

## **FICTIONAL Case Study 1**

Georgina is an academic in the School of XYZ, and is completing her AAP form for a four-month period from September to December. Georgina was on holiday for ten days during September, so this is therefore, in effect, a sixteen-week period.

Georgina has three postgraduate research students, teaches two modules in the first semester, is the programme chair for a taught postgraduate programme, is a member of the programme committee for SOME conference, and engages in various other related activities.

### **Activities:**

#### **1. Teaching (Undergraduate and Postgraduate Taught):**

Georgina delivers two modules. One is a module delivered to a very large group. It involves 24 lecture contact hours and 12 lab sessions. Georgina has delivered this modules for several years, and is very familiar with the material. She requires about one additional hour for each lecture, and about half an additional hour for each lab. In addition, she she spends about fifteen hours responding to student queries, and about 19 hours handling student assessments. This gives a total of 90 hours, overall.

The second module is new to Georgina, and at the Masters level. There are no formal labs, and there are fewer students. However, the preparation time is significantly greater. She requires about 6.5 hours to prepare each of 24 lectures, and an additional 12 hours handling exams and marking, for a total of about 192 hours, overall.

Georgina is engaged in a number of other teaching-related activities. She is a programme chair, which involves substantial additional work overseeing the programme, and accounts for about 30 hours of activity. As chair and as lecturer, she is engaged in a significant amount of programme redevelopment as part of the AFI process, accounting for a further 30 hours. Finally, she is a member of the faculty education committee, and with meetings themselves and associated activities, this accounts for a further 12 hours.

Giving 72 hours, overall.

Teaching (Undergraduate and Postgraduate Taught):

$$90 + 192 + 72 = 354 \text{ hours, total}$$

#### **2. Teaching (Postgraduate Research):**

Georgina's work with postgraduate research students encompasses a broad range of activities. She meets with each student weekly, reviews their work, helps them with preparing presentations, must do background work of her own, and manages the

projects with which they are associated. She estimates that she spends approximately 2 hours per week in activities directly related to each student (so, 6 per week total), and 96 hours throughout the four-month period. In addition, she spends about 10 hours preparing project reports and handling financial matters, and a further 14 hours on other matters related to their work. This gives a total of 120 hours, overall.

One of her PhD students is approaching the end of his studies, and Georgina reviews and comments upon an early thesis draft. This accounts for about 30 hours. Also, two of her students are writing papers, and she spends an additional 15 hours reviewing and providing input on these drafts.

Finally, she attends a total of 6 internal student talks by her own and other students throughout the period. This work is in part in support of the students, and in part in support of her own research development, so she decides to allocate half of this time to student support, or 3 hours.

Teaching (Postgraduate Research):

$$120 + 30 + 15 + 3 = 168 \text{ hours}$$

### **3. Research (Sponsored, with Output):**

As one of her research students will be finishing shortly, Georgina is eager to secure funding for a new, additional student. She prepares two research proposals during this period, each requiring about 20 hours of work. In addition, one of these is collaboration with colleagues in the UK, which requires a search visit to the UK accounting for a further 10 hours. Giving 50 hours, overall.

Georgina also attends a week-long conference to present a paper, the output of one of her funded research projects. However, the week-long conference is also part of her general academic development. As such, Georgina decides to account for half of the 40 hours as being associated with her research project, and half as general background research. So 20 hours accounted here.

Research (Sponsored, with Output):

$$50 + 20 = 70 \text{ hours}$$

### **4. Research (No External Sponsor, with Output):**

Georgina wrote one paper during the time period indicated. It is not directly associated with any of her funded research, and therefore is accounted for here. 25 hours.

She also accounts for the second half of her conference trip here. 20 hours.

Research (No External Sponsor, with Output):

$$25 + 20 = 45 \text{ hours}$$

## **5. Other Research and Scholarly Activity:**

Georgina is a member of two programme committees for academic conferences. With reviewing papers and other activities, this accounts for about 32 hours of activity throughout the period.

Other Research and Scholarly Activity:  
32 hours

## **6. Administration and Management:**

There were four school meetings during this period, accounting for about 8 hours.

Administration and Management:  
8 hours

## **Georgina's private analysis:**

Teaching (Undergraduate and Postgraduate Taught): 354 hours  
Teaching (Postgraduate Research): 168 hours  
Research (Sponsored, with Output): 70 hours  
Research (No External Sponsor, with Output): 45 hours  
Other Research and Scholarly Activity: 32 hours  
Administration and Management: 8 hours

Total hours: 677

## **Georgina's AAP Form:**

52% Teaching (Undergraduate and Postgraduate Taught)  
25% Teaching (Postgraduate Research)  
10% Research (Sponsored, with Output)  
7% Research (No External Sponsor, with Output)  
5% Other Research and Scholarly Activity  
1% Administration and Management

Georgina is surprised to learn that, although she is reasonably research active and she spends much of a typical day dealing with research students and research-related issues, 77% of her time is nevertheless associated with teaching (or, more generally, educational activity).

## **Fictional Case Study 2**

Mike did not keep a full diary so calculating the percentage of time spent on the different activities required him to look at teaching hours and research outputs and admin posts and try and do a calculation base on the work associated with each.

