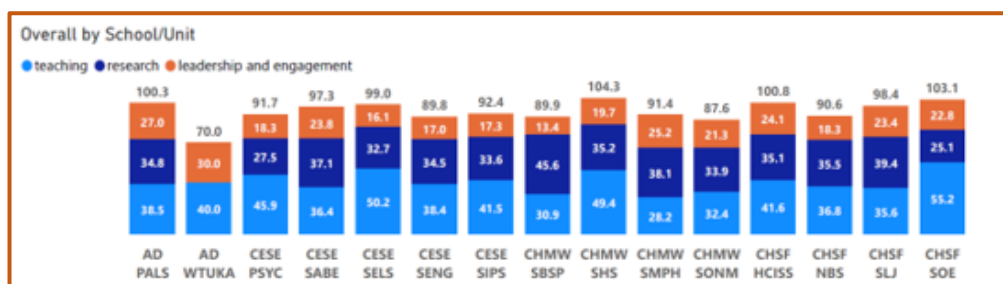


Figure 29. Academic Work Allocation across the three domains by School/Unit

Data analysis is now also able to be carried out relating workload to number of courses taught and number of enrolments via a live dashboard, noting that the proposed allocation must be used as a general guide to assist discussions, with the opportunity for staff members and the Head of School to discuss allocations more suitable for their own context (Figure 30).

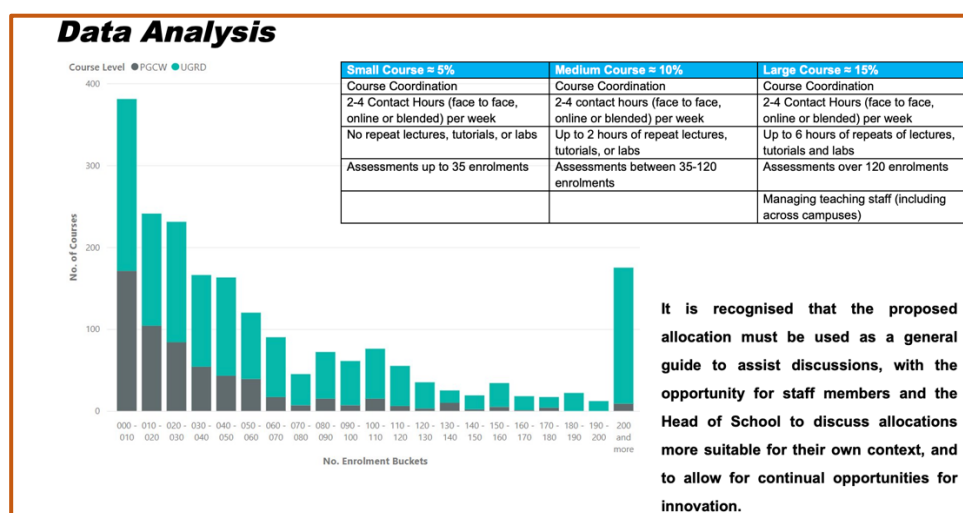


Figure 30. Dashboard for comparative data analysis with textual reminder of allocation principles and shared governance that deliver equity

As inconsistent workload allocation practices were shifted to the new Academic Work Allocation Framework in 2023, leaders and staff were referred to academic outcomes and performance standards defined in the Foundations for Inspiring People (the University's framework for academic appointments, as well as planning and performance reviews), which had been reformed and ratified in 2021 (Figure 31). In promotions, and in annual performance review process, staff are encouraged to use the framework in relation to their proportional work allocations (now visible in WAMS) to draft Relative to Opportunity statements (See the University of Newcastle's Cygnet 2 – Career Development Support).

