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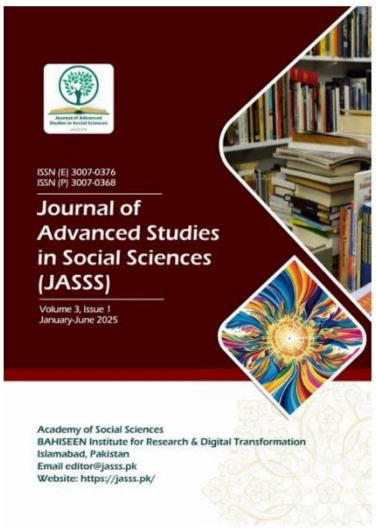

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A Proposed Workload Policy in the Zambian Higher Education Sector: A Business Re-Engineering Approach

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Abstract

The purpose of the study was to assess the workload policy adopted by universities in the Zambian Higher Education Sector. It utilized regression analyses, revealing weak correlations between time allocated to teaching, research, and community service with total faculty workload. Specifically, teaching had an F-statistic of 1.333 ($p = 0.265$), research and innovation $F = 0.821$ ($p = 0.513$), and community engagement $F = 1.857$ ($p = 0.138$), with R^2 values of 0.02, 0.017, and 0.028, respectively, indicating minimal explanatory power. The study's key challenges factors (KCFs) scale demonstrated good internal consistency with a Cronbach's alpha of 0.783. Motivational theories applied included Equity Theory, Herzberg's Two-Factor Theory, and Vroom's Expectancy Theory, emphasizing fairness, recognition, and alignment between rewards and effort to enhance faculty motivation. Qualitative findings indicated that faculty in private institutions often faced excessive workloads, teaching four or more courses per semester, with large class sizes exacerbating the issue. Public institutions had structured policies, allocating 40% of faculty time to teaching, 40% to research, and 20% to administrative duties. The study concluded that both public and private institutions should refine workload policies to improve faculty well-being and institutional performance, recommending clear, sustainable policies to address excessive workloads, especially in private institutions, to promote academic excellence, improve faculty retention, and ensure long-term institutional success.

Keywords: Workload policy, Zambian Higher Education Sector & Business Re-Engineering Approach

1. Introduction

Effective workload policies are essential for promoting faculty satisfaction and retention in higher education. Equitable distribution of responsibilities across teaching, research, and service prevents burnout and enhances well-being (Brown & Mitchell, 1993; O'Meara et al., 2019). Faculty in research-intensive institutions often have lighter teaching loads, facilitating increased scholarly activity and research output (Bender, Taylor, & Conroy, 2020). In contrast, faculty in teaching-focused institutions, burdened with heavier teaching loads, may experience reduced research productivity, heightened stress, and compromised teaching quality (Smith & Jones, 2018; Perkins, 2017; Carter, 2018; Tanner, 2021). Internationally, countries like the U.S. and U.K. prioritize research through lighter teaching loads, while nations such as Japan and South Korea face higher stress and lower job satisfaction due to heavier teaching responsibilities (Martin & Duvall, 2020; Lee, 2022).

In Zambia, faculty encounter significant workload challenges, including heavy teaching loads and inadequate workload distribution management, leading to stress and burnout (Nyondo, 2021). Addressing these imbalances through strategic reforms is essential for enhancing faculty engagement, retention, and institutional effectiveness.

