Managers' Guide: Producing reasonable workload allocations
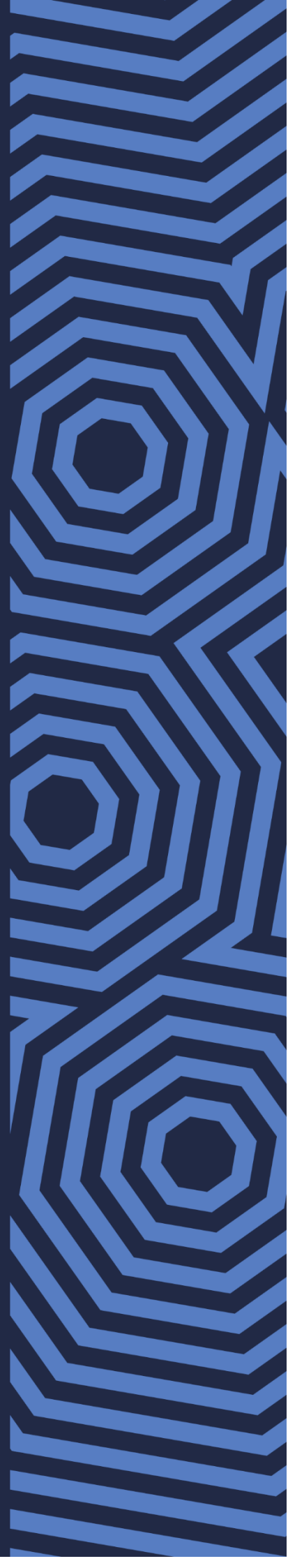
Contents

Executive Summary

The purpose of this document is to guide heads of school and workload planners through the process of reasonable allocation of workloads. Work is what staff actually do and workload is what is allocated to staff to represent that work. A reasonable workload must firstly reflect the work that staff are expected to do. Workload must satisfy the needs of our students. For example, the Charles Sturt student charter (5) says that students can expect "*the opportunity to engage with accessible and effective teaching and professional practice and to interact with researchers and research outcomes*".

Workload also needs to balance the resources we have – people and financial. The enterprise agreement clause 30 elaborates the requirements of workloads. If there is any contradiction between this document and the enterprise agreement, then the enterprise agreement prevails.

This document will cover:

- workload allocation and adjustments; and
- the differences with workload allocation for casual academic staff.

The documentation for both the workload allocation policies as well as the workload allocation should be within the Academic Workload Manager (AWM). For help using the system, see its help pages.

Workload allocation policies

Schedule VII of the enterprise agreement sets out the process for the development and review of a university-wide academic workload policy. The provisions of the 2024 school workload policies will remain in place until such time as they are superseded by the university-wide policy.

Workload allocation

In accordance with the relevant workload policy, the workload can be assigned by consultation between the supervisor and the staff member. It may also need to be updated as things change to make sure staff are neither over nor underload. This document will guide workload planners in the principles of allocation.

Casual academic staff

Casual academic staff are an important part of our workforce. They have some differences due to their employment contracts. This document will explain the similarities and differences when allocating workload to casual academic staff, and provide guidelines for more efficient contract generation.

Key actions and outcomes

These guidelines have the following key actions. Each action is given in the text below within context and with details.

Workload Allocation

KEY ACTION 1:

Set-up for all continuing/fixed term staff is reviewed and fractions are as closely aligned as possible to the standard workload distributions for work function as defined by the Enterprise Agreement (30.12). Both work function and any deviation to standard should be added to the 'details' section of set-up.

KEY ACTION 2:

Workloads for continuing/fixed term staff should be approved after initial planning and after each change.

KEY ACTION 3:

The final planned annual workload for each continuing/fixed term staff member is at least 97% of target hours but not overload (>100%). The planned hours for the school as a whole are at least 97% of the target hours.

KEY ACTION 4:

Contracts should be created in such a way that they meet CSU Enterprise Agreement and residency requirements, minimise issues when submitting timesheets and mitigate the risk of overpayments.

This is a living document designed to help and support you with workloads. If you want further clarification and guidance added, or you spot a mistake, please inform Michael Kemp (mkemp@csu.edu.au) or your faculty's University Academic Workloads Committee representative.

Document version history

Date	Changes
August 2021	Original release. Contained sections on workload policy development, workload allocation and appendicies from the EA and benchmarking.
February 2022	Added section on sessional staff. Added an appendix for an example terms of reference for a school workload committee. Added guidance on use of commercial/market rates for sessionals. Added guidance on workload allocation for non-sessionals in non-standard sessions. Added guidance on workload allocation of leadership positions not covered by AILPs. Editorial changes.
May 2022	Amended to reflect AWM system changes Amended Schedule 1, Part B to comply with the Enterprise Agreement Variation approved by the Fair Work Commission Editorial changes
March 2023	Amended to reflect AWM system changes
November 2024	Amended to reflect new enteprise agreement, changes arising from amendments to the Fair Work Act and AWM system changes Amended language – sessional replaced with casual academic, non-sessional replaced with continuing/fixed term, administration changed to service (with respect to work function), contract replaced with offer of casual academic employment and/or schedule or work item/s References to school workload policies amended or deleted in line with enterprise agreement Removed references to subject coordination for casual academics, as they are no longer permitted to do that work Amended rollovers to reflect that casual allocations can no longer be rolled over

Principles

- Workload allocation should align with the university's academic mission and strategic priorities as well as supporting the workforce.
- Workloads should be "equitable, transparent and manageable".
- Workloads should be determined on a "fair, transparent and consultative basis" taking into consideration (among other things) people's level, fraction, experience, work function and work/life balance.

- 'Work' describes the activities that staff undertake; 'Workloads' describe what and how work is allocated to staff. Work and workload allocation should align. Workload allocation should reflect the work that is expected to be done. Work done by staff should inform workload policy development. Conversely, a change in workload allocation can be used to drive change in the work that staff do, providing staff understand the change required.
- Workload for individuals must be recorded in writing in AWM.
- There may be differences between disciplines.
- Reasonable workload allocation is mindful of resources available – both people (continuing/fixed term and casual academic) and financial; and the desired outcomes – quality teaching, research/creative activity, professional activity and service.
- Workload allocation thus needs to avoid both overload and underload.
- Academic staff expertise of discipline pedagogy and student learning should be factored into determining reasonable allocation of workload to achieve quality learning in a discipline.
- The allocation of academic workloads should enable the strategic balancing of teaching, research/creative activity, professional activity and service functions within academic work and be reflective of the staff member's work function
- Teaching design is consistent with the University's Education Framework (especially the Curriculum Model).
- Workload allocation should consider the number of students that will take the subject or offering. Subjects/offerings with low enrolments should align the teaching design to require fewer hours of work and very large subjects/offerings should align the teaching design to optimise delivery to the volume of students.
- Workload allocation should be informed by data. Indicators of reasonable work allocation include discipline norms, benchmark data on typical hours of teaching in a field of education, historical patterns of workload allocation, and benchmarking across school workload policies.

Roles and Responsibilities

Stakeholders

- Executive Dean/Deputy Dean
- Head of School (HoS) (or equivalent)
- Associate Head of School (or equivalent)
- Head of Discipline (Faculty of Science and Health only)
- Academic Workload Planner (AWP)
- Academic staff in the school (casual academic and continuing/fixed term)
- School Executive Support Officer (SESO)
- Division of People and Culture (DPC)
- Manager Faculty Operations Team (MFOT)
- Faculty Operations Team
- Division of Student Success, Participation and Pathways acts like a school within AWM
- First Nations Student Success (previously Indigenous Academic Success Program) uses AWM to assign tutors

Executive Dean/Deputy Dean

- Finalise AWM planning timeline for distribution to the Schools, with support from MFOT
- Review relevant reporting generated by the schools

Head of School (or equivalent)

- *(Role in AWM: Head of School)*
- Meet with continuing/fixed term staff (PPDR, probation or other suitable meeting) and agree on proposed workload for the next year. (Can be delegated to Associate Head(s) of School or equivalent. If delegated, Head of School to ensure these meetings occur.)
- Oversee the review, consideration and finalisation of casual academic staffing requirements, including contract amendments.
- Monitor and plan workload allocation to align with School Budget.
- Provide regular AWM reporting to the Executive Dean as required, i.e. post census review.

Academic Workload Planner(s)

- *(Roles in AWM: Workload Planner, Workload Manager, Workload Approver, Contract Issuer, Discipline Verifier and School Info Maintainer)*
- An AWP is usually an Associate Head of School, Head of Discipline (FOSH only) or HoS. There can be several within a school/centre.
- Coordinate the entry of continuing/fixed term staff workload into AWM for the next year, making sure it is consistent with consultation at PPDR (or equivalent) meetings.
- Assist the HoS to review, consider and finalise casual academic staffing requirements, including contract amendments.
- Ensure the appropriate induction of casual academic staff *(information on induction resources has been included in these guidelines)*
- Be the first point of contact for casual academic staff regarding workload queries.
- Notify Faculty Operations Team of any contract amendments that impact timesheet approval (e.g. change of code, substantial reduction in hours, non-attendance at lectures, failure to complete work etc.).
- Provide regular AWM reporting to the HoS on items including, but not limited to, academic staff underload and overload.
- Manage workload queries and negotiate changes and modifications to workload with staff.
- Approving, recruiting, and liaising with casual academic staff.
- Work with SESO to update and review continuing/fixed-term/casual academic staff workload information post Census, and ensure it is correct.

School Executive Support Officer (SESO)

- *(Roles in AWM: Workload Planner, Workload Manager and School Info Maintainer)*
- Work with the AWP(s) to input continuing/fixed term staff workload into AWM for the next year, following on from PPDR meetings.
- Support the AWP with the induction of casual academic staff, and casual academic staff queries.
- Document information from staff that impacts their workloads (leave plans, RHD supervision, and teaching buyout from grants) and ensure AWP(s) and HoS have approved.
- Assist HoS and AWP(s) to review, consider and finalise casual academic staffing requirements, including amendments. Work with HoS and AWP to input contract information.
- Update AWM and assist with any key administrative processes relating to academic workloads as directed by HoS and AWP(s).
- Assist HoS and AWP(s) with regular AWM reporting as required.

Faculty Operations Team

- Approve timesheets and troubleshoot timesheet rejections for casual academic staff.
- Run post-census reports.
- Run unclaimed hours reports.
- Issue contracts to people who are not Australian residents for taxation purposes.

Timeline

Period	Core Activity	Deadlines	Outcomes	By Whom
Oct-Feb	Draft and confirm initial workloads for continuing/fixed term staff.	Christmas	For '30 session (and any earlier sessions), roles provided to Subject Teams (subject coordinators or nominal, QA officers, convenors, etc.). Corresponding workloads entered into AWM. Roles entered into Academic Course and Subject Entry System (ACSES).	Supervisors and workload planners in consultation with staff. Academic Workload Planners with assistance of SESOs. Subjects team.
		Mid Feb	Initial workloads for continuing/fixed term staff entered and approved in AWM for the year.	Supervisors and workload planners in consultation with staff.
1-8 weeks before the work is to be done	Casual academic work planned and contracted.		Contracts and roles in place with enough time for casual academic staff to do their required work.	Workload planners
1-2 weeks after each census	Review workloads and adjust if necessary.	2 weeks after census	Target is for annual load to be between 97% and 100% of target.	Workload planners by mutual agreement with staff.
Ad hoc	Update workloads based on changes as they occur.			

Workload allocation

This section will look at the key considerations that need to be made while doing workload allocations. These considerations include both practical steps to make the process run smoothly, as well as the rules from the EA that must be complied with.

