Workload Model Equity
Presentation to the Head of Schools
June 2014
by Sukhi Bains, E&D Officer (HR)
Following-on from presentation from UCU
unfair work allocation could result in discriminatory unfair treatment

A comparator used would be staff who are of a different ‘protected characteristic’ e.g. Men v Women

Being mindful of unconsciously allocating specific tasks due to a person's ‘protected characteristics’
HE sector view on Workloads Models:

*Equality Challenge Unit:*
“Centralised policies don't always seem to be applied at department level, with individual managers influencing workload, responsibilities, recruitment and promotion - a situation ripe for unequal treatment and favouritism.”

*Workload model* – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria.
Academic Workloads Report (HEFCE + Leadership Foundation)
Example of Women Academic Career Progression

- Slower career progression
- Reduced time leading to lower performance in research
- Tendency towards teaching only/unbalanced work portfolio
- Tendency towards taking on certain roles e.g. pastoral care
- Less time for home working on research
- Higher % on fractional contracts
Inclusive Workload Modelling:

- Equitable allocation of tasks.
- Adjustments for staff returning from Maternity, Paternity, Parental or Disability leave.
- HoS is approachable for staff to discuss workload.
- Allowance for personal/career development.
- Internal awareness of the model for transparency.
- Developed by engaging with all staff.
- Identifying different remits (Coordinating Disability, Athena SWAN, JUNO, Gender or Race equality).