

WORK-INTEGRATED LEARNING

WORKLOAD AND RECOGNITION – REVIEW (Public Document)

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Presentations

- In June 2009, a presentation based on the information in this report was presented by Dr Merrelyn Bates at the World Association of Cooperative Education Conference in Vancouver.
- Dr Bates also presented information related to this report at the Griffith University's Third Annual WIL Symposium held at Brisbane Convention and Exhibition Centre on the 4th November 2009.
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Executive Summary

1. Since 2006, Griffith University has been developing Work-integrated Learning (WIL) as a core component of its strategic plan. WIL refers to educational activities that provide a meaningful directed experience of the workplace application that is intentional, organised and recognised by the institution. Usually, this involves *placement* in a workplace and even when it does not, the experience still needs to involve intensive University staff involvement. There has been an emerging awareness that extending WIL into the broader University community has resource implications, including workload.
2. The purpose of this document is to report the findings of a survey directed to WIL staff (both academic and general) across the Griffith University sector. It follows an initial study – *Work-integrated Learning: Academic Workload and Recognition* – published in 2007 (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007), which had been initiated by Professor John Dewar in his role as Deputy Vice-Chancellor (Academic). The goal of this investigation was to present a scholarly and detailed evidence-based analysis of the WIL workload issues identified by academic and general staff. This paper is not addressing issues of ‘good practice’ but is an analysis of the duties that are associated with WIL courses offered across the University. The final report and its recommendations have been provided to Professor Sue Spence (Deputy Vice-Chancellor (Academic) for her consideration.
3. The nature and the quantity of the work involved in delivering Griffith University WIL courses was investigated through a survey of the academic and professional staff involved in late 2008. The respondents were mainly female and the majority had appointments at the ‘middle’ level of their classification, e.g. lecturer and HO5. The responses were judged to be representative and many were based upon written evidence maintained by the staff members concerned. This is the first time the role of professional staff has been considered in a university-wide analysis of the workload associated with WIL.
4. Analysis of the survey data showed that: i) the responsibilities of academic and professional staff working in this area are more extensive and onerous than those for other courses; ii) particularly in those courses that involved work (or ‘field’) placement, the administrative and management load was greater than it was for more traditional class-room based university teaching and learning; and iii) a review of the workload of professional staff in the area is necessary.
5. The survey showed that students were being taught in a number of different ways by academic staff, staff employed by industry partners and by University professional staff. *Teaching* in WIL courses was found to extend well beyond delivering content-knowledge about work. It included work activities such as: designing course components; recruiting industry partners; conducting workshops (involving industry supervising staff, professional staff and guest experts as well as students); lecturing, tutoring, negotiating and managing individual contracts between students, industry partners, and the university; supervising student induction into various industries; training industry supervisors; counselling students; liaising with student supervisors; visiting and monitoring student learning in the workplace; and assessing students. In addition, other non-WIL academic staff can be involved in the supervision of individual student projects and this load also needs to be recognised as a separate commitment.

6. A list of WIL Workload categories for professional staff was developed (refer Table 3) because one of the main issues highlighted in the survey was that the administrative load associated with WIL teaching was not found to the same extent in traditional classroom-based academic courses.
7. An analysis of the number and level of relationships that WIL staff (both academic and professional) are required to manage showed the degree of complexity involved. Students are managed and staff are involved in teaching and learning circumstances at an individual and student group level.
8. As a result of the detail that academic respondents provided it allowed an analysis of allocation of the WIL workload using the models currently in use. The survey responses of twelve staff were detailed enough to show that without exception the additional workload imposed by the nature of the teaching had been significantly underestimated by the Heads of School. Six staff members reported not knowing how their workload was allocated.
9. The previous report had commented on the genuine commitment of staff. Two years later, this had not changed and staff chose to continue to work in this area even though it could disadvantage them within the system of academic tenure and promotion. Any reticence to be involved appeared to be related to 'burnout', lack of support, and the degree of responsibility that this work holds.
10. Scholarly activities are being encouraged but for some staff there was difficulty in developing WIL scholarship because the foundation of pedagogical knowledge was limited.

Introduction

Over the past few years, there has been an increased focus on the development of work-integrated learning across the tertiary sector. This has been promoted by various reports (A C Nielsen Research Services, 2000; Australian Chamber of Commerce and Industry and Business Council of Australia, March 2002; London Metropolitan University, 2003; National Association of Graduate Careers Advisory Services Australia Inc., 2008; Universities Australia, 2008) that have investigated the relationships of student learning and skills required for the workplace. Griffith University has been responding to this development for the past ten years (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007; Griffith University, 2000, 2005; Holmes, 2008; Nyland, Groundwater, & The Engaging Students in the Workplace (ESiWP) Working Party, 2006, December) and this report continues to develop an understanding of WIL workloads towards a model as initiated by the Deputy Vice Chancellor (Academic) in 2006 (The Engaging Students in the Workplace (ESiWP) Working Party, 3 November, 2006).

Academic workloads have been receiving attention for the past 15 years as management, staff and unions have struggled to discover processes that promote equity and transparency in workload allocation as well as ways of acknowledging and rewarding work. Recent national and international investigations (Paewai, Meyer, & Houston, 2007; Soliman & Soliman, 1997; The Higher Education Academy, 2009) have concluded that although there has been greater explicit exposition within universities that emphasises the importance of the teaching component of an academic's duties it has been difficult to identify transparent and equitable processes that reward teaching with the same efficacy as the current rewards for research. The Higher Education Academy's (2009) report cited a number of studies that found research was still given higher priority when considering promotion and career advancement than was teaching: Ramsden, Margetson, Martin and Clark's (1995) Australian study and Fairweather's (1996) North American study both found that promotion, status and recognition was weighted towards research; and Young (2006) and Parker (2008) both reported that promotion favoured research outcomes rather than teaching outcomes. In The Higher Education Academy report the authors concluded that most academics felt that teaching still had a lower status than research but the authors' stated that 'it will be important to devise systems...which are based on rigorous criteria that are not inconsistent with the ways research performance is assessed' (2009, p. 53). This points to the difficulty that confronts all parties wanting to address the issue of equitable recognition of teaching and research – how does one create 'objective' criteria and standards that are clear and unambiguous in interpretation?

Soliman and Soliman's (1997) study demonstrated that the multiple and increased demands had contributed to further diversity and complexity in the work of an academic. These factors, aligned with ambiguous promotion policies and criteria, could easily contribute to stress for staff and insufficient recognition and reward has been identified as one of the major stressors for academics (Gillespie, Walsh, Winefield, Dua, & Stough, 2001; Winter & Sarros, 2002). In 2007, Paewai, Meyer and Houston's research confirmed the results of Soliman and Soliman 10 years earlier: they also found that professional¹ staff, on the whole, had a range of 'primary mechanisms including...job profiles, regular meetings, and the performance review and planning processes conducted annually' (Paewai, Meyer, & Houston, 2007, p. 381) that assisted them with general equity.

¹ Unless otherwise indicated the term 'professional staff' will be used to represent the 'general staff'.

The issue of WIL workloads has received minimal research (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007). Patrick et al. (2009) completed an Australia-wide scoping study of WIL and found that universities did not appear to have an understanding of the amount of work and the specific range of skills required by academic and general staff to conduct an efficacious WIL program. They also cited the WIL audits at Flinders University in 1999 and in 2008 which identified one of the 'critical issues' as being a lack of equitable rewards and recognition when compared with other staff (2009, p. 34). This applied to both academics and to professional staff. The inaugural Innovative Research Universities (IRU) symposium on WIL in 2008 noted that there were different demands associated with WIL pedagogy and promoted the principles of workload recognition for the area. It also recommended that 'leadership and/or contributions to the development and implementation of WIL programs' be recognised for academic promotion, and that 'general staff policies recognise the professional capabilities required to manage WIL programs' (Billett, 2008, 30-31 October).

WIL workloads at Griffith University

Griffith University has been developing an agenda to integrate tertiary learning with workplace objectives for ten years and for the past five, it has been explicitly developing WIL as a core strategic goal across the University. A strengths, weaknesses, opportunities and threats (SWOT) analysis identified that a significant WIL skill-base (pedagogical, administrative, and collegial) had been established within the University but also recognised that this asset was at risk because of the issues of workload recognition and acknowledgement, and the high cost of resourcing WIL (Nyland, Groundwater, & The Engaging Students in the Workplace (ESiWP) Working Party, 2006, December). In addition, a survey initiated by the Griffith University Work-integrated Learning (GWIL) Working Party (previously called the Engaging Students in Work Placements [ESiWP] Working Party) in 2006 identified workload models as one of six strategic areas requiring further development (Nyland, Groundwater, & The Engaging Students in the Workplace (ESiWP) Working Party, 2006, December).

The GWIL Working Party auspiced a Community of Practice (CoP) in 2006 to investigate the workload issues for academic staff involved in WIL courses across the University. The final report of that initial workload exploration contained 17 specific WIL recommendations covering the areas of workloads, resources, specific staff development, and improving scholarship in the area. The report also recommended that these recommendations be reviewed at the end of 12 months and that further development of this issue occur (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007). In addition to the publication of the report, meetings were held with the Deputy Vice Chancellor (Academic), Deans (Academic) and the Deputy Deans (Teaching and Learning) where the report and its recommendations were discussed. Since the dissemination of the GWIL Workload Report, the University's Academic Plan 3 (2008 – 2010) was released with all 17 recommendations being included (Griffith University, 2007).