Timelines

Continuing/fixed term staff:

- Subject coordinators (or at least nominal subject coordinators) and convenors for the '30 session need to be selected before Christmas to facilitate confirmation of textbooks, and sufficient time for staff to prepare outlines, sites and teaching materials. [Usually this information is required at the latest of 8 weeks before the start of a session, but becomes slightly earlier due to the Christmas closedown.]
- Annual workloads for continuing/fixed term staff should be planned (by consultation with the staff member), entered into AWM and approved within AWM at the latest of 2 weeks before the start of '30 session.
- Workloads may change and AWM should be updated to reflect significant planning changes as they become known. In particular, workloads should be reviewed after the HECS census date of each session. These reviews should happen and be approved in AWM within 2 weeks of census date. However, it is better to update as soon as the need is apparent.

Casual academic staff:

- Work items should be planned and issued with enough time for the casual academic staff to do their work.
- For example, markers ideally should be added at least 1 week before marking is required so access to systems can be given.
- Additional time is required if the person is not an Australian resident for taxation purposes, as a different process applies and the contract must not be issued via AWM. AWM should still be used to record the hours. See the casual academic staff section below for more information.
- Sometimes, emergencies do arise that require shorter time frames.

Starting the workload allocation process

- This process can only be done in an 'active' school.
- Roll-over the offering settings. From the offering settings screen (https://apps.csu.edu.au/awms/subjectOffering/index) of an 'active' school. [See the AWM help on rollovers for more information.]
- Workload Set-up for each continuing/fixed term:
  - If roll-over is possible and appropriate: roll-over the workload from the delivery screen (the button is at the very bottom). This should be done by just one person per discipline/school. The process will roll-over the Workload set-up (as well as the continuing/fixed term workloads) from the previous year. Review what has been rolled over and update (e.g. long service leave). Limitations: this is only likely to be available with active schools.
  - If roll-over is not possible or appropriate: from the individuals screen, select 'add individual' for each staff member and update the Workload Set-up.

- Note: you can see information for Workload Set-up from previous years (for an active or inactive school), by navigating to a school, then running the [continuing/fixed term report](#).
- The Workload Set-up 'details' text box must include the work function (Teaching/Research/Creative, Teaching/Professional, Teaching focused, Other).
- Standard fractions are (cf [EA](#)):

Work Function	Academic Year/s Commencing	Teaching	Research/ Creative	Professional Activity	Service
Teaching and Research/ Creative and Charles Sturt Academic Fellow	2023	Maximum of 60% (1,035 hours)[1]	Minimum of 30%	-	Minimum of 10%
	2024-2025	Maximum of 55% (948.75 hours)[1]	Minimum of 35%	-	Minimum of 10%
	From 2026	Maximum of 45% (776.25 hours)[1]	Minimum of 40%	-	Minimum of 15%
Teaching and Professional	2023-2025	Maximum of 60% (1,035 hours)[1]	Subject to sub-clause 30.13	Minimum of 30%	Minimum of 10%
	From 2026	Maximum of 55% (948.75 hours)[1]	-	Minimum of 30%	Minimum of 15%
Scholarly Teaching Fellow	From 2023	Maximum of 80% (1,380 hours)[1]	-	-	Minimum of 20%
Teaching Focused	From 2023	Maximum of 80% (1,380 hours)[2]	Subject to sub-clause 30.13	-	Minimum of 10%
Research Focused[3]	From 2023	Maximum of 30% (517.5 hours)[1]	Minimum of 60%	-	Maximum of 20%
Academic Institutional Leadership	From 2023	A mix of activities as agreed between the employee and the supervisor, provided that where an employee's substantive work function is Teaching and Research/Creative, they are entitled to a minimum 10% research/creative allocation.			

Notes:

[1] 5% of teaching allocation is dedicated to scholarly activity.

[2] 10% of teaching allocation is dedicated to scholarly activity.

[3] An employee with a research focused work function may exceed the maximum 30% teaching workload allocation for HDR supervision by mutual agreement with their supervisor.

- The EA does permit less teaching than the standard, but this should be minimised. Any deviation from the standard allocation must be explained in the 'details' text box. Some example situations that can be considered:

- *Academic institutional leadership positions (AILP)* including associate dean, sub dean, associate head of school (or equivalent), course director and head of discipline: These positions will impact workload fractions and so the setup will need to be altered, and the details text box must mention the rationale for the fractions. All AILP positions have the fraction listed at the time of the appointment. The AILP component of the position is considered the 'Other' work function. There are two main ways to handle AILP in terms of workloads. Which option selected should be based upon a career conversation between the staff member and their supervisor (at the time of the appointment and checked annually when workload arrangements are considered).

  Option 1: The fraction for the AILP will increase the service fraction and reduce the fraction allocated to teaching. An example for a person with a Teaching/Research/Creative work function with a 30% course director appointment is provided below. For option 1, the staff member receives the normal research allowance, but that also means that they will have the normal research expectations too.

TRC 2024-2025	Teaching	Research	Service
Standard Allocation	55%	35%	10%
Adjusted for AILP Appointment	25%	35%	40%

  Note: 5% of the teaching fraction of a TRC academic is allocated to scholarly activity, as per the EA.

  Option 2: The job is split into the AILP position ('other' work function) and the standard position (e.g. Teaching/Research/Creative work function). The fractions from the EA are only applied to the standard position component. For example, a person with a teaching/research/creative (TRC) work function with a 30% course director position would have their job split into a 30% AILP and 70% TRC position. The TRC component has the standard 55% teaching, 35% research, 10% service fractions as per the example below. For option 2, research allowance and expectations are reduced.

TRC 2024-2025	Teaching	Research	Service	Other
Standard Allocation	55%	35%	10%	-
Adjusted for AILP Appointment	38.5%	24.5%	7%	30%

  Note: 5% of the teaching fraction of a TRC academic is allocated to scholarly activity, as per the EA.

- Discipline Heads and leadership in a school more generally: The university expects leadership from many staff – not just those with formal AILP or HOS roles. All level B and above have leadership as part of the job description (with increasing expectations at higher levels). This general leadership takes many forms (teaching, research, professional and service). Many forms do not require the standard fractions to be modified since they are part of the standard expectations of a person's position. Some schools in the Faculty of Science and Health have Discipline Heads. In these schools, the administrative

fraction can be increased by up to an extra 30%. The precise allocation depends what administrative jobs the person does as well as the size of the discipline.

- University committees: Most university committees are counted as part of the standard service fraction and thus require no change to standard allocation. One exception is the human research ethics committee (HREC). The chair and deputy chairs have an appointment similar to the AILPs above with the fraction for HREC listed at the time of appointment. Other HREC members spend around 200 hours annually on HREC tasks. The service fraction should be adjusted accordingly. Likewise, the Animal Care and Ethics Committee (ACEC) will have a chair and deputy chair appointed by the DVC (Research) as well as ordinary members, but the volume of meetings is less and so workload will be less.

- Teaching buyout from research grants: Staff with a research function will discuss their research plan during their EDRS meetings (or equivalent). A staff member's plan needs to indicate how research projects contribute to their research fraction. The grant needs to explicitly allow teaching buyout. On-costs need to be taken into account. See the salary costing calculator if needed. It is best to process teaching buyout via a funds transfer into the school's operating funds. The amount transferred and the source should be noted in the details section of setup.

- Professional development to satisfy needs of probation: this is part of the scholarly activity allocation (5% of the teaching allocation for Teaching/research/Creative and 10% for Teaching Focused). The scholarly activity fraction is a proportion of the overall teaching allocation, however, activities are not time costed. Therefore, teaching workload should not be given for this activity

- Research supervision: Honours and HDR research supervision is a teaching activity. Thus teaching workload should be given for this activity. Across the university, the most common value given for postgraduate research supervision is 2hrs per credit point per student. This amounts to 128hrs a year for a full-time student and 64hrs a year for a part time student. This time allocation is split between all people involved in teaching of the student. For honours, workload for supervision should be based on the design of the honours course and the amount of supervision vs coursework within the course.

- Higher degree by research being undertaken by staff is included in the 30% research workload.

- Consultation:

  - An employee's provisional workload allocation is discussed in November of each year. This discussion should include teaching free period/s teaching responsibilities and leave planning. AWM forms the written allocation once made. Consultation with staff on an individual basis is required.

  - Apart from direct meetings, you can also ask staff to provide input for their workloads via AWM. To do this, tell them to go to their own workload (https://apps.csu.edu.au/awms/workload/current) then press the 'add comment' button. Input added this way is both emailed to the workload planner as well as recorded in the History Log. Information useful to get from your staff at that stage is

long service leave, research supervision, research grants, actions recorded in QUASAR where workload has been agreed to; or activities outside standard teaching.

- The supervisor of the academic employee will be responsible for approving the workload allocation after consideration of the views of the employee and the requirements of the EA. If the staff member feels their allocated workload is not consistent with the EA and the school/university workload allocation policy, they should first try to resolve with their supervisor. If that does not resolve the issue, the staff member can request a review by the DVCA. The EA also describes the process for dispute resolution if a review by the DVCA does not resolve the issue.

- Leave:
  - It is assumed in the standard calculation of a continuing/fixed term academic's annual teaching workload that they will take four weeks of leave each year.
  - Where an employee does not take their full annual leave entitlement during a year, additional work will be allocated to the employee for the leave not taken.
  - When an employee takes accrued annual leave in excess of four (4) weeks, the equivalent workload will be deducted from their allocation.
  - In both cases, the details of the specific work to be added to or deleted from the employee's standard workload will be mutually agreed between the employee and their supervisor, and will be allocated proportionately across their work function, taking into account potential workload spikes and the employee's expertise.
  - Absences on other planned leave such as long service leave and planned personal leave should be taken into account during the initial planning of the employee's workload or as soon as possible after the details of the leave are known.
  - Twice per year HoS will ask continuing/fixed term academic staff if they are seeking a workload adjustment due to unplanned leave.

- Sessions of teaching:
  - The EA requires that Teaching/Research/Creative academics have a teaching free period of 12 consecutive work weeks per annum, unless otherwise agreed in writing between the supervisor and the employee, The work allocation in AWM is taken as written agreement.
  - Note: teaching focused staff have no limits in the EA in terms of number of sessions in a year they can teach. However, it is important all staff have a chance to take leave and this should be considered when assigning teaching.
  - Sessions taught should be mutually agreed between supervisor and the employee.

- Placeholders:
  - A useful facility in AWM is the use of placeholders. These allow some work to be planned later (so long as not counter to the EA). The roll-over feature for instance encourages their use. Beware though, continuing/fixed term placeholders can impact the whole of school's under/overload calculation. Remember that placeholders should be temporary and that work still needs to be planned and communicated well in advance so that staff members have sufficient time to prepare for teaching.

> **KEY ACTION 1:**
> **Set-up** for all continuing/fixed term staff is reviewed and fractions are as closely aligned as possible to the standard workload distributions for work function as defined by the Enterprise Agreement. Both work-function and any deviation to standard should be added to the 'details' section of set-up.

Workflow for continuing/fixed term workloads

After initial planning and after each change, the workload should be approved by the head of school (or delegate).

The basic workflow for continuing/fixed term staff is

- PLANNING state: Planned by Academic Workload Planner (AWP) or SESO. Both need to make sure workload is planned in accordance with the school/university workload policy. If SESO plans, then they move it to the CHECKING state. AWP can move direct to APPROVED state.
- CHECKING state: Workload approver (HOS or delegate) checks the workload. If OK, then they indicate it is APPROVED. If not, they can send back to PLANNING.
- APPROVED state: Academic Workload Planner or SESO can send back to planning to update workload as required. Also, this will happen automatically after census date if the workload is overload (at all) or underload (by more than 5%). All changes made to a person's workload must be made in consultation with the staff member.
- For all state changes, the person is notified. They can give feedback via the 'add comment' button.

<div style="border:2px solid black; background-color:yellow; padding:10px;">

KEY ACTION 2:

Workloads for continuing/fixed term staff should be approved after initial planning and after each change.

</div>

Monitoring continuing/fixed term workloads

Workloads need to be regularly monitored during the year to make sure that the final annual workload will be neither under nor overload. The most important times to review workloads are after each HECS census date; however, it is wise to look at enrolment numbers before this to see if any changes need to be made earlier so as to have less disruption on staff (or students).

