

Abstract:

Workload estimation for academic staff is a very important parameter that should be seriously taken into account for staff or institution evaluation procedures. A professor is typically engaged in educational, administrative and, of course, research activities, all of which increase staff workload in a non-uniform way.

In this paper, as members of the Quality Assurance Module (MODIP) of the Technological Education Institute of Crete, we reviewed the existing literature in the area of academic staff workload estimation. In addition, we introduce the results and conclusions of a survey research we undertook among academic staff.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

In this paper:

- we review academic staff workload policies adopted by universities in the U.S. and Australia.
- we conduct a comparative study of these policies to the policies followed by Greek Universities and Technological Education Institutions.
- we introduce the first results and the conclusions of a survey we conducted among the academic staff. The initial results suggest that the outcomes of the questionnaires were reasonable although some of the task workloads tend to be somewhat underestimated while others overestimated. However, the extraction of a norm appears feasible.

If we compare the draft “norm” we estimated, to norms that are usually applied to Universities at an international level, it seems that the results are equivalent. Based on the results attained, our research will continue in addition to arrive to more robust conclusions.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



GENERAL OVERVIEW

At most university-level institutions, the faculty workload in general results from their direct involvement in a number of activities, the most common of which are listed directly below in no particular order:

- A. Course preparation.**
- B. Teaching.**
- C. Student assistance (during office hours) and academic advising (individual appointments to discuss a student's academic progress)**
- D. Research.**
- E. Administrative roles (Head of Department etc) and other roles relating to participating in various departmental meetings, committees, etc..**
- F. Direct involvement to growth and development activities of the department or institution such as community and promotional activities**
- G. Direct involvement in the recruitment and screening of candidates for permanent or non-permanent teaching positions**



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

PRESENT SITUATION IN GREECE

In Greek Higher Education Institutions do not exist formal norms for the calculation of staff workload.

Academic staff is legally bound to teach a certain number of hours per week, which varies among academic positions, although this load is not standardized across universities.

In addition, academic staff is expected to actively participate in research. In fact, research performance carries a significant weight in staff promotion and academic development.

The core of educational practice in Greece includes mainly teaching (items A, B and C in the previous list) and research (item D in the list), whereas the remaining workload (items E, F and G) are usually imposed by the academic community and/or by the administration in a non-uniform way in workload and time, depending on needs.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

SCOPE AND METHODOLOGY

In this work we attempt to explore and analyze the workload for academic staff at TEI Crete, in a more ordinal way and according to common international practices.

To do this we examine the policies of academic staff workload in a number of higher education institutions worldwide

We will refer in our study to the policies adopted from a private university in US (Drexel University) a small state university (Westfield State University which has many similarities with T.E.I.) and University of Sidney in Australia, where they have a long tradition in the use of workload



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

WORKLOAD POLICY IN DREXEL UNIVERSITY

- Drexel University acts on the premise that academic staff should to be occupied mostly in what they do best and that the most efficient leveraging for faculty members results from actually not having strict boundaries between teaching and research.
- Faculty members who are not very active in research may have the opportunity to teach more. On the other hand, active researchers may meaningfully shift their workload more towards research



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ
2007-2013
πρόγραμμα για την ανάπτυξη

WORKLOAD POLICY IN WESTFIELD STATE UNIVERSITY

- Westfield State University (WSU) has many similarities to TEI of Crete, such as the absence of a Ph.D. program, a condition which practically relegates the conduct of research to a personal voluntary base.
- In WSU, the teaching load for faculty is 12 instruction hours per semester. Exceptions may appear in the form of independent or directed study, supervision of practical exercises and internships, studio classes and applied lessons and laboratories.
- For most faculty members, such a workload practically translates into four courses with three hours/week classes each in every semester.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

WORKLOAD POLICY IN THE UNIVERSITY OF SYDNEY

The University encourages the management of staff workloads to provide a constructive, challenging, supportive and rewarding work environment that facilitates the University achieving its aspirations of clear leadership as Australia's premier university, acknowledgment and ranking as one of the top five universities in the region, and recognition and ranking in the top forty universities around the world.

At the School level, workload allocation arrangements are established based on the School's strategic goals and objectives consistent with this Policy.