In late 2008, as part of the follow-up review to the original report, a specific WIL workloads survey was developed by the GWIL Working Party and disseminated to the GWIL network. The results are included in this report and provide a more detailed understanding of the workload requirements for both academic and professional staff who work in the area of WIL. In addition, the current Faculty Workload Documents and the progress of the original 17 specific recommendations are reviewed. This report concludes with evidence-based recommendations for the development of the WIL workload recognition agenda within the University.

Griffith University Policy references

This section identifies the relevant documents held in the Griffith University Policy Library that refer to Work-integrated Learning (WIL) or workloads.

Definition of Work-integrated Learning (WIL)

Development of the details of a definition for WIL is probably best regarded as a work in progress. The current definition (Griffith University, 2006b) is under internal review but it is clear that the Department of Education Employment and Workplace Relations requirements mean, that to qualify as WIL, a course must include a significant directed experience of working (DEEWR, 2009) – something quite different to receiving information ‘about work’. Usually this experience needs to occur in a particular workplace and ‘work-place situated learning’ is an integral part of the University’s WIL offering. However, ‘work’ in some professions is not conducted in a specific workplace; for example, visual and performing artists tend to work privately or on tightly defined time-delineated projects (performances, concerts, etc.). It is also noted that some WIL experiences are integrally associated with accreditation processes in many professions, e.g. nursing, education, social work, engineering and others.

For the purposes of this report WIL is defined as:

...the term used to denote a range of educational activities that integrate theoretical learning with its application in the workplace, community, studio or practice setting, and provide an authentic experience of work or professional practices that typically occur in these settings.

(Griffith Work-integrated Learning (GWIL) Working Party, 20 November 2009)

The revised definition identifies the characteristics of WIL to include the provision of an ‘authentic experience’ of work, assessment, intentional integration of theory with the experience, direction and supervision by a University staff member, and completion of a formal ‘contract’ for learning (Griffith Work-integrated Learning (GWIL) Working Party, 20 November 2009).

Professional standards

The GWIL Implementation Plan promotes the importance of high professional standards with a particular emphasis on WIL curriculum and scholarship. To assist this, workload allocations in faculty workload documents are to acknowledge the range of WIL management and administration, service and teaching tasks, report biannually on the progress of recommendations about workload, and ensure that professional staff also have an appropriated workload (Griffith Work-integrated Learning (GWIL) Working Party, 2009, August).

Other policy documents

There are no specific policy documents relating to professional staff working in WIL. A number of documents in the Griffith University Policy Library relate to the issue of academic workloads and some include reference to WIL.

1. The Griffith University Workload Allocation Guidelines (Griffith University, 2006c) provide a framework outlining aspects of academic work that needs to be considered for the purposes of equity and transparency. Information is provided to assist staff understand the expectations associated with the academic work requirements. With each Faculty being expected to have a workload document available for staff and as a tool for workload negotiation, a full section (4.2) articulates a 'formula' so that a range of factors can be considered. At this point in time, there is no specific mention of WIL workloads.
2. Academic Work @ Griffith: Clarifying Work Profiles (Griffith University, 2009) provides more explicit details of the workload allocation. There is an additional explanation of the work profiles with details of what would support a balanced, teaching intensive, or research intensive allocation. This document is valuable to all staff and could be used by WIL staff to develop a clearer understanding of the expectations associated with equitable workloads and requirements for promotion.
3. The Dean (Learning and Teaching) Position Statement (Griffith University, 2006a) states that he/she is responsible for 'developing work integrated learning opportunities within the Group' as an aspect of 'Engagement' responsibilities.
4. The Annual Program Review and Improvement (APRI) Report (Griffith University, 2008a) requires that a Work Integrated Learning Audit Tool (Griffith University, 2008b) be completed and attached as part of the overall annual review of each program offering. This latter document must show how each WIL course meets the requirements of the Department of Education, Employment and Workplace Relations (DEEWR) (previously Department of Education Science and Training, 2005) and the Griffith University definition of WIL. It should provide evidence of the place of WIL in the learning, teaching, service and administration duties of staff involved.

All of the documents associated with workload allocation are consistent in assuming that that academic staff are expected to initiate discussion about the contribution they are making to WIL in the University as part of their workload.

Scope

There is a well established link between WIL and graduate outcomes (Atkins, 1999; Crebert, Bates, Bell, Patrick, & Cragolini, 2004; Orrell, 2004; Patrick et al., 2009) and Griffith University is committed to 'best practice' in the area which requires expertise among WIL staff. This investigation is a response to needs expressed by staff (DVC [A], academic and professional) and takes a systematic whole-of-University approach to WIL that includes a transparent acknowledgement of the current WIL workload in all schools. It addresses the following 3 components.

1. It reviews the outcomes of the first report.
2. It investigates further issues of workload for both academics and professional staff making the responsibilities involved in WIL more explicit.
3. It makes further recommendations for the continued improvement, recognition and acknowledgement of the unique characteristics of WIL responsibilities for both academic and professional staff.

Revisiting the 2007 WIL Academic Workloads Report Recommendations

The first report into the issues of WIL workloads for academic staff at Griffith University concluded with 17 recommendations that were all accepted and became part of the Academic Plan 3: 2008-2010 (Griffith University, 2007). The report recommendations were framed so that particular responsibilities were given to different sections and persons within the University to implement them. This review found that two recommendations had not been pursued and the GWIL Working Party accepts some responsibility for this because the workloads recommendations were not included as a regular item on the meeting agendas. This is the first detailed review of the 2007 outcomes and the GWIL Working Party is pleased with the amount of progress that has occurred.

Reviewing Faculty Academic Workload Documents

When the original Workload report was disseminated in 2007, each Faculty had been working on developing a document that provided information to academic staff on methods of allocating individual workloads. The more formal approach was designed to ensure more equitable, consistent and transparent methods for workload allocation. At that time, a summary of the individual workload documents demonstrated that those faculties which had utilised WIL as a curriculum component for many years had a much clearer understanding of how to include WIL as an activity with specific allocation guidelines. The Faculties of Engineering and Information Technology, Health, Education and Law had detailed breakdowns of the WIL workload allocation. However, one faculty had only developed it minimally and five faculties had no specific reference to WIL workload allocation for their academic staff.

After the amalgamation of three Faculties in 2008, the new Faculty of Science, Environment, Engineering and Technology elected to develop the original Faculty of Engineering and Information Technology workload document. This contained a clear acknowledgement of the importance of WIL. Thus, four faculties have included an acknowledgement of WIL (which was already recognised in 2007), three faculties have slightly modified their documentation, and one faculty as yet has not made any changes.

The precise nature of a Faculty or School workload document for WIL and the detail that is appropriate still seems to be emerging. Barrett and Barrett's (2007) research indicated that workload models that document '...the full range of work have the greatest possibility of creating equitable solutions' but that '...too much detail in a tight model caused staff to make unrealistically fine-grained comparisons' (p. 476). Paewai, Meyer and Houston (2007) reported in their study that if a model was effective it provided the opportunity for staff to become much more aware of the tasks and the time required to complete them. WIL is an area where inconsistencies can occur because it has been difficult to quantify accurately student (and industry supervisor) contact and the administrative responsibilities associated with negotiating industry placements. Therefore, it is not only the design of the workload modelling that contributes to equitable and transparent workloads, it is also the level of consultation and negotiation with which the senior manager involves the individual staff member. This requires high levels of interpersonal and managerial skill for which many academic managers are not necessarily trained (Barrett & Barrett, 2007; Paewai, Meyer, & Houston, 2007).

WIL Workload: Academic and Professional Staff

Methodology

Following the first report it was decided that greater detailed knowledge of the work involved in WIL, for both academic staff and professional staff, was required to establish evidence-based recommendations. A survey of 20 questions was developed and electronically distributed to all members of the GWIL network. The survey contained both specific and open-ended questions and all members of the GWIL network (n283) were invited to participate. This invitation was sent electronically on three separate occasions. It was recognised that not all GWIL network members were directly involved in WIL *delivery* and the network list included Deans, Deputy Deans (Learning and Teaching), Heads of Schools, management staff involved in the governance of the University, Flexible Learning and Access Services (FLAS) staff and personal assistants to the Deans. With this in mind, a list of GWIL network members who were known to be directly involved was made and a week before the survey was closed each member on that list was phoned and personally invited to participate. Thus, a number of participants were responding to the personal contact rather than the earlier emails and the sample of respondents were skewed towards those who were directly involved in course delivery. However, all members of the GWIL Working Party agreed that the results reflected a realistic view of the current situation for both WIL academic and professional staff at Griffith University.

Findings

A total of 49 staff members responded to the survey. This was an overall response rate of 17% with 32 academics (14%) and 17 professional staff (30%) participating. If these figures are adjusted for staff perceived to be actively involved in WIL delivery (n87) the overall response rate was 56%. Table 1 shows the demographic details of the respondents.