1.1 PROBLEM STATEMENT

Faculty workload in higher education is a critical issue, particularly in developing countries where universities are expected to significantly contribute to national development (Newton, 2002; Guarino & Borden, 2017). The balance between teaching, research, and service is complex, with increased pressures from business-like models in education exacerbating workload challenges. Female faculty often shoulder more teaching and service duties, leaving less time for research and limiting academic growth opportunities (Bozeman & Gaughan, 2011; Carrigan, Quinn, & Riskin, 2011; Guarino & Borden, 2017). This imbalance, especially when teaching roles are undercompensated, impacts faculty motivation and institutional success (Hamimah Ujir et al., 2020). The introduction of modern educational demands, such as distance learning, has further complicated workload management, leading to disparities between faculty in traditional and non-traditional environments (Hamimah Ujir et al., 2020). Therefore, equitable and transparent workload allocation is essential for ensuring faculty satisfaction and maintaining institutional success (Nnadozie, 2015). Studies advocate for clear, flexible policies that address the diverse roles of faculty, focusing on balancing teaching, research, and service (Rafaeli, 1989; Schneider & Bowen, 1985). Workload imbalances have been linked to decreased faculty well-being and motivation, affecting academic performance and retention (Griffith & Altinay, 2020; Bakker & Demerouti, 2007). Adopting fair workload models and compensation systems is vital to prevent burnout and promote productivity (Bezuidenhout, 2015; Vardi, 2009). In regions like Zambia, financial constraints and misaligned recruitment strategies exacerbate workload challenges, contributing to faculty burnout (Mafa, 2016; Sutherland & Lafferty, 2016). Faculty in Zambia often experience unbalanced workloads favoring teaching and administration over research, leading to job dissatisfaction and high turnover (Kariuki & Mutua, 2018; Chirwa & Mwelwa, 2019). Addressing workload equity and implementing transparent management models are essential for improving faculty satisfaction, retention, and institutional performance (Houston, Meyer, & Paewai, 2006; Bezuidenhout, 2015). Developing comprehensive workload systems that acknowledge the multifaceted roles of faculty can foster a more supportive academic environment (Mwanza, 2019).

1.2 Research Objectives

1. To propose a workload Policy for the Zambian Higher Education Sector universities

1.3. RESEARCH HYPOTHESIS

1. **H_0:** There is no relationship between total workload and teaching, research and committee engagement
2. **H_1:** There is a relationship between total workload and teaching, research and committee engagement

2. LITERATURE REVIEW

Faculty workload policies are pivotal in shaping satisfaction, productivity, and institutional success in higher education. Balancing teaching, research, and service responsibilities is

complex, with overloaded faculty facing reduced effectiveness and engagement (Johnson et al., 2020; Johnson & Turner, 2018). A balanced workload model, integrating these responsibilities, is essential to mitigate stress and enhance job satisfaction (Silva & Martin, 2020). In research-intensive institutions, heavy teaching loads can impede research activities, necessitating differentiated workload models tailored to institutional needs (Thompson & Murphy, 2019). Disparities in workload distribution, particularly between tenured and non-tenured faculty, can lead to dissatisfaction, highlighting the need for equitable allocation and differentiated models to improve retention and productivity (Green & Campbell, 2024; Leclerc & Hall, 2024). Interventions such as mental health support, flexible assignments, and peer mentoring are crucial for reducing burnout (Ford & Kumar, 2024; Watson & Smith, 2024). Studies across Africa reveal that faculty at public universities often contend with large class sizes, heavy teaching hours, and administrative burdens, limiting research and professional development time. Conversely, faculty at private universities benefit from smaller classes, manageable workloads, and better research resources, leading to higher job satisfaction and productivity (Luzipho, Joubert, & Dhurup, 2023; Banda & Zubairu, 2019). In Zambia, excessive teaching hours and large class sizes hinder faculty's ability to balance teaching and research (Chikoko et al., 2020; Zimba & Simatele, 2019). Faculty in rural areas face additional challenges, such as limited resources, further impeding research engagement (Mulenga & Mwansa, 2022; Kabwe & Tembo, 2020). Addressing these issues through flexible and balanced workload models, reducing teaching loads, enhancing research support, and streamlining administrative tasks can significantly improve faculty well-being and institutional outcomes. Recognizing the importance of supervision in workload models is essential for supporting both faculty and student success (Austin, 2016; Cyr & McDonald, 2017; Nightingale & Tapping, 2020; Boud & Lee, 2015).

