



UNIVERSITY WORKLOADS PROCEDURES

Section	People & Organisational Development
Contact	Employment Relations Manager
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Purpose:

To outline the procedures and factors relevant in the allocation of workload to staff at Massey University. The University anticipates a range of work profiles will be identified within the available allocation model.

Procedures for the Allocation of Workloads:

Workload allocation will be carried out annually and in consultation with staff. The manager and staff member will endeavour to reach agreement. Individual work allocation will be in accordance with the appropriate College/Department workload mechanism.

The allocation of work and any changes to that allocation shall reflect the strategy of the University, the needs of the department, the demands of the work, and the staff member's strengths, capabilities, responsibilities and development plans. Individual circumstances will also be considered in the work allocation process.

Where the staff member and their manager are unable to reach agreement on the allocation of work or any changes to that allocation, the manager shall decide the workload, provided that the staff member shall be entitled to seek a review of that decision using the Workload Dispute Procedure (Appendix 1).

The allocation of work to tangata whenua staff must recognise, and take account of, the specific skills and expertise which these members of staff bring to their place of employment and their community. This recognition should also include their diverse obligations to iwi, hapū and whanau and may also include their involvement in consultative processes of the University in relation to the fulfilment of its obligations under Te Tiriti o Waitangi, and involvement and participation in formal ceremonies as required by tikanga Māori.

Information about the workload allocation for each member of staff will be held on file in the department so that it can be used as a source of information for promotion applications, if required. The department will maintain information on average and range of workloads in the department. The workload mechanism and basis for allocation must be available for perusal by any member of staff in the department.

On behalf of the Vice-Chancellor as the employer, senior managers will use best endeavours to ensure that the mechanisms used by departments for allocating workloads promote the wellbeing and safety of staff and meet the needs of departments and the University.

Academic Workload Allocation

Academic Workload Allocation shall take account of the following factors/principles and will generally be set having regard to the parameters set out in the Table below, recognising that those proportions may vary by agreement between the

manager and the staff member. These are guidelines only and it is for the manager and staff member to discuss the appropriate percentage variation of any one factor within the role taking account of the staff member's job description and other factors pertinent to the role and workload allocation.

For academic staff, the mix of research, teaching and academic citizenship may vary between and across schools/institutes/Colleges and for individual academic staff, recognising that a wide variety of proportions of these academic duties may be agreed and changed from time to time over the course of a career. The percentages are based around a notional annual number of hours being 1725. This figure is used for administrative ease in allocating workload recognizing the flexible nature of academic work and the flexibility of managing workload on an individual basis. The maximum and minimums are guideline percentages only and may vary following individual discussion.

Role focus	Research	Teaching	Academic citizenship
Research/Enterprise and Teaching/Supervision	15% minimum	15% minimum	5% minimum
Research intensive	95% maximum	Not required to assign a weighting but may do so if relevant, with a maximum of 15%	5% minimum
Teaching Scholar	20% maximum	70% maximum	10% maximum
Clinical professional	10% maximum	90% maximum	10% maximum
Tutors and Senior Tutors	N/A	95% maximum	5% minimum

There is an underlying assumption that each department will have adequate controls on teaching and academic citizenship, to enable adequate time for research.

New initiatives or changes in academic processes should be fairly and properly considered in relation to the impact (if any) on academic workload.

Teaching and Supervision:

1. Staff should teach within areas in which they have ongoing research activity and/or recognised expertise.
2. Staff would normally participate in a variety of teaching such as lectures, tutorials, online teaching etc in each semester and/or year.
3. Academic staff who do not have research intensive appointments should expect to contribute to the department teaching commitments across the academic year. The Summer School Guidelines shall continue to apply.
4. Any variation to teaching and supervision would be the result of agreement with the manager to have a heavier or lighter proportion of workloads in other areas such as research/enterprise, academic citizenship or clinical and professional practice, depending on the particular circumstances of the staff member and the needs of the school, institute or college.
5. It is expected that periods of high teaching loads within semesters (including Summer Schools) will balance with periods of lower teaching loads outside of semester commitments, however teaching workloads during teaching weeks of the year should not normally exceed the hours of a normal working week.
6. An individual's teaching allocation should be discussed and negotiated with the relevant person/s in the school or institute.
7. Where a staff member takes a leadership role in the delivery of high quality learning this may be recognised in the workload allocation.
8. If a leadership role is accounted for in terms of teaching it will not count for academic citizenship.

9. Supervision of students may be allocated as part of teaching workload or, if this significantly supports their own research outputs, then as part of research and enterprise.
10. Teaching-only roles e.g. tutor and senior tutor should be accounted for within a model.
11. Teaching Scholar roles should be accounted for within a model, recognising that these are limited roles across the whole University recognising that these roles also undertake a level of research or scholarship.