Foundations for Inspiring People Framework			
Level	Research	Teaching	Engagement
A Emerging profile in teaching and in disciplinary research	Formulating a coherent research program, working within a research group (where relevant), participating in applications for competitive research grants and publishing or exhibiting in high-quality outlets, often in collaboration with colleagues, consistent with their discipline.	- Achieving teaching quality as indicated by internal and external surveys and outcomes for students that will improve or innovate in response to feedback. - Preparing and delivering lectures, presenting tutorials, seminars, practical classes, demonstrations, workshops, student field excursions, clinical sessions, and studio sessions	Demonstrating efficient performance in allocated internal roles, sharing academic service responsibilities, contributing to outcomes of internal committees, and beginning to develop external collaborations
B Growing profile in teaching, research, and engagement	- Established record of publication or non-traditional research output in high-quality outlets. - Achieving national recognition in their discipline and taking a chief investigator role (often in conjunction with more experienced researchers) in applications for external research funds.	- Contributing at undergraduate, honours and postgraduate levels, taking responsibility for the preparation and delivery of course modules and coordinating one or more courses, including collaboration in curriculum design and delivery where appropriate. - Diverse teaching portfolios, covering several units of study and sometimes over several courses.	Demonstrating efficient performance in allocated internal service roles and actively building external collaborations.
C Established record of achievement in research, teaching, and engagement	- Demonstrating a capacity for independent research; contributing as a chief investigator including collaborations which create new insights and opportunities and successfully managing significant external research funds. - Developing international profile for research in their field through publication or non-traditional research output in high quality outlets and, where relevant, by the impact of their research on policy, practice and/or commercialisation. - Active and effective record of primary supervision of Higher Degree by Research students with timely completions.	Demonstrating leadership in learning and teaching activities, having a central role in course and curriculum development, and peer mentoring.	Demonstrating outstanding performance in a range of higher-level internal duties, providing a strong contribution to external activities, and developing international collaborations.
D Demonstrate excellence in research, teaching, and engagement. Sustained record of outstanding impact and achievement that is internationally recognised in either research or teaching	- Demonstrating quality and impact of their work through publication or exhibition in internationally recognised outlets, and, where relevant, through its impact on policy, practice and/or commercialisation. - Record of successful applications for external research funding in a chief investigator role and mentoring more junior academic staff and researchers. - Active and effective record of supervising Higher Degree by Research students successfully to timely completion as the primary supervisor.	- Demonstrating strategic leadership in the planning and delivery of curriculum, which where relevant may include clinical teaching. - Recognised as a 'content specialist' within their College, teaching in specialist areas across courses and disciplines as appropriate	- Making a strong contribution to the governance of the University, including successful mentoring of more junior academic staff. - Leading and forming strategic partnerships between the University and industry/government and other stakeholders nationally and internationally
E Demonstrate excellence and a high level of leadership in research, teaching, and engagement. Recognised internationally for their scholarly contribution and for its impact on policy or practice	Demonstrating outstanding outcomes and leadership. Guiding the development of more junior researchers, leading major funding initiatives, making significant contributions to knowledge and the beneficial application of knowledge, and intellectual leadership beyond the specific area of research or creative activity.	- Distinguished record of scholarly teaching and leadership across all levels and appropriate contexts, including clinical teaching where appropriate. - Actively developing educational policy and curriculum areas within the discipline.	Making a significant contribution to the governance of the University, including developing policy and providing leadership in community activities, in professional, commercial, and industrial sectors at a national and international level

Figure 31. Performance Standards by Academic Level for each domain of academic work

Impact

In October 2023, using a snowball sampling approach, an **independent qualitative researcher** interviewed 14 University Staff; ten with a role in the implementation of AWAM (i.e., Head of Discipline, Head of School or School Executive Officer). The sample provided a range of perspectives across various career stages, disciplinary backgrounds, Colleges/Schools; as well as diversity in gender, Aboriginal identity, and cultural and linguistic background.

The findings demonstrated the multifaceted nature of work allocation as it touches upon operational and cultural aspects within the University. There were elements of the new AWAM that were appreciated and perceived to support equity where it did not previously exist, with several examples of positive impact when implemented well (Tables 2 and 3 below).

Challenges and complexities of AWAM implementation were also emphasised and will need to be addressed to ensure its goals of equity, fairness, and transparency in work allocation are realised more broadly. Overarching recommendations for improvement are provided in Table 4 at the end of this section.

Table 2: Examples of positive impact for implementers (Heads of School, School Executive Officers, etc)

Implementer quotes: examples of positive impact
P07: <i>[We, School Leaders] have to make sure that any exceptions are consistently inconsistent so that no one is overdoing that or underdoing that or Heads of School actually realize they do have some discretion. I'll give it a good example... We have a colleague in our college who has had a major [health concern]... we're going to adjust around her needs... we're going to look out for her. She wants to get back to it. She has a [career goal] in place for next year - I want her to be able to do it; if she doesn't, we'll delay that. If she can't teach as much, we won't... What I mean is I don't mind that we put equity first and that's not unfair to others.</i>
P01: <i>We have regular academic catch-ups... making sure that we had this ongoing process of making staff aware of what was happening, inviting them to be part of the discussion... that's been really positive... I think it was really useful to take away the kind of special considerations because it gave people some really concrete tasks to aim towards... we've sort of tried as we've gone along to keep people informed, allow them to give feedback, and then also making sure that there was a real transparency so that... there's a greater sharing of the service workload.</i>
P02: <i>Women and people of colour tend to take on program convenorships or those Leadership roles that some people don't see as Leadership, they see them as administration... before [AWAM] people were getting the same amount of Engagement and Leadership percentage to do not the same level of work, not the same kind of work. And now that's very transparent. If you're a program convener, you get X. If you're Head of Discipline, you get X. If are a Deputy Head of School, you get X. It's very clear. We also have position descriptions for each of those roles.</i>
P06: <i>So some of us staff are not meeting those... they're below what's been called the minimum levels of research performance. So those conversations are part of the formal meeting. And it's not like, "Oh, you are in trouble." It's more like, "Okay. How can we support you so that you can meet the research performance across the three domains?"</i>
A03: <i>I'm trying to do it as equitably as I can and where we have identified we need to make a big change to something and that's going to mean this and that, and you think through expertise and you go, okay, this staff might be appropriate, and you go and look at what their workload is and then you're like, well, how can we fit it? What can we take out? What works? Where there's a big change proposed, I'll discuss this and I'll find out what they [the staff] would like to do rather than just bring it to a big meeting in front of a whole bunch of people where they may not feel comfortable really discussing it.</i>

