

Workload Modelling

The what, the how... and the why

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hello!

The **what**

- What is workload modelling?
- How does it work?
- What can it do?
- What won't it do?

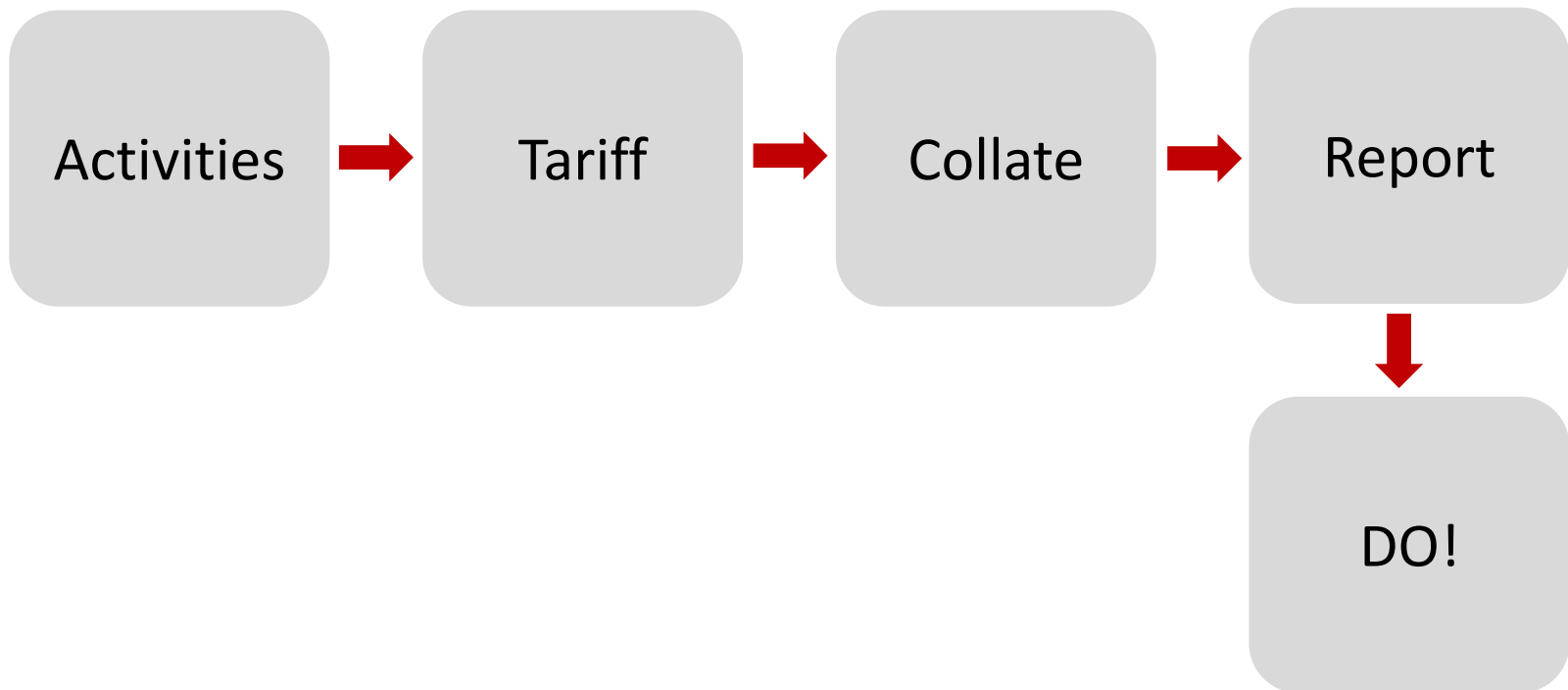
What is workload modelling?

