

# CASUAL ACADEMIC STAFF HANDBOOK

## Key Contacts

Head of School  
Professor Lisa Featherstone  
[l.featherstone@uq.edu.au](mailto:l.featherstone@uq.edu.au)  
336 54164

Director of Teaching & Learning  
Dr Ryan Williams  
[ryan.williams1@uq.edu.au](mailto:ryan.williams1@uq.edu.au)  
344 32577

Integrity Officer  
Dr Annabel Florence  
[a.florence@uq.edu.au](mailto:a.florence@uq.edu.au)  
336 56388

History Discipline Convenor  
A/Prof Geoff Ginn (Sem1  
2024)  
[g.ginn@uq.edu.au](mailto:g.ginn@uq.edu.au) 336 6407  
and A/Prof Ian Hesketh  
(Sem2 2024)  
[i.hesketh@uq.edu.au](mailto:i.hesketh@uq.edu.au) 3365  
6363

Philosophy Discipline Convenor  
Contact the [School Office](#)

Studies in Religion Discipline Convenor  
A/Prof Tom Aechtner  
[t.aechtner@uq.edu.au](mailto:t.aechtner@uq.edu.au)  
336 2823

Classics & Ancient History Discipline Convenor  
Dr Janette McWilliam  
[j.mcwilliam@uq.edu.au](mailto:j.mcwilliam@uq.edu.au)  
336 52650

School Manager  
Ms Cara Herington  
[c.herington@uq.edu.au](mailto:c.herington@uq.edu.au)  
336 56477

Senior Academic & Student Administrator  
Ms Sweta Misra  
[sweta.misra@uq.edu.au](mailto:sweta.misra@uq.edu.au)  
3365 1416

## Who to Contact for Assistance

For technical advice or assistance on the Casual Academic Hire and Payment (CAHP) system, please contact CAHP Support – [cahp\\_support@uq.edu.au](mailto:cahp_support@uq.edu.au) or #54967.

Professional staff can provide assistance with administrative matters such as casual staff appointments, teaching allocations, timetabling and Allocate+, assessment policy, remarks, examinations, and extensions. Discipline Convenors and Course Coordinators can assist with academic matters such as academic misconduct, Student Access Plans and reasonable adjustments, Electronic Course Profiles (ECPs), and Grade Centre.

If you are unsure who to contact, please contact HAPI Administration via email on [admin-hapi@uq.edu.au](mailto:admin-hapi@uq.edu.au), and your query will be directed to the best person.

## Appointment

Tutors are appointed as casual academic staff on a per semester basis for specific contact hours and duties (referred to as Teaching Activities) via the CAHP system. Other arrangements, such as fixed term appointments, may apply to staff appointed to coordinate a course.

Useful information regarding CAHP – including the Systems Training Hub, the CAHP approval process, payment schedules, FAQs and help cards – can be found via this link: [Systems Training Hub - Casual Academic Hire and Payment](#).

Casual staff recommended for appointment will receive an email (to the email address provided in the EoI) from the School Manager or their delegate (with an estimate of teaching activities) approximately 2 weeks prior to the commencement of each new semester. **Please note** teaching activities may change over the first few weeks of semester as enrolments are finalised.

As a casual employee:

- (a) your hours of work will vary from week to week, at the sole discretion of the University and otherwise in line with course needs and requirements as identified by you in consultation with the relevant authorised officer of the University;
- (b) there is no guarantee or expectation that you will have regular or systematic work or be offered ongoing employment; and
- (c) you will be required to work in accordance with the University's operational requirements.

It is expected that staff refer to their teaching schedule in the CAHP System for current teaching allocations.

New staff, or staff whose appointment has not been continuous, will receive a formal offer generated by the Workday system. This will be sent to either your student or personal email address (i.e. this may differ to the one provided in the EoI). Staff with a previous appointment will receive their offer to their previously recorded staff email address.

After accepting your offer, you will also receive an email with your UQ credentials. Please then log into the CAHP system and enter the remainder of your personal details. If you do not receive this email, follow up with IT via this link: <https://staff.uq.edu.au/information-and-services/information-technology/it-support>.