Table 3: Examples of positive impact for academic staff members

Staff quotes: examples of positive impact
P01: <i>Well, just to give you an example, for the last five years, I've taught summer - summer one and summer two. [i.e., no break in teaching throughout the year]. Because we've got the workload allocation model, the two of us that have been the heavy lifters for summer, we're having this summer off.</i>
A05: <i>My teaching has been... much more fair than it ever was throughout the other [number] years that I'd been here... I can actually do some research and help other people with their research which is part of my role... that's actually a really great opportunity. So it aligns with my goals... and I haven't taught any course that I have to study and then teach so far. –A04 (staff perspective)</i>
A03: <i>I am certainly aware in some other Schools, in some other areas, that this introduction of the AWAM has made things really clear that some people were being massively overworked.</i>
A04: <i>He [Head of Discipline] takes care of me. If I'm working too much, he's like, "[A04], how are you managing that? Stop this and do that, and don't let them use you." Things like that, they have done, so I'm really grateful to have such people, such leadership in the School... they have a new course on [discipline topic] and that's my PhD area. My PhD research was on that and originally, they were not going to give that to me. I was supposed to do other courses, but my Discipline lead communicated with the Head of School. "It should be given to [A04] because that's her expertise." That's very much of a positive, because they understood where my expertise lies and I haven't taught any course that I have to study and then teach so far.</i>
A05: <i>I've seen other staff, other colleagues sort of push back a little bit and just go, "Actually, I can't because that's something that will not be counted anywhere." I think [the AWAM] has given people a little bit of space to say no to those external demands and things. So that's actually pretty useful because I think those other academics now understand because they've got the same pressures and they've got the same measurable kind of outcomes that are required.</i>
A01: <i>I think our School has a pretty good system. I mean, the workload allocation was done by Head of School and the admin team and then was distributed for comment and we had a two-week period in which we could provide feedback. And a panel was put together to assess that... ultimately I think everyone's being treated equally.</i>

Results of thematic analysis: Key factors influencing implementation of the AWAM

Culture and mindset

The culture within schools and the mindset of staff impacted on AWAM implementation. Some staff saw the AWAM as a tool for **fair and equitable** allocation of work, welcomed it as an opportunity for career progression, and reported greater awareness of their role and responsibilities as a result of the **transparency** and **accountability**. Participant P01 discussed how the AWAM had led to more team-teaching and collaboration within their School, enhancing the quality of education and positively affecting student experience. The AWAM also carried challenges and emotional attachment for some staff, at times leading to negative perceptions and/or experiences. Participant P06 summarised: *There's a lot of emotion attached to workload allocation... not everyone believes it's an equitable workload model*. Importantly, there was indication of progressive improvements relating to the culture and mindset around work allocation at the University. Many participants acknowledged that staff were becoming accustomed to the new model; participant P02 for example: *It's not a comfortable space for some staff who are just used to that [allocated] percentage without explaining what the impact of their time and efforts are [i.e., previous models], but we are still in transition*. The previous approach to work allocation at each college and/or school also appeared to impact on implementation of the new AWAM. On the one hand, some staff believed their previous model was effective and did not understand the need for a change. Participant P03 for example: *The*

new one [AWAM] was retrofitting what we currently had... what we had worked... we didn't see the need for it [AWAM]. On the other hand, staff from schools that were previously lacking in an operational model welcomed the introduction of a more formalized approach to work allocation.