Table 1: Demographic details of respondents

| Details | Academics | Professional staff |
|---------------|-----------------------|--------------------|
| Males | 10 | 3 |
| Females | 22 | 14 |
| Position Held | Sessional Lecturer 1 | HO4 3 |
| | Associate Lecturer 2 | HO5 11 |
| | Lecturer 17 | HO6 2 |
| | Senior Lecturer 7 | No response 1 |
| | Associate Professor 2 | |
| | Professor 3 | |

Just over half of the academic positions (53%) were held by staff at Level B (lecturer) while nearly 65% of the professional staff who responded to the survey held a position at HO5 level, receiving a salary of between 49 – 55.5K. Women were the dominant gender in both the academic and general work roles (female academics 69% and female professional staff 82%). Cooper and Orrell's (1999, p. 2) research at Flinders University found that women were more likely to be the staff who became involved with WIL and that it was unusual for these academics to have 'high profile roles' or to have appointments at senior levels. Todd, Madill, Shaw and Bown's (2008) more recent study in the UK showed that the teaching workloads of female academics generally was significantly different to

that of their male colleagues; they tended to have either a higher marking workload or were more involved in their teaching preparation and delivery. This impacted on their promotion opportunities: excellence in research was the major criterion for career progression but the female staff involved claimed that the time available to them for research was extremely limited. This was consistent with comments from the participants in this survey who claimed that the WIL commitments in their workload left little time for research and scholarship.

WIL duties and role

In the 2007 academic workloads report (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007) a summary of academic WIL categories (Appendix 3) was available for staff to utilise in negotiations with management for appropriate recognition of the additional work required beyond the expectations of traditional academic teaching. Anecdotal reports from WIL staff indicated that having the specific categorisation of tasks had been helpful in their workload negotiations.

This survey enabled the responsibilities and tasks reported by WIL academics to be detailed further and Appendix 2 lists the WIL activities within the categories of teaching, service, research and management. Table 2 provides the revised academic WIL workload categories and has included the additional category of scholarship. This supports the intentional requirement that WIL academics negotiating workload recognition are required to demonstrate scholarship so that an equitable research component can be acknowledged in their workload.

There was a significant difference between those courses which were part of specialised degree programs (e.g. Criminology and Criminal Justice, Animation, and Taxation) and those associated with professional accreditation requirements (e.g. nursing, education, and engineering) and which tend to cater to larger groups of students. Programs in the latter group usually had significant administrative assistance and a long history of being involved in WIL education. Two respondents who were managers of a large WIL program had the additional responsibility of managing up to five administrative staff who had the primary task of placing students. This relieved them of much of the administrative and management duties but still involved them in the other tasks associated with an efficacious WIL course.

The interconnectedness of the teaching and service roles sometimes makes the clear delineation of WIL responsibilities for traditional academic workload recognition somewhat difficult. Paewai, Meyer and Houston (2007) showed clearly that student advising and supervision could be either teaching or service depending on the situation. Patrick et al. (2009) showed that university staff who worked consistently in WIL developed personal and professional credibility with employer and professional groups, which in turn had a direct link to the learning experience of the students. The 371 university staff who contributed to their national scoping study highlighted the 'multiple roles' of WIL work, which included teaching, administration and leadership, with additional duties associated with 'adequate preparation and appropriate supervision and mentoring arrangements...' (p. 11). Patrick et al. (2009) further recognised that '...Preparation was...much more than just identifying and arranging work placements. [It included]...planning the pathway through the placement, identifying and managing the diversity of pathways post-placement, and building options and understanding [in both the student and the workplace supervisor] right at the start' (p. 14).

WIL teaching is an experiential learning pedagogy and requires students to be able to reflect on their experiences in the workplace if they are to have a deep learning experience (Ramsden, 1992). For this to occur it is important that students are able to 'participate responsibly in' and 'actively

engage in the learning process' (Rogers, 1969, pp. 157-166) and take responsibility for their own learning. The ability of the student to integrate the experiential demands of action in the workplace with the theoretical concepts learnt at university is the central skill that is the WIL academic's teaching focus (Bates, 2008). The WIL offering then also requires academic and professional staff to be involved in the appropriate risk management processes and in supporting the preparation of both students and supervisory staff. All of this places additional demands on staff and is seen as an extra resource demand (Orrell, Cooper, & Jones, 1999).

Academic staff reported that staff workload increased when the courses catered for international students, students with special needs or students who are 'at risk'. Patrick et al. (2009) noted that both academic and professional staff had additional responsibilities with not only these students themselves, but also with the organisations and supervisors who also required extra support. Their study also showed that overseas placements were '...resource intensive, requiring international job recruitment, special placement agreements and compliance with international laws' and again, this was in need of recognition (Patrick et al., 2009, pp. 25-26). Where academics or professional staff are given responsibility for such students this increased workload should be acknowledged and allowed for in their allocation.

Table 2: Academic WIL Workload Categories (Revised)

The elements needed to ensure an efficacious WIL placement program are presented here. Some of these tasks may be the responsibility of administrative staff in courses where that support is provided. In those courses where administrative support is not formally provided academics are responsible for tasks that would otherwise be considered administrative.

| WIL Workload Elements | Scholarship | Teaching | Management | Service | Unique to WIL |
|--|-------------|----------|------------|---------|----------------|
| Course design, including professional accreditation compliance | | ✓ | ✓ | | ✓ ¹ |
| Workshops (for preparation, during WIL, and for assessment) | | ✓ | | | ✓ ² |
| Lectures | | ✓ | | | |
| Tutorials | | ✓ | | | |
| Management of individual WIL contracts between student, University, industry partner and issues of confidentiality and intellectual property | | ✓ | ✓ | | ✓ ³ |
| Assessment | | ✓ | ✓ | | ✓ ⁴ |
| Recruitment, induction and maintenance of Industry partnership, including membership of professional association and committees | | | ✓ | ✓ | ✓ ⁵ |
| Industry supervisor training | | ✓ | | | ✓ ⁶ |
| Student induction into industry | | ✓ | | | ✓ ⁷ |

¹ Ensuring inclusion of professional requirements for WIL courses, especially off-campus, and maintaining records for professional accreditation and compliance purposes.

² Developing and providing non-credit bearing workshops or information sessions prior to placement during the semester before or during O Week.

³ Providing service agreements, individual agreements or learning contracts that may or may not include project specific issues for signing off, ensuring the accurate notation of any variances and monitoring issues of confidentiality, assignment of intellectual property.

⁴ Maintaining ongoing contact with industry supervisors to ensure the timely return of industry-based assessment marks for finalisation of student grades, which is essential in those courses where students are graduating.

⁵ Maintaining ongoing marketing and promotion of WIL to potential industry partners, maintaining an awareness of discipline-specific employment trends, maintaining professional memberships for professional accreditation or for placement-generating relationships, conducting marketing sessions for industry, attending events, attending workplaces to explain program requirements and check suitability as a learning environment (1.5-2hours per visit), and building collaborative relationships for the purposes of course and program evaluations, membership of industry reference groups and involvement in program-related graduate planning activities.

⁶ Providing workshops and training to industry and individual supervisors for educational supervision requirements. (Many workplaces and supervisors do not have an understanding of the pedagogical underpinnings of WIL and student learning and as such benefit from training in the principles of supervising for student learning.

Providing opportunities for social interaction and networking between supervisors and academic staff including breakfasts, colloquiums, and WIL specific activities.

⁷ Providing students with specific information that helps them behave and present themselves according to professional expectations and requirements as part of the process of transition from University and induction into professional work.

| | | | | | |
|---|---|---|---|---|--|
| Placement counselling (student and the industry supervisor) - at risk - career - employment | | ✓ | ✓ | ✓ | ✓ ¹ |
| Directed student learning visits and monitoring of student learning in the workplace - Rural - South East Queensland - International | | ✓ | | ✓ | ✓ ² (according to DEEWR) |
| Leadership internal and external to substantive position | | | | ✓ | |
| Event management | | | ✓ | ✓ | ✓ ³ |
| OH&S, IP, Risk Management & Insurance | | | ✓ | ✓ | ✓ ⁴ |
| Supervision/mentoring of WIL administrative staff | | | ✓ | | ✓ ⁵ |
| Grant applications, conference presentations, and development of refereed publications | ✓ | | | | |

Professional staff responses highlighted how similar some of their tasks were to those tasks undertaken by academic staff. Respondents from the professional staff worked either as part of a team responsible for a large number of students, or as individuals providing assistance to academics teaching discrete specialised courses, usually with a smaller number of students. One of the respondents held a University-wide position, which had involvement in both policy and legal components of WIL, and s/he was expected to perform duties very different to other professional staff. Appendix 5 lists the break-down of the WIL activities listed by professional staff and these have been summarised into Table 3.

¹ Identifying, supporting, and assisting students who evidence difficulty while on placement. Sometimes this requires the WIL academic to be involved with industry as part of the resolution process; in some circumstances there is a greater responsibility on the academic to maintain records associated with the professional compliance requirements. (The range of reasons can reach beyond the usual needs of a classroom-based or flexible teaching situation to include time-immediate requirements, uncertainties related to future action, personal and professional issues and issues associated with workplace supervision. In each situation the academic is teaching problem-solving and other strategies on an individual basis specific to the presenting situation. In these circumstances the academic is also frequently required to provide a high level of support in the interactions with the placement supervisor as this is critical to the ongoing relationships, and the reputation of the University and the program.)