Overload: The EA says "A supervisor will not ask an employee to work excessive hours. It is the responsibility of the University's supervisors to ensure that an employee is not working excessive hours and is not working in excess of any hours of work or limits prescribed by this Agreement." If placeholders are used when work is initially planned, when the load is finally transferred to a real person, the work needs to be reviewed to ensure staff members are not overload for the year. Overloads should be dealt with during the year they occur (in order to comply with the EA). If not dealt with at the time, overloads will require payout or a reduced load in the following year. Both of these options are undesirable and create other issues, so it is better to address overloads early and directly.

Underload: Each continuing/fixed term staff member has their own target teaching hours in AWM (which is determined by what is entered in their Set-up). The final annual actual hours should be at least 97% of the target. Anything less than this is considered underload for the year. Workloads vary a bit within the year (due to enrolment numbers among other things) so AWM will only start flagging underload when it drops below 95%. The lower threshold will stop AWM automatically sending workloads back to planning (perhaps unnecessarily). Nevertheless, the school needs to make aim for the final workload for each continuing/fixed term staff member to be above 97%.

The school's overall position can be seen at the top of the status screen (https://apps.csu.edu.au/awms/status/index).

In the lead-up to each session, enrolment numbers should be checked in AWM's offering settings regularly. There is some volatility in these numbers and students do not enroll as early as we would like, however, they do give an indication of what the final numbers will be. When reviewing the enrolment numbers, check to see if a different subject design is required (as per the section on **Error! Reference source not found.**. Also, if there looks to be a substantially different number of enrolments from what was predicted (up or down), look to make changes earlier rather than waiting until after census.

After each HECS census date, AWM will check individual continuing/fixed term workload and do one of the following:

- If agreed hours and actual hours are the same, no change at all. Otherwise, if there is a change in agreed hours:
  - Actual > 100% of target: workload returned to PLANNING state and email is sent to workload planner and staff member that workload is significantly different to target hours and that workload planner or Head of School will contact the staff member to discuss.
  - Actual between 95% and 100% of target: workload stays in current state. An email is sent to workload planner and staff member that workload has been updated with enrolment numbers. If a change is required, then workload planner will contact staff member (or the staff member can contact the workload planner pro-actively). The workload planner should check in this instance that the final actual workload will be at least 97% of target.
  - Actual < 95% of target: workload returned to PLANNING state and email is sent to workload planner and staff member that workload is significantly different to target hours and that workload planner or Head of School will contact the staff member to discuss.

> **KEY ACTION 3:**
> The final planned annual workload for each continuing/fixed term staff member is at least 97% of target hours but not overload (>100%). The planned hours for the school as a whole are at least 97% of the target hours.

If a staff member has underload or overload, it should NOT be addressed by simply transferring to the next year. This process does not solve the excessive workload in the current year and creates an issue in the next year due to diminished resources available. If you are unsure how else to deal with underload or overload, then speak to a fellow workload planner for advice or your DPC Business Partner.

Help with using AWM
Help on using aspects of the AWM system are available from:
https://www.csu.edu.au/division/people-culture/awm-help

Casual academic staff

Casual academic staff are an important part of our workforce. They should be treated in a similar way to the continuing/fixed term staff but do have some differences due to their employment conditions. Schedule 1, Part B of the EA sets the conditions used for casual academic staff. This section will explain some of the differences that need to be considered when allocating work to casual academic staff and best practice when generating offers or casual academic employment and/or schedules. The section starts with a description of the entire process from registration to planning to timesheets presenting from the point of view of different staff (not just workload planners). The section concludes with a list of common issues and the best practice for each.

> **KEY ACTION 4:**
> Work items should be allocated in such a way that they meet CSU Enterprise Agreement and residency requirements, minimise issues when submitting timesheets and mitigate the risk of overpayments.

Lifecycle of a casual academic appointment

This section covers the full lifecycle: registration; planning (including a detailed discussion of pay codes); issuing the offer of casual academic employment and/or schedule; onboarding; timesheets; and amendments. Before you employ a casual academic staff member it is important to understand the process. This will help you give clear expectations to the staff member and avoid issues with appointments.

Further resources are available from the People and Culture website: Academic (casual academic) staff.

```
┌─────────────────────────────────────┐
│   Planning Casual Academic Engagement │
└─────────────────────────────────────┘
```

Register via CSU website	⇒	Approve prospective casual academic for work	⇒	Allocate work items to casual academic	⇒	Move to Checking, when all work items are entered	⇒
Prospective Casual		Discipline Verifier		Planner		Planner	

Check planned work items and move them to Approving	⇒	Move work items from Approving to Waiting to Offer	⇒	Move work items from Waiting to Offer to Issue Offer and/or Schedule	⇒	Issue Offer of Casual Academic Employment and/or Schedule	⇒
Checker		Checker		Approver		Contract Issuer	

Accept Offer of Causal Academic Employment and/or Schedule	⇒	Process appointment	⇒	Grant access to systems	⇒	Complete work and submit timesheets
Casual Academic		People and Culture		Information Technology		Casual Academic

Registration of Casual Academic Staff

Before workload can be assigned to a casual academic staff member, they must be registered and approved by someone with the Casual Academic Verifier role within AWM. Casual academic staff may complete their registration at: https://www.csu.edu.au/jobs/registers. Registration requires a non-CSU email address. Prospective staff need to upload a recent CV, relevant qualifications certified by a Justice of the Peace, professional registrations and other associated documents. It is easier to have these ready before starting the registration process.

Under the Fair Work Act, casual employees should not have a firm advance commitment to continuing and indefinite work. Accordingly, workload planners need to be careful not to say or write anything that gives rise to an expectation on the part of the casual employee that work will be offered in the future. Casual work should be ad hoc and intermittent, not a regular pattern.

Restrictions on casual academic work

Continuing/fixed term academic staff are not eligible to perform casual work on top of their substantive position. Before allocating casual academic work, check with the person to ensure they don't have a continuing/fixed term role at the university.

While continuing/fixed term academics may undertake all academic activities, casual academics are generally limited to:

- Marking (including attending moderation meetings)
- Development
- ELMO modules
- Discrete topics/modules embedded within subjects (of a couple of weeks' duration)
- Demonstration

Prior to issuing an offer of employment via AWM

- Check that the person has completed their registration; if not, you will need to get them to do it
- Make sure the person has appropriate qualifications for their level of appointment. This information is recorded in the approval process. According to the Higher Education Standards Framework 3.2(3c) a staff member needs to "hold a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience." [Decisions about equivalency need to be recorded as part of the casual academic staff member's registration. See Academic Staff Qualifications and Expectations Procedure for what needs to be recorded – most of which is done automatically by AWM.] Alternatively, a staff member can be supervised – this usually applies to markers and tutors. In exceptional circumstances, a staff member without the requisite qualifications may be appointed as a lecturer or subject coordinator provided their work is supervised. When the workload planner approves the person for work at the qualified rate, that becomes the default rate when the workload details are added, provided the work is attached to the same discipline.
- Make sure the person has the right to work in Australia. If they are not an Australian citizen or permanent resident, they must provide a copy of their valid visa. Check with DPC if you are unsure.
- Contact their referees, even if they already work at CSU.
- Non-Residents of Australia: Special arrangements need to be made for casual academic staff who are non-residents for taxation purposes. AWM has a different process for issuing contract to these staff, which includes manual intervention by the Operations Team. A guide is available to assist workload planners. (More details given in the common issues section below.)

Planning work for casual academic staff

In AWM, planning work for casual academic staff is very similar to continuing/fixed term staff. However, some extra information is collected for AWM to convert each item into a pay code. When casual academic staff claim their work and are paid, they deal only in pay codes. Thus, it is important to understand what pay codes are being used.

Firstly, in this subsection we will consider all the fields in AWM that apply just to casual academic staff, then discuss how these are mapped to pay codes, and lastly explain pay codes themselves.

- **Sub-type:** After selecting a work type for a casual academic staff member, you need to pick a sub-type. The pay code used is determined by these – more information on the mapping is below. Two points to stress here:

- o **Significant**: For all work-types except contact, the sub-type options are 'Standard' or 'Significant'. The pay is substantially higher for 'Significant'. The EA gives some guidance when it should be used – see EA Schedule 1 Part B. Non-exhaustive examples (from the EA) are supervising examiner, complex subject coordination and developing new subjects (note: some of these tasks are not available to casual academics, but are included here for illustrative purposes). For significant marking, a higher level (Level B Step 2) is used. For other instances of the significant rate, the standard amount of pay is increased by 50%. As the pay and examples from the EA illustrate, the significant rate is intended for <u>tasks</u> that usually would require a senior academic to do them. The significant rate should be based on the <u>task</u> rather than the seniority of the casual academic staff member. The faculties have agreed on a common approach to the use of significant marking, which is set out later in this document.
  - o **Contact (units vs hours)**: For contact there are several sub-types available. What is critical to understand is that each sub-type combines contact and preparation together. When this is converted to a pay code, this is simplified to a 'unit' for each hour of contact. The 'unit' itself corresponds to multiple hours - both the hour of contact plus any preparation associated with the activity. The difference between units and hours is a common misunderstanding. This should be explained to new workload planners and casual academic staff when they start.

- **'Relevant PhD or equivalent' (qualified rate):**
  This box should be ticked (according to the EA Schedule 1, Part B) if the casual academic staff member possesses a relevant doctoral qualification. As a result, the staff member would be paid at the higher/qualified rate. It is ticked automatically if the casual academic staff member is registered as having a PhD for the relevant discipline and cannot be amended on the work item screen. If a casual academic staff member is awarded a doctoral qualification part way through a contract, the contract must be updated to reflect the higher rate. [If the box is not ticked when you think it should, double check the registration for the discipline of the offering. The most likely cause is that the registration has not been updated or that the discipline of the subject and the qualification are different.] If the doctorate is in the relevant discipline, to correct this you need to:
  - o check the date of conferral and if the doctorate was conferred after the casual employee had commenced the work, check how much work was completed prior to conferral, ensure the person has claimed for all of that work, amend the work items down to just the work completed prior to conferral,
  - o change the registration,
  - o then add new work items for the work yet to be completed.
  This will allow the qualified rate to be applied to the correct work items. If the doctorate was conferred before the person commenced work, you can amend the registration, bring the work item back to the Planning stage, select Edit and the qualified rate will then appear. Save the change and resubmit for approval. Your Ops Team will be able to assist if you're not sure what to do.

  Circumstances where a casual academic staff member is paid at the higher rate is considered a market rate decision. The use of market rates must be consistent with the school/university workload policy and a different pay code will be used when the workload is allocated (prefixed by MX instead of AX). It is selected in AWM via the

"Commercial rate – approved market rate" box. As mentioned above, the school's policy on market rates needs to be approved by the executive dean and included in the school/university workload policy. The PhD rate should not be used for commercial purposes.

- **Position number:** The position number determines the default account code from which the casual academic staff salary claims will be paid. There is commonly one position number per School, but a few Schools may have multiple position numbers to track different types of casual academic staff expenses.

- **Paid from account (GL Codes):** This field is automatically populated based on the position number. In most cases, this should NOT be altered.

  GL codes are the 'General Ledger' codes used by the Division of Finance at Charles Sturt and determine where the casual academic staff costs are allocated. GL codes are based on the F(und) O(rg) A(ccount) P(Program) sequence and form a combination to determine where costs are attributed to. As a brief summary:
  - **F (Fund) -** Will mostly be A102 Operating funds, but this may vary at times
  - **O (Organisation/ Org) -** Determines the specific School/Centre or entity
  - **A (Account) -** *This is pre-determined by the expense, and not able to be changed*
  - **P (Program) –** Most usually will be 0000 from 'general funds', but at times may be a specific program code that has been set-up to enable more detailed expenditure tracking

  You can alter the default GL Codes for the Fund, Org, or Program. Be aware that when the combination of a GL code is changed, this will generate a separate contract for the new GL code in AWM and a separate job in the staff Web Kiosk. Only use multiple GL codes when it is absolutely necessary. If deemed necessary, the aspects below need to be addressed with the casual academic staff member to minimise the impact upon them:

  - Provide advice to the casual academic staff member that they will have multiple contracts and job numbers listed in Web Kiosk;
  - Discuss the various aspects to enable a clear understanding which work items are attached to each GL code to ensure they claim the correct hours against the valid 'job number';
  - Make sure to include notes in the work item comments section to enable clear understanding.