Governance and leadership

Good governance and School leadership was essential for implementation of the AWAM, especially in terms of **flexibility** and **fair/equitable** allocation of work. Participants recognised the powerful influence of School Leaders as the point-of-contact and final decision-makers. Participant A07, a School leader, described their approach for ensuring **equitable** workload: *my job as a boss for any of my team is to make sure that they're not taking too much... It's your life, it's your career, but if it looks like you're overburdened, that course is a little problematic, you need little extra help - that's my job to help you.*

Trust in School Leadership played an important role in staff perceptions of the AWAM: staff with a high level of trust reflected positively while staff with mistrust expressed concerns. Participant A03 summarised: *A good Head of School, you want them to have that discretion to make decisions about things like special projects. But a lesser Head of School, then all sorts of things like nepotism and misusing that power comes up. And I think that [the AWAM] is a tool for good or a tool for evil depending on who is wielding it.*

For many schools, the AWAM had increased discussion around work allocation between staff and school leaders. These discussions provided insight into staff's needs, goals, and concerns (**career planning and progression**); highlighting issues of capacity (**equity and fairness**) and informing changes to accommodate individual staff where suitable (**flexibility**). Participant A03 reflected positively on their experience: *I would speak to the Head of School about that and she's very open to having those discussions. The staff in our team would probably initially talk to me about that. I would be very open to it as well... we want the percentage allocation to match reality as closely as possible, and I think that's the overarching goal. And wherever there's a significant mismatch there, then there's certainly scope for discussion about that.*

University-wide approach

An institution-wide approach was associated with several advantages including reinforcement of shared values and goals, as well as improving staff desire to contribute towards the collective. Participant P05: *We didn't have a formal workload allocation model prior to this... This has formalized it and brought us in line the remainder of the University.* However, there were some participants who expressed concerns with a 'one-size-fits-all' model, in particular where the AWAM was not perceived to fit within the unique remit of their school. More effort may be needed to ensure the AWAM accommodates for diverse academic contexts. In some of these cases, the participant shared positive examples of where the AWAM had been adapted for their school (displayed **flexibility**) in collaboration with AWAM leadership. Participant P03 shared: *I have found some difficulties and complexities given the nature of our courses; they're quite small... There just wasn't enough allocations, what was all left, so that was the struggle we had. We ended up, we found a compromise and we had a meeting with [AWAM leader] about why we were doing things that were over, and she understood.*

Communication and messaging

Participants discussed the importance of open and **transparent** communication and messaging regarding the AWAM. Where effective, this led to reduced uncertainty and built staff trust in the processes. In one school, successful AWAM implementation was attributed to communication

strategies such as discussions with AWAM leadership, regular meetings to keep staff informed, and encouraging staff involvement and feedback. Conversely, insufficient communication and/or ineffective messaging resulted in misinterpretation of intended benefits and outcomes of the AWAM. A notable barrier was staff choosing not to engage with AWAM information, albeit accessible. Participant P01 described: *I've actually had staff say in a meeting, "I don't want to know all the background, just tell me what I have to do." And that's actually really unhelpful because then they want to come back and nitpick.*

AWAM characteristics

Many participants reflected positively on the **transparency** and **accountability** provided through the public sharing of work allocation; however, there were also concerns that this may instigate comparison among colleague(s) and lacked context to justify differences. Participant A03 described: *I know in our school we'll be having a meeting as a Discipline and everyone will be in there to hear everyone's allocations to make sure there is that transparency. And I think that is useful to understand. So there's no murmurings in the background and things like that, but it does then open things up to show everyone, "Oh, this person only has two courses, but this person has three. Is that really fair? And how does that play out?" So I think there's complexities and pros and cons for that but I think the pros outweigh the cons.*

Many participants also praised the **transparency** and **accountability** provided through the clearly outlined procedures. Participant A06 described: *...we have to follow the procedure to make a case and go through the review panel and a recommendation to Head of School. So nowadays, we have a very clear process to follow, this is good... the clear policy or procedure to follow makes everyone feel that the new process is transparent.*

The AWAM was commended for its approach to account for special projects and leadership roles (e.g., Program Convenor) in the allocation of work. According to Participant P02, this ensured **fair** work allocation and due **recognition and reward** for females and staff of other equity cohorts: *By and large, the women doing those things -the outreach, engagement [i.e., previously unrecognised work], and the people of colour who are invested in communities in a different way- their impact is huge and it's not a problem to prove what they're bringing back into the School, the Discipline, the University.*

For some schools, there was also indication of managerial benefits: promoting administrative efficiency through centralising some aspects of work allocation and reducing the need for redundant processes; providing consistent data to inform decisions about resource allocation, faculty development and staffing needs; and ensuring legal compliance (risk management) through alignment with the Enterprise Bargaining agreement.