Providing discipline-specific career advice and working collaboratively with the University Careers and Employment section. (The WIL academic is frequently identified as an expert by both students and colleagues and as a result is frequently contacted to provide individual discipline-specific advice to students as well as contacted by industry when they have positions (full-time and part-time) for students or graduates.)

² Monitoring the individual progress and learning of each student through either a visit or other monitoring method (to ensure DEEWR compliance). Visiting a student in the workplace, in those courses where visits to students are part of the course, can take 1.5 – 2hrs for each visit.

³ Organising exhibitions of student accomplishments, attending to invitations for industry, academic colleagues and other interested parties, marketing and networking in anticipation of the next WIL offering.

⁴ Ensuring that up-to-date OH&S knowledge and requirements is maintained, monitoring that students are in compliance with and have received appropriate inductions into the workplace; providing employers with information on university insurance, monitoring compliance with blue card legislation, criminal history checks, hepatitis screening and other safety issues specific to each placement setting.

⁵ Supervising any professional staff who are provided for WIL and promoting team management.

Table 3: Professional Staff WIL Workload Categories

| WIL Workload Elements | Student Support | Administration | Service | Unique to WIL |
|---|-----------------|----------------|---------|-----------------|
| Correspondence and associated administrative duties | | ✓ | | ✓ ¹ |
| Database management, maintain records | | ✓ | | ✓ ² |
| Relationship development, management, maintenance & enhancement | | | ✓ | ✓ ³ |
| Management of individual WIL contracts & placement agreements (University, industry partner) | ✓ | ✓ | | ✓ ⁴ |
| Membership of committees (internal and external) | | | ✓ | ✓ ⁵ |
| Student induction into industry | ✓ | | | ✓ ⁶ |
| Placement counselling – student - eligibility - at risk - career - employment | ✓ | ✓ | ✓ | ✓ ⁷ |
| Student preparation, including interviewing students, workshops and monitoring of student learning in the workplace | ✓ | | ✓ | ✓ ⁸ |
| Event management | | | ✓ | ✓ ⁹ |
| OH&S, IP, Risk Management & Insurance | | ✓ | ✓ | ✓ ¹⁰ |
| Assist Academic Convenor in academic planning | | ✓ | | |

¹ Involving the management of and making payments to industry supervisors, creating and managing budgets, designing and formatting handbooks, report forms, guide books, newsletters, and developing promotional material.

² Requiring the correct details pertaining to each supervisor and organisation, and may include other information such as placement dates, student details, project details and assessment completion. In education, these details are essential for the payments to supervisor/placement organisation.

³ Involving contact with academics, students, and industry staff and frequently professional staff are the first point of contact for WIL as academic staff are not always readily contactable or available because of their other commitments. In some programs it may also involve attending events and attending workplaces to explain program requirements (1.5-2hours per visit).

⁴ Ensuring service agreements comply with University legal requirements for the protection of students and the University.

⁵ Maintaining memberships of committees for ongoing marketing and promotion of WIL to potential industry partners, maintaining an awareness of discipline-specific employment trends, conducting marketing sessions for industry, attending events, attending workplaces to explain program requirements (1.5-2hours per visit), and building collaborative relationships for the purposes of course and program evaluations, membership of industry reference groups and involvement in program-related graduate planning activities.

⁶ Providing students with specific information that helps them behave and present themselves according to professional expectations and requirements as part of the process of transition from University and induction into professional work.

⁷ Identifying, supporting, and assisting students who evidence difficulty while on placement. Sourcing and promoting student opportunities for casual and volunteer work opportunities. Maintaining appropriate records associated with the professional compliance requirements.

⁸ Providing students with an accessible point of call where they can make their initial and other enquiries about WIL. In some courses, monitoring student involvement in the placement for the purpose of ensuring compliance with directed learning as per DEEWR requirements.

⁹ Organising exhibitions of student accomplishments, attending to invitations for industry, academic colleagues and other interested parties, planning and hosting career days, and being involved in marketing and networking activities as required.

¹⁰ Ensuring that up-to-date OH&S knowledge and requirements is maintained, monitoring that students are in compliance with and have received appropriate inductions into the workplace; providing employers with information on university insurance, monitoring compliance with blue card legislation, criminal history checks, hepatitis screening and other safety issues specific to each placement setting as well as visa extensions where necessary.

The fact that many of the professional staff have duties that overlap with teaching will be discussed later, but many of them have responsibility for students that extends beyond the administrative governance involved with a WIL course.

The professional staff and the academics highlighted risk management as a specific aspect of the WIL workload. The issue of risk mitigation in WIL covers both Occupational Health and Safety (OH&S) and reputational risks. OH&S issues associated with campus teaching are quite different to OH&S issues associated with individual workplaces and each specific context. This aspect of student OH&S is currently being further investigated so that the specific needs of WIL students and their workplace environments are recognised within University policy. What is not often considered, but is part of the WIL staff workload none-the-less, is the issue of 'risk' associated with maintenance of the reputation of the University and its specific WIL program. A poorly resourced and poorly managed WIL program can have a significant, long-lasting negative impact in the very sectors in which graduates are seeking employment.

Administrative assistance

The volume of administrative work involved in conducting a WIL course is considerable. In some larger programs full time administrative teams are involved in assisting academic convenors. However, in this survey, although 24 academics indicated that they did have some administrative assistance, eight academics had no administrative support at all. Table 4 summarises the number of hours of administrative support that was available to the 24 academic staff who had assistance and also provides a breakdown of the kind of assistance that the professional staff provided. Where administrative support was not formally provided, academic staff relied on ad hoc assistance from the school secretary or the school administration officer; one academic had a Smart State grant which, along with industry sponsorship, contributed to the costs of administering WIL, while another received a budget from the relevant School, and others had the administration counted as part of their service contribution in their workload allocation. All indicated that this was not very satisfactory in that it took up valuable time that should have been spent on scholarship and was an added strain, not least because it interfered with their promotion opportunities.

Table 4: Availability of administrative assistance available to academic staff

| Type of assistance available | No. of hours allocated to assistance | Summary comments |
|---|--|---|
| <ul style="list-style-type: none"> • Limited to insurance and organisation of Hep B injections • Limited to WH&S forms • Places students • Minimal administrative support for paperwork • Tutoring or sessional lecturers • Unofficial basic administrative support, usually from SAO | <ul style="list-style-type: none"> • Less than 10 hours/week (7 staff) • Btwn 11 and 24 (6 staff) • 25-40 hours/week (4 staff) • Full-time staff members (7 staff) | <ul style="list-style-type: none"> • Most staff commented on need for additional assistance, e.g. 'allocation of 2 days/week but need 3'; 'full-time staff member but I do an additional 10 hours/week'. |

Even though a number of the professional staff (n4) involved in this survey reported being part of a team working in large WIL programs, 11 professional staff reported they worked alone. Nine staff members worked full-time for WIL, while three worked more than 20 hours per week but less than full-time; three worked between 11 and 20 hours per week, and two staff members worked on WIL-related tasks for less than 10 hours per week.

Although some of the duties for professional staff working in WIL (nominated in Table 3 above) could appear to be general duties associated with any professional staff position, the complexity of the WIL process and the specialised knowledge required for this clearly adds to the role. For example, maintaining records and managing a database in WIL is multifaceted: each WIL program is operating its own database system until a comprehensive system is developed that can meet the different needs across the university; each database needs to contain the site/placement specific details (company/institution name, phone/fax numbers, email address, street and postal address, relevant contact person), the full student details, and all the details of current and past site/placement, dates of placements, payments (if any) to supervisors and outcomes of the placements.

Both academic staff (n20) and a small number of professional staff (n4) indicated that there were problems associated with the provision, or lack of provision, of the administrative assistance. Table 5 highlights these issues.

Table 5: Current issues associated with administrative assistance

| Staff Group | Issues | Other comments |
|--------------------|---|---|
| Academic | <ul style="list-style-type: none"> • Variations in insurance requirements for interstate and overseas placements demand more time. • There are no back-up/succession plans for illness, leave, etc. • There are difficulties in placing all students before placement starts. • There are also difficulties finding placements. • Significant time is spent negotiating with organisations for placements and then matching students to supervisors and work areas for best outcomes to all parties. | <ul style="list-style-type: none"> • Too much work for one person leads to stress. • There is 'no down time.' • Administrative assistance is voluntarily provided by staff with other duties and remuneration is low for the level of responsibility and hours worked. • Sessional budget funds covered only a few days administrative assistance when the academic requested it as a result of being overloaded. • Administrative staff are required to be committed to the role and willing to work outside existing role requirements. • Issues escalate when courses are over-enrolled. |
| Professional staff | <ul style="list-style-type: none"> • A lot of administrative work is linked to legal and legislative issues. | <ul style="list-style-type: none"> • WIL demands 'intensive use of staff time and resources'. • 'WIL work [is] expected to be completed on top of [the staff member's] original job description. ([The need for a] Level 4 position to support the WIL Manager was originally flagged during proposal stage)'. |

In the national scoping study conducted by Patrick et al. (2009, pp. 34-35) the importance of the administrative support was highlighted by both academic and university senior management staff. The academics emphasised the benefits of support and the need for administrative coordination of the *organisations and individuals*. A senior management respondent validated the exceptional role that professional staff play and stated that this *must be recognised in terms of promotion pathways*.