At the individual level, allocation of work objectives and priorities occurs as part of the Performance Management and Development (PM&D) program based on the School's workload allocation arrangements



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Some important points for workload allocation in the University of Sydney

- Work allocation and duties are developed based on the strategic goals of the School and University and are to contribute to their achievement, recognising the requirement to focus finite resources on priority areas.
- Workload allocation processes in Schools are to be transparent, equitable and have the support of the relevant staff of the School.
- Workload allocation should, where possible, take into account the goals and aspirations of the individual and provide the staff member with an opportunity to perform to their potential and to develop new skills appropriate to their employment.
- Academic staff are not required to undertake work that exceeds a normal working week or a normal working year.
- There is normally a balance of academic activities within a staff member's workload, although this requirement may be varied by agreement between the staff member and the Head.
- Early career academic staff should be assigned a teaching load consistent with the local workload allocation arrangements and which facilitates their career development.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

Hours Allocation per Semester.

School of Computer and Information Science

Teaching		
1 hour lecture x weeks 1.5 hour lecture 2 hour lecture 3 hour lecture	2 x number of weeks 3 4 hours 6 hours	Eg. 2 hour lecture = 4 points 4.5 hours x 12 weeks = 54 points 4 hours x 6 weeks = 24 points This does not include marking
Repeat 1 hour lecture Repeat 2 hour lecture	1 x number of weeks 2 x number of weeks	(repeated in the same semester) This does not include marking
1 hour tutorial for whole 12 week semester (with marking) if part semester, apply correction	2 points per student	Eg 1 Tutorial group of 24 2 x 24 = 48 points for 12 weeks. 2 x 24 x 9/12 = 32 points for 9 weeks
1.5 hour tutorial (with marking)	2.25 x n hours	adjust for part semester as above
2 hour tutorial (with marking)	2.5 x n hours	adjust for part semester as above
3 hour tutorial (with marking)	3 x n hours	adjust for part semester as above
1 hour tutorial for whole semester (without marking)	1 point x number of weeks	calculate as 50% lecture
Tutoring external unit for whole semester (includes marking)	2n hours	adjust for part semester, eg 9/13 if 9 weeks.
'Seminar' classes (with marking)	1w + 2n hours (1.5 h seminar) 2w + 2n hours (2 h seminar) 4w + 2n hours (3 h seminar) 4w + 2.5n hours (4 h seminar)	ie. Treat as 0.5 hour presentation ('lecture') and 1 hour marking ('tutorial') component



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ
2007-2013
πρόγραμμα για την ανάπτυξη

Coordination		
Undergraduate Co-ordinator	425 points	
Unit coordination (internal or external)	10 points	Unit involving <30 students
Unit coordination (internal or external)	15 points	Unit involving 30-99 students (internal or external).
Unit coordination	25 points	Unit involving 3 or more staff and/or 100-199 students
Unit coordination	40 points	Unit involving 6 or more staff and/or 200-299 students
Unit coordination	50 points	Unit involving 6 or more staff and/or 300 or more students
Head of School	50% annual target for School	
Director SCIS International	50% annual target for School	



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ



ΕΣΠΑ
2007-2013
πρόγραμμα για την ανάπτυξη
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

According to the university policy any university has its own method for workload allocation to the academic staff members, but in all cases there are some general rules

- *The workload is referred to annual basis*
- *There is, according to the university policy, a time distribution between teaching, research and administration duties*
- *There are differences between the levels of faculties*
- *The time allocation between teaching, research and administration depends on the university and academic member status and the particular faculty*

After examining the how to define, use and allocate the workload in various universities in order to propose how to allocate the workload among the academic staff members of T.E.I. of Crete, MODIP decided to make a survey among the staff members in the



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

The current status for academic workload in T.E.I. of Crete

T.E.I. of Crete is a member of the technological branch of Higher Education in Greece

It can run undergraduate and postgraduate courses but by law is not permitted to give PhD programs.

Academic staff at T.E.I.s follows the same career advancement path as that followed in Universities under similar conditions.

Staff obligations in T.E.I.s are slightly different from those in Universities and because of this we will focus our research on TEI staff and, in particular, on the academic staff of T.E.I. of Crete.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

Greek educational law system and ethics consider teaching and research at the core of academic duties, and assumes that the rest of the workload depends on the needs of the academic community and the administration of the institute.

The teaching workload in T.E.I.s is a function of the academic position that a faculty member holds.

Today, although research workload is not officially estimated in the annual workload of an academic staff member, it actually weighs heavily in academic advancement.

In addition, academic staff members are expected to serve at various administrative positions, such as, head of department or dean.

According to some unwritten protocol, academic advancement from associate professor to full professor precludes administration experience at one or more of the above posts.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

SURVEY RESULTS

In order to derive estimation for staff workload and potentially formulate a norm for academic staff workload at T.E.I. of Crete, we organize our research as follows:

- Collection of staff opinion and workload estimation through questionnaires.
- Qualitative and quantitative processing of questionnaires and calculation of primary norms per task at each of the schools (academic areas).
- Comparison of the resulting norms to international common practice and appropriate adaptation after a second round of reviews from academic staff through open consultation.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

The questionnaire was organized into three modules.