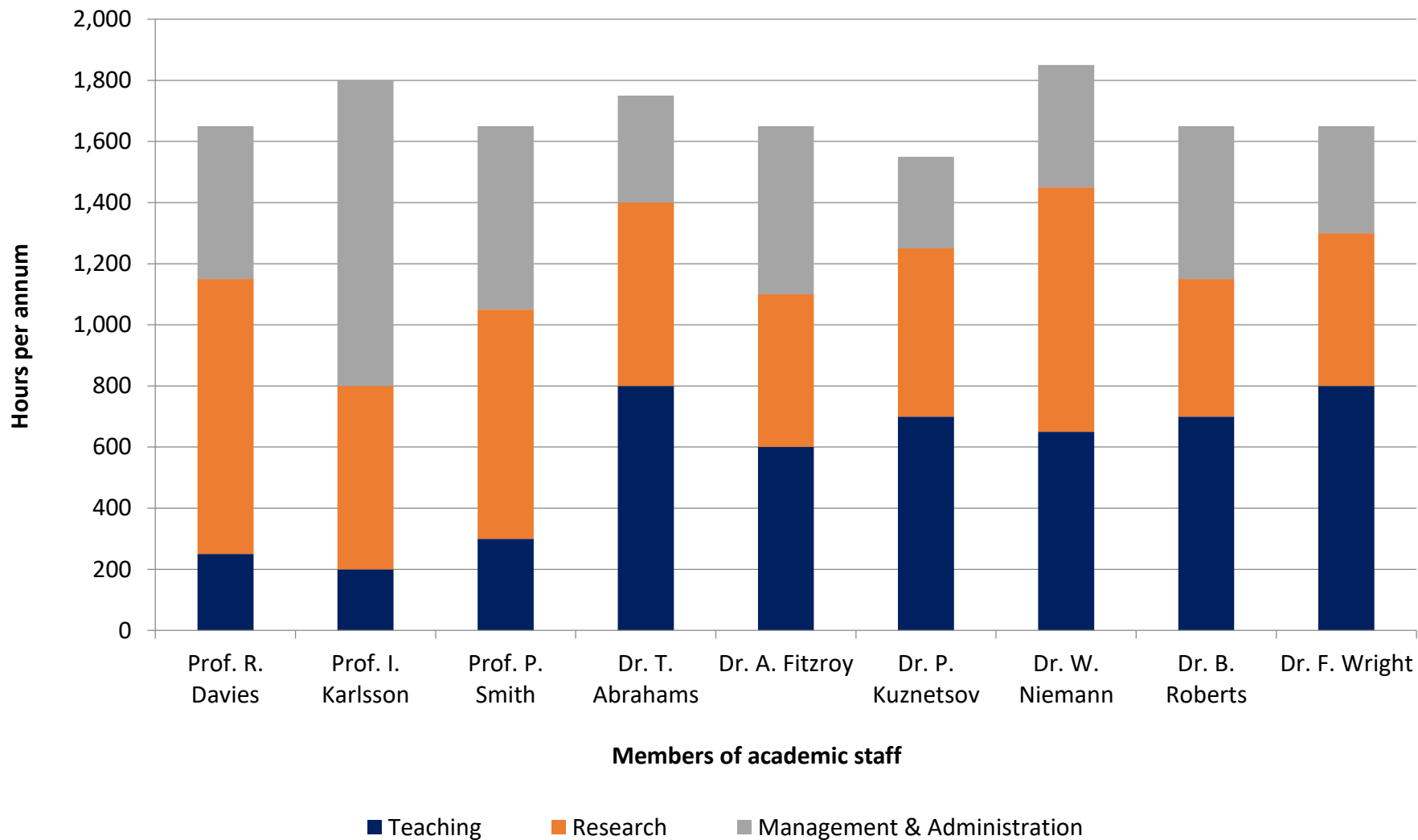
Academic workload modelling seeks to understand how members of academic staff spend their time when they are at work.

It encompasses teaching and research as well as management, administration, academic citizenship and other activities.

It can be used retrospectively as an analytical tool or prospectively as a planning tool.

How does it work?





Simon's golden rule:

A workload model should be objective, balanced and free from bias.

It should provide an accurate measurement of the activities on which members of academic staff spend their time and of how much of their time they spend on these activities.

The act of measuring workloads should not seek to direct or to influence the workloads themselves or how members of academic staff report their workloads.

What can it do?

- Understand what people are doing
- Get a feel for what makes up an academic workload
- Better understand the pressures on academic staff
- Compare workloads across people, departments, faculties, etc.
- Identify capacity issues
- Help to allocate activities and responsibilities fairly
- Provide academic staff time data for TRAC

What won't it do?

