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VALUES AND PRINCIPLES APPLYING TO WORKLOADS FOR ACADEMIC AND GENERAL STAFF

Staff: A precious resource

The staff of the School of Public Health & Community Medicine (the School) and its affiliated Centres are a valuable resource. We provide the dynamic, creative energy that drive the achievement of excellence in research, teaching and service, in both local and international environments. The School recognizes that the probability of achieving its goals is enhanced by establishing a supportive organisational culture, building positive morale, and creating a workplace that explicitly recognizes and values individual and collective contributions. Staff should be supported and developed, and a balance between work and family life must be achieved.

Additionally, staff have responsibilities to the School and its needs. Workloads need to be considered both in relation to individual needs and to School needs.

The vast majority of staff is highly motivated and approaches their work with optimism and enthusiasm. We want to:

- enjoy our work
- succeed, and have our success recognized
- receive constructive guidance and support
- develop our skills and career
- be proud of the achievements of our work-unit and of the School more generally, and
- achieve a high level of autonomy within the context of our work.

Staff workloads in a culture of change

The School and University are engaged in continuous processes of review, renewal and strategic planning. Change can engender a range of organisational and structural pressures that intensify work, contribute to increased workload, and create additional stress.

Where staff are already fully committed, the management of workloads should strive to ensure that additional tasks are not squeezed into the responsibilities of an academic or administrative position without reducing some other activity.

It should, however, be acknowledged that the School has significant commitments and limited staff and financial resources thus requiring an equitable sharing of responsibilities and activities within these constraints.

The School will encourage the creative and sensitive management of fair workloads in a diverse, stimulating, flexible, people-centered, reflective and reasonably-resourced work environment.

This will ensure that the School and its affiliated Centres achieve their objectives and compete effectively locally and internationally. It is predicated upon linking workload balance with discussions and action to promote improved career development opportunities and gender equity. All proposed changes should therefore be considered and negotiated, and always discussed with relevant supervisors.

A values-based approach to workload balance and career development

In accordance with the School Values Statement

([http://sphcm.med.unsw.edu.au/sphcm.nsf/c2fab74f3f54c22ca256afc00097c53/7070beee99f207e2ca256d24007b401c/\\$FILE/sphcm_values.pdf](http://sphcm.med.unsw.edu.au/sphcm.nsf/c2fab74f3f54c22ca256afc00097c53/7070beee99f207e2ca256d24007b401c/$FILE/sphcm_values.pdf)), the School is committed to:

- promoting greater equity in workload distribution, and
- promoting and supporting individual career and professional development, in keeping with the strategic policy and planning of the University, the Faculty and the School, and the General and Academic Staff Enterprise Agreements. within a context of meeting the needs of the School.

The principles underpinning this approach include recognition of the:

- multiple roles of general and academic staff
- changing balance between different roles over time
- need for a fair valuation of different types of contribution, and
- need to develop a fair and transparent method of workload allocation.

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This document will be reviewed by the Staff of the School and revised six months from date of publication.