Research and Enterprise:

1. All academic staff, with the exception of teaching-only appointments eg tutor/senior tutor, are expected to be research active.
2. Research activities will vary depending on the discipline and the faculty. In some cases, research student supervision that involves writing a paper, lab work etc can be research or in other cases can be teaching in terms of workload.
3. Research expectations may be relevant in assessing and reviewing research workload allocation but research performance should not be confused with research workload. Research under-performance is dealt with as a separate process.
4. It is recognised that staff engaged in significant enterprise activities are also normally expected to contribute to research but the workload allocation will take account of the enterprise activity.
5. Short-course teaching and consultancy undertaken within allocated workload can count for Research and Enterprise contribution.

Academic Citizenship:¹

1. All academic staff are expected to engage actively in the activities of the school, institute, University, the person's relevant profession, and the wider community. This academic citizenship should demonstrate a direct benefit to the school, institute or University.
2. Some citizenship activities may be counted as teaching and some citizenship work is given teaching relief. Whether citizenship is allocated in teaching or citizenship, it should not be counted twice.
3. The manager should consider what proportion of the academic citizenship as may be agreed as part of the mix of duties, may be used for personal activities which may enable the staff member to meet appropriate requirements for promotion. However, there would still need to be some citizenship allocated to the school, institute or University.
4. Administrative activities directly associated with teaching and research should not be included within the citizenship allocation.
5. Recognition of the contribution of Māori to iwi, hāpu and community interests or in supporting University obligations under the Tiriti o Waitangi should be included as academic citizenship.

Clinical Practice:

1. It is recognised that staff undertaking clinical practice mainly work in clinics but may also undertake service and undertake some teaching; they supervise students and contribute to the running of clinics. Their workload allocation should reflect their main responsibility in undertaking clinical practice.

Private work:

Any private work undertaken within any permissions allowed by University policy or guideline from time to time in force, which is over-workload and for which the staff member is remunerated from non-Massey sources, shall not count for the purposes of research, teaching, enterprise or academic citizenship.

¹ *Academic Citizenship in this context does not include private practice or personal community service.*



Audience:

All University staff

Relevant legislation:

None

Legal compliance:

None

Related Procedures / documents:

- [University Workloads Policy](#)
- [Allocation of Workloads Disputes Procedures \(Appendix 1\)](#)
- [Summer School Guidelines](#)
- Academic Staff Promotions Criteria and Guidelines

Document Management Control:

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Appendix 1: Allocation of Workloads Disputes Procedure

In case of any difference arising between a staff member and his/her manager in relation to the allocation of work or a change to the workload allocation to an individual staff member, the following procedures applies.

The process is designed to provide a speedy and informal resolution wherever possible and is consistent with the Massey University process for the resolution of employment relationship problems and grievances and with the principles of the Employment Relations Act 2000. This process will be followed as a means of internal resolution prior to any grievance or dispute being lodged under the Employment Relations Act 2000. Staff member(s) are able to seek support and advice at any stage of this process.

To ensure the speedy resolution of differences, these procedures should be initiated with 14 days of the notification of the difference.

Step 1 – Resolution Between the Parties

In the first instance the manager and employee will attempt to resolve their differences by direct resolution. The manager will provide reasons for the allocation and discuss how consistent it is with the workload model and the equitable distribution of the workload with the unit or area. The employee may request in writing a worksheet comparing the employee's workload allocation in percentage time with other staff.

Step 2 – Review

If the matter remains unresolved, it will be referred to the relevant Pro Vice-Chancellor of the College, Assistant Vice-Chancellor, Deputy Vice-Chancellor or equivalent line manager.

The manager concerned will review the matter and make a decision to amend or confirm the allocation of work to the employee concerned. Both the decision and the reasons for it will be communicated in writing to the parties to the dispute.

Step 3 – Mediation and Resolution Procedures

Where the employee remains dissatisfied with the outcome of their workload allocation the matter may be referred to mediation. Mediation may be provided by the Massey Dispute Resolution service, the Ministry of Business Innovation and Employment, or by a private mediator.

Mediation is voluntary and the parties will mutually agree the mediator. Any resolution reached is mutually agreed between the parties. In limited circumstances mediators with the Ministry of Business Innovation and Employment (MBIE) have statutory authority to make a final and binding decision if requested by the parties. This must be agreed to in advance of the mediation.

If mediation of a workload dispute is unsuccessful and the matter remains unresolved the matter may be referred through the normal processes available under the Employment Relations Act 2000 by way of a personal grievance or dispute.

Interim Situation

(NOTE: THE REASON FOR THIS IS TO PROTECT THE OPERATION OF THE UNIVERSITY AND THE INTERESTS OF THE STUDENT STAKEHOLDERS UNTIL THE DIFFERENCE IS RESOLVED.)

In the case of a difference arising between an employee and his/her manager in relation to the allocation of work or a change to that allocation, the workload as specified by the manager shall operate as if no difference existed until the matter is resolved through the procedures outlined above unless the manager is able to reassign the contested workload pending resolution and without undue disruption to staff and students.