

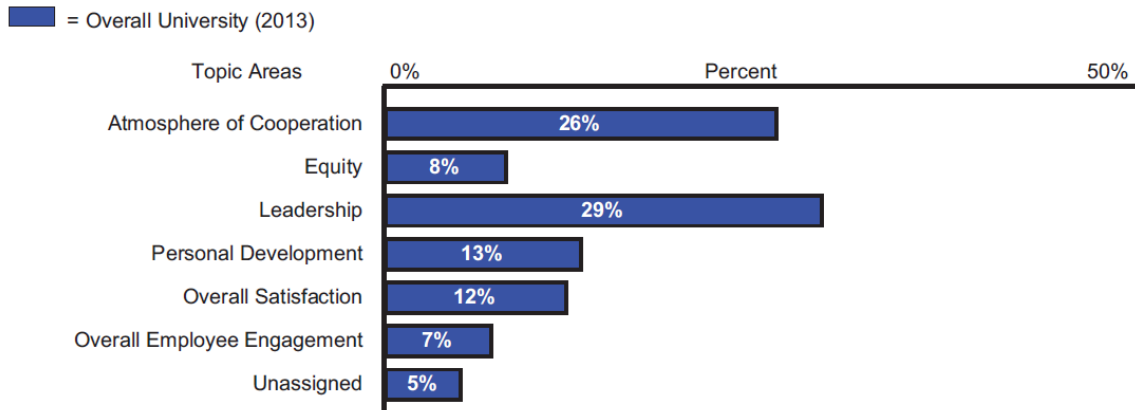
**Written Comments
For**

Overall University

November 2013

Edinburgh Napier Employee
Engagement Survey 2013

68. (Please select a category from the drop-down list that most closely aligns with your open-ended response. Then type your response in the text field.)



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Atmosphere of Cooperation

(186 Comments - 26%)

Clear decision making to prioritise specific areas of activities instead of trying to do a little bit of everything and not really excelling in anything.

I feel that members within my own department need to co-operate more openly and regularly and also out with my department it feels like other colleagues are unsure of what we do / disrespect the work we do.

A well communicated and fully adhered to policy of how things are done in my area - real scope to develop robust processes which would capture data and allow good workflows - a process where everyone is aware of their role and how to engage with it.

This department has an entrenched silo mindset that defies all attempts at teamwork and collaboration. Certain individuals and teams only engage when they expect you to help them. They are the elephant in the room and instead of their attitudes being addressed they are accepted and worked around leading to colleagues on the same level and grade doing very disparate amounts of work.

Sometimes feel as though we are "competing" with other departments and it is a bit of a battle when really we should be co-operating and working together.

Better organisation within staff in the school. Sometimes decision are not consistent between senior lecturers in the school.

Also some people stick rigidly to the WAM, which is their entitlement, but it causes issues for others who try to maintain the service for the students. Just not enough people. Also recruiting staff to teach a different topic area is sometimes impossible, leaving others to continue in the same topic area for years.

I wish a did not feel like a verbal punchbag for the University, in having to deal with ensuring financial processes and procedures are properly adhered to.

I strongly believe that the University needs to change its focus from being run by service departments to being run as an academic institution. This requires a change in attitude from certain parts of the University to support the academics in their work rather than throwing up processes and impossible timelines.

It would be nice if we were appreciated.

I feel that some staff feel insecure in the wake of the recent voluntary redundancy and dept. restructuring programmes. Along with the on-going government banking/funding worries and resulting move of the University away from a 'relaxed' public service learning institution towards more of a self-funding competitive 'business', this may have created some unnecessary and unhelpful competitive posturing for work and dominance between some teams and some team members. A further reassurance (if were true) that the funding and redundancy worries of recent times are now over, could help to minimise such behaviours in the future.

Improved communication.

Between academics and support staff.

The acceptance that staff are individuals. There is no need to try to make teams be 'best friend's. They will develop their own strategies and friendships for dealing with one another. The old adage that there is no 'i' in a teams should be forgotten, teams run on 'i's. Facilitate the options to team build but accept we are all different.

As for this mad idea of impersonal big open plan offices, where everyone is frightened to talk in case they disturb their colleagues.

As a very part time member of staff I do not feel included in discussion of what is going on and especially about the relationships between senior colleagues. There does not seem to be the openness that I have experienced in other organisations. This applies to professional and social interaction with colleagues.