  The above aspects will alleviate possible misunderstanding and angst for casual academic staff, ultimately reducing timesheet errors and the related delays in timesheet approval/ payment processing.

  When a casual academic contract is to be paid by a research account to pay for teaching buyout, it should be processed via a funds transfer to the school's operating funds and then use the default GL codes. Apart from the reasons given above, this process makes it easier for finance to track. Also, it avoids issues around the end of year processing

- **Hours versus Units:** Although AWM plans work in terms of hours, casual academic academics claim in number of units of each pay code. It is crucial that both planners and casual academic staff clearly understand the hours associated with a pay code.

Mapping of work-types to pay codes

The following table shows how work-types and sub-types in AWM are mapped to pay codes. The next page gives the details for each pay code. For contact, each pay code does NOT correspond to one hour of work and should NOT be considered an hourly rate. Note: in response to changes to the Fair Work Act, the university does not allow casual academic staff to undertake some of the items listed here, but they have been included for completeness.

Work-Type		Sub-Type	Standard pay code	Market rate pay code
Setup, Consultation, Analysis, Moderation, Travel, Supervision, Development, Other, Preparation (that is not connected to contact)		Standard (Not Qualified) Standard (Qualified) Significant (Not Qualified) Significant (Qualified)	AX170 AX175 AX180 AX185	 MX175 MX185

Contact	Tutorial	First run (includes 2hr prep)
		  Tutorial (Not Qualified)
		  Tutorial (Qualified)
		
		Repeat (includes 1hr prep)
		  Tutorial - Repeat (Not Qualified)
		  Tutorial – Repeat (Qualified)
			
			AX200
			AX205
			
			AX190
			AX195
				
				MX205
				
				MX195

	Lecture	Basic (includes 2hr prep) Developed (3hr prep) Specialised (4hr prep) Repeat (1hr prep)	AX240 AX250 AX260 AX230	

	Clinical Education	Clinical Educator
		
		  Max (1hr prep) (Not Qualified)
		  Max (1hr prep) (Qualified)
		  Min (0.5hr prep) (Not Qualified)
		  Min (0.5hr prep) (Qualified)
			
			AX278
			AX288
			AX274
			AX284
				
				MX288
				
				MX284

Work-Type	Sub-Type	Standard pay code	Market rate pay code
Accompanist	Accompanist (1hr prep) (Not Qual)	AX290	
	Accompanist (1hr prep) (Qualified)	AX295	MX295
Simulation	Simulation (2hr prep)		
	Standard (Not Qualified)	AX200	
	Standard (Qualified)	AX205	MX205
	Simulation – Repeat (1hr prep)		
	Standard (Not Qualified)	AX190	
	Standard (Qualified)	AX195	MX195
Other:	Standard (Not Qualified)	AX170	
	Standard (Qualified)	AX175	MX175
Standard (Practical Class) (no prep)	Specialised (Not Qualified)	AX180	
	Specialised (Qualified)	AX185	MX185
Specialised (Practical Class) (no prep)			
Standard (Demonstration) (no prep)			
Specialised (Demonstration) (no prep)			
Standard (Clinical Session) (no prep)			

Work-Type	Sub-Type	Standard pay code	Market rate pay code
Specialised (Clinical Session) (no prep)	Standard (Not Qualified)	AX170	MX175
	Standard (Qualified)	AX175	
	Specialised (Not Qualified)	AX180	MX185
	Specialised (Qualified)	AX185	
Standard (Guided Async Teaching) (no prep)			
Special (Guided Async Teaching) (no prep)			
Standard (Field Excursion) (no prep)			
Specialised (Field Excursion) (no prep)			
Standard (Performance) (no prep)			
Specialised (Performance) (no prep)			
Standard (Art Session) (no prep)			

Work-Type		Sub-Type	Standard pay code	Market rate pay code
	Specialised (Art Session) (no prep)	Standard (Not Qualified)	AX170	MX175
		Standard (Qualified)	AX175	
		Specialised (Not Qualified)	AX180	MX185
		Specialised (Qualified)	AX185	
Marking		Standard (Not Qualified)	AX150	
		Standard (Qualified)	AX155	MX155
		Significant (Not Qualified)	AX160	
		Significant (Qualified)	AX165	MX165
First Nations Student Success		Not Qualified	AX180	
		Qualified	AX185	

The table below summarises the pay codes used and explains the number of hours per unit claimed. It is critical that casual academic staff understand the relationship between hours and 'units' for when they make timesheet claims. The last column shows how the hourly rate is determined for each pay code. AX180/185 are not directly tied to a level and step and instead are 50% more than AX170/175. (For reference AX180 and AX185 approximately correspond to Level B step 4 and Level C step 4 respectively.)

Pay code	Description	Explanation	Total Work Hours	Equivalent Timesheet UNITS for Web Kiosk Timesheet Claim	Level and step that HOURLY pay is based on
AX150	Standard Marking	One hour of marking	1	1	A, 2
AX155, MX155	Standard Marking (Qual)	One hour of marking	1	1	A, 6
AX160	Significant Marking	One hour of marking	1	1	B, 2
AX165, MX165	Significant Marking (Qual)	One hour of marking	1	1	B, 2
AX170	Other Academic Activity	One hour of activity	1	1	A, 2
AX175, MX175	Other Academic Activity (Qual)	One hour of activity	1	1	A, 6
AX180	Other Specialised Acad Activity	One hour of activity	1	1	1.5 * A, 2
AX185, MX185	Other Specialised Acad Activity (Qual)	One hour of activity	1	1	1.5 * A, 6
AX190	Repeat Tutorial	One hour of contact and one hour of preparation.	2	1	A, 2
AX195, MX195	Repeat Tutorial (Qual)	One hour of contact and one hour of preparation.	2	1	A, 6
AX200	Tutorial	One hour of contact time and two hours of preparation.	3	1	A, 2
AX205, MX205	Tutorial (Qual)	One hour of contact time and two hours of preparation.	3	1	A, 6
SX230	Repeat Seminar	One hour of contact and one hour of preparation.	2	1	B, 2
SX240	Seminar	One hour of contact and two hours of preparation.	3	1	B, 2
AX230	Repeat Lecture	One hour of contact and one hour of preparation.	2	1	B, 2
AX240	Basic Lecture	One hour of contact and two hours of preparation.	3	1	B, 2
AX250	Developed Lecture	One hour of contact and three hours of preparation.	4	1	B, 2
AX260	Specialised Lecture	One hour of contact and four hours of preparation.	5	1	B, 2
AX274	Clinical Educator Min	One hour of contact and 30 minutes of preparation	1.5	1	A, 2
AX278	Clinical Educator Max	One hour of contact and one hour of preparation.	2	1	A, 2
AX284, MX284	Clinical Educator Min (Qual)	One hour of contact and 30 minutes of preparation	1.5	1	A, 6
AX288, MX288	Clinical Educator Max (Qual)	One hour of contact and one hour of preparation.	2	1	A, 6
AX290	Accompanist	One hour of contact and one hour of preparation.	2	1	A, 2
AX295, MX295	Accompanist (Qual)	One hour of contact and one hour of preparation.	2	1	A, 6

Clarifications of some pay codes

Repeat classes	A repeat rate must be preceded by the initial rate. Repeat lectures and tutorials should only be used when substantially the same class is repeated within 7 days (Monday to Sunday). (EA Schedule 1, B).
Lecture vs Tutorial vs other delivery	Within the University, various terms are used to describe delivery of education. The EA only explicitly mentions a few. What is the appropriate way to match a type of educational delivery to the options given in the EA?
	The easy case: if an education activity is called a lecture (or tutorial) in the subject outline or timetable, then a casual academic staff member needs to be paid for a lecture (or tutorial respectively). (EA Schedule 1, B). However, lectures and tutorials are not normally delivered by casual academics.
	To help understand what to do for other cases, it is useful to note that the EA splits the standard contact options into two tiers. [We will consider the use of Other academic activity options separately.] The options in the top tier are called lectures and paid based on level B step 2. The various options differ by the amount of preparation required. The other tier contains the other activities – tutorials, clinical education and musical accompanying. The various options differ by the amount of preparation required. The pay for this tier is based on either Level A step 6 (for 'qualified') or Level A step 2 (otherwise). [In AWM, Other Standard Contact sub-types and Standard Preparation also belong in this tier.]
	The EA does not give definitions for some of the activities. For those that are not explicitly defined, the recommendation is to consider education delivery a 'lecture' when the presenter is qualified and in control of the material they present and (within reason) can create/modify what is presented. The different levels of lecture (basic, developed and specialised) should then depend on how much material the presenter is expected to create/modify (and the difficulty of doing so).
	Other deliveries can be considered to come from the second 'tutorial' tier. In this tier, the deliveries are constrained: for example, by preceding lectures; or preceding asynchronous learning content; or a high quality pre-prepared lesson plan; or a supervising convenor etc. The EA primarily uses the context (eg clinical education) to determine the different codes within this tier. In particular, a 'tutorial' would refer to a situation where the context of the class is established by a lecture or asynchronous learning content (etc), but the tutor is expected to contextualise to their own class (and hence receive 2hr preparation as per the EA).
Commercial decisions to pay higher rates (market rates)	EA Schedule 1, B sets the minimum standards for payments to casual academic staff. Paying above the EA standard does not violate the agreement. However, this should not usually occur to be sustainable. At times though, a higher rate of pay is needed to meet market rates – for example a practicing dentist who runs a simulation clinic. Three key principles apply for paying higher rates: (1) approval by the Executive Dean, (2) transparency and (3) being consistent with the meaning of pay codes.

	Firstly, any planned use of higher rates for casual academic staff should be recorded within the school/university workload policy and approved by the Executive Dean.
	Decisions about market rates should be based on a certain set of subjects and type of employee (eg practicing dentists working in simulation clinics in named subjects). They should not be based simply on the individual.
	Secondly, when a market rate is used in any work item, it should be clearly indicated in AWM (for example: noted in the comment field of the work item). This promotes transparency to both the casual academic staff member and creates a clear audit trail.
	Thirdly, when higher rates are used, pay codes should keep their meaning in terms of hours. A poor use of higher rates is to consider pay codes used for contact (eg basic lecture) as an hourly rate. This contradicts an inherent meaning of the pay code (e.g., 3 hours per 1 unit). This contradiction creates confusion for the staff member.
	The preferred way to implement a market rate is to select the "commercial rate – approved market rate" box. The staff is then paid at the qualified rate. The pay code is prefixed with MX instead AX to indicate that a market rate has been used.
	If the standard qualified rate is not sufficient, another way to pay at an even higher rate without confusion is to use the 'Significant' sub-type. The hourly pay is increased by 50% over the standard value. To achieve this for 'contact', use the Other-specialised sub-types in AWM. Additionally, enter in the preparation separately using the 'Significant' sub-type. All of these are then converted into AX180 or AX185 (qualified). The "commercial rate – approved market rate" box is also available to make the level of pay to be the significant qualified rate – the MX185 pay code in such a case.
	Another example of higher rates is for a clinical educator. The standard rates give either 0.5 or 1 hour preparation per hour of contact. If the clinical educator is expected to do 2 hours of preparation (ie a higher rate) then a 'tutorial' can be used instead. If extra preparation is required, use the preparation work-type to provide an additional allocation.
Other contact sub-types	For the Contact work type, several of the sub-types are listed as 'Other'. These sub-types certainly have their uses, however, if not used correctly can violate the EA's clauses about minimum preparation required for certain activities (eg lectures and tutorials).
	So, these sub-types should be avoided unless necessary. When they are used a comment MUST be included in the work item to show that the work requested is compliant with the EA. The comment is visible for the staff member and will provide an audit trail for the future.
	An example comment could be "Lab demonstration 2 consecutive 1hr classes each week based on pre-prepared lab manual. Preparation to read the manual is in separate item".