2.1. Theoretical Concept

Integrating equity theory, expectancy theory, and Herzberg's two-factor theory within a business re-engineering approach offers a comprehensive framework for enhancing workload policies in Zambian higher education institutions. Expectancy theory (Vroom, 1964) posits that faculty motivation depends on their belief that effort will lead to valued outcomes. Herzberg's two-factor theory (1959) differentiates between hygiene factors (e.g., manageable workloads and job security) and motivators (e.g., opportunities for growth and recognition). Equity Theory (Adams, 1965) emphasizes fairness in workload distribution. Applying these theories within a Business Re-Engineering Approach can lead to workload policies that ensure fairness, align rewards with expectations, and provide opportunities for professional growth, resulting in a more motivated, productive faculty and enhanced institutional outcomes.

2.2. Workload Models

This study draws from three key models for managing faculty workload in higher education, each offering a distinct approach to time allocation and workload distribution across teaching, research, service, and administrative tasks:

1. **Workload Allocation Model (Parks et al., 1998; Papadopoulos, 2017):** This model distributes the total contracted working time across teaching, service, and research, ensuring a fair workload distribution to enhance faculty well-being and institutional productivity.
2. **Workload Calculator (WLC) Model (Marlene Z. et al., 2009):** Developed at the University of Texas Health Science Centre, this model allocates faculty time across teaching, research, service, and clinical duties within a three-semester academic year, emphasizing structured time allocation, transparency, and flexibility.

3. **Time-Spent Workload Model (Nnadozie, 2015):** Using a time-spent approach, this model calculates total workload by summing time spent on teaching, research, community engagement, and administrative duties, focusing on practical application while ensuring equitable workload distribution.

Collectively, these models provide structured frameworks for managing faculty workload, supporting fair and transparent time allocation, promoting faculty development, and enhancing institutional success.

3. METHODS

The study adopted a pragmatic philosophical framework, combining a relativist ontology with both positivist and interpretivist epistemologies. A mixed-methods explanatory sequential design was employed, integrating quantitative and qualitative approaches. Quantitative data were collected through stratified sampling and analyzed using SPSS version 30, drawing on salary and allowance schedules, survey questionnaires, and workload schedules. Qualitative data were gathered using convenience, purposive, and criterion sampling, and analyzed through reflexive thematic analysis, content analysis, and document review. Data sources included in-depth interviews, focus group discussions, and policy documents, enabling a comprehensive understanding of faculty workload and compensation in Zambian higher education.

4. Regression Analysis:

4.1 Association and Relationship between Teaching, Research and Community Services and the Total Workload

The statistical tests were conducted using Regression Analysis. The aim of undertaking these tests is to quantify the impact or effect of the Teaching, Research and Community Services related factors on the Total Workload.

TW = TL + RI + CE

Where,

TW = Total Workload

TL = Time on Teaching and Learning

RI = Time on Research and Innovation

CE = Time on Community Engagement

4.2 Time on Teaching and Learning related factors and Total Workload

The aim of undertaking the tests is to quantify the impact or effect of the Time on Teaching and Learning related factors on the Total Workload.

TW = TL1 + TL2 + TL3;

Where,

TW = Total Workload

TL1 = "I drive many hours than I am contracted to"

TL2= "I spend additional hours preparing all materials relating to class delivery such as Power Point Presentations, Quizzes, McQs, Case studies, Capstones, Forum Questions or other materials related to the subject/s you drive."

TL3 = "I spend hours in meetings and resolving students' queries in a week."

The null hypothesis for this test is:

H_0: Total Workload was not affected by Time on Teaching and Learning related factors.

H_1: Total Workload was affected by Time on Teaching and Learning related factors

Table 1: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.061[a]	.004	.000	.74420

Table 2: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.399	3	.466	.842	.471[a]
	Residual	372.180	672	.554		
	Total	373.578	675			

a. Predictors: (Constant), I spend hours in meetings and resolving students, I spend additional hours on PPT e.t.c, I drive many hours than I am contracted to do

b. Dependent Variable: WORKLOAD

Table 3: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.571	.141		32.410	.000
	I spend hours in meetings and resolving students	.011	.011	.038	.963	.336
	I spend additional hours on PPT e.t.c	-.003	.027	-.004	-.115	.909
	I drive many hours than I am contracted to do	-.040	.029	-.055	-1.383	.167

a. Dependent Variable: WORKLOAD

The result of the test (Table 1 & 2) demonstrated that the factors did not significantly influence the hypothesis ($F= 1.842$: $p>0.05$ (0.471)); the relationship was very weak ($R^2= 0.004$), i.e. 0.04 percent of the total variation of Total Workload affected by Time on Teaching and Learning related factors.