REcognition by service departments of the role they have .i.e. to serve the Faculties and not to attempt to drive the business.

Politics is placed aside when working with colleagues in different faculties allowing real collaboration to take place some staff are unaware of how good they have it working at ENU, if they were to work outside the university they would have their eyes opened. Some staff are unappreciative of what their line managers do and the challenges they face, they always want something for nothing.

Working together more to be client focused, viewing the entire journey of students and maintaining high ethical standards in the interests of our students. I am slightly concerned about the quality of provision for international students and their suitability for degree programs. UK higher education instns are sailing close to the wind in the cultural and emotional stress they put students below IELTS 6.0 through in attempting a degree. I hope Napier remains careful in monitoring its standards.

There is too much of a hierarchy in Napier throughout the whole organisation. Decisions are always made top down, and depending how close to the bottom you are in the structure you get less and less say.

No more behind the doors decisions.

Greater interaction between departments and understanding of what responsibilities other areas of the university are doing would help develop a more co-operative atmosphere.

Cooperation between departments is often difficult and strained due to the historical methods employed by some staff and departments. More encouragement to engage in new activities and to generate collaboration more readily would be a positive step within the university.

There is no collegiate atmosphere in this department.

Staff refectories to encourage sharing ideas and networking.

My response covers the department-wide spirit of cooperation (within my team and group there is good teamwork).

Within technical services in Information Services there is a tendency for one or two teams to dominate and dictate how work gets done. This can be detrimental to how resources are used and how well systems are implemented within best practice guidelines to ensure they can be properly and professionally managed with confidence. This is a worrying trend that restructuring has exacerbated rather than addressed in some quarters.

Honesty and openness between management and staff.

Not saying one thing and doing another.

BETTER COMMUNICATION between Line Manager and staff.

Real sincerity between management and staff and having an honest interest in their staff.
PROPER TRAINING as now that we have an integrated service one side is being given training and the other side has had little or no training at all.

Better planning for the future of the library I work in as it has been constant change since we got here. The organisation of that change has been poorly organised and staff have had to put up with poor management. Again this leads to ill feeling within the team.

Also there is a feeling of agism within the department. I think we all feel that we no longer have any trust in Management above us.

I feel that more open cooperation in my team would benefit me in doing my job, gathering information to then feedback to researchers and carry out my role in the organisation.

There is no cohesion between service departments. Facilities services in particular are generally unreliable and incommunicative. Eg they often bring in 3rd parties to deliver anything they have no expertise in instead of seeking advise from departments within the organisation who have knowledge of local infrastructures and relevant experience of the technologies, often already having a solution in place. Particularly AV & IP technologies. Then we end up with lots of different systems that don't converge and are difficult to support and troubleshoot.

Less silo working more cooperation and working as teams not totally separate business units.

There are problems with feelings of apathy amongst staff. Demonstrably acting upon concerns would improve this.

I believe a shift of resources to the schools (for example from central resources and institutes) would lead to improved league table results which would benefit the university - with no additional investment. And would more directly target resources where they can be of most benefit.

Line managers who understand the skills and needs of their staff team. Who will fight their corner and support their projects and teaching. Not try to undermine them.

All Faculties and Services need an understanding of the work done within and the reasons why.

Decisions are made at senior level without adequate discussion and consideration of staff. The focus is too much on a business model and a matrix approach which involves ticking boxes rather than the original core values I loved when I first came here. I do not feel engaged or listened too or secure.

Encourage the honest conversation without parochial politics.

Non hierarchical methods of worker self-management. A reduction in the use of corporate philosophy in informing the strategic plan for the university. Pay equalisation between the lowest and highest earners at the University. The implementation of the Living Wage for all. An open debate about who is 'The University', the frontline staff who deliver and support education or the semi-private institutes who focus on the profit motive. There is not one member of the cleaning, catering, administrative or technical staff (i.e. support staff) on the universities elected council. If a position is to be made for non-academic staff on the council, it should be ring fenced against being filled by a member of management; as it defeats the object of giving frontline staff a voice.

There should be more awareness, communication and co-operation along different departments in the different campuses. I would suggest a creation of an online platform where people can share the projects they are currently working on. This would help identifying internal stakeholders that can both benefit and also contribute to the project in progress.

I'm afraid that I don't feel that there is sufficient co-operation between colleagues in this section of the University and this is because of a lack of trust between colleagues and, as a fairly new member of staff, I see a culture of gossip and one-up-manship.