Every UQ staff member is provided with an Outlook **email address**. Accounts are supplied and managed by Information Technology Services. For further information on setting up your UQ email address, refer to this link: <https://staff.uq.edu.au/information-and-services/information-technology/email-and-calendars/setting-staff-email>

See also:

Casual Academics: <https://staff.uq.edu.au/information-and-services/human-resources/casual-academics>

UQ Policy for Casual Academic Staff: <http://ppl.app.uq.edu.au/content/5.41.10-casual-academic-staff>

Schedule 3 of the current UQ Enterprise Agreement: <https://staff.uq.edu.au/information-and-services/human-resources/enterprise-bargaining/agreement>.

## Training

All **new** tutors must complete three sessions of HASS Faculty training (5 hours) and one session of HPI School training (1 hour) - usually held during Orientation week of each semester. In addition to this, we encourage new tutors to watch the HPI Tutor Training video before their first tutorial (though this is not required training). This will be made available to new tutors through a Dropbox link sent to your staff email address.

Further, all academic staff are required to complete five mandatory online training modules prior to commencing work. These include:

- UQ Health, Safety and Wellness Induction (1 hour);
- Annual Fire Safety Awareness (30 minutes);
- Staff Standards of Conduct (45 minutes);
- Appropriate Workplace Behaviour (45 minutes); and
- Casual Academic Employment Course (30 minutes).

Please refer to the 'Learning' App in Workday for access to all online modules.

Attendance at completed and verified required training is paid (there is no need to submit a timesheet). Where practical, mandatory training should be undertaken within the same fortnight.

Please also complete and return the induction checklist found at the end of this handbook.

The Institute for Teaching and Learning Innovation (ITaLI) also provide a wealth of resources for tutors at The University of Queensland available here:

<https://itali.uq.edu.au/for-tutors>.

eLearning has an excellent online workshop on Blackboard functionality that you may find beneficial [Learn.UQ Basics](#).

## Claiming Payment

You should refer to your employment contract regarding your payment rates and work hours.

As a matter of practice:

- (a) You will need to confirm your teaching activity schedule in CAHP each fortnight and submit a timesheet variation for any pre-approved additional hours worked each fortnight, or for additional activities such as mandatory training.
- (b) [This link](#) explains how to submit a timesheet for pre-approved additional hours worked.

The University has taken care to ascertain and understand workload requirements and has set the expectations of work hours in the CAHP system. Given the seniority and independence of your position, you are expected to properly and appropriately manage your time and workload during the semester to ensure that you do not exceed these reasonable performance expectations.

In the event you cannot perform the position within those hours, you are directed to raise this with the School Manager and seek written approval to work any additional hours. You will not be compensated for working any additional hours unless such approval is first obtained and provided to you in writing. Approval will not be unreasonably withheld in circumstances where you can demonstrate why the additional work is required.

## Duties of Tutors

Tutors mainly run tutorial groups and mark assessments. You should discuss requirements and expectations with your Course Coordinator. Tutorials are usually small discussions in groups offered to complement the material presented in lectures and expressed as "T" in the Course Profile.

Tutorials also include small group work within a 3 or 4 contact hour formatted course (represented as 3C or 4C). The School typically requires the delivery of 10 weeks of tutorials per course (unless otherwise advised by your Course Coordinator).

In some circumstances (typically large courses) the School may appoint Lead Tutors. This role may involve a tutor assisting with the administration of the course, organising tutorial assignments to tutors, leading the design of tutorial exercises and content, leading marking and moderation exercises, organising tutor evaluations, and assisting with the finalisation of grades. Lead Tutors are usually experienced and successful tutors.

### Guidance

The Course Coordinator should clarify expectations and how you will work with the Course Coordinator and other tutors during the semester. Some Course Coordinators may request to meet with tutors to discuss the course and its organisation, the assessment, timetables, and the expectations of tutors. Please ensure pre-approval has been obtained for payment to attend meetings. Where staff are required by the School to attend meetings, they should submit a claim for payment.

### Course-based Administrative Tasks

Tutors must keep accurate records of tutorial attendance and of participation in tutorials and assessment.

### Assessment

- Marking: must be completed electronically via Turnitin on Blackboard in the 'Assessment' section. The official deadline time for all School assignments is 2pm on the due date, unless otherwise advised in the ECP.
- Academic Integrity and Plagiarism: as stated in ECP 5.4 and by submitting work through Turnitin, students are deemed to have accepted the following declaration: 'I certify that this assignment is my own work and has not been submitted either previously or concurrently, in whole or in part, to this University or any other educational institution for marking or assessment'. Suspected breaches of academic integrity must be referred to the Course Coordinator.
- Please remind students they must keep the Turnitin receipt as proof of submission.