TW = 4.571 +0.011TL1 - 0.0031TL2 – 0.040TL3;

Where,

TW = Total Workload

TL1 = "I drive many hours than I am contracted to"

TL2= "I spend additional hours preparing all materials relating to class delivery such as Power Point Presentations, Quizzes, McQs, Case studies, Capstones, Forum Questions or other materials related to the subject/s you drive."

TL3 = "I spend hours in meetings and resolving students' queries in a week."

It can be predicted that increasing the value of (TL1 = "I drive many hours than I am contracted to") by 1, the Total Workload will increase by 0.011, when all other predictors are held constant.

Similarly, increasing the value of (TL2= "I spend additional hours preparing all materials relating to class delivery such as Power Point Presentations, Quizzes, McQs, Case studies, Capstones, Forum Questions or other materials related to the subject/s you drive.") by 1, will decrease the Total Workload by 0.003. It can also be predicted that increasing in the value of (TL3 = "I spend hours in meetings and resolving students' queries in a week.") by 1, Total Workload will decrease by 0.040, when all other predictors are held constant.

4.3 Time on Research and Innovation and Total Workload

The aim of undertaking the tests is to quantify the impact or effect of the Time on Research and Innovation related factors on the Total Workload.

TW = R1 + R2 + R3+ R4;

Where,
TW = Total Workload
R1 = "I can manage my workload and I am satisfied with it"
R2= "My workload is equitably distributed and I don't have overload."
R3 = "My workload has not increased over the years"
R4 = "My workload allows me to engage in meetings and seminars"

The null hypothesis for this test is:

H_0: Total Workload was not affected by Time on Research and Innovation related factors.
H_1: Total Workload was affected by Time on Research and Innovation related factors

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.074[a]	.006	.000	.74409

a. Predictors: (Constant), My workload allows me to engage in meetings seminars .e.t.c, My workload has not increased over the years, My workload is equitably distributed and I don't have overload, I can manage my workload and I am satisfied with it

Table 5: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.065	4	.516	.932	.445[a]
Residual	371.514	671	.554		
Total	373.578	675			

a. Predictors: (Constant), My workload allows me to engage in meetings seminars .e.t.c, My workload has not increased over the years, My workload is equitably distributed and I don't have overload, I can manage my workload and I am satisfied with it
b. Dependent Variable: WORKLOAD

Table 6: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1(Constant)	4.576	.090		50.780	.000
I can manage my workload and I am satisfied with it	-.004	.031	-.006	-.126	.899
My workload is equitably distributed and I don't have overload	.004	.027	.007	.144	.886
My workload has not increased over the years	.005	.009	.021	.516	.606
My workload allows me to engage in meetings seminars.e.t.c	-.044	.029	-.077	-1.507	.132

a. Dependent Variable: WORKLOAD

The result of the test (Table 4&5) demonstrated that the related factors did not significantly influence the hypothesis (F= 0. 932: p>0.05 (0. 445)); the relationship was relatively strong (R^2= 0.006), i.e. 0.6 percent of the total variation of Total Workload affected by Time on Research and Innovation.

TW = 4.576 - 0. 004 R1 + 0. 004R2 + 0. 005R3 – 0.044R4;

Where,
TW = Total Workload
R1 = "I can manage my workload, and I am satisfied with it"
R2= "My workload is equitably distributed, and I don't have overload."
R3 = "My workload has not increased over the years"
R4 = "My workload allows me to engage in meetings and seminars"
It can be predicted that increasing in the value of (R1 = "I can manage my workload, and I am satisfied with it") by 1, the Total Workload will decrease by 0.004, when all other predictors are held constant. Similarly, increasing the value of (R2= "My workload is equitably distributed, and I don't have overload.") by 1, will increase the Total Workload by 0.004. It can also be predicted that increasing in the value of (R4 = "My workload allows me to engage in meetings and seminars".") by 1, Total Workload will decrease by 0.044, when all other predictors are held constant.

