DIS GENERIC WORKLOAD DESCRIPTION

The percentages given below are of the 36.5 contractual hours assumed as a standard UCL academic working week. There is no assumption that hours worked in addition to these will be divided into research, teaching and enabling activities in a similar ratio.

ACADEMIC STAFF (Lecturers, Senior Lecturers, Readers and Professors):

RESEARCH 35%
- non-externally funded research
- externally funded research
- PhD supervision
- PhD second supervision
- administration of research projects
- research grant applications
- invited talks and research presentations at academic conferences/institutions
- research conference attendance

TEACHING 40% (20% for H.o.D.)
- Delivering, administering and assessing DIS taught modules (the departmental norm is 3 modules)
- INSTG099 masters dissertation supervision (the departmental norm is 8 to 10 dissertations)
- PhD examining (internal and external)
- MRes supervision
- personal tutoring (departmental norm is 8 to 12 personal tutees)
- doctoral training

ENABLING AND PUBLIC ENGAGEMENT 20% (40% for H.o.D.)
- departmental enabling
- non-departmental enabling within UCL not covered by a teaching dispensation
- enabling for professional bodies outside UCL
- talks and presentations at non-academic venues
- etc.

SERVICES TO THE PROFESSION 5%
- peer reviewing (books, journals, conferences, funding bodies)
- conference organisation (programme & organising committees etc.)
- etc.

TEACHING FELLOWS (Including Senior and Principal Teaching Fellows):

DEVELOPMENT OF SCHOLARSHIP 15%
- Pedagogically related research to support teaching
- PhD first and second supervision where this fits with pedagogically related research
- Other activities related to the promotion criteria for teaching fellows
  (www.ucl.ac.uk/hr/docs/proms/teaching_criteria.php) not covered under
  “Teaching”, “Enabling and Public Engagement” or “Services to the Profession”

TEACHING 60%
- activities as for academic staff above x 1.4, with no sabbatical breaks

ENABLING AND PUBLIC ENGAGEMENT 20%
- activities as for academic staff above

SERVICES TO THE PROFESSION 5%
- activities as for academic staff above
1. The distribution of work should be even and fair.

2. Some types of work are very much more “career enhancing” than others (i.e. count more as regards promotion). The distribution of work should be such that everyone is given an equal opportunity to advance their careers.

3. The 35% of time allocated to research for academic posts is ring-fenced. There should be no “trade-offs” (in either direction) between work in this category and work in other categories (unless in some exceptional circumstance arranged in advance and agreed with both the Dean of Faculty and Head of Department, such as an externally funded, explicit teaching buy-out). This is irrespective of whether an individual is conducting externally-funded or non-externally-funded research.

4. The 35% of time allocated to research for academic posts includes non externally funded sabbatical leave, which should be given one in every seven teaching terms. This leaves 29% of time allocated to research during non-sabbatical periods (excluding externally funded sabbaticals and teaching buy-outs). There is no expectation that this 29% should be spread evenly over the academic year.

5. Where an individual obtains an externally funded teaching buy-out (which must have been approved in advance by the Head of Department), the teaching cover must be arranged and managed by that individual in such a way that it does not create extra work for any other academic, teaching or administrative member of staff. In such circumstances, organisational oversight and responsibility for the smooth running of any modules normally taught by the individual remain with that individual.

6. There should not be an extreme deviation in an individual’s workload from the delivery of the departmental average number of taught modules. An exception is when dispensation from taught module delivery has been agreed with the Faculty, for example because of teaching buy-outs or extra sabbatical leave explicitly funded as such by external sources, or because of a significant faculty-level enabling role.

7. Class sizes, contact hours, marking load and other such factors should also be taken into account when allocating the delivery of taught modules.

8. Significant commitments to (or proposals for) teaching or enabling activity outside the department, while often welcome, should be first discussed with the Head of Department. This is because they potentially impact on the workload of others within the department.

9. The department should work towards a healthy distribution of PhD supervision among all research active academic staff (while at the same time not discouraging staff from taking on PhD students up to a limit that they are comfortable with and that is in line with UCL regulations), and seek ways of providing as many academic staff as possible with realistic opportunities to first and second supervise PhD students in their own research areas.

10. For the purposes of fair distribution of teaching, core IMB undergraduate modules and other undergraduate modules of an equivalent size should count as two average-sized DIS postgraduate modules.

11. When practical, the department should avoid a situation where an individual is teaching more than one core IMB undergraduate module or other undergraduate module of an equivalent size in any one academic year.

12. As far as possible, everybody should be given an opportunity to teach at least one module related to, or in the same general area as, their research.

13. The department should seek to minimise the teaching of (undergraduate and postgraduate) modules that are core for any UCL programme by sessional teachers.

14. Enabling roles in the department should be rotated. This is so that individual members of staff are not stuck with any one role for too long a period, so that individuals accumulate experience in a variety of roles, and to ease the difficulty of succession planning.

15. As far as possible and as far as is commensurate with the principles above, work distribution and allocation should be undertaken in a spirit of collaboration and negotiation, rather than imposition, with due respect for and consideration of peoples’ fields of expertise and interest, and general preferences.

Last updated: 9 June 2015