I also feel that, in my team, there is a "top down" management approach, which, of course, is perfectly valid, but it doesn't really suit my style.

Although the Dean and head of School have worked hard to develop this I feel that barriers to co-operation remain.

WAM has become a barrier to this as many colleagues look to what the WAM implications are before engaging in anything new and employee engagement, otherwise the university will not achieve our targets and strategy. Staff need to feel engaged and that their voice is heard, far too much emphasis is placed on senior management, who in many cases are unaware of what is required to keep a university proactive, efficient and progressing.

The development of the Merchiston campus has been something of a shambles. More vision should have been provided to create a really dynamic campus. It was a bit mistake to try to do things on the cheap through the 'relocation' project when it was clear that much more investment was needed.

Leadership and direction from senior personnel that encourages teamwork and creates space for individuals to grow and develop. Currently, a tendency to promote like minded individuals that do not challenge the status quo.

Clearer and more effective process-led work streams to minimise overlap of work and maximise output. Clear roles for team members within these streams.

Clear lines of responsibility and job purpose.

My comment in particular relates to the relationship between academic and administrative staff and the overlap and perceived duplication of work.

I would like to see a more robust and consistent approach to challenging bullying or other obstructive behaviours among some staff.

Strengthen bonds between departments, sometimes there is a "them and us" feeling and while I appreciate that we need to have policy and procedures, sometimes a bit of flexibility would be helpful.

Key principles as the priority

- Achieve a calm, productive and rewarding working environment
- Demonstrate kindness towards others, and be aware of the effect of our behaviour on, ourselves and others at work and be kind to ourselves.
- Demonstrate respect for colleagues, valuing individual and disciplinary difference and diversity

Aspirations

- We have an enormous opportunity to create the future we want, for our students and ourselves.
- We should each be able to shape our contribution to work so that it supports fulfilment of personal as well as work goals.

- We need to engage and inspire all of the staff in the faculty if we are to achieve the potential for students, the university and ourselves.

There is still too much "us and them" between roles in the University.

School administrators are critical to the university as we are directly involved with students and often the first point of contact. We strive to ensure students have a positive experience from year 1 to graduation. However, we are probably the least well looked after section of staff and have no chance of internal promotion based on our experience. Unlike academics who can go for senior lecturer posts appointed internally there is no equivalent for us and experience counts for nothing but more workload.

If poor performers were dealt with effectively and if the processes to make sure this happens was easier.

As a staff member based in a professional department we should be just as respected for our expertise and knowledge as the academics, as we are experts and hired to our job.

This is not apparent within the team I work in.

Having worked in other HEIs where 'we're all working for the same team' and staff members routinely go the extra mile, I was shocked at the lack of cooperation and team spirit at Napier.

The attitude of some people (in my own experience - central services) is disgusting - routine questions are met with stropic responses, or are not responded to at all. Very few people will go the extra mile (or even an extra metre) to help get a problem resolved. Indeed it often feels that the Schools/Institutes are playing for a different team to central services.

I must highlight that this is not every member of central services, but there does seem to be a 'culture' of 'that's not my job', 'do it yourself' and if you suggest changes/improvements they are often just shut down.

The old team spirit of the department disappeared some years ago and seems to have been lost - we seem to be very segmented these days with little idea what is happening in other teams in the department.

There are so many missed opportunities because of poor departmental and interdepartmental communication.

People at all levels need to think of the university first.

Cross disciplinary cooperation could be undertaken more widely -links between biomedical science/exercise science/health promoting activity/ holistic health paradigms should be looked at more closely.

Cooperation between the academic staff and C & IT staff.

There is no clear defined method of apportioning work by type so that it carries the same time value. It is not easy to shift from teaching, to consultancy to teaching and back without it causing issues with staff costing and ensuring effective/profitable working.

Complete lack of co-operation in the team and new team members given precedence over longer serving staff.

It is still unfortunate that a small number of staff within one department fail to see the need of working together. Some people forget we are ONE University and our end goal should be/ is the same. the student.

Making the student the true focus of the university, the central lynchpin that everyone works for and with.

The crew that I work with cooperate with each other well with the exception of our Supervisor. Doesn't listen well to criticism or advice well.

Less 'us and them'.