4.4 Time on Community Engagement related factors and Total Workload

The aim of undertaking the tests is to quantify the impact or effect of the Time on Community Engagement related factors on the Total Workload.

TW = CE1 + CE2 + CE3;
Where,
TW = Total Workload
CE1 = "Research and Community services are workload at our institution"
CE2= "My workload does not affect my personal life or overall productivity

CE3 = "I am engaged in research and committee."
The null hypothesis for this test is:

H_0: Total Workload was not affected by Time on Community Engagement related factors.
H_1: Total Workload was affected by Time on Community Engagement related factors

The result of the test (Table 8) demonstrated that the related factors did not significantly the hypothesis (F= 1.857: p>0.05 (0.138)); the relationship was relatively strong (R^2= 0.028), i.e. 2.8 percent of the total variation of Total Workload affected by Time on Teaching and Learning related factors.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.079[a]	.006	.002	.74326

a. Predictors: (Constant), I am engaged in research and committee, My workload does not affect my personal life or overall productivity, Research and Community services are workload at our institution

Table 9: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.346	3	.782	1.416	.237[a]
	Residual	371.232	672	.552		
	Total	373.578	675			

a. Predictors: (Constant), I am engaged in research and committee, My workload does not affect my personal life or overall productivity, Research and Community services are workload at our institution

b. Dependent Variable: WORKLOAD

Table 10: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.663	.111		41.844	.000
Research and Community services are workload at our institution	-.045	.026	-.072	-1.744	.082
My workload does not affect my personal life or overall productivity	-.015	.022	-.027	-.679	.498
I am engaged in research and committee	-.001	.024	-.002	-.053	.958

a. Dependent Variable: WORKLOAD

TW = 4.663 – 0. 045 CE1 – 0. 015 CE2 – 0. 001CE3;
Where,
TW = Total Workload
CE1 = "Research and Community services are workload at our institution"
CE2= "My workload does not affect my personal life or overall productivity
CE3 = "I am engaged in research and committee."
It can be predicted that increasing in the value of (CE1 = "Research and Community services are workload at our institution") by 1, the Total Workload will decrease by 0.045, when all other predictors are held constant. Similarly, increasing the value of (CE2= "My workload does not affect my personal life or overall productivity") by 1, will decrease the Total Workload by 0.047. It can also be predicted that increasing in the value of (CE3 = "I am engaged in research and committee.") by 1, Total Workload will decrease by 0.015, when all other predictors are held constant.

5. DISCUSSION

The study examined the effectiveness of workload policies in Zambian higher education institutions (HEIs), revealing significant disparities across 33 institutions. Of these, 19 lacked formal policies, 5 had effective ones, and 9 had policies hindered by poor implementation, contributing to faculty dissatisfaction and burnout (Maulu, 2018). Despite the Higher Education Authority's guidelines for balanced workload distribution, many institutions fail to adhere to this, affecting academic quality and morale (Harris & Cullen, 2008; Amer et al., 2022; Dlamini & Dlamini, 2024). The regression analysis found no significant relationship between total workload and the combined factors of teaching, research, and community engagement, suggesting that time allocated to these activities does not significantly affect total workload. The study also explored the potential of Business Process Re-engineering (BPR) to improve workload policy design and implementation, proposing that BPR could enhance the fairness, efficiency, and effectiveness of workload allocation, which aligns with findings indicating that BPR boosts institutional performance and competitiveness (Harb & Abazid, 2018). Addressing these policy inconsistencies is crucial for improving faculty engagement, institutional sustainability, and overall academic outcomes.