- It will not create order out of chaos
- It will not tell you what academics **should** be doing
(that's a policy decision or a management issue)
- It will not create more time in the day / week / year
- It is **not** a substitute for good people management

The **how**

- Aims and scope
- Identifying activities
- Determining a tariff
- Governance and management
- **Engagement and communication**

Aims and scope

- What **specifically** do you want to achieve?
- Which departments, schools or faculties will it cover?
- Which members of staff will it include?
- What resources do we have available?

Identifying activities

In order to be effective, a workload model needs to include **all** of the activities that a member of academic staff might reasonably be expected to undertake

Including:

- teaching activities
- research projects and allowances
- management and administration activities
- ‘academic citizenship’
- ...and anything else they might do

Determining a tariff

- Various approaches: Points, 'bundles', etc.
- A time-based approach, e.g. hours
- But make sure it's the **actual** hours an activity takes
- Standardise but be flexible
- Granularity vs ease of use
- Agree tariffs with members of academic staff

Workload Allocation 2018/19

Theme	Activity	Hours
Teaching	POL 102: European politics	120
	POL 343: Politics of identity	80
	Pol 202 Module Coordinator	25
	Personal tutee pastoral support	16
	Teaching support allowance	200
	Total teaching	441
Research	Externally-funded research projects	250
	Institutional research allowance	400
	Supervision of PhD students	80
	Total research	730
Management & Administration	Admissions tutor	250
	Staff-student liaison committee	8
	Journal editorship	400
	Administration allowance	100
	Total management & administration	758
Total workload allocation	1,929	

Governance and management

- Getting buy-in from the right people
- Ensuring effective oversight
- Establishing a suitable project team
- Moving from development to management
- Embedding the workload modelling process
- Using technology wisely

Engagement and communication

It is common for new management initiatives to be viewed with a healthy degree of scepticism by members of academic staff.

So:

- Engage proactively with academic and support staff
- Explain the what, the how and the why
- Be fair and transparent
- Remember that communication is a two-way process



How do you identify activities and determine tariffs?
What activities and tariffs do you use?