The university needs to address some of the very real divisions in its structure. The faculties can be overly protective and the issues between management and staff can be really difficult. The divisions between academic and professional staff can also be problematic. I think addressing these and re-focusing on who we are here for - the student - should be one of our top priorities.

There are huge divides between sections of the University and evidence of what appears to be favouritism for some areas without explanation.

Recent integration of IT and Library within Information Services has caused some friction as members of both departments do not want to work in the others department. Sometimes this is just due to lack of experience but often it's because it is seen as a nuisance/waste of their time to have to go work in the library or vice versa. More could be done to support the integration of both.

If colleagues within and outwith my department accepted that some of us are employed for our ability and knowledge in particular areas - just because I do something that touches people every day, doesn't mean it is easy or that everyone is an expert on it.

Departments need to keep finance informed when making ad hoc arrangements to student fees outwith the standard fee structure. The fees are complicated enough without additional discounts being added with no prior consultation or communication.

Creating a culture in which people are encouraged to share opportunities and challenges, and in which problems can be addressed openly and effectively.

The university has had too much managerialism at the middle tier that produces initiatives and processes that add work to academic staff without any appreciable improvement in the student or staff experience or research outputs.

We need to improve our interaction with technology and teaching methods.
We have to focus on likely future developments and have staff that are able to cope and motivate students.

More interdepartmental engagement and cooperation.

Departments particularly academic and administration working more effectively together to resolve problems that students view as currently as being highly disorganised.

I dont think there is enough interaction between service and academic areas. An understanding of what we do.

Everyone works for the same organisation and should have the same goal in mind - to promote the University. To do this effectively, we need to work together in harmony across the disparate areas with the same shared goals. To support these efforts, we should have consistent

processes and messages about how we do this in all respective areas, especially when working on commercial contracts. It's a free-for-all just now which causes much conflict.

There are some senior members of staff who treat my team as if we are a nuisance, trying to inhibit any work they are doing, sometimes resulting in personal attacks. This treatment is noticed by other members of staff who seem to feel they are equally within their rights to bypass us even though our advice is valid in terms of internal and external expectations.

I am slightly concerned at times about the "them and us" attitude that can come exist between Professional Services and the Faculties. It would be conducive to better relationships if there were clearer understanding around how Professional Services/Faculties are funded, and the impact/value of the services offered to students. I also think there is sometimes an anomaly in grade and pay between Faculties and Professional Services, which can act to devalue the work done by staff outside Faculties.

Improve communication - talk more rather than email. For example a staff lounge/common room with tea/coffee facilities would improve communication and co-operation.

Management feel that the integration of Library & IT Services has been a success. However team morale is still fairly low and certain team members feel unattached to the rest of the team. We now have a line manager and supervisor and feel that a better sense of leadership and delegation needs to be carried out.

I feel that WAM gets in the way of creating an atmosphere of cooperation as people become driven by the units in WAM rather than the ebb and flow of the energy they have to work together as a team.

At the end of a working week, I feel 'I have survived rather than achieved'.

Having a line manager who co-operates with their staff rather than dictates.

Higher levels of collaborative activity across subject groups, schools and faculties.

Unfortunately there is a them (Academics) and us (Admin Support) attitude, we all work for the university and could work better together and have better co-operation and understanding, we should bear in mind and implement the key principles (calm, kind, respectful) to each other and the students. We are here for the student, at times this is forgotten as people get so engrossed in themselves. There is an element of administration within every role which each and everyone one of us needs to deal with, it should not be expected for example that photocopying is an admin task for admin support only, sadly admin support staff can be treated as second class citizens, we have to make it clearer as to what exactly falls under admin support and what could quite easily be carried out by individuals.

Try to make teams within my department work more closely together, and work together more to try and resolve issues.

This is a potent and uplifting aspect to my enjoyment at Napier, I value and I am enriched by colleagues who share this ethos of cooperation. More of it will make Napier a better place.

Staff common room.

The different Research functions are so spread out at the Uni currently, it would be beneficial to have all the research related support functions interconnecting more and working together. This would also (likely) result in a better service for end users.

A better working relationship between Admin and Academics. There seems to be instances where academics think they are above admin staff. The working relationship could be improved.

There needs to be more emphasis on working as a member of a team rather than as individuals. This needs to come from the top down. There is an increased blame culture within certain departments and individuals who are only in the position to gain as much as they can from training courses and complete msc phd etc. while using the job to fund the cost of living while they do this. This means that the primary focus is not the job in hand and makes motivating such individuals difficult.