Non-standard educational activities	Any non-standard educational activities should be documented in the school/university workload policy and be approved by the faculty executive for the school workload policy, or the DVCA for the university workload policy.
Which marking rate should be used?	The marking rate is determined by two factors. The first factor is the 'qualified' option. This needs to be used if the staff member has a relevant doctoral qualification (or formally assessed equivalence). The second factor is if the marking is 'standard' vs 'significant'. The EA says 'standard' marking is "routine marking of student assignments, essays, short answer and multiple choice examinations", whereas 'significant' marking means "marking as a supervising examiner, or marking requiring a significant exercise of judgement appropriate to an employee at Level B status". The Executive Deans have agreed that the significant rate should be used for subjects at the 500 level and above. There may be some 500+ level subjects where the marking is standard and not significant. In these circumstances, schools can make a case to the Executive Dean for approval to depart from this rule of thumb and such approvals would be captured in the school/university workload policy. This approval would be at the subject level, not the assessment level. Similarly, there may be some 100-400 level subjects where significant marking is required, which should also be approved by the Executive Dean and captured in the school/university workload policy. The workload planner should include a comment against the workload item in AWM to explain the departure from the rule, noting that the comment will be visible to casual academic staff as well as provide an audit trail. If a staff member has a relevant PhD then they should receive the qualified rate, but this should not influence if they receive the standard or significant rate.
Completion of mandatory modules	Casual academic staff must be paid for completion of mandatory ELMO modules. This should be based on the expected completion time of the modules and use the 'Other' work-type (ie paid at the Other Academic Activity rate). If a casual academic works across multiple schools or has worked during a prior session, you may wish to check whether they have already completed these modules. When allocating time for completion of mandatory modules, you should add a note to 'Detail' to indicate that these modules should only be claimed if not already completed. Casual academics may complete but are not entitled to be paid for undertaking modules that are not compulsory.
Minimum engagement	In the EA, there is a clause (EA Schedule I, Part B) that says concerning academic casual academic staff: "A casual employee must be engaged and paid for at least two (2) hours of work on each occasion they are required to attend work by the University, inclusive of any incorporated time and payment for preparation or associated working time." This clause refers to on campus work. Most of this work will be lectures or tutorials that have

	associated preparation time and will therefore not require any change in practice or contracts. However, any contact that has less than 1 hour associated preparation might violate this clause unless the casual academic is coming on campus for at least 2 hours of work. This applies to any of the following activities where they require attendance on campus: Marking; Other academic activity; Clinical education (min). If the work is on campus, make sure that the casual academic has 2hrs of work whenever they come onto campus. In all uses of these codes, the comment should make it clear what the activity is and thus, if on campus, that the minimum engagement is 2 hours. An example of a sufficient comment is "Demonstrator 14 two-hour prac classes". If there are any other situations in your school where staff must come on campus to do work and the contact category is not used, then double check those situations too.

Issuing am Offer of Casual Academic Employment and/or Schedule in AWM

Once you have planned the schedule of work that you wish to assign to the casual academic staff member, and it has moved through the checking process, it will need to be approved by the Head of School (or Delegate) in the system to enable the offer and/or schedule to be issued. Upon approval, the AWM system will generate an email to the casual academic staff member, alerting them of their offer and/or schedule and pointing them to the work items that have been planned in AWM. This email will be sent to the non-CSU email address the casual academic staff used to register.
Some casual academic staff will check their CSU email address more commonly, so it is worth alerting them to this. \ Within AWM, Casual academic staff can see their work offer and accept it by logging in https://apps.csu.edu.au/awms/candidateAccount/ (the same place they registered).

 If work items for an offering have the same pay code, they are combined to form one line. This happens primarily with the Other Academic Activity codes. As per the pay code mapping given above: setup, consultation, preparation (when not connected to contact), analysis, moderation, travel, supervision, development and other work-types are all mapped to the Other Academic Activity codes (AX170/175/180/185 depending if qualified and/or significant, or relevant codes for market rates) and so are usually combined in Web Kiosk.

Once the casual academic has accepted their first item, it will trigger the information being sent to the HR system, even if not all items are accepted. The casual academic can query or decline individual pieces of work at the same time. NOTE: Employee Services will need to process the acceptance, which will generate access for casual academic staff members to Charles Sturt systems. The first time a casual academic staff member accepts an item, it takes some time for Employee Services to process, so plan ahead.

Orientation and Induction

Your time investment in assisting with your casual academic's orientation and induction helps facilitate a smooth transition to the way we work at Charles Sturt, enabling a positive experience for all involved. Casual academic staff must complete the compulsory ELMO modules). (See DPC site for more information.)

The current compulsory modules are:

Module	Time to Complete
Orientation	15 minutes
IT Fundamentals	30 minutes
Safe You @ CSU	15 minutes
Fire and Emergency Procedures	30 minutes
Information Security Awareness	15 minutes
Child Safety	1 hour
ESOS	30 minutes
HESF	30 minutes
Fraud and Corruption Awareness	30 minutes
Academic Integrity	2 hours
Copyright for Teaching Note: most casuals will not teach, so this will not be required	30 minutes
Foreign Interference	30 minutes

Completion of research/ethics modules is not required as casual researchers must be engaged as professional staff.

It is essential to discuss the following aspects with the casual academic staff member so they have a clear understanding of how to lodge a timesheet claim:

- **Pay code(s) applicable to their contract:**
  - Claims will be made in units.
  - What is the meaning and equivalent hours for each unit. For example: 1 unit of AX240 (Basic lecture) for timesheet submission = 1 hour delivery, plus 2 hours preparation.
- **When to claim work:**
  - Work should only be claimed once the work has been completed. A staff member should not claim for work they have not done.
  - The staff member should claim what has been completed each fortnight. If they do not claim regularly, their IT access will be cut off due to inactivity.
  - Within two weeks of completing the final piece of work, the casual academic should review what has been claimed to make sure their claims are correct.
- **Census date:**
  - Work items that depend on student numbers will be revised after census date once final enrolment numbers are known.
- **Additional Hours:**
  - An attempt to claim more than allowed by the contract will be rejected. Any requests for extra hours must be made to the academic workload planner. The request should be done before extra work is performed (since it may not be approved). An approved request requires a change in the contract. Most activities are not likely to be altered.

Timesheets Submissions

- **When can casual academic staff lodge a pay claim?** Once a casual academic staff member has completed some of their work items, they can lodge a claim for it by submitting an online timesheet in Web Kiosk. DPC has put together a user guide; Submitting-Casual-Academic-Timesheets-[User-Guide](#) and [Quick Reference Guide](#),
- Casual academic staff should submit their timesheets fortnightly, close to the time of work completion.

Timesheet Approvals

Casual academic staff should submit their online academic timesheets for approval on the Thursday before the following payday to allow adequate time for approval checking and processing.

For each Faculty, the Faculty Operations Team are the timesheet approvers of the casual academic staff pay claims associated with offers and schedules issued via AWM. Listed below are some aspects of the approval process:

- The submitted timesheet is checked and either approved or rejected. Some of the checks include making sure: there is no overclaim; there is no more than 10 units on a single day; and the work dates fall within or before the current pay period.
- **Rejected Timesheet:** When a timesheet is rejected, casual academic staff will receive an auto-notification via the Web Kiosk system. The Operations Team member will send a detailed email to the casual academic staff, advising of re-dress actions required, i.e., re-submit. If an overclaim has occurred, the Operations Team will refer the casual academic to their relevant Academic Workload Planner and/or School contact.
- If casual academic staff need to fix up a mistake in a timesheet, they will need to reverse the previous claim. The reversal is achieved by submitting a negative amount. This is best done while simultaneously making a positive claim for work performed but not yet claimed, so that they do not owe the university any money.
- NOTE: Timesheet approvals and rejections are based on the work items approved within AWM at that point in time and cannot take account of any items in planning or draft.

Updates after census date

After census date, work items based on student numbers should be updated with post-census enrolment figures. This process can be completed a week after census date in AWM via the [School Administration -> Post Census Actions](#). All increases in student numbers must be updated. A decrease in students should be updated unless there are exceptional circumstances. Even if no change is made, it should still be acknowledged on this screen by selecting the 'disregard post census numbers' option.

An example of an exceptional circumstance is when work was done before census based on who was still enrolled in the subject, but there was a considerable decrease in numbers after the work was completed. If the change is considerable, an update to the post-census figures could constitute an underpayment to the casual academic staff member. This circumstance is likely to be unusual since early stakes assessment are commonly auto-marked.

Three weeks after census the Operations Team will review the post-census actions and all contracts to ensure they are compliant with the EA. If there are any issues, they will contact the school to resolve.

Reports available

Casual academic staff: Can view their Timesheet History and Casual Academic Contract balances within Web Kiosk. The [User Guide](#) can assist. In checking these details, casual academic staff will see all the hours of work (in terms of pay codes) they can claim and what they have already claimed.

Operations Team: The Faculty Operations team run a periodic report which is sent to the School-Office email account after the timesheet approval cut-off for each pay period:

- Casual academic staff contract balances
- Timesheet history (shows claims made by casual academic staff in the current pay period)
- **Team casual academic balance through aPay Extend.** Ad hoc reports are available upon request
- These reports are important to consult (or request) before revising down work items (e.g. after census date).
- The school should review the periodic report information provided to identify any potential anomalies or errors that may need addressing, for example, casual academic staff did not work the dates claimed.

Amendments to work items

At times there may be a need to amend work items, mainly post Census Date. There are some critical aspects to amending contracts in AWM and informing your casual academic staff member:

- Ensure that any contract amendments have completed the 'full approval' process

- Likewise, increased or new work items in AWM do not flow into a change of available units in Web Kiosk until the casual academic has accepted the item. (Any reductions though are automatically applied.)

- When you become aware of a required amendment, please treat this as urgent and take action as soon as possible. Delays in adding or reducing allocated work units can create a lot more work for all stakeholders involved. Casual academic staff may not be paid promptly (in the case of an increase), or even that the casual academic staff member may be overpaid (in the case of a decrease) and may need to repay these funds to CSU; this is not a pleasant experience for all involved.

- If you need to revise a work item and *reduce* hours, you should check if the reduction would alter the number of hours below what has already been claimed. This information is available in the reports provided by the Operations Team regularly to the School Office email. For a current account, please get in touch with your Faculty Operations Team.

- Overpayment: In some circumstances, the Operations Team may need to work with the Academic Workload Planner (School) casual academic and DPC to recoup an overpayment. Unfortunately, this is not an uncommon circumstance, and an early review of possible claims is beneficial.

- The table below provides a summary of common issues encountered and the best practice approach to avoid the occurrence of these.