Finally, the **transparency** and **accountability** within the AWAM served as institutional support for equity cohorts who tended to have greater workload than their counterparts. This includes staff who are junior, women, Indigenous, and/or culturally and linguistically diverse. Participant P02 described: *[pre-AWAM] We had level A's who were intimidated... People who were more empowered, extroverts, tended to argue better, got better workload than others... there are always going to be people who can argue like a lawyer and make a better case, and that can be gender specific in my School. It also can be culturally specific, for example if English is your second language.* The AWAM supported **fair and equitable** work allocation for such staff and ensured **recognition and reward** for additional work. Staff P01, an Aboriginal academic staff member, explained: *AWAM actually forms a kind of protective layer for us to be able to say to another School, "I'm sorry, but that doesn't fit into the new workload*

profile.” So for instance, we would just get asked constantly to do guest lectures but not get any [recognition]... It’s just given me license to push back. And I have very much appreciated that.

Table 4. Recommendations for improvement

RECOMMENDATION (Themes)
• Improve/formalise communication mechanisms between staff and leadership to ensure that staff preferences and career goals are heard and accounted for in work allocation. Academic Planning and Performance (APP) meetings may provide a useful opportunity to integrate discussions regarding work allocation and staff career goals and progression.
• Improve accountability mechanisms for the discretion provided to Heads of Schools to enhance fair and equitable work allocation, and to increase the trust and support of staff.
• Consider new ways of marketing the AWAM and work allocation to better communicate its processes and key principles to staff; for example, through engaging video-format.
• Ensure that the AWAM is adaptable for Schools/Centres that may not fit the ‘typical’ school format; in particular, for schools with different teaching purposes and/or approaches.
• Address staff concerns with the current approach for teaching allocation (e.g., based on enrolment); especially for classes with low enrolment but high level of responsibility required for course coordination.
• Enhance implementation processes to account for Schools that work with other Schools/Centres to deliver programs. This includes addressing logistical/ management challenges in implementation that arise for Schools/Centres with staff that have teaching responsibilities in other schools.
• Continue to seek feedback and insight from staff, leaders and School Executive Officers to inform further improvements to the AWAM.
• Emphasise/reinforce the positive impacts of a unified work allocation model. Regarding messaging, consider including successful case studies from other higher education and research institutions that have implemented a similar model, to help alleviate staff concerns and progress normalisation.
Please note: This is not a comprehensive list of all recommendations made by the interviewed participants; rather, this includes the themes that emerged for recommendations (an overview of the key findings), inclusive of all participant data.

Further Actions

Ref	Rationale/Evidence	Actions	Year	Responsibility	Budget	Desired Outcome/Target
1	Further evaluation required with a large sample of academic staff to determine impact at each academic level and to assess consistency of application across schools.	Survey all academic staff on AWAM's using Workload Principles Matrix based questions to supplement current qualitative data.	Nov/Dec 2023	EDI SPP HR Academic Excellence	N/A	Comprehensive data sets that highlight results across different academic levels (by gender) and patterns across Schools.
2	Ensuring key principles are maintained in the ongoing use of AWAM.	Further embed AWAM in Schools with a focus on equity considerations.	2024 2025	EDI Assistant Deans EDI Athena Swan Working Party	N/A	Survey data demonstrates workload principles are being adhered to.
3	Communication channel between academic staff member and Head of School required to link career goals with work allocation.	Promote Academic Planning and Performance process as opportunity to link career goals with workload allocation.	2024	HR Heads of School	N/A	Greater linkage with Academic Planning and Performance annual processes and setting of career goals

Cygnets

Inconsistent Work Allocation Models

Response to Reviewers' Comments

Name of institution	University of Newcastle
Date of application	31 October 2023
Date of response	11 December 2023
Award Level	Cygnets
Date joined Athena SWAN	Cohort One – January 2016
Contact for application	Professor Jennifer Milam, Pro-Vice Chancellor Academic Excellence
Email	Jennifer.Milam@newcastle.edu.au
Telephone	+61 4 5090 1003

Review Group's Request for Additional Information Regarding Impact

The University of Newcastle remains committed to the principles of fairness and equity that underpin the institutional approach to academic work allocation. We are grateful for the review group's recognition of the progress the University has made through clearly outlined strategies in response to this institutional challenge, and their commendations related to our rounds of consultation and shared governance structure. We are mindful that ongoing assessment and reporting is required to ensure that the University is meeting its goals, specifically in relation to achieving equity.

With this in mind, the University welcomes the Review Group's request for additional information regarding **Impact**. It has allowed the University to return to the evidence collected from engagement with the intended beneficiaries of the action in the form of a **change to the self-reported lived experience of staff** as a result of **reducing the barriers to staff through work allocation**.