WIL relationships between stakeholders

In order for WIL to be an effective course offering for students and to meet the DEEWR legislative requirements, WIL staff need to develop and maintain relationships with all the main stakeholders: this includes students, industry partners and university academics with specific WIL supervision responsibilities. Figure 1, from the 2009 national coping study, shows all the stakeholders involved and situates WIL within the academic and legislative context.

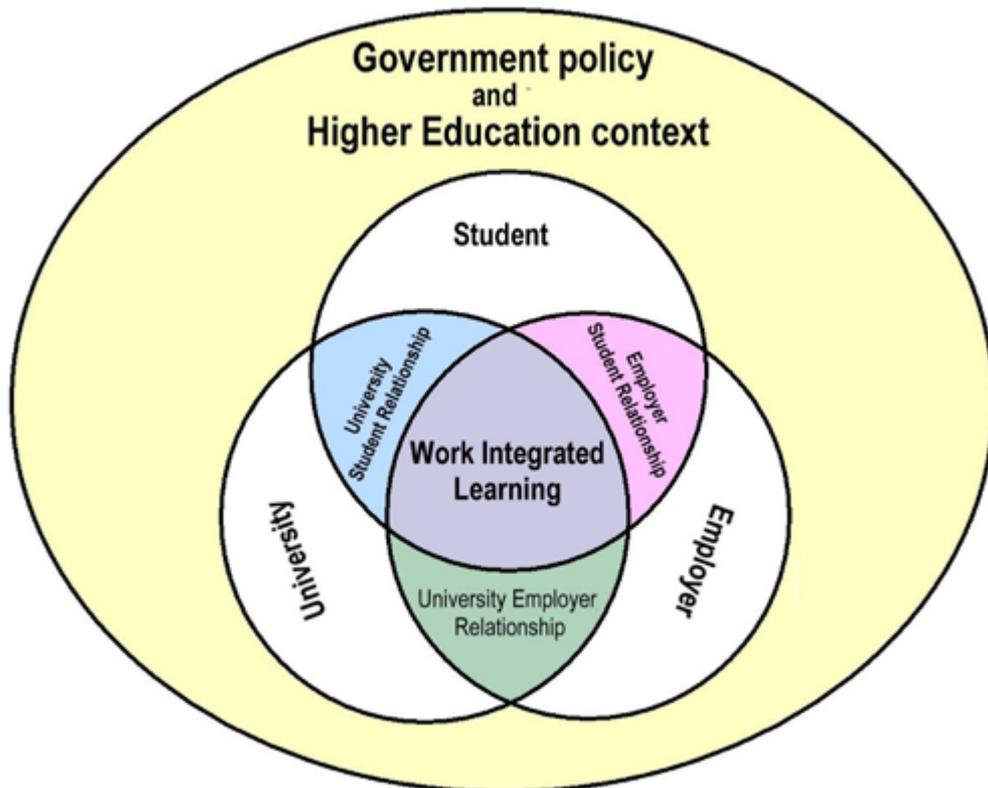


Figure 1: WIL Stakeholders (Patrick et al., 2009, p. 11)

WIL staff can be called upon to manage relationship issues in each of the areas of overlap (university/student, university/employer, and employer/student) as well as the core area of WIL itself, which involves all sets of parties at once. Figure 2, from the GWIL 2006 investigation, identified the role each stakeholder took throughout the placement process (Nyland, Groundwater, & The Engaging Students in the Workplace (ESiWP) Working Party, 2006, December, p. 23). It illustrated the 'percentage of workload activity in each of the key areas...[and showed how] the shift in responsibilities during the cycle of WIL activity' affected each stakeholder role.

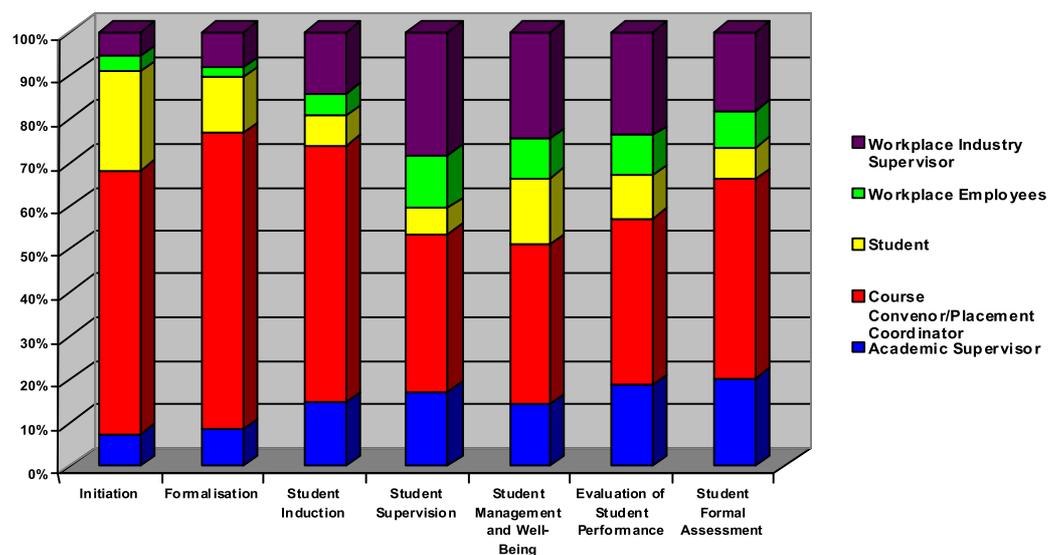


Figure 2: The roles of the WIL Partners

That report showed that the WIL convenor had significant contact in the pre-placement phase and this diminished slightly once the student commenced placement. The graph does not show the size of the group that the convenor was dealing with nor the fact that most of the contact was individual.

Table 6 identifies the hours and type of contact that is associated with academic involvement with WIL students. Three academics identified that they had individual contact with students while 29 academics reported having both individual and group contact.

Table 6: Academic student contact

| Type of contact | | Hours of contact (averaged/week) | Summary comments |
|---|---|---|--|
| Group | Individual | | |
| <ul style="list-style-type: none"> Initial workshops to induct students on expectations, including behaviour, dress, confidentiality, etc. Workshops to develop reflection-on-action learning 'Cluster' meetings and workshops with students and supervisors Debriefing workshop with students and or supervisors | <ul style="list-style-type: none"> Email and phone contact Individual supervision of each student's internship Visits to each student's placement Directing and monitoring at risk students | <ul style="list-style-type: none"> Up to 5 hours 18 Btwn 6 & 12 hours 11 Btwn 13 & 20 hours 3 Btwn 21 & 30 hours 0 Over 31 hours 1 | <ul style="list-style-type: none"> Hours of contact frequently change as the semester progresses, e.g. placing students can be time consuming, student completion of projects. Some respondents included pastoral care in the estimates of individual student contact. Negotiation of assessment sometimes required for students involved in paid WIL work. |

Group contact focussed on teaching activities related to induction and developing the ability to reflect on practice and the promotion of *praxis* as a goal. Individual student contact was identified as a significant element of the academic's contact with students, which ranged from supervision to monitoring and supporting students.

Most of the group contact for academic staff occurred within a class context and Table 7 provides a summary of the variation in class contact times and activities for the academic staff participating in WIL.

Table 7: Academic class contact

| Hours of class contact | Activities (in & outside class time) | Summary comments |
|---|---|---|
| <ul style="list-style-type: none"> • 5 – 7 x 2 hour workshops • 1 x 3 hour orientation • Btwn 2 – 5 hours/week • 2 day block orientation • 5 x 4 hours • 1 – 5 separate but full days throughout the semester | <ul style="list-style-type: none"> • Providing pre-briefing information. • Orienting, inducting and briefing students covering assessment requirements, developing a work-ethic, administrative requirements, etc. • Developing student reflection on challenges, unexpected issues, managing time, work/study balance. • Directing and guiding students on report writing, reflective writing, problem solving, critical thinking, creative thinking, and design, developing CVs. • Teaching knowledge and skill development to complement workplace activities. • Monitoring progress reports from all stakeholders. • Assessing and facilitating student presentations. • Facilitating project meetings. • Debriefing all stakeholders. • Maintaining weekly phone & email contact, e.g. structuring a “dedicated 2 hour phone-in time each week for semester”. • Maintaining online monitoring and discussion board interaction. • Conducting tele-tutorials or teleconferences • Providing web-based resources. | <ul style="list-style-type: none"> • The process used is dependent on course needs and design. • Some activities include participation of industry representatives. • In some academic programs WIL is complementary and is conducted alongside traditional lecture/tutorial/laboratory classes. • Individual consultation is an important aspect of class contact. |

Class contact hours, when taken at face value, do not truly reflect the time spent on the WIL teaching activities. Only when contact hours are taken in tandem with the list of other duties, including the management and administrative load itemised in Table 2, do they reflect the full teaching load. There is a significant range of duties that needs to be allowed for in addition to the class and individual student contact, and this requires a time allocation to be acknowledged.

Professional staff also reported having both individual and group contact with students. Three staff indicated that their contact was only with individual students while 14 staff indicated that their involvement was at both the individual and student-group level. Table 8 identifies the type and hours of contact that occurs for professional staff.