The first module targets course preparation, the second targets other educational responsibilities such as exams and student advising the third module targets administration duties.

Our questionnaire collects the opinion of staff for the cases of a, b, c, e and g in the list of staff responsibilities presented in the introduction.

We left research (D) and community activities (F) out of the present questionnaire, since we feel that both exhibit serious particularities and they require more intensive investigation.

Rough statistics of the results for each one of the modules are presented in the following graphs



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Results from a primitive survey

- We distributed questionnaires to staff members in Chania Branch
- We collected and analyzed the data finding the average of workload for any action
- We calculated the total estimated workload for staff members
- We compared the results with our experience and other universities world wide

Some of these results are shown in the following slides



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
πρόγραμμα για την ανάπτυξη
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Table 1: Estimation for workload for Course Preparation (in Hours) for 1 Hour of teaching

New Course	
Theory	2,36
Lab	2,02
Exercises and assistive course	2,10
Updating existing course	
Theory	1,19
Lab	1,17
Exercises and assistive course	1,15
Existing Course	
Theory	0,67
Lab	0,71
Exercises and assistive course	0,73
Post-Graduate Course	
Theory	2,31
Lab	1,85
Exercises and assistive course	2,33
ERASMUS Course	
Theory	2,11
Lab	1,61
Exercises and assistive course	1,87



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Table 2: Estimation of semester workload for exams (in Minutes/student)

Half-semester exams	
Theory	2,18
Lab	2,31
Final exams	
Theory	2,76
Lab	2,9

Table 3: Estimation of semester workload for other educational responsibilities (in Hours/student)

Under-Graduate Thesis advising	6,7
Student reception and consultancy	5,76
Internship advising	3,53



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

Table 4: Estimation of weekly workload for administration posts (in hours/week)

Head of sector	4,83
Head of department	10
Vice Head of department	3
Dean	10
Member of the Research Committee	4
Member of student facilities Committee	2

Table 5: Estimation of semester workload for other administration responsibilities (in Hours)

Head of the Procurement and Supplies Committee	10
Member of the Procurement and Supplies Committee	14
Member of other committees (such as about building maintenance etc)	8
Member of Staff recruitment committee	6,25
Head of staff recruitment committee	12,5
ERASMUS program coordinator for a department	6



In order to have a draft evaluation we apply these estimated mean values that our staff suggested through the questionnaires into some typical scenarios.

Scenario 1.

A full professor teaches two existing and already established courses, 4 hours each (i.e., 8 hrs/week) with around 120 students per course. In addition, he/she serves in the Research Committee, the Recruiting Committee and, naturally, to student reception and consultancy.

According to the “norms” suggested by academic members in TEI of Crete, the workload of this professor is around 354 work-hours, which corresponds to approximately 9 weeks per semester. In this workload we have not included research and other activities related to institutional promotion, community activities, etc. Thus, for a 20 week-long semester this professor may provide 11 weeks for research and other institutional activities.



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

Scenario 2.

An assistant professor teaches two 3 hour-long courses per week, each with an attendance of 120 students (one of these courses is new in the program of studies and the remaining course is existing and established one). In addition, he/she leads two laboratory courses 3 hours/week, each with an attendance of 24 students. This assistant professor also serves in the student facilities Committee, and also in the Procurement and Supplies Committee and the Staff recruitment committee. Finally, he/she serves as an academic advisor for the undergraduate thesis of 4 undergraduate students. According to our draft “norms” this assistant professor has workload of around 528 hours per semester (almost 14 weeks) without considering research and institutional activities. This means that for a semester of 20 working weeks this assistant professor has 6 weeks to work for his research and to participate to other institutional and community activities



Διασφάλιση Ποιότητας στην Ανώτατη
Εκπαίδευση: Η πορεία και οι προοπτικές
Λάρισα 28-29 Σεπτεμβρίου 2011



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

Workload Calculation (the balanced case)

