

Workload Allocation Model at UoE – Across STEM Schools

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1. Acceptance that WAM is unavoidable
2. Concerns about the segregation between teaching track/research track academic careers
3. Weighting of class size/newness
4. Publication of the model (internally)
5. The % of women in office bearer roles appears to be equal to, or slightly higher than, the % in the department.

1. Inclusion of research (in ca 50 % of WAMs)
2. Power of line-manager
3. Departmental sub-group management structure
4. Allocation for research group size / supervision needs
5. Value of [external] contribution to the discipline
6. Recognition of gendered roles
7. Confidentiality of results

1. Great majority think workload is allocated fairly
2. Perception of fair gender allocation
3. Preference for seeing whole (anonymised) data
4. Desire for ownership of workload
5. Recognition of overload
6. Desire for broad-level overload to be highlighted to university
7. The model is officially for a 35h working week, s

1. Research group supervision needs
2. Value of [external] contribution to the discipline
3. 'bean-counting' / fairness
4. Perception of WAM's full use of range in promotion