Table 8: Professional staff student contact

| Type of contact | | Hours of contact (averaged/week) | Summary comments |
|--|---|---|------------------|
| Group | Individual | | |
| <ul style="list-style-type: none"> Complete orientation with class each semester re administrative details Engage with class presentations | <ul style="list-style-type: none"> Phone and email contact Placement interviews | <ul style="list-style-type: none"> Up to 5 5 Btwn 6 & 12 1 Btwn 13 & 20 6 Btwn 21 & 30 1 Over 31 2 | |

It is important to note that because professional staff need to maintain both group and individual student contact, there is a range of skill-sets required that would not normally be expected of most professional staff members. They also have class contact with students as well as individual contact. Table 9 provides information on the activities involved in this contact and the associated number of hours.

Table 9: Professional staff class contact

| Hours of contact | Activities | Summary comments |
|--|---|------------------|
| <ul style="list-style-type: none"> 1 – 2 lectures per course 12 hours of orientation workshops (large number of students) 2 x 10 minutes presentations per class group/semester | <ul style="list-style-type: none"> Providing pre-placement information including placement requirements, insurance, reporting, etc. Briefing students. Monitoring student seminars. Acting as the Initial student contact. Communication with students, e.g. emails, phone contact & blackboard notices. | |

Professional staff working in WIL have an extensive range of activities which includes significant student contact. Often they are the key and first point of contact for WIL related activities. Although academic staff are required to problem-solve if there are any difficulties or issues that arise during the placement, usually the professional staff member is the first point of contact because of their more regular availability. As one professional staff member stated: *It is important that when an issue arises that a Griffith University person can be contacted immediately, not three days later.*

Organisational/Industry partners contact

The relationship between the University faculties and industry is an essential component of WIL. Its nature is multi-faceted and involves direct contact to develop and maintain the relationship for current and future student placements; it also involves contact through involvement in industry committees and professional memberships to ensure that WIL programs are continually being marketed in the 'professional' arena.

Table 10 highlights the range of contact that occurs between academics and their industry partners; staff maintain their relationships through involvement across a range of different activities. This was also found in Patrick et al.'s national scoping study, which highlighted the extended time commitments that were required to recruit organisations into a partnership role. As one of their respondents explained *it is a one to one and you're selling and introducing the concept, and often you are developing the project for...students while they're on placement* (Patrick et al., 2009, p. 39). This is not unrelated to the 'directed' teaching activity that is associated with WIL curriculum.

Table 10: Academic organisational contact

| Duration of contact | Activities | Other Comments |
|---|--|--|
| <ul style="list-style-type: none"> • 1 – 6 hours per week • Monthly meetings with all staff • 1 day/week set aside for formal visits to placement venues | <ul style="list-style-type: none"> • Initiating industry links. • Maintaining contact via letters, email and phone calls. • Conducting workshops with workplace supervisors. • Providing induction and debriefing contact and workshops. • Making workplace visits for relationship maintenance and 'support to enable the organisation to continue or enhance its capabilities – mutual benefits'. • Making other workplace visits as issues arise. • Attending industry events. • Making 2 – 3 site visits per supervisor. | <ul style="list-style-type: none"> • Contact with organisations is developed and maintained through professional association memberships, networks with past employers, memberships of community organisations, etc. • Workplace supervisors are sometimes employed as sessional lecturers in the WIL planning workshops. • More site visits are desired but resources and time do not allow for this. • Some WIL academics become involved with industry colleagues on other 'practice-oriented' projects as part of a quid pro quo in the ongoing WIL partnership. • Industry contacts change regularly and the development and maintenance of the industry network is ongoing. • A number of organisations and supervisors are in international settings. |

Professional staff are also responsible for maintaining the relationships with organisations who are industry partners in WIL courses. Most of this contact occurs through telephone and email interactions. In addition to frequently being the initial contact person, the professional staff member is also a key person for the transfer of information to all partners in the WIL relationship. On average, professional staff reported having three to four hours of such contact per week and for some staff the contact extended to representing the University at industry networking functions and occasional site visits. Recently, the professional staff in the Education Faculty have also been solely responsible for arranging 'market days'; they were also part of the planning committee for a WIL specific two day conference.

WIL Assessment requirements

DEEWR's mandate for the University to receive CGS funding is that it must maintain a 'directed' involvement in student learning while they are involved in WIL (Department of Education Employment and Workplace Relations, 2009). Given the non-traditional teaching and learning involved in WIL, respondents were asked to provide details of the strategies used to assess student learning. Table 11 highlights the range of assessment methods and shows that while industry supervisors contribute to the overall assessment they do not have responsibility for the assessment outcomes of student learning.

Table 11: WIL assessment strategies

| Items used as formal assessment tasks | Comments |
|---|--|
| • Research project/report/assignment n28 | • Assessment strategies are frequently diverse, non-traditional and negotiated. |
| • Reflective journal/log book/resources item n20 | • The focus of most assessment was on application, appraisal and extension of knowledge 'through application to practice'. |
| • Conference/seminar/case/poster presentation n13 | • The exams focussed on the issue of ethics. |
| • Attendance and participation n13 | • The weighting for participation was usually 10 – 20%. |
| • Supervisor assessment n 8 | • The weighting for reflective assessment varied between 15 – 40%. |
| • Case study/ies n 6 | • The weighting for written papers varied between 20 – 60%. |
| • Exam n 4 | • The weighting for presentations varied between 10 – 30%. |
| • Action plan n 4 | • The weighting for assessment from the workplace supervisor was just one component of the overall assessment. |
| • E Portfolio n 3 | • Many assessment tasks included a presentation in some form. |
| • Exit interviews/Viva Voca n 3 | |
| • Group assessment n 1 | |
| • Discussion Board interaction n 1 | |
| • Academic facilitator meetings n 1 | |

These strategies extends the range of assessment examples offered in Patrick et al. (2009) and demonstrates that assessment reflects the experiential nature of WIL (Universities Australia, 2008).

WIL workload allocation

It was possible to identify from the responses provided by academic staff the actual amount of time spent on WIL activities and to compare that with the time allocated to them. Six academic staff stated they were unaware of how their workload was allocated and because of the way in which this analysis has been conducted it was difficult to calculate the discrepancy or equivalency for another 13 staff. However, twelve academic staff presented enough detail to allow a comparison to be made. For each of these staff the number of hours actually spent on WIL activities was compared with the number of hours reported as being allocated in their official workload. This ratio was then expressed as a percentage. The results are presented in Table 12. This is possibly the first attempt to quantify WIL commitments across an institution.

Table 12: Academic WIL workload allocation

| Official workload as a percentage of actual workload | General comments |
|--|---|
| No allocation n1 | <ul style="list-style-type: none"> • There is an increased workload generated with international students. • Many respondents reported that WIL workload was allocated to teaching load according to contact hours only. • Almost all staff reported significant phone and email contact with individual students in addition to managing Learning@griffith components. • Site visits varied according to discipline but a number reported a desire to do or increase site visits if resources became available. • One staff member suggested that .5/student extra allocation in semester prior to placement would allow the load to become more equitable. |
| 20 – 30% n4 | |
| 31 – 40% n3 | |
| 41 – 50% n1 | |
| 51 – 60% n0 | |
| 61 – 70% n1 | |
| 71 – 80% n1 | |
| 81 – 90% n1 | |
| 91 – 100% n0 | |

As can be seen from the above table the official allocation was less than the hours worked in all cases. Only three of the twelve staff had more than 60 percent of their WIL work acknowledged. One staff member reported having no allocation for WIL responsibilities and this was attributed to the fact that the work did not involve teaching time-tabled classes; student contact was maintained through phone, emails and contact with industry supervisors. Other comments that reflect the complexity of the issue of WIL workloads include:

- *I don't know because there are several workload models and we have been told by the Academic PVC of the group that they are NOT workload ALLOCATION models but workload measurement models. There is a distinct lack of clarity on this and how the models will be used. The HOS made one that showed I had one of the highest in the school but then the DVC made another.*
- *Well in excess of nominated [workload] but uncalculated. The total is just however many hours are needed to get things done efficiently.*
- *I have requested [assistance]...I cannot devote the time I should to the Placements convening and I am basically burnt out.*
- *I know my research suffers and I only get short blocks of time [free] per year, so maybe 8 – 10% research time, the rest is service and WIL.*

It was disappointing to still find 19% of the academic staff were unaware of their School/Faculty workload policy. Barrett and Barrett (2007) and Paewai, Meyer and Houston (2007) both found that it was not uncommon for staff to be unaware of the applicable workload policy. Barrett and Barrett (2007) claimed that it was more difficult to make a concrete estimate of actual workload in those circumstances where the roles were complex, e.g. WIL. Paewai, Meyer and Houston (2007, p. 382) reported that it was possible to have equitable workloads when ‘unit-specific procedures [were used] for workload allocation rather than generic checklists or principles...’, and there was active negotiation and collaboration between staff members and their line managers. Anecdotal feedback has shown that WIL academics have been able to successfully negotiate their workload allocations in some Faculties. This has been possible because in these cases the particular workload policy document was made available to staff, the previous Workloads Report provided useful information, and the staff member had the interpersonal and communication skills to be constructively involved in the negotiation.