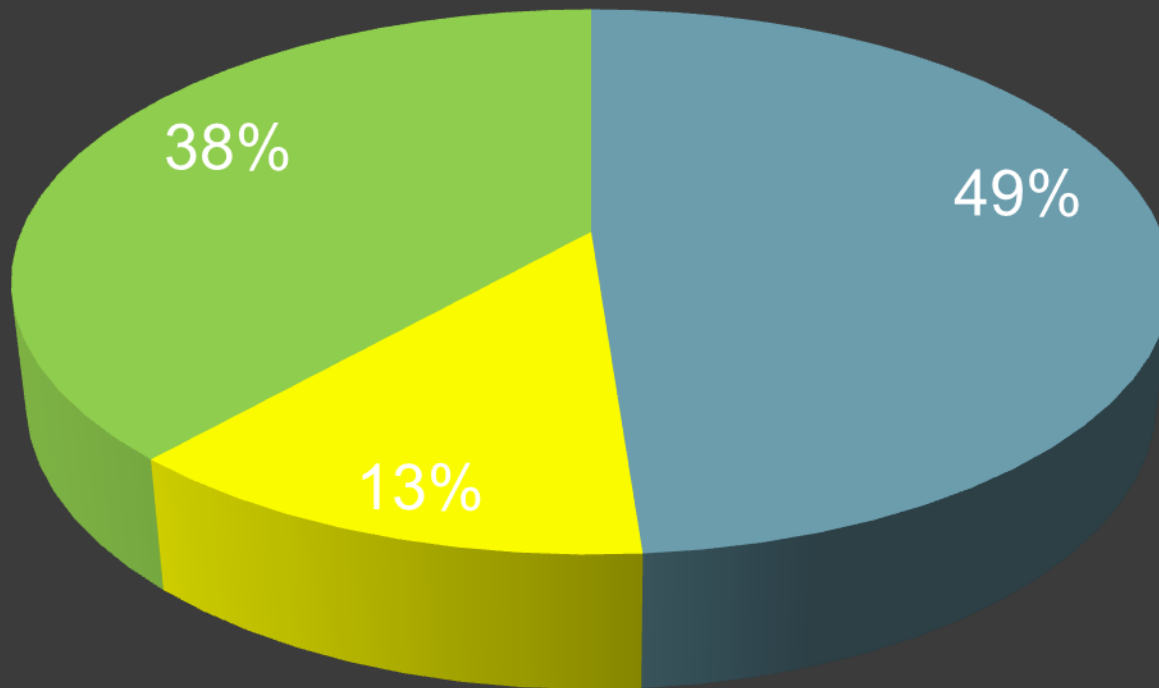
- **Working hours:**
 $40 \text{ h/week} \times (52 \text{ weeks/year} - 8 \text{ week/year holidays}) = 1920 \text{ hours/year}$
- **Teaching hours:**
 $10 \text{ h/week} \times 26 \text{ weeks/year} = 260 \text{ hours/year}$
- **Exam hours:**
 $2 \text{ hours/course-time} \times 4 \text{ courses/year} \times 8 \text{ times/year} = 64 \text{ hours/year}$
- **Teaching Preparation (Including papers correction)**
 $2,5 \text{ hours/} 1 \text{ hour lecture} \times 26 \text{ weeks lectures} \times 10 \text{ hours /week} = 650 \text{ hours/year}$
- **Student's contact hours**
 $2,5 \text{ hours/week} \times 30 \text{ weeks/ year} = 75 \text{ hours/year}$
- **Final project supervision**
 $4 \text{ projects/year} \times 3 \text{ hours/project} \times 26 \text{ weeks/year} = 312 \text{ hours/year}$
- **Administrative Activities**
 $6 \text{ hours/week} \times 30 \text{ weeks/year} = 180 \text{ hours}$
- **Total Working hours for teaching – exams and administrative work:**
 $260 + 64 + 650 + 75 + 312 + 180 = 1466 \text{ hours/year}$
- **Time remaining for research activities**
 $1920 - 1466 = 454 \text{ hours/year}$



Workload Time Allocation

■ Teaching Activities

■ Administrative Activities



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Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
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ΕΣΠΑ
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πρόγραμμα για την ανάπτυξη
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From the scenarios used for workload calculation we see that the workload allocation in T.E.I. of Crete is not far away from what happens in other universities worldwide.

We have to find a way to “measure” the time dedicated to research for any individual staff member and after that it is advised from MODIP to use the rest of time to administrative and community activities

In any case the results of a survey among all the faculties and staff members can be helpful to the T.E.I.’s authorities to plan a policy to ensure quality assurance in studies, research and services offering by T.E.I. to their students and the society



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CONCLUSIONS

In this work we review academic staff workload policies adopted by universities in the U.S. and Australia. Moreover, we conduct a comparative study of these policies to the policies followed by Greek Universities and Technological Education Institutions.

In addition, we introduce the first results and the conclusions of a survey we conducted among the academic staff. The initial results suggest that the outcomes of the questionnaires were reasonable although some of the task workloads tend to be somewhat underestimated while others overestimated. However, the extraction of a norm appears feasible.

If we compare the draft “norm” we estimated, to norms that are usually applied to Universities at an international level, it seems that the results are pretty similar. Based on the results attained, our research will continue in addition to arrive to more robust conclusions



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