6. CONTRIBUTION

In this study, 800 questionnaires were distributed, and a final sample of 676 responses resulted in a response rate of 84.5%. Follow-up efforts, including reminder emails and phone calls, were instrumental in achieving this high response rate, which aligns with industry standards. According to Easterly-Smith et al. (2006), typical response rates with effective follow-ups range from 25% to 30%. The analysis focused on workload policies in Zambian higher education, identifying inefficiencies such as bureaucratic obstacles and rigid structures, which hinder faculty engagement and productivity. The study suggests that implementing Business Process Re-Engineering (BPR) could streamline these policies and enhance workload distribution, improving faculty satisfaction and academic outcomes. The study highlights significant discrepancies in workload policies across 33 Zambian higher education institutions. While some institutions have well-defined, effective policies, others struggle with poorly implemented or non-existent guidelines, leading to faculty overload and dissatisfaction. The lack of clear workload structures results in negative impacts on faculty well-being, productivity, and institutional effectiveness. Kezar and Sam (2010) emphasize that well-structured policies can alleviate

stress, enhance faculty satisfaction, and promote a productive academic environment. Further, the study reveals that the standard workload model, typically allocating 40% of faculty time to teaching, 40% to research, and 20% to service (Gilbert & Zeng, 2013), is inconsistently applied across institutions, particularly in private institutions where workloads can vary. The research also examines the variability of workload policies in private institutions, with only three of the sampled institutions having functional, regularly reviewed policies. Many others either lack formal policies or implement them poorly, leading to faculty burnout and dissatisfaction. The Higher Education Authority (HEA;2025) guidelines advocate for balanced workloads, but many institutions, particularly private ones, fail to adhere to these standards, exacerbating faculty stress and burnout. The study recommends that both public and private institutions establish clear, standardized workload policies that ensure faculty well-being and promote institutional efficiency. Key recommendations include limiting teaching loads to no more than three courses per semester, offering compensation for overloads, and providing support for faculty in large classes or with high administrative responsibilities. Regular policy reviews and adjustments are necessary to maintain alignment with institutional goals and ensure the sustainability of higher education in Zambia.

However, Institutions may face several challenges in implementing these changes, including resistance to reform, limited administrative capacity, and resource constraints. These can be mitigated through phased implementation, targeted training programs, and strategic partnerships with external stakeholders such as the Ministry of Education, HEA or development partners. Appointing departmental workload coordinators or policy champions can further facilitate smooth adoption. Finally, regular monitoring and biennial policy reviews are essential to assess impact, adjust to evolving academic needs, and align workload structures with national higher education goals. By addressing these operational and strategic factors, Zambian higher education institutions can foster sustainable academic environments that support both faculty success and institutional development

7. PROPOSED ACADEMIC WORKLOAD POLICY

7.1. DEFINITION OF KEY TERMS

- Academic Staff refers to individuals employed by the University who are appointed to engage in teaching, training, and research activities. This category includes, but is not limited to, lecturers and other academic staff members whose roles may also encompass administrative responsibilities in varying degrees, such as Heads of Departments (HoDs), Deans of Schools, and Directors of Institutes. Furthermore, the University Council may designate other individuals as academic staff, as deemed appropriate.
- Academic Work encompasses a range of activities associated with teaching, research, academic leadership, public service, and other scholarly endeavors. It includes the detailed allocation of hours dedicated to these activities, reflecting the multifaceted nature of academic duties.
- Workload refers to the total amount of work or the number of working hours assigned or expected from an academic staff member.
- Public Service refers to the voluntary or professional services rendered by academic staff that benefit both the University and the broader community. These activities are undertaken to advance the mission and values of the University and to contribute to societal well-being.

- Reasonable in the context of workload allocation means that all efforts are made to ensure career progression is facilitated while maintaining a manageable workload. The allocation process should allow academic staff to meet the established timeframes and deadlines for their duties, while also supporting a balanced approach to professional and personal responsibilities. The University should takes all necessary precautions to minimize physical and mental harm to its academic staff. This involves the implementation of appropriate measures to safeguard well-being within the workplace.