One school is favoured above others regardless of the quality of work.

Our Head of School is generally very supportive of staff. However, the lack of regular promotion opportunities for staff can be counter-productive in terms of cooperation between staff members.

More clarity on what research led teaching means in practice. As a primarily practice and studio based programme I am concerned on how "Research led teaching" is being interpreted by staff in the institute as a means to progress and impose their own agendas on practice focused programmes without the best interests of students or teaching.

Understanding of what other people, areas, departments do and are responsible for.

Academic staff require more administrative support from admin staff. Far too much time is spent by academics on administrative tasks, rather than on academic issues.

There seems to be quite a bit that goes on that is good that isn't officially shared. Eg - Annual monitoring session seems to stay within the walls of the session. Quite a bit of good practice is in there, perhaps there could be a chance to discuss and develop ideas in a wider official forum.

Currently it is a total mess. Some people are heavily overworked.

I don't think that many people even know I exist, as I work from home. I don't actually even know which faculty or department I'm in. I would like to get more involved with other staff at the University but I do appreciate that it's difficult when I'm not based on any campus.

I would like to see service departments more willing to work together to better the aims University.

Overcoming areas of dysfunction in some parts of the organisation.

Within our department the integration process has seemingly decreased cooperation between some areas. In a broader context, there is not always a spirit of cooperation between professional services. People can be too focussed on fighting their own corner in terms of money/resources/equipment or simply too eager to be the team who get the recognition for doing something...regardless of the impact it has on another department or indeed the real benefit to students etc.

Within my department we co-operate and communicate, I believe, very well. It is because of this that I enjoy my job and feel able to continue to try my hardest to deliver a worthwhile experience to the students who are at the heart of my motivations in the work place.

I believe that the University in general would benefit from a more open and cooperative culture which allows people to take a few risks in their development whilst valuing the contributions that the breadth of knowledge and experience available have the potential to allow.

While implementation of processes and policies is essential for good governance, sometimes the procedures are overcomplicated. Requests for help and guidance are sometimes met with

negative responses from other support departments. It is important to remember we are all on the same side. Reviewing procedures and understanding other people's roles should be encouraged. Sometimes it helps if admin staff spend a day shadowing a colleague in a department they liaise with to gain an understanding of their work and why certain processes which seem over-complicated are essential but also agree where shortcuts can be made and duplication avoided. e.g A Finance Officer spending time with a Project Administrator and vice-versa. It is also good to meet the people we only ever correspond with by email - in such a large organisation, we sometimes lose the personal touch! It is easier to build a good working relationship with someone you have met than someone you only ever deal with by email.

Stronger relationships between schools and service departments where servicing a school need is more important than meeting an internal service department list of objectives. For instance, a cost or service reduction decision made internally by one group can have dramatic cost or performance implications to another group, yet that seems to never be considered.

I do not feel there is enough drive from staff coming from the top down. To many staff are coasting at this institution and often feel why should I go the 'extra mile' if they are not. This applies to managers in particular.

Working collaboratively across the whole university, sharing knowledge and experience to work towards one common goal, which is the student experience.

The office spaces are outdated and there is not enough space to be creative and productive in what I am doing.

Honesty and professional integrity from management.

I think there is an issue relating to distribution of resources and reinvestment for success that has yet to be addressed.

It would be great if more events of a social nature took place, to give ALL staff a chance to mix together at all levels.

More space for students to eat in at Sighthill.

Better communication between different shift patterns.

I believe that some positive changes are taking place but more cooperation among colleagues and mutual respect for input and professionalism would assist greatly in achieving this.

Better knowledge of each dept/ faculties roles within the university would help with cooperation between depts.

Improve co-operation between colleagues (teams) and the work to achieve the departments project/task deadlines.

More contact between different departments.

Better communication between departments and not such a combatative atmosphere which is the norm at the moment.

I would really like to see a friendlier approach from HR - recently I have had reason to get in contact with HR for advice.

Unfortunately, I have encountered quite a negative / difficult service from them, which I felt was uncalled for.

I also feel as though I have been let down somewhat by some of the University processes. However, I have to stress that my line manager, assistant director and director of service have been brilliant and very supportive.

For the FOM and AFOM's to treat their staff with respect and consideration.

On occasion I find that we do not always get full cooperation from other areas, even though this is rare.