### Extensions

Students may discuss extensions with you or the Course Coordinator, but must submit a formal application using the form in myUQ at: <https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/applying-extension>. As a tutor, it is not your decision whether an extension will be granted.

### Marking (routine tutorial/contemporaneous marking)

Tutors are expected to complete routine (contemporaneous) marking that arises from the tutorial session, is directly associated with it, and marked before the next regular timetabled tutorial session in the course. This might include tutorial attendance and participation, presentations and blogs, but excludes bulk marking of assignments (See Appendix 1 UQ Enterprise Agreement for further information).

### Marking (Bulk Assignment)

Tutors contracted for marking can complete training using Turnitin – either online, or through the 1-hour session offered through Staff Development. In addition to this, there is information on marking in the relevant tutor training video section. For a #2-unit undergraduate course, tutors should expect to spend 1 hour per student on bulk marking (with an expectation that staff will mark ~3,000 words per hour per student for first year courses, and ~4,000 words per hour per student for second- and third-year courses). Tutors are expected to complete marking within the times specified by the Course Coordinator. This facilitates moderation and ensures assessment results are available to students in a timely manner. These expectations are subject to the arrangements for claiming payment outlined above.

You should receive an email from your Course Coordinator clearly explaining how long you should expect to spend marking each assessment item. Here are two examples:

1. In COUR1234, your marking is as follows:
  - Documentary Analysis – 20 minutes
  - Essay (2000 words) – 30 minutes
  - Take Home Exam – 10 minutes.
2. In COUR5678, your marking is as follows:
  - Participation – 0 mins (this counts as contemporaneous)
  - Dialogue – 25 minutes
  - Essay (1500 words) – 25 minutes
  - Exam – 10 minutes

**Please note** marking allocations may vary due to student numbers and will be finalised at census. This may impact on the number of items you are asked to mark but will not vary the time allocation for each single task. You may also be asked to mark varying numbers of different assessment tasks, e.g., 40 essays, 20 source analysis and 80 exams.

### Re-mark Requests

Students may request a re-mark if they believe their result does not reflect their performance. Re-mark requests should be referred to the Course Coordinator and made via the formal process: <https://my.uq.edu.au/information-and-services/manage-my-program/academic-progress-and-final-results/querying-result>.

### Disability Access Plans (SAPD)

Course Coordinators will notify tutors of students with Access Plans and advise reasonable adjustments. For further information refer to <https://www.uq.edu.au/about/disability-services>.

### Lecture Attendance

Tutors may attend course lectures at their own discretion but are not required to do so and attendance will not be paid. Where Course Coordinators or other authorised staff (with prior approval of the Head of School or School Manager) require casual academic staff to attend lectures or tutorials in preparation for teaching their own tutorials or delivering their own lectures, or meetings for moderation, the casual academic staff member will be paid for their attendance.

### Tutor Evaluations

Tutors can receive evaluation feedback through the Student Evaluation of Tutor (SETutor) questionnaire. The Senior Academic & Student Administrator will contact you regarding inclusion in the School's bulk order.

### Responsibilities of Tutors

- Within the broad guidelines of the Policies and Procedures of the University and The University of Queensland Enterprise Agreement 2018-2021, the specific roles and responsibilities of tutors are specified by Course Coordinators on a course-by-course basis.
- Casual tutors are academic employees of the University and have a duty of care to students.
- Tutors must be familiar with UQ Teaching and Learning policy <http://ppl.app.uq.edu.au/content/3.-teaching-and-learning>, specifically sections 3.10 and 3.60.
- While responsibilities specified under these policies rest primarily with the University, the Head of School or the Course Coordinator, a tutor is often the first member of staff who becomes aware of student difficulties. If a tutor becomes aware of any student facing personal or academic difficulties, it is important to raise the matter with the Course Coordinator and/or advise the student to seek assistance from Student Services or the University Health Service, as appropriate.