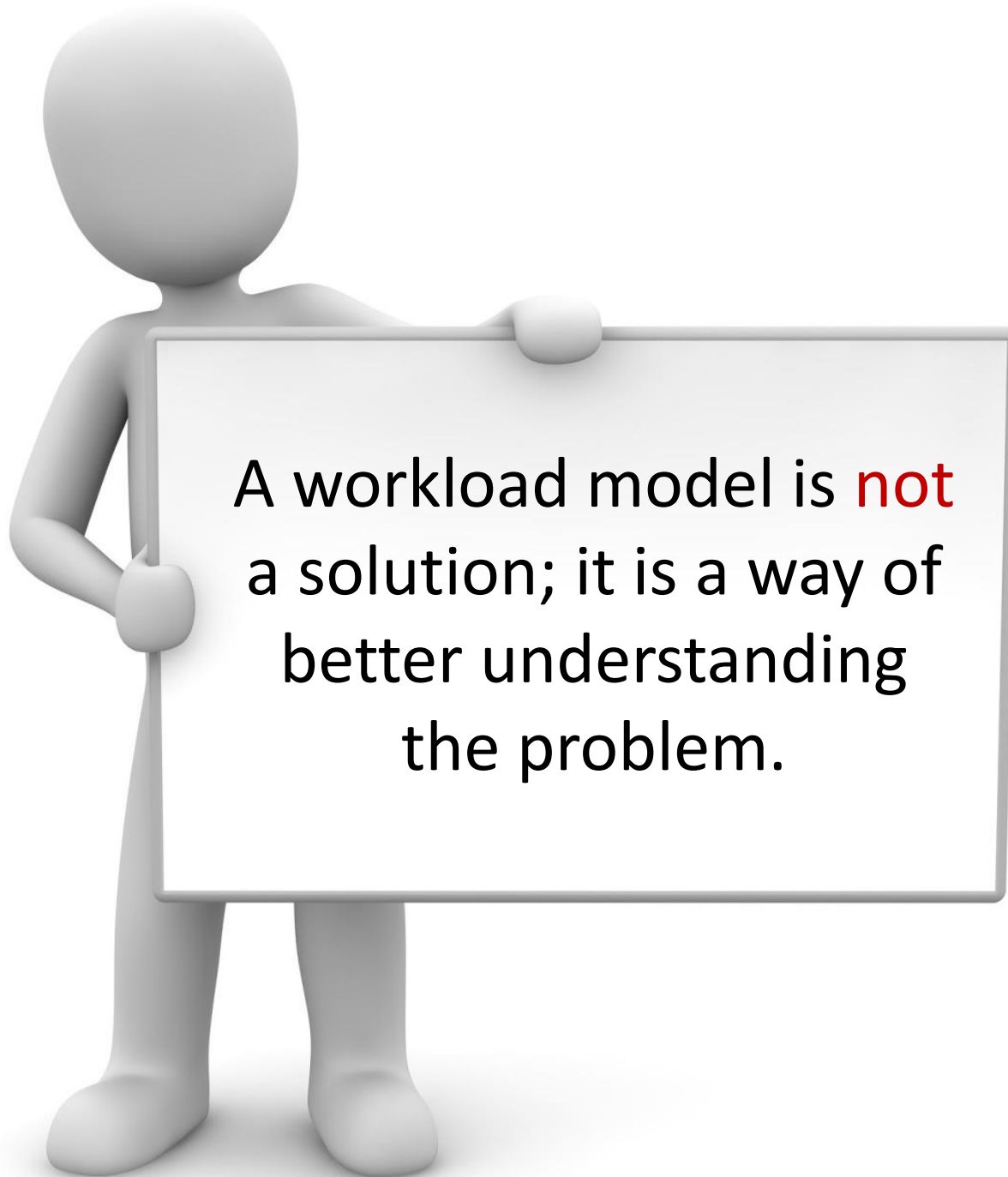
The **why**

This is the important bit.

What do you want to achieve?

- Understand workloads?
- Manage capacity?
- Improve fairness?
- Collect workload data for TRAC?

What **positive change** do you hope to bring about through workload modelling?



The role of the model is to provide information to allow decisions to be made and action to be taken.

If nothing gets better, it is because nobody has **taken action** to make things better.

What **action will you take to make things better?**



What positive change do you hope to bring about?
What action will you take?

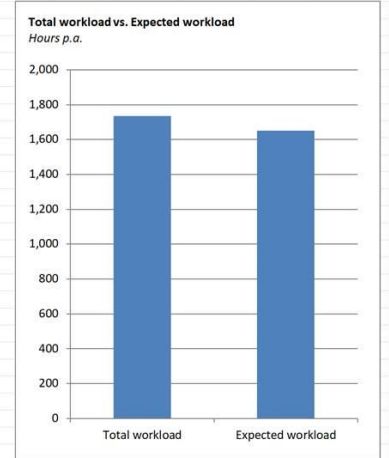
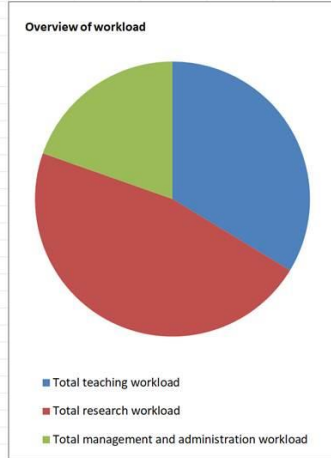
Simon's **top tips** for workload modelling

1. Focus on the positive change you want to bring about
2. Get the right team around you
3. Measure how things actually work
4. Engage with members of academic staff
5. The model is just the start – TAKE ACTION!

Academic Workload Modelling

Simon Perks

WORKLOAD		
Name	Dr. A. N. Other	
Academic Year	2018/19	
		Workload Actual Hrs
Teaching		
Taught modules - delivery		124
Taught modules - assessment		50
Taught programme director		0
Project supervision		120
Personal tutor		90
Teaching support allowance		150
Other teaching activities		50
Total teaching workload		584
Research		
Research grants		200
Research student supervision		160
General research allocation		400
Other research activities		50
Total research workload		810
Management & Administration		
Departmental management and administration roles		120
University and faculty roles		50
Committee memberships		10
General administration allocation		150
Other management and administration activities		10
Total management and administration workload		340
Total workload		1,734
Expected workload		1,650



What questions do you have?

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Thank you!

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