On the other hand, professional staff involved in this survey generally indicated that they were employed to work in WIL and did not believe the question was relevant to them. One staff member did comment that they worked well above their allocated time but that this was required to ensure that students were not disadvantaged. The workload implications for those professional staff who are assisting academics in the more ad hoc and informal capacities, e.g. school secretaries and school administration officers, are still not known.

Evidence to support workload statements

Staff were asked whether they kept evidence of their actual time commitment to WIL. Fifteen (47%) academic staff members indicated that they had records to substantiate their claims on workload demands. Table 13 highlights the various examples of records kept.

Table 13: Academic evidence currently used by academic staff

| Examples | Comments |
|---|---|
| <ul style="list-style-type: none"> • Diary records n6 • Timetables, placement sheets, email records, folders of paperwork, and student interview records n4 • Self designed timesheets n1 • A ‘daily “in” and “out” record’ n1 • Daily tasks log n1 • Departmental work allocation template n1 • Timetracker software n1 | <ul style="list-style-type: none"> • Some evidence may be subject to subjective interpretation. • Intangible elements are difficult to quantify. • Timetracker software has “guided efficiencies in the use of time [for all] academic duties, research duties and service duties...”. • “My tasks are completed [but] I work approx 12 – 14 h/day M – F and approx 6h/day Sat and Sun. I do not have time to work out a breakdown of what I do in those hours. As long as I meet my KPIs the Dean and PVC...are satisfied. ...I am basically burnt out.” |

Four professional staff members reported keeping records of time spent on WIL. These records consisted of timesheets, diary entries and evidence provided by the ‘paper trail’ of emails, industry and student contact lists, and student placement records.

WIL and its associated demands are relatively recent in most Faculties and new tasks are frequently accepted, not necessarily expected, and adjustments made by the individual staff member accommodate such changes (Coaldrake & Stedman, 1999). Consideration could be given to methods of tracking time. Although academics are not very committed to timesheet record keeping (Barrett & Barrett, 2007), software such as 'Timetracker' may be a useful tool if they are to identify the specific tasks associated with their work.

Job satisfaction (Choice)

In the initial workloads investigation (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007) staff indicated that a passion for working in WIL provided some compensation for the extra work that was involved. In this survey both the academic and the professional staff were generally very positive about being able to work in WIL and the following comments reflect the co-operative spirit with which the survey was completed. Only one academic staff respondent wanted not to be working in WIL and provided the following comment:

Not as at present with the existing arrangements. It isn't just the hours, but the stress it causes too: e.g. that something could go wrong at any time. Really need a person to manage the work on an ongoing basis - hard to say how much time but my guess is about 400 to 600 hours per year - I guess about a 1/4 to 1/3 time position.

Although the other comments reflected positively on the role, there were many provisos reflecting the ambivalence that can sometimes pervade the discipline. Examples included:

Provided that it is adequately represented in the workload and goes towards your staff review. Currently it is mainly an 'extra' which is appreciated but not really rewarded or helping with promotion.

WIL is rewarding; as a career move NOT.

Yes and NO! I am committed to a practical and fruitful relationship with industry; however the ad hoc nature of managing this area is very difficult.

I think it is highly valuable for the students to have this experience before graduating, but just like the university [they] do not recognise the effort involved...

The commitment of academics working in WIL and evidence of the non-traditional context that WIL has, are both demonstrated by other comments provided by the academic staff members in this survey. They emphasise the passion of individual staff members and the value of having a 'practitioner' perspective.

[It is an] integral part of the program which requires a practitioner's experience to arrange and troubleshoot.

I like to see theory and practice working together.

I believe that it is vital for students to gain relevant workplace-based expertise in order to make them more marketable to potential employers.

Love it

It is useful to the students & keeps me connected with the industry/practice.

Isolating students from significant learning experiences and professional growth opportunities is irresponsible. Developing interfaces between University and industry/professions: when done well significantly enhances community/industry respect for the relevance of higher education institutions; when done poorly again reinforces the notion of the lack of relevance higher education has in preparing students for the realities of careers (above and beyond 'vocations').

I enjoy the contact with students and workplaces and feel particularly privileged to share a student's journey to professional independence.

These statements reflect the commitment of staff who work in WIL but if we are to acknowledge the work as equitable for promotion purposes there is a need to actively change some of the socialisation processes that encourage values that place a higher priority on research than on teaching and service activities.

Professional staff also were primarily positive about being involved in WIL with only three (17.5%) not wanting to be involved. Comments included:

I think the...WIL program is a very valuable and extremely well structured curriculum. I greatly appreciate being involved but would prefer not to have to undertake the lower level admin work which takes too much of my time.

Need to formalise Systems for safe student work placements.

It can be very rewarding even if overworked.

The commitment of WIL staff can be attributed to their intrinsic motivation, which is sustained by the rewards associated with student 'growth', the variety of work activities, and the challenges and unpredictable nature of the work. These intrinsic motivators are different to those of more traditional academics whose focus and interest is research. Having both perspectives enriches the university environment.

Staff were also invited to provide any general comments they thought would contribute to the ongoing discussion about WIL and its impact within the University sector.

A few people have stated they consider GU to be the best Planning WIL in Australia; I agree that it is good [but] the foundations are vulnerable: it is work intensive and stressful, there is growing competition...and a lot more support is needed to make it SUSTAINABLE.

Working in WIL leaves very little time to do anything else – we have a team...but we really need double to fulfil ambitions to be involved in WIL scholarship.

I work hard in a range of ways in this program - administrative, organisational, academic and service. I also teach into other substantive courses...[which] makes for a complex workload. My connections to practice...also mean that I am asked to speak at many events which are not 'academically recognised' but I consider vital: practitioner conferences, conferences/training for...service providers..., community events etc. I attend countless industry events, recruit...supervisors at parties – it never ends!

Great difficulty in coordination and organisation due to the nature of the industry/business we operate in. Little ongoing and permanent companies available and most have extremely tight confidentiality clauses due to highly competitive industry...therefore unable to arrange effective placements.

Am seriously disheartened and burnout - not sure I want to continue

WIL is a very intensive area and more recognition is needed for...time to write articles for journals and finish their PhDs.

The intrinsic motivation and passion exhibited by academic and professional WIL staff illustrates a strong commitment to student learning and University and industry relationships. It is essential that we find ways of marrying this commitment to equitable measures of workload management and recognition. Without this there is great risk that WIL staff members will become disengaged from their WIL responsibilities.

WIL Scholarship 2007 – 2008

In the previous report (Bates & The Engaging Students in the Workplace (ESIWP) Working Party, 2007) investigating WIL workloads at Griffith University, the issue of staff scholarship was identified as an area that could be developed further. Table 14 highlights the range of WIL scholarship by academic staff during the period 2007 – 2008. It refers to works completed only by members responding to this survey and does not reflect the full list that would have been provided if all members of the network had responded to the survey. The list in Table 14 is attributable to 19 (59%) of the academic respondents but some of the others do complete research in their discipline areas and this is not recorded here.

Table 14: WIL scholarship 2007 – 2008

| Journal articles | Conference Presentations | Books | Others |
|---|---|--|--|
| <ul style="list-style-type: none"> • 12 journal articles | <ul style="list-style-type: none"> • 20 conference presentations • 5 GWIL symposium presentations | <ul style="list-style-type: none"> • 1 book • 1 book chapter • 1 book proposal • 1 ALTC report | <ul style="list-style-type: none"> • 7 Research grants, fellowships, EOI. • 4 student Practicum articles published in Queensland Planner. • Reviewing of grants and applications for ALTC awards. • Development of GIHE WIL training. • Completion of Graduate Certificate in Higher Education. • Peer reviewing of journal articles and conference papers. • Assisting in industry specific reviews. • Participating in community and performance projects. |

As identified in the previous workloads report (Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007) many staff who convene WIL courses are best regarded as *academic-practitioners* (Meemeduma, 2001). Most come from a professional rather than a traditional academic background and have not been subject to the processes of socialisation that values research as a priority over practice. Scholarship as an expectation is not dismissed but their plight highlights the added level of adjustment that WIL academic-practitioners have when attempting to comply with role requirements. Paewai, Meyer and Houston (2007) found that even in traditional models research can be neglected because of an overload in teaching and administrative duties. The WIL scholarship Community of Practice (CoP) held last year found that it was difficult for staff to conceptualise a research study without first developing a sound pedagogical understanding.

Conclusion

Griffith University is to be commended for the changes that have been made in the steps forward for cultural transformation in the promotion of teaching as a valued activity. Parallel to this development has been the expansion of WIL as a course offering across the University. This latter development has had a significant impact on workloads for both academic and professional staff.

Since the publication of the Work-integrated Learning: Academic Workload and Recognition report in 2007 there have been some advancements made but these appear to be more at the individual level rather than across the University. It is still obvious that policies that reflect WIL workloads need further development including the need to rectify the lack of specific reference to WIL in some Faculty workload documents. It is also important that professional staff who contribute to WIL work have their allocated WIL tasks and professional capabilities recognised. This report has been able to develop greater specificity about the tasks that both academic and professional staff are involved in for the sustainability of WIL and has provided a revised list of categories associated with WIL work that may be utilised by staff when they are negotiating their overall academic workload.