Common Issues encountered

Issue/ Area of Concern	Details	Best practice
Pay codes: Hours versus Units	A common cause of confusion with pay codes is the difference between hours (in AWM) and units claimed in Web Kiosk on timesheet. Several pay codes, for example, AX240 Basic lecture require a claim of one unit, that will correspond to; One hour of delivery and two hours of preparation; a total of 3 hours.	• Upon induction/ orientation explain the pay codes attached to work items particularly, and how these should be claimed with the correct units in Web Kiosk See section above: Hours versus Units, including summary table
Subject versus Session of offering	When making a timesheet claim, the casual academic staff member needs to pick the session code (for an offering) or year (for a subject). Claims for different sessions need to be completed as part of different timesheets. When a staff member is working for an offering and a subject at the same time, separate timesheets ate needed. This confuses staff. So, the use of subjects thus makes timesheet claims more difficult.	• Base contracts on session offerings where possible. • Minimise the use of casual academic contracts assigned to subjects. • One of the few cases where you would have a contract for a subject may be where the contract relates to 'development of a subject' and the work will take place in advance of the session offering
Deleting a work item in AWM	Deletion of work items that have previously been accepted by a casual academic staff member is sometimes not fully processed and approved. If the deleted item is not approved, it will remain on the casual academic staff member's view in the casual portal. This results in a risk of the casual academic staff member submitting timesheets and being paid for that work item. NOTE: When an item is changed in AWM, the timesheet approvers (Faculty Operations Team) cannot tell until when	When deleting a work item, checks and communication of the changes are required: • Check Web Kiosk reports to see if the casual academic staff member has already claimed any items or contact the Faculty Operations team to obtain a report • Communicate the change both with the casual academic staff member and the Faculty Operations team whenever contracts are revised down significantly, or the revision causes a change in pay code. • If a work item is deleted within a contract, you must add a reason why it was deleted in the comment part of the work item in AWM for

	contracts are revised down or pay codes changed (adding or removing qualified rate) this can create a risk of overpayment.	information and audit purposes. This comment will be visible to the casual academic staff member as well as appear in the History Log. • Check that all deletions and approvals have flowed through correctly. • The above checks are key to avoid possible overpayment
Changing an offering (Session) of an item	When an item's offering is changed (e.g. changing delivery from STA201_202330_OAI to STA201_202360_OAI) this makes timesheet approval difficult since the record of previous claims are lost. Overclaims are difficult to keep track of. Usually the only reason to do this is to fix an initial mistake.	Prior to making any changes: check if the casual academic has had any timesheets approved previously (check on the Contract Balances/ Timesheet claims reports, or lodge a request with the Faculty Operations team for the claims information). There are 2 factors to take account of to determine next best steps: **1. No timesheets have been approved** – this is good news, proceed to amend the contract and notify stakeholders of action. **2. Timesheets have been approved:** Remediation action is required: • Option 1: Revise down the existing item to what was claimed and adjust the comment to reflect what has occurred. Then create a new item for the correct offering for the remaining hours. • Option 2: Amend the item in AWM. Then request the casual academic staff member to reverse the claims for the original offering and then make the claim for the new offering. Faculty Operations will assist in providing direction to the casual academic staff member on the actions required. • Option 1 is preferred since it is a more pleasant experience for the staff member, however, AWM will not accurately allocate the work to the correct session. • Complete revision actions ASAP to avoid further errors or complications. Remember to check on the revised contract that all deleted items have been approved at all levels.
Changes to Occupancy Layer	The occupancy layer describes a staff member's current record in the HR system. If the HR record changes, then a new layer is created (e.g. this occurs when schools are changed in a	• Avoid multiple different end-dates to work items.

	restructure). [A continuing/fixed term staff member can see all their different occupancy layers they have had via Web Kiosk > Employment > Appointment details]. A casual academic staff member cannot claim in one timesheet from more than one layer and must instead = submit multiple timesheets (one for each layer). This can be very confusing for casual academic staff.	• If a casual academic member is having trouble with claims, then occupancy layers may be the cause. Refer them to employee services (dpc@csu.edu.au) for assistance.
Casual academic Staff residing outside of Australia	• The payroll system can only handle people who are Australian residents for tax purposes. Regardless of whether the casual academic is an Australian Citizen, or has an Australian bank account, it should not be assumed that they are Australian residents for tax purposes. • Casual academic staff residing outside of Australia may require a different contract process. Work should still be planned in AWM, but contracts must **not** be issued from AWM. • It is imperative to contact the Faculty Operations Team before work is planned, as these types of contracts may involve consultation with CSU Tax Accountant and the Legal Team, must meet Contractor Safety requirements, and require prior approval by the Faculty Office and require the approval of the Provost as the delegated signatory.	• Consult with Faculty Operations team regarding ALL casual academic staff who reside outside of Australia **before work is planned**, regardless of whether they have an Australian bank account or are Australian Citizens. • Faculty Ops will confer with the CSU Tax accountant for advice on the correct contract requirement. Allow 4 weeks lead time for processing.

Glossary

- *AWM*: The academic workload manager (https://apps.csu.edu.au/awms/index/home). The system to record in writing workload policies and workload allocations. The system also allows for offers of employment and schedules to be generated for casual academic who are Australian residents for tax purposes.
- *Enterprise Agreement* (EA): The Charles Sturt University Enterprise Agreement - 2023-2025.
- *Head of School (HOS) or equivalent*: The head of the unit. For schools and centres, the title can be head of school, director, or dean. For units not within the faculties (e.g. pathways unit with Division of Student Success) then this refers to manager of the unit.
- *Pay code*: A code used for casual academics to indicate what type of work is being performed and what money should be paid. The codes used are defined by the enterprise agreement.
- *Casual academic*: A casual academic can have casual contracts with multiple schools at the same time. Acknowledgements

This document was compiled by Michael Kemp under the direction of Megan Smith using a variety of sources and input. The enterprise agreement was the chief source. The NTEU drafted a guidelines document about workload policy development. That document was used as the basis for the policy section; the steps and some of the words come from that document. The managers of the faculty operation teams did an investigation of administrative processes around workloads. That report was used to inform sections on roles, responsibilities, timelines and contracts (often heavily). There was direct input by representatives from all three faculties, Division of People and Culture, Division of Learning and Teaching, School Executive Support Officers, Faculty Operations teams and a Faculty Administration Manager.

Appendix 1 – Enterprise Agreement Clause 30 Extract

30. ACADEMIC WORKLOAD ARRANGEMENTS

Introduction

30.1.   Through the provisions of this clause, the University is seeking both to fulfil its academic mission and to assist its academic staff to achieve their career goals and aspirations, taking into account the strategic priorities that apply to the University from time to time.

30.2.   The objective of this clause is to ensure that workloads are equitable, transparent, manageable and without risk to health and safety.

Principles

30.3.   A supervisor will not ask an employee to work excessive hours. It is the responsibility of the University's supervisors to ensure that an employee is not working excessive hours and is not working in excess of any hours of work or limits prescribed by this Agreement.

30.4.   It is the responsibility of Heads of School or equivalent to plan academic workloads sufficiently in advance to allow for the provisions of this clause to be met in a timely manner.

Academic Workload Policy

30.5.   Consistency of academic workloads across Faculties and Schools will be guided by the University-wide Academic Workload Policy (AWP).

30.6.   Schedule VII - Academic Workload Policy Development and Review sets out the process for the development and the amendment of the AWP, including the process for approving variations.

Academic Workload Committee

30.7.   The University and the NTEU shall maintain an Academic Workload Committee (AWC) for the purposes of monitoring and supporting the implementation of, and compliance with, this clause.

30.8.   The committee will be comprised of:

      i   the Deputy Vice-Chancellor (Academic) or nominee (Chair);

      ii   an academic representative from each of the three (3) Faculties;

      iii   three (3) employees nominated by the NTEU;

      iv   DPC representative (ex-officio); and

      v   WHS representative (ex-officio).

30.9.   The role of the Committee is to:

      i   develop, review, monitor, and evaluate the application of the University-wide AWP in accordance with this clause and Schedule VII - Academic Workload Policy Development and Review of the Agreement;

      ii   receive and review requests for variations to the AWP for an academic unit or discipline, and endorse where appropriate;

      iii   monitor the academic workload processes in the context of overall quality assurance;

> iv   monitor the workplace health and safety implications, including work overload, of the AWP;
>
> v   research, review and promulgate workload management best practice;
>
> vi   provide advice on workload management and policy variations when requested; and
>
> vii   discuss and assess the impact of new teaching technologies and recommend revisions to the AWP as necessary.

30.10. The Workload Committee shall meet at least five (5) times each year.

Work Functions

30.11. The normal annual workload for a full-time equivalent (FTE) academic employee is one-thousand, seven hundred and twenty-five (1,725) hours, which is derived from forty-six 46 weeks (52 weeks less four (4) weeks annual leave and two (2) weeks of public holidays) multiplied by thirty-seven and a half (37.5) hours per week.

30.12. Based on their work function, academic staff are entitled to and will be allocated an appropriate mix from the following activities:

> i   teaching and scholarly activity;
>
> ii   research and/or creative activity including scholarship of teaching and learning;
>
> iii   professional activity; and
>
> iv   leadership and service.

Work Function	Academic Year/s Commencing	Teaching	Research/ Creative	Professional Activity	Service
Teaching and Research/ Creative and Charles Sturt Academic Fellow	2023	Maximum of 60% (1,035 hours)[1]	Minimum of 30%	-	Minimum of 10%
	2024-2025	Maximum of 55% (948.75 hours)[1]	Minimum of 35%	-	Minimum of 10%
	From 2026	Maximum of 45% (776.25 hours)[1]	Minimum of 40%	-	Minimum of 15%
Teaching and Professional	2023-2025	Maximum of 60% (1,035 hours)[1]	Subject to sub-clause 30.13	Minimum of 30%	Minimum of 10%
	From 2026	Maximum of 55% (948.75 hours)[1]	-	Minimum of 30%	Minimum of 15%
Scholarly Teaching Fellow	From 2023	Maximum of 80% (1,380 hours)[1]	-	-	Minimum of 20%
Teaching Focused	From 2023	Maximum of 80% (1,380 hours)[2]	Subject to sub-clause 30.13	-	Minimum of 10%

Research Focused[3]	From 2023	Maximum of 30% (517.5 hours)[1]	Minimum of 60%	-	Maximum of 20%
Academic Institutional Leadership	From 2023	A mix of activities as agreed between the employee and the supervisor, provided that where an employee's substantive work function is Teaching and Research/Creative, they are entitled to a minimum 10% research/creative allocation.			

Notes:

[1] 5% of teaching allocation is dedicated to scholarly activity.

[2] 10% of teaching allocation is dedicated to scholarly activity.

[3] An employee with a research focused work function may exceed the maximum 30% teaching workload allocation for HDR supervision by mutual agreement with their supervisor.

30.13. From the 2024 academic year, academic staff on a teaching focused or teaching and professional work function may request a 10% research/creative allocation. Heads of School (HOS) or equivalent will evaluate such requests against the employee's demonstrated ability to undertake these activities in a field of research relevant to the work unit in question and such requests will not be unreasonably denied. In the event that the employee secures research funding, the HOS may agree to a higher research allocation.

30.14. With the approval of the supervisor of the employee, work associated with the completion of an HDR that is a requirement of the employee's professional development (see Schedule IV - Performance Planning, Development and Review) will be allocated as the full research component of the employee's total workload for research and/or creative activity, provided that:

  i   the HDR aligns with the field of knowledge to which the employee is appointed;

  ii   the employee provides the Head of School or equivalent with an annual statement from their HDR supervisor which certifies that demonstrable and satisfactory progress is being made on the degree;

  iii   this allocation is applied on a pro rata basis in the year in which the degree is commenced and in the year it is passed by an examination committee or equivalent;

  iv   the allocation is applied on a pro rata basis in any year in which the employee takes a period of approved leave of absence from their studies; and

  v   the allocation does not exceed the standard duration for completion of the degree (excluding leave of absence from their studies).

Change of Work Function

30.15. Upon application by the employee and with the approval of their supervisor, an employee is entitled to move between work functions. An employee may submit a written application six (6) months prior to the proposed change in function commencing, unless a shorter timeframe is mutually agreed. The application will include details of the rationale for the change, the end date of the change and the expected outcomes during the nominated period. The period of a change in function will be mutually agreed. At the expiration of the approved period, the employee will return to their previous work function. This return to their previous work function can be modified by the mutual agreement of the employee and the supervisor, normally with a period of six (6) months' notice. A reasonable notice period will be allowed prior to any discussion relating to movement between work functions, and

an employee may have a support person in attendance at such a meeting. This clause does not apply to secondments or buy out of teaching.