I think that professional and Faculty/School support staff could work together more closely than is the case at the moment. Part of the problem is not knowing who to contact or the services provided.

There is too much academic squabbling about superiority. We're all in this together, so folks need to stop acting elitist.

There is an element of separation between departments, schools, faculties etc.

I think internals need to engage better with one another and develop a better understanding of each others roles.

I strongly believe that decisions taken at a senior management level should be made on the back of discussion with staff at an operational level...'the end user'.

There is so much red tape. Decisions take a long time to be made and we often miss the boat because of the numerous levels of sign-off required.

Better communication between shifts of workers and all staff taking responsibility for solving problems that occur.

Working within support services I feel that we are not always treated as equal partners. The contribution of the support services is I feel often not taken into account.

The physical environment where everyone is in separate offices and the modular basis of delivery (where people feel responsible for only part of a student's experience) are not conducive to mutual co-operation.

Remove some of the silos that currently exist.

Better cooperation with other services.

Staff common room facilities and catering policy that doesn't emulate high street prices.

Dealing with differences and disagreements between colleagues and combating the under-performance of some team members causes friction.

Greater understanding of services available to students across academic as well as professional service.

More joined up/efficient ways of working between academic and professional services.

More consideration of employees as well as students when contracting external building works. Noise levels, heating, general conditions of work at Merchiston have not been good.

More networking between groups so that we are not working in silos,

Greater cooperation across departments and faculties.

A vision that we are all working together to make this a great place to study.

Staff room.

Sabbatical.

Active encouragement of cross disciplinary work.

I feels there needs to be much better co-operation between professional service departments. The restructure of 2010 has done a great deal of harm to previous working relationships through splitting of teams. There is a constant battle between some members of HRD and OVP for ownership of certain aspects which is invisible to the faculties and students (thankfully). However it makes working together extremely difficult. I just want to get on and do a good job without listening to the endless moaning and bun fighting.

It's good at present but relies on certain members of staff.

Whilst schools are necessarily specialists in their own areas, there are common areas where perhaps resources could be better shared (teaching materials, perhaps even best practice/key.

Some members of staff book a room for a set up without knowing how big/small the room is and whether it has got any tables, desks or chairs in it.

It would be helpful if they had a look at the room before asking for it to be set up.

Feeling supported in the workplace by colleagues.

Not all areas appear equally cooperative compared with where I work.

Very good.

The University is a good place to work and is continually moving forward to give the best it possibly can through our dedicated staff for our future generation of students.

n/a

I can only speak for my department and the co-operation both within it and between it and other departments. Generally speaking there is an atmosphere of personal and political competitiveness, including personal grievances, as well as a lack of open-ness and trust. I believe this is to the detriment of what it could achieve both for staff and students if there was a better atmosphere of co-operation. This could probably be achieved with strong direction and leadership from managers.

I know that every year, respondents talk about the need for a staff common room - this is not just a 'nice to have' in my opinion, but critical to the creation of collaboration and co-operation; to provide a quiet space for people in over crowded offices to meet colleagues from outside their own silos; and above all to enhance dialogue and a supportive work climate.

I find there are still employees who don't pull their weight and line managers do not have the correct tools to deal with it.

Although it is essential for the University to establish and implement regulations and maintain high levels of quality and consistency, management also needs to recognise the professionalism of the majority of its academic staff members and give them the freedom to do their jobs to the

best of their ability and as they see fit. The extensive and overwhelming range of regulations, guidelines and administrative bureaucracy applied by the University, obstructs teaching and research rather than supports these activities.

Internal communication is very poor. Processes are unclear and overly bureaucratic. Staff who have been here for years don't even know how to claim expenses. The way the accounts are presented is unnecessarily complicated. I did not have a proper handover with my predecessor and an enormous amount of knowledge was lost. It is difficult to find the person who knows what needs to be done for what.

As a newer member of staff, I believe that there is still a lot of scope for enhanced co-operation between the different staff groups within the Faculty.

Improved cooperation between support services (SAS, finance, IDEA, etc) and academic units/programmes/staff.

Some of administrative departments have worked hard but there are still space for improvement, for instance in Student Recruitment. More effective marketing is needed.