7.2. POLICY STATEMENT

In the Zambian higher education sector, lecturers are pivotal to the academic mission of universities, shaping the intellectual and professional development of students. Despite their significant role, the contributions of lecturers throughout an academic year often remain poorly defined and inconsistently measured. The absence of a clearly articulated workload policy has resulted in ambiguity surrounding their responsibilities, leading to potential inefficiencies and disparities in expectations. The proposed Workload Policy aims to address these gaps by establishing a comprehensive framework that clearly outlines the teaching, research, and administrative duties of academic staff. By defining workload expectations with clarity, the policy seeks to enhance accountability, improve faculty performance, and foster a balanced academic environment, ultimately contributing to the growth and sustainability of higher education institutions in Zambia.

7.3. POLICY PURPOSE AND OBJECTIVES

The purpose of this policy is to establish a comprehensive framework for the equitable allocation and management of academic workloads at the Universities'. The policy aims to ensure that workload assignments are fair, manageable, and conducive to the well-being of both academic staff and the institution. Specifically, the policy seeks to achieve the following objectives:

I. Define clear criteria and guidelines for the allocation of academic workloads.
II. Promote fairness and transparency in the distribution of academic workloads.
III. Ensure that academic staff are provided with sufficient time to fulfil their responsibilities in teaching, research, and public service.
IV. Offer academic staff opportunities that support their personal and professional development.
V. Clarify the distinction between normal and overload academic workloads; and
VI. Provide guidance for resolving disputes related to academic workload allocation.

7.4. THE POLICY

The standard workload for an academic staff member shall be defined as eight (8) hours per day, five (5) days a week, totalling forty (40) hours per week. This structure is designed to ensure a balanced allocation of time across various academic duties, with a breakdown provided in the table below.

	Details	Hours per day	Hours per week	Hours per year
Lecturing	3 full courses	2.4	12	360
Preparation		2.4	12	360
Assessments	Preparation / evaluations	0.4	2	60
Laboratory/ Tutorials		0.6	3	90
Student consultations		0.4	2	60
Administrative work		0.6	3	90
Research/ consultancy		1.2	6	180
Total hours		8	40	1200

7.5. DISTRIBUTION OF WORKLOAD

Faculty members holding administrative positions, such as Registrars and their assistants, Deans and their assistants, Heads of Departments (HODs) and their assistants, as well as Coordinators, shall be assigned teaching responsibilities ranging from one to two courses, or approximately 4 to 8 hours per week. The specific allocation of teaching hours will be determined based on their level of seniority and the nature of their administrative duties.

I. A full course shall be defined as comprising four (4) hours of instructional time per week, consisting of three (3) hours of lectures and one (1) hour of tutorial.
II. To ensure equity in class assignments, the standard or optimum class size shall be defined as 70 students.
III. The marking of scripts for courses with enrolment exceeding 70 students shall be compensated through an appropriate marking allowance, calculated as per-script, per-student basis.
IV. To claim marking allowances, a maximum of three (3) claims per course per semester, including the final examination, shall be allowed. Marking allowances will be granted for each script in excess of 70 scripts per course.
V. All faculty members assigned an additional workload must obtain prior approval from their respective departmental heads or other relevant authorities. Faculty may be assigned no more than one (1) extra course, with the possibility of taking up to two (2) extra courses only in exceptional and rare circumstances. Such additional workload shall be compensated in accordance with university guidelines.
VI. Faculty members claiming an excess workload must have fulfilled their standard weekly teaching load or demonstrate an equivalent research workload.
VII. Claims for excess load making or teaching shall be made through a duly filled in claims form with attendant evidence of having taught or marked the scripts.
VIII. Responsible and Relevant functional heads shall be responsible for regulating the lectures teaching load and general workload.