In summary, this survey showed that:

- The majority of academic staff involved in WIL were appointed at the Lecturer level and most professional staff appointed at level HO5.
- The Academic WIL Workload Categories were able to be revised to incorporate the range of administrative duties and to make explicit the requirement of scholarship.
- With the responses provided by professional staff, it was possible to develop the Professional Staff WIL Workload Categories that highlighted their involvement in aspects of teaching and the very specialised nature of WIL work.
- Unlike most other teaching activities in a university setting, administrative work for WIL is time-consuming and has accountabilities for both internal and external stakeholders.
- There is an important need for professional staff to be appointed to assist WIL academics and in some sections to ease the load on the already committed WIL professional staff.
- Both academic and professional staff have a significant time commitment required for the initiation, development and maintenance of the relationships of all stakeholders (i.e. students, external stakeholders, and the university community).
- Both academic staff and professional staff spend a significant amount of time working with students both individually and in groups.
- The maintenance of the relationships between the University and with organisational partners is a responsibility carried by both academic and professional staff, but it must be acknowledged

that because of the nature of academic work it is the professional staff who are the initial point of contact because of their more regular working hours and direct availability.

- By using the data provided it was possible to gain a perspective of how WIL academic workload was allocated across the University. One staff member was receiving no workload allocation at all, which was premised on the lack of class contact even though contact was maintained individually with students by phone and email; eight staff members were allocated between 20 and 50 percent (although only one was receiving between 40 & 50 percent of their load); and three staff members were having between 60 and 90 percent of their WIL workload acknowledged in their workloads. Six staff (19 percent of the responses) did not know how their workload was allocated.
- International students, 'at risk' students and students with disabilities increased the workloads for both academic and professional staff.
- Forty-seven percent of academic staff and 24% of professional staff believed that they had records that would support their workload claims.
- Both academic and professional staff were generally positive about working in the area of WIL with one academic and three professional staff indicating that they would prefer to not be involved.
- WIL scholarship has continued with the successful publication of refereed journal articles, books, conference presentations, grant applications and involvement in disseminating WIL related information within the community sector.

In essence, there are eight main responsibilities that academic and professional staff become involved in when working in best practice WIL courses:

1. planning: preparing students and identifying appropriate placements;
2. organising: matching students and placements;
3. facilitating supervisor and student learning;
4. modelling communication skills;
5. monitoring academic achievement and progress;
6. evaluating WIL activities;
7. advising and consulting with students; and
8. contributing to knowledge by researching teaching, participating in conferences and other forums, and contributing to staff development.

These responsibilities are intensified when students are 'at risk', have a disability, are international students, or students desirous of an international placement. This is an issue of student equity and there is an additional need for allowances in academic staff workload models and professional staff role descriptions for these additional duties of care.

It is essential to understand that both the information in this report and the faculty workload documents are tools only and that individual negotiation and collaboration is required to design equitable and transparent models that suit specific teaching methodologies, e.g. experiential teaching pedagogies including WIL. This report has attempted to capture the workload issues for professional staff; it has not considered the workload implications for those professional staff who are assisting academics in more ad hoc and informal capacities, e.g. school secretaries and school administration officers.

Appendix 1: Academic WIL Categories (Original)

| WIL Teaching and Learning Categories | Service | Teaching | Unique to WIL |
|---|---------|----------|------------------------------|
| Course design | | ✓ | |
| Workshops (for preparation, during WIL; and for assessment) | | ✓ | |
| Lectures | | ✓ | |
| Tutorials | | ✓ | |
| Management of individual WIL contracts (student, University, industry partner) | | ✓ | ✓ 1 |
| Assessment | | ✓ | |
| Recruitment, induction and maintenance of Industry partnership, including membership of professional association and committees | ✓ | | ✓ 234 |
| Industry supervisor training | | ✓ | ✓ 56 |
| Student induction into industry | | ✓ | ✓ 7 |
| Placement counselling (student and the industry supervisor) - at risk - career - employment | ✓ | ✓ | ✓ 8 |
| Directed student learning visits and monitoring of student learning in the workplace - Rural - SEQ - International | ✓ | ✓ | ✓ 910 (according to DEST) |
| Event management | ✓ | | ✓ 11 |
| OH&S, IP, Risk Management & Insurance | ✓ | | ✓ 12 |
| Supervision/mentoring of WIL administrative staff | ✓ | | |

(Bates & The Engaging Students in the Workplace (ESiWP) Working Party, 2007, p. 11)

- ¹ Service agreements, individual agreements or learning contracts that may or may not include project specific issues.
- ² Ongoing marketing and promoting to potential industry partners, attending events, individual visits at 1.5-2hrs each to the workplace to explain program, check workplace suitability etc. (repeating each year and ongoing expansion of markets).
- ³ Keeping up-to-date with industry trends, developing networks, promoting WIL culture within potential WIL organisations or industries.
- ⁴ Working collaboratively with industry partners for evaluations, liaising and inviting membership of industry reference groups for programs and courses.
- ⁵ Providing workshops and training to industry and individual supervisors for educational supervision requirements
- ⁶ Providing opportunities for social interaction and networking between supervisors and academic staff including breakfasts, colloquiums, and WIL specific activities.
- ⁷ Providing specific information regarding professional expectations, behaviour and requirements as transition and induction from University to professional work.
- ⁸ WIL academics have a responsibility to identify, support, and assist students who evidence difficulty while on placement; sometimes this requires the WIL academic to be involved with industry as part of the resolution process.
- ⁹ Visiting each and every student in the workplace as part of supervisor responsibility can take 1.5 – 2hrs each.
- ¹⁰ Individual oversight to ensure directed learning – not just delivery then an exam at end (to ensure DEST compliance.).
- ¹¹ Organising exhibitions of student accomplishments, attending to invitations for industry, academic colleagues and other interested parties, marketing and networking in anticipation of the next WIL offering.
- ¹² For a number of placements extra knowledge and attention to issues surrounding risk management and insurance is essential, e.g. blue cards, criminal history checks, hepatitis screening.

Appendix 2: Academic WIL Activities

| Category | Activity |
|----------------|--|
| Teach | <ul style="list-style-type: none"> • Supervisors/Clinical Facilitators • Match students to placements • Academic curriculum development, including professional accreditation compliance • Involve stakeholders using workshops, email, newsletters • Assessment development, monitoring <ul style="list-style-type: none"> ○ Reflective frameworks ○ Student progress reports • Induction & debriefing supervisors and students • Develop WIL Handbook (in lieu of course outline) • Interview & select supervisors • Student & Course evaluations • Supervisor evaluations • Student visits • Trouble-shooting • Course & Program development • Stakeholder (internal & external) liaison – [similar to overseeing tutors and giving support & advice] • Develop alternative WIL options • Consider inclusivity: at risk, students with disability, and international students • Teach other courses |
| Scholarship | <ul style="list-style-type: none"> • Funding application • Conference presentations • Refereed publications |
| Service | <ul style="list-style-type: none"> • Committee memberships (internal & external) • Marketing to internal and external stakeholders • Sourcing and recruiting organisational stakeholders • Maintaining a network of organisational stakeholders • Attend allied industry events • Provide leadership internal and external to substantive position |
| Administration | <ul style="list-style-type: none"> • Administrative staff supervision • Professional accreditation compliance • Administrative logistics <ul style="list-style-type: none"> ○ Work Place Health & Safety ○ Student illness ○ Supervision issues ○ Workplace incidents ○ Insurance ○ Heb B/immunisations ○ First Aid ○ Blue Card ○ Security clearances • Correspondence • Develop and Maintain WIL policy • Organise, retain, & update legal contracts between organisations and University, e.g. Department of Health • Management of budgets • Develop succession management • Letters/Certificates of Appreciation |

Appendix 3: Professional Staff WIL Activities

| Category | Activity |
|----------------|---|
| Administration | <ul style="list-style-type: none"> • Correspondence and large mail outs • Produce and circulate (biannually) Departmental newsletter • Organisation of contracts/ placement agreements • Organise student lists & check student eligibility • Database management (maintain records) • Relationship development, management, maintenance & enhancement: Course Convenor, involved academics, organisations and students • Provide & interpret policy and procedural information and advice to academic facilitators, organisational staff, university staff and students • Monitor & negotiate availability of placements • Assist other administration staff • Work with course convenors & academic staff • Administrative logistics <ul style="list-style-type: none"> ○ Work Place Health & Safety ○ Student illness ○ Supervision issues ○ Workplace incidents ○ Insurance ○ Heb B/immunisations ○ First Aid ○ Blue Card ○ Security clearances • Source & promote student opportunity <ul style="list-style-type: none"> ○ Resume writing ○ Job search strategies ○ Casual work opportunities ○ Volunteer work opportunities ○ Graduate employment • Plan and host career days • Develop promotional material • Appoint academics as facilitators • Send payments to schools • Create and manage budgets • Design and format handbooks, report forms, guide books • Support academic convenor |
| Service | <ul style="list-style-type: none"> • Committee memberships (internal & external) • Attend meetings at organisation's request • Represent School/Faculty/University at networking functions • Marketing of program offerings • Education of industry and students • Develop, manage, maintain relationships with all stakeholders (internal and external, including students) |
| Teach | <ul style="list-style-type: none"> • Industry visits • Preparation of students • Interview students • Assist academic convenor in academic planning • Consult with students • Advise students of responsibilities |

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