The Review Group requested the following *Additional Information*:

Newcastle have provided some evidence of impact, providing qualitative data from 14 staff. However, there is a lack of detail around who these people were, other than their general titles and the pool seems limited, with 10 of these staff being implementers. The Group commended Newcastle on their use of an independent qualitative researcher.

The Review Group request the following additional information is provided:

- *Characteristics of the 14 people included in this section including gender/intersectional characteristics?*

Characteristics of the 15 people included in this section including gender/intersectional characteristics:

Table 1 provides an overview of characteristics for the 15 Participants. Please note that this sample now includes an additional participant (Academic Staff member) who was unable to complete interviews until after the Cygnet report was submitted to SAGE. The new data from this participant has not changed any impact outcomes, rather it has enhanced the findings. In the final sample, Participants were representative of a comprehensive range of disciplines, schools and departments within the University. Participants were primarily female (77%) and English first language (77%) with a median age of 50 years; however, this is not including characteristics data from two participants who chose not to disclose this information (Table 1).

At the start of each interview, we collected demographic information from participants; however, we provide this information only in an aggregated format to ensure participant confidentiality as per ethics criteria (the findings are the result of a qualitative project that was approved by the University of Newcastle Human Research Ethics Committee, Reference: H-2023-0355). Participants responded to demographic questions under the awareness that their information would be used to apply an intersectional lens to the analysis and would not be included with any of their quotes that were used in reporting.

Whilst the sample appears small (N=15), this is not a limitation of robust qualitative research that has followed robust sampling and data collection procedures [1-3], as we have done for this study. Our purposeful recruitment approach facilitated substantial heterogeneity in the final sample [2, 3] and a diverse range of perspectives and experiences, providing a comprehensive representation of views

from Implementers and Academic Staff at the University. Moreover, one ‘Implementer’ and two ‘Academic Staff’ had a dual-role (involved in both AWAM implementation and academic staff responsibilities) and were able to speak from both positions.

We also took several measures to support high-quality data collection. The interviewer is an experienced, qualitative researcher external to AWAM management, introduced as such, and took several steps to ensure participants felt comfortable to disclose freely. In addition, during interviews, participants were prompted (where necessary) to provide insight on the perspectives and experiences of fellow colleagues and staff members. For example, implementers reflected on how the AWAM was met by their staff and were then prompted to provide examples of successes or challenges. Similarly, Academic Staff shared stories of colleagues with similar or diverse experiences/ perceptions to their own. The final data set was significantly rich – providing high information power [1] – allowing us to proceed with a robust analysis and confidently report outcomes.

Table 1. Participant characteristics

Characteristic	Implementer N= 9	Academic Staff N= 6	All participants N=15
Parent/Carer responsibilities	N=7*		N=13*
• Yes	4 (57%)	5 (83%)	9 (69%)
• No	3 (43%)	1 (17%)	4 (31%)
Age	N=7*		N=13*
• Years (median ± SD)	55 ± 6.6	43.5 ± 6.7	50 ± 8.8
Gender	N=7*		N=13*
• Female	7 (100%)	3 (50%)	10 (77%)
• Male	0	3 (50%)	3 (23%)
Sexual Orientation	N=7*		N=13*
• Straight/Heterosexual	7 (100%)	6 (100%)	13 (100%)
English first language	N=7*		N=13*
• Yes	6 (86%)	4 (67%)	10 (77%)
• No	1 (14%)	2 (33%)	3 (23%)
Indigenous	N=7*		N=13*
• Yes	1 (14%)	2 (33%)	3 (23%)
• No	6 (86%)	4 (67%)	10 (77%)
Disability	N=7*		N=13*
• No	7 (100%)	6 (100%)	13 (100%)
*Characteristics data not disclosed from two participants			
Please note: This sample includes one participant (Academic Staff) who was unable to complete interviews until after report submission to SAGE. This participant has since been added to the sample; the new data has not changed any impact outcomes, rather it has enhanced the findings.			

References

1. Malterud, K., V.D. Siersma, and A.D. Guassora, *Sample size in qualitative interview studies: guided by information power*. Qualitative health research, 2016. **26**(13): p. 1753-1760.
2. Lopez, V. and D. Whitehead, *Sampling data and data collection in qualitative research*. Nursing & midwifery research: Methods and appraisal for evidence-based practice, 2013. **123**: p. 140.