7.6. Teaching Load

A teaching workload comprises numerous academic activities which relate to teaching and management of students' learning activities. The teaching workload of an academic staff

shall typically include the following aspects of teaching:

i. Preparation and delivery of lectures
ii. preparing all materials relating to class delivery such as Power Point Presentations, Quizzes, McQs, Case studies, Capstones, Forum Questions, Labs or other materials related to the subject/s the lecturer delivers.
iii. Preparation and conduct of tutorials
iv. Uploading of course materials or content on online platforms such Moodle (Modular Object-Oriented Dynamic Learning Environment), LMS(Learning Management System) LearnDash
v. Preparation and supervision of practical classes
vi. Course coordination
vii. Outsourcing and preparation of Guest lecturers
viii. Conducting assessments and examinations
ix. Marking of assessments and examinations
x. Compilation and submission of examination results
xi. Student consultation/ Counselling
xii. Field trips/ industrial tours
xiii. Preparation of defence panel or viva voce
xiv. Revision or development of new course outlines, curriculum and Programs
xv. Teaching ODeL / DBLP (Distance Blended Learning Platform) students (which may involve any or all the above activities).

7.7. Research Supervision Workload

Academic staff shall be assigned to supervise students' theses/ dissertation based on a combination of teaching load, administrative duties, supervision experience and ability to supervise

The following shall be observed as normal research supervisory load for academic staff

Level of study	Number of students
Undergraduate	10 students per semester
Masters	5 students per semester
Doctorate	2 students per year

Supervision of student's research and marking of dissertations shall attract an allowance which is paid in accordance with applicable rates of universities

Academic staff are required to engage in research and aim to publish at least two scholarly articles per year. This publication expectation is aligned with the staff member's performance contract, contributing to the institution's research profile and knowledge advancement

7.8. Administrative duties

I. Administrative activities encompass several key responsibilities, including:
II. Administrative Responsibilities at the School or University Levels:
III. Department chair or program coordinator duties (e.g., overseeing academic operations, managing budgets, strategic planning).
IV. Policy implementation and compliance (ensuring academic standards and university policies are followed).
V. Resource management (allocating funding, materials, and space).
VI. Faculty recruitment, evaluation, and performance review.
VII. Coordination of accreditation and institutional assessment activities.

VIII. Organizing academic events, workshops, or conferences.
IX. Committee Membership at the School or University Levels:
X. Serving on curriculum development or review committees (evaluating course offerings, creating new programs, and revising curricula).
XI. Participating in faculty hiring committees (evaluating candidates, conducting interviews, and making hiring decisions).
XII. Involvement in academic policy committees (advising on institutional policies and procedures).
XIII. Serving on promotion and tenure committees (reviewing faculty applications for promotion and tenure).
XIV. Membership in governance or advisory committees (contributing to decision-making at institutional or departmental levels).
XV. Serving on student welfare or grievance committees (addressing student complaints or policy issues).
XVI. Supervision or Mentoring of Other Staff:
XVII. Mentoring junior faculty (providing guidance on teaching, research, and career development).
XVIII. Supervising graduate students (overseeing their research, providing feedback, and ensuring academic progress).
XIX. Providing mentorship to postdoctoral researchers (guiding their academic growth and research projects).
XX. Managing or supervising staff members in academic departments (providing leadership and evaluating performance).
XXI. Leading or participating in faculty development programs (organizing professional growth opportunities for faculty members).

8. Implications

The study's regression analyses revealed weak and statistically insignificant relationships between time allocated to teaching ($F = 1.333$, $p = 0.265$, $R^2 = 0.02$), research and innovation ($F = 0.821$, $p = 0.513$, $R^2 = 0.017$), and community engagement ($F = 1.857$, $p = 0.138$, $R^2 = 0.028$) with overall faculty workload. These low R^2 values indicate that formal workload allocations explain only a minimal portion of the actual workload variation experienced by faculty. The findings highlight the limitations of rigid, percentage-based workload models, which fail to capture the full scope of academic duties. Unaccounted factors such as class size, number of courses, administrative roles, and research support, and informal tasks like mentoring likely play a significant role. The absence of structured, context-sensitive workload policies in Zambia risks inefficiencies, faculty burnout, and diminished institutional performance, with broader implications for teaching quality, research output, and higher education sustainability.

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