Teaching Focused Cap

30.16. The University will aim to limit the proportion of teaching focused academic staff to 17% of the total equivalent full time academic employees of the University.

30.17. The University may extend the proportion of teaching focused academic employees to a maximum of 20% by creating new positions or through employee-initiated requests by current academic employees to transition to a teaching focused work function from another work function. The University will provide data on the total number of teaching focused academic employees (FTE) and the total number of academic employees (FTE) to the ECC twice a year, or up to quarterly if requested by the ECC.

30.18. Where new positions are created, all new teaching focused positions will be filled through an expression of interest process from among fixed term and casual University employees who have been:

    i   employed in the relevant discipline for at least one (1) teaching session in the previous three (3) years; and

    ii   performing satisfactorily in their role as indicated by repeat employment in the discipline or performance planning, development and review outcomes.

30.19. If no internal applicant is appointable to a new teaching focused position, the University may advertise the position externally.

30.20. Where an employee-initiated request for transition to a teaching focused function is made, sub-clause 30.15 will apply.

30.21. Scholarly Teaching Fellows and appointments to the School of Policing Studies are excluded from calculation of the teaching focused cap.

Research Provisions

Principles

30.22. The University is committed to enhancing its standing in research and will identify criteria to guide the transition of its teaching and research/creative workforce towards an increased workload allocation for research. A HOS or equivalent may increase research allocations, or an employee may request an increased research allocation.

30.23. The University acknowledges that employees do not have complete control over publication decisions by journals or the outcomes of grant applications and that discipline-specific issues may impact research outcomes. All research performance processes and research active assessments will acknowledge particular discipline contexts.

30.24. Expectations of research performance will be commensurate with an employee's research workload allocation and academic level.

30.25. Staff allocated a minimum research workload allocation will not be expected to exceed minimum research expectations for their academic level.

30.26. Academic employees with no research allocation in an academic year are not required to undertake research activities or produce research outcomes in that year.

Research Workload

30.27. Management processes and policies on teaching buyout must be clear, equitable and transparent to all employees.

30.28. Where research funding includes teaching buyout, the timeframes and deadlines identified in the research project will inform the teaching sessions and subjects against which it is to be expended.

Research Performance and Support

30.29. The University will continue to provide research support that may include advice and mentoring especially for junior academic employees, time and funding to attend suitable conferences (where budgets permit), utilising research teams, configuring teaching and other work duties to allow a reasonable period of research time and other appropriate support.

30.30. Research support will be discussed between the employee and their supervisor in their performance planning, development and review meeting and where career advancement opportunities arise.

30.31. Where a staff member does not receive the support arranged through the performance planning, development and review process, this will be taken into account when evaluating their research performance.

30.32. Any research performance process adopted by management must:

　　i　　Be in accordance with the Australian Research Council definition of research; and

　　ii　　Average an employee's research performance over at least a three (3) year period; and

　　iii　　Recognise the full range of research activities undertaken by an employee, including successful and unsuccessful outputs throughout the review period (e.g., unsuccessful publications and grant applications); and

　　iv　　Be adjusted in the relevant academic year, to account for an employee's fraction, leave and teaching hours; and

　　v　　Attend to diverse academic discipline standards and conventions; and

　　vi　　Provide appropriate support for employees where outcomes are, in principle, within an employee's control to achieve.

Charles Sturt Academic Fellows

30.33. Charles Sturt Academic Fellow (CSAF) means an academic employee who is engaged in teaching duties and research towards an AQF10 qualification and is drawn from an applicant pool of casual and fixed term employees with at least twelve (12) months' academic employment in total in Australian universities within the last three (3) years, and who has never held an ongoing position at an Australian university.

30.34. A CSAF appointment provides a pathway for casual and fixed term employees without a Higher Degree by Research (HDR) to gain an AQF10 qualification at the University.

30.35. The University will create, advertise and use its best endeavours to fill at least fifteen (15) CSAF positions by the nominal expiry date of the Agreement (4 July 2025). The University may give preference to internal applicants when seeking to fill CSAF positions. CSAF may be used as a conversion option for casual academic employees.

30.36. The University will take into account overall budget position, casual teaching load and research performance at the disciplinary (or equivalent) level to determine the fields in which such positions will be advertised.

30.37. Appointments to CSAF positions will be:

    i   on the basis of merit;

    ii   at Level A

    iii   with the same work allocation as Teaching and Research/Creative;

    iv   on a continuing basis;

    v   to any appropriate campus;

    vi   on a full time or part time basis.

30.38. Acceptance into an AQF10 program at the University is a precondition for a CSAF. For the duration of the Fellowship, the research component of the employee's work function will be assigned to the coursework and research components of their AQF10 program, and continued satisfactory progress towards AQF10 completion will be deemed sufficient to meet the research performance expectations of the employee.

30.39. On successful completion of their AQF10 program, the CSAF will be transferred to a continuing position with a teaching and research/creative work function at Level B.

30.40. If the CSAF has not completed the AQF10 program within seven (7) years of the commencement of their CSAF appointment, the employee will be transferred to a continuing position with a teaching focused work function at Level A.

30.41. With the approval of the Head of School (or equivalent) and subject to the Higher Degree by Research Policy (or equivalent), a period of approved leave of absence may be taken from the AQF10 program enrolment, for which period the employee will have a teaching focused work function.

30.42. If the staff member withdraws from the AQF10 program or transfers enrolment to another university, the employee will move to a teaching focused work function.

30.43. If the staff member is identified as not making satisfactory progress in accordance with the Higher Degree by Research Policy (or equivalent), the normal policies and procedures of that Policy apply. If this results in termination of candidature, the employee will move to a teaching focused work function.

30.44. Notwithstanding the above, candidates are eligible to apply for promotion.

Scholarly Teaching Fellows

30.45. Scholarly Teaching Fellow (STF) means an academic employee who is engaged principally in teaching delivery and teaching-related duties and is drawn from an applicant pool of casual and fixed term employees with at least twelve (12) months' academic employment in total in Australian universities within the last three (3) years, and who has never held an ongoing position at an Australian university.

30.46. There will be no new appointments to the STF scheme from the date of commencement of this Agreement. The following applies to STFs appointed under previous agreements.

30.47. Six (6) months prior to the end of a STF's third year of appointment, an evaluation process will be undertaken between the employee and the supervisor to identify whether the STF will transfer to a teaching and research/creative, a teaching and professional, teaching focused or CSAF appointment. The evaluation process will include a discussion of opportunities for promotion of a Level A STF to a Level B appointment if a teaching focused or teaching and research/creative role is identified.

30.48. Where an STF has served more than three (3) years and they are appointed at:

    i   Level A, they will be transferred to either a teaching focused appointment or a CSAF within six (6) months of commencement of this Agreement;

    ii   Level B and they:

        a)   Do not hold a doctoral qualification, they will be transferred to either a teaching focused appointment within six (6) months of commencement of this Agreement; or

        b)   Have commenced a doctoral qualification, either at Charles Sturt University or another university, they will be transferred to a CSAF within six (6) months of commencement of this Agreement. In these circumstances, the restrictions that normally apply to a CSAF in terms of the level of the appointment and the requirement for enrolment in an AQF10 program at Charles Sturt University will not apply. Sub-clauses 30.40 to 30.43 will apply to these employees, and the University may reasonably request evidence of satisfactory progress status and/or continued enrolment for CSAF employees undertaking their doctorate at another University; or

        c)   Hold a doctoral qualification or are deemed to have equivalent standing, they will be transferred to a teaching and research/creative appointment within six (6) months of commencement of this Agreement.

Individual Workload Allocation

Principles

30.49. Individual workloads will be determined on a fair, transparent and consultative basis taking into consideration:

    i   employees' levels of appointment and time fractions;

    ii   the needs of early career academic staff;

    iii   the importance of maintaining an appropriate balance between work and personal life;

    iv   employees' career development, aspirations and requirements;

    v   University and community service commitments, including participation on committees;

    vi   reasonable accommodation of carers' responsibilities;

    vii   reasonable accommodation of a disability;

    viii   family and personal circumstances;

    ix   the taking of leave entitlements

    x   the time it takes an employee to perform required tasks in a professional manner;

    xi   modes and hours of delivery;

xii   the level of subjects being taught;

xiii   subject preparation and curriculum development;

xiv   supervision of staff, students and field work;

xv   the predicted number of students to be taught by the academic;

xvi   research, scholarship, creative production;

xvii   internal and external professional work;

xviii   overseas teaching and international commitments;

xix   intercampus and other University related travel.

30.50. The supervisor of the academic employee will be responsible for approving the workload allocation after consideration of the views of the employee and the requirements of this clause.

Working Hours

30.51. An employee's required duties will be such that they can be reasonably expected to be completed within an average of thirty-seven and a half (37.5) hours per week (pro-rata).

30.52. No employee will be required to:

i   take on the delivery of teaching beyond the limits contained in the AWP;

ii   work more than ten (10) hours per day or forty-five (45) hours per week or one-hundred and eighty (180) hours per four (4) week period (pro-rata), without a commensurate reduction in working hours to bring them back to an average of thirty-seven and a half (37.5) hours within ten (10) working days of working above these thresholds, unless otherwise agreed by the employee in writing;

iii   teach on weekends or Public Holidays, except occasionally with employee agreement in intensive teaching periods, weekend schools and field excursions;

iv   work overseas unless international travel is a specific requirement in their contract of employment;

v   commence teaching within twelve (12) hours of the conclusion of teaching delivery, or other allocated duties, conducted on the previous day;

vi   teach more than:

    a. an average of thirty-three and three quarter (33.75) hours per week (pro rata) during a main teaching session;
    b. six (6) hours face-to-face or online per day, with the exception of intensive teaching periods;
    c. four (4) hours without a break of at least thirty (30) minutes;

vii   supervise higher degree by research (HDR) topics in which they have no disciplinary expertise, provided that the employee may be required to undertake replacement supervision, where they have appropriate methodological expertise.

Teaching Free Period

30.53. Except for employees in the School of Policing Studies, academic employees with a teaching and research/creative work function will have at least twelve (12) consecutive work weeks in each academic year in which no teaching activities need to be performed, unless otherwise agreed in writing between the supervisor and the employee. Academic employees with HDR supervision responsibilities will not unreasonably withhold availability to HDR students on matters time critical to their candidature during the employee's teaching free period. Supervision teams will use their best endeavours to ensure continuity of supervision arrangements during teaching free periods.

30.54. Where management require an employee to undertake professional development for teaching and learning purposes (including conferences), the University will fund any attendance costs, and the time necessary to attend will be included in the employee's workload allocation up to a maximum of seven and a half (7.5) hours per day.

Planning

30.55. Except for employees in the School of Policing Studies, an employee's provisional workload allocation for the upcoming academic year will be agreed by the employee and their HOS or nominee by November in the prior year and will include at a minimum:

    i   Agreement on when the employee's teaching free period (and other research/creative/professional commitments) will be allocated in accordance with sub-clause 30.53;

    ii   Agreement on significant subject teaching responsibilities by subject and session, including subject convening responsibilities;

    iii   A provisional leave plan for the year, including discussion of how any leave in excess of the amounts stipulated in sub-clauses 42.4 and 43.9 will be reduced.

The allocation will be based on consideration of the matters contained at Clause 30.49 and the needs of the discipline/school. Where an employee's request for consideration of a matter in sub-clause 30.49 is declined, the supervisor will provide a written statement of reasons to the employee.

30.56. The workload planner or employee shall enter the approved allocation in the Academic Workload Manager (AWM) system or equivalent.