- **Counselling:** The rapport that develops between tutor and students can cause students to see the tutor as a friend and advisor. From this a student may develop the expectation of counselling. This is not part of the tutor's responsibilities. Tutors should exercise discretion and avoid potentially compromising situations, particularly when dealing with vulnerable students. Tutors are advised to refer students to either the Course Coordinator or [Student Support](#) for appropriate assistance.
- In your work as a casual academic, you may be in a position to influence outcomes for students. Personal relationships between students and staff must not interfere with, be perceived to interfere with, or influence practices in the workplace. A personal or sexual relationship with someone you supervise (as a tutor or marker) is strongly discouraged by the University. Personal relationships between staff and students raise ethical concerns that staff need to consider carefully due to the inherent power imbalance. These relationships can create the potential for abuse of position. Such relationships are a conflict of interest. Consequently, if a personal or intimate relationship commences, it must be disclosed (please refer to the Code of Conduct). You should promptly discuss the risks with either the School Manager and/or Head of School, declare a Conflict of Interest, and ensure that you are not tutoring or marking any of the work of this student. Any pre-existing relationships must be disclosed, and can be managed, with input from the School Manager and/or Head of School.
- **Plagiarism:** UQ Policy on plagiarism is clear and noted in all ECPs. If a tutor becomes aware of plagiarism or behaviour that may constitute other Academic Misconduct, they must immediately notify the Course Coordinator.
- **SI-net Access:** Tutors will not have staff access to student records (SI-net). Any SI-net information required by tutors can be obtained, in accordance with relevant University policies, by the Course Coordinator or School administrative staff.
- **Lost Property:** At the end of a tutorial session tutors should quickly scan the room for student property left behind. Lost property can be taken to the School Office (1-E306).
- **Security:** As in any large community, theft is a problem. You and your students should be vigilant with valuables.
- **Personal safety:** Security is available 24 hours a day, 7 days a week and can be called on 336 53333 in case of emergency. UQ SafeZone is a free smartphone app that connects staff and students with Security and emergency services during a first-aid or an emergency situation on UQ campuses and sites. You can download the UQ SafeZone app from the Apple App Store and Google Play Store. Install the app and run through the sign-up procedure to register for the UQ campus or site you attend.
- **Suspicious activities:** Regardless of how trivial they may seem, please report this to Security on 336 51234.

## Available Resources

### Photocopying

Photocopiers are located on Level 5, Michie Building and the School Office, Level 3 Forgan Smith Building. Photocopying required for tutorials is the responsibility of the Course Coordinator.

### Student Consultations/Meeting Rooms

The School meeting room [1-E344] is available for student consultations if required. Additionally, a School of Social Science meeting room [9-434] can be booked by HPI casual academic staff for student consultations, by emailing [socialscience@uq.edu.au](mailto:socialscience@uq.edu.au), or via UQ Book-It (note that the corridor doors are locked between 6pm – 8am). Further meeting rooms can also be booked via UQ Book-it (<https://uqbookit.uq.edu.au/>).

### Correspondence, Mail, Messages

Most correspondence will be by email via your UQ account. One mailbox in the mailroom/photocopy room [1-E304] has been allocated for tutors. This will allow Course Coordinators to leave information for their tutors and for messages from students to be easily distributed. It is the responsibility of each tutor to check the tutor mailbox on a regular basis; students should be instructed to clearly mark their messages with the tutor's name and the course code for ease of sorting.



## Employment Conditions for Casual Academic Staff

The terms and conditions of your employment are set out in your contract of employment.

## Tutorial Troubleshooting

Throughout the course of any teaching semester, you may come across a number of new and tricky situations. The following pages outline some tips and tricks to help you navigate these situations.

### Student Behaviour

If you notice that students are **not engaging or contributing** in class, try changing the structure of your tutorial. If you usually engage the whole class in discussion, try smaller group work. You could use an activity (i.e., the “think, pair, share” method) to encourage discussion among students. Once your students are more comfortable discussing the course content with each other they will be more comfortable and willing to share with the rest of the class.

If an individual student is regularly **contributing too much** in your class, incorporate their responses into the class discussion and ask other students to build on or analyse their points. Make light of the situation – ask to hear from someone else, remind them of their participation obligations. Use group or pair work more frequently in tutorials so that you can disperse these students among others who are less inclined to contribute.

You may come across a particularly challenging student, for example one who continues to talk while you are addressing the class. In these instances, you could keep talking deliberately and loudly in their direction, or “wait patiently” for them to stop talking (making it obvious that they are interrupting the class) then continue with the class once they have finished speaking. Alternatively, you could ask the student(s) to stop their conversation and remind them of the class environment and the associated expectations. You could also address them and explain this privately after class. You are not there to discipline these students and it is crucial that this kind of behaviour does not influence the rest of the class experience.