3. Patton, M.Q., *Qualitative research & evaluation methods* 4th ed. 2015, Thousand Oaks, CA: Sage.

Q27 – Business Improvement Program

Paper to Development Committee 16 August 2024

DRAFT RESOLUTION
The Development Committee RESOLVE to: <i>note the development of the Business Improvement Program (Doc D24/101010[V2]).</i>

EXECUTIVE SUMMARY
The Vice Chancellor launched the University’s Business Improvement Program at the all staff forum on 20 June 2024. The Program will take a whole-of-institution approach to addressing the problem statement “<i>What is the University of Newcastle’s value proposition and how do we deliver it today, tomorrow and into the future, so that we can sustain our long-term viability as a world-class university for our regions?</i>” The Program will be approached under four discrete but interconnected project streams (Academic Offering, Research Impact, People and Processes and Fit for Purpose Infrastructure). The Program is overseen by a Steering Committee, chaired by the Vice-Chancellor, that meets fortnightly and reports through ELT to the University Council. A Program Board, chaired by PVC Academic Excellence, has also been established and will meet monthly. The Board will ensure the program’s four projects are coordinated to maximise their effectiveness. Each project has a high-level roadmap of initiatives that will be undertaken over the next 2-3 year period with an Executive Sponsor, and project team who will drive this forward. The Steering Committee finalised the objectives of each project stream this week (29 June). These initiatives are being communicated to our staff through the Business Improvement Sharepoint site. Several regular Program level engagement activities have been established to ensure that our staff and leaders remain updated, as well as have opportunities to provide input, share experiences and ask questions. For all staff these include: • Online suggestion and feedback forms on the Business Improvement Sharepoint site. • Weekly updates included in The Loop

- Weekly Ask Me Anything session, a 30min zoom meeting that is chaired on rotation by the PVC Academic Excellence and the Project Executive Leads.

For our leaders these include:

- Weekly leaders update through the Horizon, a weekly email distributed by the PVC Academic Excellence to the Senior Leadership Team (SLT).
- Fortnightly SLT zoom meetings, chaired by the PVC Academic Excellence.

The People and Processes Project has launched the first component of its three key deliverables in June (the professional services delivery model review). The review includes three key components, workshops with staff, service effectiveness survey and activity-based costing analysis.

1. Workshops: (Occurring August – September)

As part of the Review, one-on-one interviews have been held with all ELT members, functional leads, General Managers of Colleges and Divisions, Heads of Schools (including PALs and Wollotuka) and School Executive Officers. These interviews helped us to understand what services and processes are working well and those that have the greatest opportunity for improvement. These views allowed prioritisation of service areas that have the greatest need and impact for the university. On that basis, 11 functional service areas undertaken by professional staff have been selected for workshops to explore the challenges, and drivers. The remaining services may be explored in a future phase of work or within the remit of other projects (e.g. facility management services within 'Fit for purpose infrastructure').

Workshops are planned for both academic support and corporate services Leaders have provided staff recommendations for each functional service workshop ensuring diversity of perspectives and voices. With 10-15 people in each workshop.

The approach for the two streams is slightly different:

- **Academic support services** – (3 x workshops, commencing 8 August)
 - The first will be to understand the current state of services in Newcastle and the priority challenges within them (leveraging findings from existing projects underway in the university)
 - The second will focus on the priority challenges by working to identify underlying drivers and defining the approach to enable change.
 - The third will define the scope, requirements, and sequencing of change opportunities for the priority challenges within each service.
- **Corporate services** – (2 x workshops, commencing 22 August)
 - The first session will be with the functional experts from relative division/s to test insights from our activity-mapping and engagements to decide priorities for change;
 - The second session will be with both functional experts and users from across the university (including schools and colleges) to stress test the roadmap for implementation.

2. Service Experience Survey: (commencing 1 August 2024)

- Open to all ongoing and fixed term staff
- Seeks feedback on experience of academic support services. (CSAT survey of 2022/2023 will inform views on corporate services).
- The survey asks for input into services and sub-services that staff have used recently (in the last 3 months).

3. Activity based Costing Analysis: an analysis of the distribution of activities at the school and college levels, identifying the highest-value priorities for greater efficiency. The exercise uses Nous benchmarking data with support from People Managers across the University.

The outcome of this first phase of the People and Processes Project will be a 2-3 year roadmap to improve end-to-end service across core operating functions. The roadmap will prioritise our efforts, recognise interdependencies across functions, and will provide a logically sequenced approach to implementation. The roadmap will not tell us in detail what needs to be done – that work is still to come – but it will give us a meaningful way forward. The roadmap will be reported to the Council on the 1 November 2024.

Q27 – Infrastructure

Paper to Finance and Infrastructure Committee, 13 February 2026

DRAFT RESOLUTION

The Finance and Infrastructure Committee RESOLVE to:

note the Horizon Development Program – Update paper (Doc D26/35761[v2]).