Workload Adjustments

30.57. All required work and leave entitlements will be accounted for in workload calculations and performance management processes. In the case of:

a. Annual leave

Employees are encouraged to take their four (4) weeks annual leave each year, and it is assumed in the standard calculation of an employee's annual teaching workload that the employee will do so. Where an employee does not take their full annual leave entitlement during a year, additional work will be allocated to the employee for the leave not taken. When an employee takes accrued annual leave in excess of four (4) weeks, the equivalent workload will be deducted from their allocation. In both cases, the details of the specific work to be added to or deleted from the employee's standard workload will be mutually agreed between the employee and their supervisor, and will be allocated proportionately across their work function, taking into account potential workload spikes and the employee's expertise.

b. Other planned leave

Employee absences on other planned leave such as long service leave and planned personal leave will be taken into account during the initial planning of the employee's workload, or as soon as possible after the details of the leave are known.

c. Unplanned leave

Twice a year (by June and December) management will ask employees to advise their supervisor if they are seeking a workload adjustment for any other forms of leave taken by the employee, to be addressed in accordance with sub-clause 30.60 and 30.61.

30.58. An employee will be advised of census-based adjustments to their workload allocation. When this occurs, work performed by the employee prior to the adjustment will be included in workload calculations.

30.59. An employee with a teaching underload will not unreasonably withhold agreement to add appropriate teaching duties to their workload allocation. The employee's planned leave and approved research plan will be taken into account in determining any adjustment to their workload allocation.

30.60. In the event of an employee having a teaching load above the limit set out in this clause, the supervisor will provide a range of options to remedy the situation from which the employee may choose. Such remedies may include a reduced teaching allocation in an upcoming session, support for conference attendance, research support, and additional options suggested by the employee to accommodate their work/life balance.

30.61. Alternatively, the supervisor and the employee may reach agreement for the employee to not attend work for a period or periods of time. The reduction is a reduction in time an employee needs to account for and attend work but is not to be considered as a form of leave or any form of additional payment, and as such where unexpected work requirements emerge, the Head of School may, with not less than two (2) weeks' notice, alter the above arrangements to meet business needs. If this occurs, the planned period of non-attendance will be rescheduled to the earliest available mutually agreed date, or the options identified earlier in this clause will be re-negotiated.

30.62. These arrangements will take effect from the beginning of the 2024 academic year.

30.63. Except in urgent or emergency circumstances or as set out in sub-clause 30.58, a supervisor will normally consult with an academic employee before making changes that impact on the employee's workload allocation.

Review of Workload Allocation

30.64. Employees may seek a review of their workload allocation by the DVCA or nominee for compliance with the provisions of this clause and the University Workload Allocation Policy. The review shall normally be completed within 10 working days. If the review does not resolve the employee's concerns the matter may be referred to Clause 53 – Dispute Settling Procedure of this Agreement.

30.65. The DVCA will provide a report twice a year (by June and December) on disputes and appeals to AWC.

Appendix 2 – Enterprise Agreement Schedule I, Part B

PART B – CASUAL SALARY RATES

Introduction

1. A casual academic employee will be paid for all hours worked in accordance with this Schedule, as directed by their supervisor, provided that if the employee believes that they will not be able to complete the assigned work within the allocated time, the employee shall bring this to the attention of their supervisor as soon as possible.

2. A casual academic employee must be engaged and paid for at least two (2) hours of work on each occasion they are required to attend work by the University, inclusive of any incorporated time and payment for preparation or associated working time provided in paragraph 9. Supervisors and casual academic employees should organise work in such a way that this requirement is met.

3. A casual academic shall not be responsible for supervising other employees, unless the casual employee is a subject convenor or coordinator. However, at no time shall a casual employee be responsible for the performance management of another employee.

Salary Calculations

4. This Schedule sets out the minimum rates paid to casual academic employees.

5. The salary rates for casual employees referred to in this Schedule are calculated by dividing the appropriate full-time salary rate from Schedule I - Part A by 52.178571 divided by thirty-seven and a half (37.5) hours per week and multiplying the result by the casual loading in sub-clause 20.19 of this Agreement. This calculation determines the base rate by which other rates are determined, depending on the nature of activity undertaken and the preparation time involved.

6. The base rate applicable to lecturing or for purposes of the significant marking rate (defined below) shall be determined by reference to the **Second step of the full-time Level B scale**.

7. The base rate applicable to all other duties, including tutoring rates, not covered by paragraph 9 below shall be determined by reference to the **Second step of the full-time Level A scale**.

8. The base rate applicable where an employee possesses a relevant doctoral qualification shall be determined by reference to the **Sixth step of the full-time Level A scale** ("Qual" rates in the Casual Academic Salary Rates table at paragraph 11 below).

Teaching Activities

9. Definitions of teaching activities and their associated working time shall be:

#	Activity	Definition	Associated working hours per hour of delivery
1	Basic Lecture (Lecture)	The Lecture rate is paid for education delivery described as a lecture in a course or subject outline, or in an official timetable issued by the University, or primarily involving subject material being delivered to students. The associated working time includes: 1. familiarisation with existing lectures;	2

#	Activity	Definition	Associated working hours per hour of delivery
		2. marking directly associated with the delivery of a lecture. It does not include marking of assignments that are not assessable during the delivery of a lecture; 3. administration of relevant student records for which the casual academic is responsible; and 4. unscheduled student consultation immediately before or after a lecture.	
2	Developed Lecture	The Developed Lecture rate is paid where the lecturer assumes significant responsibility for planning and developing a subject or a large part of a subject as well as lecturing or where a lecture or small group of lectures calls for special expertise.	3
3	Specialised Lecture	The Specialised Lecture rate is paid where the lecture material requires a high degree of specialised expertise in a specific area. Specialised lecture rate is normally reserved for visiting experts delivering a single or small number of specialised lectures.	4
4	Tutorial	The Tutorial rate is paid for education delivery described as a tutorial in a course or subject outline, or in an official timetable issued by the University, or primarily involving a supplementary form of educational delivery where matters already covered elsewhere in a subject are discussed, clarified or elaborated. A tutorial is conducted in a small group to enable effective student participation. The associated working time includes: 1. familiarisation with existing tutorial materials; 2. marking directly associated with the delivery of a tutorial such as a tutorial presentation or participation. It does not include marking of assignments that are not assessable during the delivery of a tutorial; 3. administration of relevant student records for which the casual academic is responsible; and 4. unscheduled student consultation immediately before or after a tutorial.	2
5	Repeat Lecture Repeat Tutorial	Repeat rates are paid for a second (2nd) or subsequent delivery of substantially the same lecture or tutorial in the same subject matter within a period of seven (7)	1

#	Activity	Definition	Associated working hours per hour of delivery
		days and any unscheduled student consultation immediately before or after a lecture or tutorial. Subject material re-delivered after seven (7) days will be payable at the original lecture or tutorial rate applicable.	
6	Clinical Education (normal preparation required)	The Clinical Education (normal preparation) rate is paid for any education delivery in a clinical setting involving students working with humans or animals under the supervision of an appropriate academic, where: 1. advanced clinical teaching skills are required; or 2. assessment skills for complex evaluation of student learning are required; or 3. student contact outside of direct clinical teaching is required.	1
7	Clinical Education (little preparation required)	The Clinical Education (little preparation) rate is paid for any education delivery in a clinical setting involving students working with humans or animals under the supervision of an appropriate academic, where: 1. there is minimal preparation for contact periods; and 2. minimal student assessment requirements; and 3. no student contact outside of direct clinical teaching is required.	0.5
8	Seminar	A Seminar shall mean a single education delivery activity that combines lecture and tutorial content and will be paid at the Lecture rate.	2
9	Standard Marking	The Standard Marking rate is paid for routine marking of student assignments, essays, short answer and multiple choice examinations, conducted outside of education delivery hours.	0
10	Significant Marking	The Significant Marking rate is paid for marking as a supervising examiner, or at honours level or above, or marking requiring a significant exercise of judgement appropriate to an employee at Level B status and conducted outside of education delivery hours.	0
11	Other Required Academic Activity	The Other Required Academic Activity rate is paid for, but is not limited to, the following activities:	0

#	Activity	Definition	Associated working hours per hour of delivery

		1. the conduct of:
		    a. practical classes – laboratory based;
		    b. demonstrations - where students observe an appropriate academic employee demonstrating subject material;
		    c. student field excursions - where an academic employee supervises students on excursion and does not deliver any subject material;
		2. the conduct of clinical sessions other than clinical education;
		3. the conduct of performance and visual art studio sessions;
		4. musical coaching, repetiteurship, and musical accompanying other than with special educational service;
		5. basic subject updating or set-up activities such as: setting up subject forums, Learning Management System and Turnitin sites; revising assessment tasks and rubrics; timetable adjustments; textbook ordering; liaising with relevant staff; updating and quality assuring subject outlines; small editorial updates to learning materials and sites;
		6. consultation with students;
		7. undergraduate student and honours supervision;
		8. attendance at school and/or faculty meetings as required;
		9. marking preparation, which may be agreed where assessment design requires markers to undertake significant specialised preparatory work.
		
		This list is not intended to be exhaustive but is provided by way of examples and guidance.	

12	Other Specialised Academic Activity	The Other Specialised Academic Activity rate is paid for any academic work that an employee is required to perform for the University that involves higher-level academic complexity/skill and is not described in Row 11 above, such as: 1. subject coordination activities (including, but not limited to, subject convening and/or coordinating, responsibility for simultaneous multiple-mode or multi-campus offerings of a subject, responsibility for staff supervision/coordination);	0

#	Activity	Definition	Associated working hours per hour of delivery
		2. new subject development or revisions to subject content (including lectures for new subjects); 3. HDR student supervision.	
13	Musical Accompanying	The Musical Accompanying rate is paid for the provision of musical accompaniment to one (1) or more students or employees in the course of teaching by another employee in circumstances where the accompanist deploys educational expertise in repertoire development or expression for student concert or examination purposes, but does not include concert accompanying, vocal coaching or musical directing.	1

10. For **clarity**, compensation for all associated working time worked by a casual academic employee is included the rates of pay prescribed in this <u>Schedule I, Part B.</u>

Casual Academic Salary Rates

11. The casual **academic** rates for the following teaching activities will be:

Code for administrative purposes only		To be paid in accordance with Clause 12			
		Base Rate	4.5%	3.2%	3.0%
		22/07/2022	13/10/2023	11/10/2024	4/07/2025
Prefix, followed by:	Description	$	$	$	$
150	Standard Marking	48.62	50.81	52.44	54.01
155	Standard Marking (Qual)	58.02	60.63	62.57	64.45
160	Significant Marking	67.90	70.96	73.23	75.42
165	Significant Marking (Qual)	67.90	70.96	73.23	75.42
170	Other Academic Activity	48.62	50.81	52.44	54.01
175	Other Academic Activity (Qual)	58.02	60.63	62.57	64.45
180	Other Specialised Acad Activity	72.94	76.22	78.66	81.02
185	Other Specialised Acad Activity (Qual)	87.03	90.95	93.86	96.67
190	Repeat Tutorial	97.25	101.63	104.88	108.03
195	Repeat Tutorial (Qual)	116.05	121.26	125.14	128.90

Code for administrative purposes only		To be paid in accordance with Clause 12			
		Base Rate	4.5%	3.2%	3.0%
		22/07/2022	13/10/2023	11/10/2024	4/07/2025
Prefix, followed by:	Description	$	$	$	$
200	Tutorial	145.88	152.44	157.32	162.04
205	Tutorial (Qual)	174.06	181.89	187.72	193.35
230	Repeat Lecture	135.80	141.91	146.45	150.85
240	Basic Lecture	203.70	212.87	219.68	226.27
250	Developed Lecture	271.60	283.82	292.91	301.69
260	Specialised Lecture	339.51	354.78	366.13	377.12
274	Clinical Educator Min	72.94	76.22	78.66	81.02
278	Clinical Educator Max	97.25	101.63	104.88	108.03
284	Clinical Educator Min (Qual)	87.03	90.95	93.86	96.67
288	Clinical Educator Max (Qual)	116.05	121.26	125.14	128.90
290	Accompanist	97.25	101.63	104.88	108.03
295	Accompanist (Qual)	116.05	121.26	125.14	128.90

12. Nothing in this Agreement shall prevent the University from paying a higher rate for a particular activity.