### Content Delivery

In tutoring for a new course, it is highly likely that you will come across new or unfamiliar content either in a specific tutorial or in the course more broadly. The key to delivering unfamiliar content with confidence is being prepared. In preparation for the tutorial read any required and recommended readings and access any available lecture notes. Asking other tutors or members of your teaching team how they plan to approach the content for that week is a useful way to gauge your understanding of the topic and the effectiveness of your class. Another way to ensure your understanding of the material is to ask your course coordinator for the main “take aways” or “big idea” of this topic. If you are having trouble understanding the content or knowing where to start, there is a high chance that your students will too. Take the time to familiarise yourself with introductory sources or overviews of the topic. It will help your understanding as well as your students.

In exceptional circumstances there may be a requirement to deliver your tutorial online. If your class has to adjust to an online format unexpectedly there are a number of steps you can take to ensure that this process is as smooth as possible. Take some time to reassure your class and make sure that they have received a clear and timely announcement about the specific changes to your course/class. Pass on any information as early as possible, through Blackboard announcements and email updates. Make any new expectations clear (i.e., Will your students need to attend a Zoom tutorial? Will this be at the same time? Will they need to prepare for this class in a different way?). If necessary, create and share the Zoom link as early and clearly as possible. It is important that you adapt your lesson to fit a Zoom format where necessary. Adapt or remove any activities which would not work on Zoom and manage your expectations around class participation.



## HSW Induction Checklist

Please complete the below checklist within 1 week of commencement of semester, and return a signed and dated \*copy only\* to the School Manager (retaining the original for your reference).

- ☐ I have been directed to a copy of the [UQ HSW Policy statement](https://staff.uq.edu.au/information-and-services/health-safety-wellbeing) and I am familiar with the UQ HSW Website: <https://staff.uq.edu.au/information-and-services/health-safety-wellbeing>.
- ☐ I understand I have health and safety responsibilities and agree to comply with requirements - [PPL 2.10.04 Staff Responsibilities for Occupational Health and Safety](#).
- ☐ I have been informed that my local Health Safety and Wellness Manager is Mr Chris Pye (#31327, or 0408 726 230, [c.pye@uq.edu.au](mailto:c.pye@uq.edu.au)).
- ☐ I have been advised how to call for assistance in the event of an emergency (e.g. fire, medical emergency). The emergency contact number for my site is: 336 53333.
- ☐ I am familiar with the location of emergency equipment (fire extinguisher/hose), emergency exits, break- glass alarms, duress alarms, and the assembly meeting point/s during emergencies.
- ☐ I have been informed that my local Floor/Area Emergency Wardens are:
  - Forgan Smith (1) - Cara Herington (#56477) and Andrew Bonnell (#56333)
  - Michie (9) - vacant.
- ☐ I am aware that First Aid Kits are in the Kitchen and Photocopy rooms of both Forgan Smith (E318 & E304) & Michie (511 & 516). My local First Aid Officers are:
  - Forgan Smith (1) – Chat Marasinghe #51970
  - Michie (9) - Julia Michel-Clark #53152.
- ☐ If a fire alarm sounds, I understand that appointed wardens for the building will manage an orderly evacuation of staff and students. I understand I have a responsibility to advise students at the first tutorial of the procedures for evacuating the building in which the class is located. Notices providing relevant information appear in all teaching rooms and fire exits are clearly signed.
- ☐ I am aware of the requirement to advise my supervisor of all workplace incidents, injuries and illnesses, and to complete a report on [UQ Safe-Incident Reporting Database](#).
- ☐ I understand the reporting requirements for workplace hazards and know that if I identify a hazard I need to report it to my Supervisor, and on the [UQ Safe-Incident](#), UQ's online incident reporting database.
- ☐ I have been advised that if I suffer a work-related injury, I can lodge an application for compensation with Work Injury Management (HSW Division). I have been referred to a copy of the '[Claiming for Workers Compensation at UQ](#)' booklet for details.
- ☐ I understand that the University of Queensland's Sexual Misconduct Support Unit (SMSU) is a safe and supportive place for the UQ community to receive guidance around sexual assault and sexual harassment and can be contacted by calling the support line 3443 1000 (open Monday to Friday, 8am to 5pm), emailing [sexualmisconductsupport@uq.edu.au](mailto:sexualmisconductsupport@uq.edu.au) or submitting a [confidential report online](#).
- ☐ I have been advised that the University provides free and confidential counselling services through an external service provider. The Universities [Employee Assistance Program](#) (EAP) provider is PeopleSense. Call 1300 307 912 to make an appointment.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_