EXECUTIVE SUMMARY

This report provides an update on the Horizon Development Program as at the end of February 2025.

1. Horizon Program Overview (Appendix 1)

1.1 Infrastructure Program Overview

The focus of the 2026 capital program is currently on:

- **Progressing initiatives already in construction**, including the City Campus Student Accommodation and the High-Voltage Infrastructure Program.
- **Developing efficient and coordinated delivery strategies** that support the execution of the 175 projects included in the 2026 capital program.
- **Developing and implementing a construction impact management framework** to proactively manage the 2026 program of works and mitigate impacts, disruptions, and risks to the University.

The University is entering one of its most intensive construction periods, with approximately twenty moderate to high impact projects scheduled on the Callaghan campus over 2026–27, representing a combined construction investment of more than \$200 million. These projects vary in scale and nature; however, their impact is heightened by their cumulative effect, the intensity and clustering of works, proximity to sensitive areas, and overlapping project timelines.

IFS has undertaken a campuswide analysis of the program to map project locations and timings and to identify the key impacts associated with each project. This analysis enables the development of mitigation strategies that support business continuity during the construction period.

A Campus Infrastructure paper has been prepared to provide an overview of the scale, complexity, and operational implications of the major construction activities planned across the Callaghan campus during 2026–27. The paper outlines the coordinated approach IFS will adopt to proactively manage the program of work and reduce disruptions and risks for the University. This paper is presented separately as part of the May Council cycle.

1.2 Digital Environments Program Overview

In 2026, Digital Environments includes 20 programs and projects with a total value of \$48.7 million.

This year, the Digital Environments program will prioritise achieving critical mass across core initiatives, including Enterprise CRM, and Enterprise Service Management. Additionally, efforts will focus on implementing a strategic enterprise AI platform, finalising foundational activities for the Future Student Management System project and decommissioning the legacy SAS solution in Information Assets.

2. Program Performance

2.1 Program Status Year-to-Date

As of the end of February 2026, there were 11 active Tier 1 projects in scope for the current year: seven are reporting a 'Green' status and four are reporting an 'Amber' status. Further information can be found in Appendix 1.

The Digital Environments Program is reporting an overall Amber status with 14 initiatives reporting 'Green', and six initiatives reporting an 'Amber' status. The overall 'Amber' status is because of budget, schedule, resource and scope issues across multiple projects in the portfolio including Enterprise CRM, myHR, Enterprise Contract Lifecycle Management, Enterprise Service Management, Information Assets, and Student Management System.

The Physical Environments Program is reporting an overall 'Green' status with all 12 projects reporting a 'Green' status at this early point in the year.

Financial Performance:

The approved Horizon Program budget envelope comprises of \$142.4m in University investment across the Digital Environments and Physical Infrastructure portfolios (inclusive of Capex and Opex). This includes \$48.7m for Digital Environments, \$49m for Physical Environments, and \$44.7m allocated to Tier 1 projects. In addition to this, the total funding envelope of \$299.7m includes \$130.1m in debt funding and \$27.2m in funding held external to Digital and Physical Infrastructure budgets.

3. Project updates

3.1 Demolition Program

- Section pertaining to demolition not included due to current tender process –

3.2 City Campus Student Accommodation Program

The project has progressed well onsite since the start of the year with Level 2 structure now poured. Due to delays associated with authority approvals and weather-related events, the contractual completion date is currently 5th February 2027 which falls outside Semester 1, 2027. A comprehensive program review was undertaken by the Project team and the contractor, Hansen Yuncken, and presented to the Project Board on

-section removed due to commercial-in-confidence material-

3.3 Externally Funded Projects

The following provides an overview of projects managed by the IFS team that are funded in other areas of the University and external government funding. Information on these projects can be found in **Appendix 1**.

3.3.1 Skills Hub / Future Industries Facility

Early works for the Skills Hub project commenced in early March, marking the beginning of the construction delivery phase. The Future Industries Facility project is progressing to schematic design, with contractor procurement activities forecast to commence in Q2 2026. A precinct masterplan is being developed to address future precinct logistics, including pedestrian access, signage, traffic and parking. In addition, an operational oversight group will be established to coordinate project interfaces and mitigate impacts to the precinct as works progress onsite.

3.3.2 NUsport

Oval 3: Works at Oval 3 are complete with defect rectification underway. Some post-completion works are being delivered separately, including the delivery of an access ramp to the new courts and upgrades to precinct signage.

-section pertaining to Oval 3 omitted due to ongoing negotiations –