### **Mikes workload was as follows**

#### **Teaching**

He delivered three modules in semester one – 2 at undergrad level with 24 hours of class contact and 12 hours of tutorials delivered by a PhD student. One class was to first years with 180 students, the second was a final year module with 45 students. The final module was at Masters level, with 24 hours class contact and 20 students.

For one class Mike was responsible for supervising teaching practice/clinical proactice/work experience/INTRA – this took 10 hours.

In addition Mike attended 3 programme boards and is on the standing committee of one board – meeting for an hour a month – with another hours preparation for it. He spent one day at the RDS higher options fair

Mike had 2 PhD students

#### **Research**

Funded: Mike had one externally funded grant on which he is principal investigator. This required him to host a research workshop in DCU for 3 days, with a good deal of organisational work and to write a policy paper for a government agency. He also is responsible for the management of this project. This will lead on to an academic article next year but this particular paper was focused on the funders needs

Mike submitted one peer reviewed article during the semester which he had started over the Summer and did post review revisions on another. He attended a high level academic conference in New York requiring a full text conference paper to be submitted in advance, which he had written before Sept, but he spent 5 days travelling for the event itself.

Mike is a member of the XXX researchers association and attends a half day meeting every 8 weeks or so with another half day o work for the association. In addition he reviews for a number of journals and read 3 articles for them this semester – probably taking a half day each to read and comment on. (Total = 28)

Mike does no consultancy or clinical work.

#### **Admin**

On admin which is not directly related to teaching and research, Mike is a member of one faculty committee meeting 6 times a year (6 hours this period) and one university working group which meet twice during this period for 4 hours but generated a lot of reading (est 10 hours).

## Calculating time commitments

One of Mike's undergraduate classes was new the other two had been delivered for some years. He estimated he spent 4 hours in total preparing each hour of delivery for the new undergrad course, one hour, per hour delivered updating the other undergrad class and 2 hours per hour delivered updating the masters class. He has open office for students 2 hour a week and typically had another hour of student appointments – during teaching semester, roughly equally between the classes. In addition he estimated he spends 30 mins per week on each class responding to emails over 14 weeks (excluding last 2 weeks dec). Liaising with the undergrad tutors took 20 mins per week.

Exam grading for first years took two days –a mid semester essay. The exam will be in the next session. The final year undergrads and Masters students took one full day of grading each.

Teaching hours

### undergrad

|  |     |
|--|-----|
| Class contact                                      | 48  |
| Preparation  | 120 |
| Seeing tutor (12 * 20 mins)                        | 4   |
| Grading  | 32  |
| Teaching practice / work exp supervision & liaison | 10  |
| Seeing students                                    | 24  |
| Emailing students                                  | 14  |
| Total teaching                                     | 252 |

### Masters class

|                   |     |
|-------------------|-----|
| Class contact     | 24  |
| Preparation       | 48  |
| Grading           | 16  |
| Seeing students   | 12  |
| Emailing students | 7   |
| Total             | 107 |

Admin in support of UG teaching – 2 programme boards, 6 hours total. Standing committee 8 hours. RDS higher options 8 hours

Admin in support of Masters teaching – programme board 4 hours.

Mike estimates that he sees his two **PhD students** for an average of 1.5 hours each and spends 30 mins per week reading and commenting on material from them, Over 14 weeks = 56 hours

## Research

|   |  |            |
|---|--|------------|
| <b>Funded</b>   |  |            |
| Policy Paper for funder   | Spent half day a week at it for most of semester | 60         |
| Organising workshop   | 3 full days and prep                             | 50         |
| Revised and resubmitted article based on prior research on this project |  | 40         |
| Related admin   | 2 hours per week                                 | 28         |
| <b>Unfunded</b>   |  |            |
| Article finishing and submitting – started in prior session             | Was drawn on unfunded research                   | 20         |
| Conference paper based on same article                                  |  | 40         |
| Scholarly activity in total   |  | 28         |
| <b>TOTAL RESEARCH</b>   |  | <b>266</b> |

## Overall scores

### Personal note – hours based

|   | <b>Hours (personal use only)</b> | <b>Percentages for AAP form (rounded)</b> |
|---|----------------------------------|---|
| UG teaching (UGT)   | 252                              | 34  |
| admin in support of UGT                                   | 20                               | 2   |
| Masters (PGT) teaching                                    | 107                              | 15  |
| PGT admin in support                                      | 4                                | 1   |
| Research Post grads                                       | 56                               | 8   |
| Admin in support of                                       | 1                                | 0   |
| <b>TOTAL TEACHING</b>                                     | <b>440</b>                       | <b>60</b>                                 |
| Funded research   | 150                              | 21  |
| Admin in support of                                       | 28                               | 4   |
| Unfunded research   | 60                               | 8   |
| Admin in support of                                       | 0                                | 0   |
| Scholarly activity  | 28                               | 4   |
| <b>TOTAL RESEARCH</b>                                     | <b>266</b>                       | <b>37</b>                                 |
| <b>Other income generation</b>                            | <b>0</b>                         | <b>0</b>                                  |
| <b>Clinical Services</b>                                  | <b>0</b>                         | <b>0</b>                                  |
| <b>Admin and Management</b>                               | <b>20</b>                        | <b>3</b>                                  |
| <b>Total hours worked</b>                                 | <b>726</b>                       | <b>100</b>                                |
| <b>Hours per week over 15 weeks (excl Christmas week)</b> | <b>48.4</b>                      |   |