Things are getting better. We went through a period where the atmosphere in our Faculty (and other areas of the university) was dreadful. There was lack of trust, bullying and victimisation. This was alien to the usual culture of Edinburgh Napier. I'm so glad that things are starting to look better. What needs to be worked on: 1. Communication and real consultation. There are too many small groups making decisions which affect us all which are not very well informed and are ill-advised e.g changing regulations and programmes structures without consulting or informing programme leaders. 2. Too many decisions are being made regarding our student experience which don't involve staff who actually teach and experience the full range of the delivery of our programmes. 3. Academic staff seem to be doing more and more administration which is a waste of their specialist skills. 4. It's not easy to know who to ask to do something... 5. Admin staff seem to have been assigned a collection of individual, specific tasks but not a coherent role. There is a lack of vision about what they are trying to achieve. This way of operating seems to depersonalise individuals and corrals people into a system more like 'scientific management'not a good idea.

A good place to work, but the university needs to have some investments on basic equipment for research.

I work in a very fractured team which has been like this since I started working at ENU. One individual's behaviour is the main cause of this and she continues to poison the atmosphere for the rest of us. If this person were to leave, the dynamics in my team would change considerably. We would no longer have to be on our guards or have to address her unacceptable behaviour. I cannot overemphasize how damaging this individual is.

As always communication can be improved.

Separate IT Services and Library Services.

Faculty and uni management consulting their employees more widely rather than making decisions without doing so, based on their own limited experience.

Social space - common room. Place for the generation of new ideas and collaborations.

Better recognition and value attached to contribution made by support services.

A lot of the areas within the University appear to be very disjointed with talk of collaboration but very little interaction.

We are often 'fighting the system' to try to do a good job and work efficiently. When systems don't work for staff and/or students managers need to change them. A few examples: WAM (doesn't represent time required for tasks: marking/giving feedback particularly badly affected; some subject groups using it as a planning tool which it is not; also it poorly recognises the fact that all of our modules are now delivered in a blended mode - doesn't account for time responding online, building resources etc); Student selection of option modules (unfair for students, inefficient for administrators); Storage space (H drive is a ludicrous 1GB and S drive is full - I'm currently storing 197GB, it's almost impossible to comply with data security policy).

University Strategy, Faculty Strategy and School Plan: there are six priorities and six initiatives, one of which is to "Fundamentally rethink the Faculty's provision"! The people responsible for delivering (eg) international experience opportunities to every student (as programme leaders, PDTs or some other role) are the same people responsible for (eg) exploring the adoption of emerging mobile technology as module leaders. Also the people responsible for increasing our research output. While we're delivering on initiatives we're not marking work, preparing lectures or talking to students, things which have a real impact on the student experience. When there are multiple targets the thing that isn't effectively measured is at risk: what happens in the classroom - it's easy to have moderately satisfied students (but poorly educated graduates, a diminishing external reputation and loss of the satisfaction that this job can bring when we do it well) by teaching to the test. External examiners can't detect that. It is to their great credit that I am sure none of my immediate colleagues are guilty of this, but there is a strong pressure to cut corners in the name of efficiency. Real synergies (eg between research and teaching) develop organically and might not be produced to target. Stability in strategy over many years required for some developments to bear fruit. Going to conferences, reading new research, talking to people, having time to follow things up afterwards= good ways to build links with employers, to find efficient synergies, to establish international collaborations. Analogous to the need for basic research, we should make time to indulge academic interest because we don't know what manner of good things will come out of it. It doesn't work to free up one person's time to implement a strategy if the people they need to talk to don't have time to talk to them, or to do anything about the ideas shared with them.

I can see that the Strategies are intended to foster co-operation but I fear that they may result in 'robbing Peter to pay Paul'.

I don't know if this is a cultural thing but some people that are in the same corridor as you are very impersonal not even saying hello in the morning, for example. I feel there is a big distance between people here.

It would be nice to be consulted more when changes are being made. Quite often our opinions are not sought and that can be very frustrating.

Spirit of openness and willingness to co-operate - increase the 'can do' mentality in all departments.

Having a staff common room.

Don't Know/Not Applicable.

People from management team reward people who are in the management team and only in the management team.

We feel that even if we bring over £300,000 a year it is still not notice and we don't get any congratulations for it from the management team.

More overall consistency in stated approaches to mission and values.

Being asked my opinion would be nice, and not just by my line manager.

More office space at Craiglockhart.

More delegation and trust coupled with accountability.

Find ways of making "research" and "teaching " staff work together so that they are not seen as distinct categories of staff but as one and the same.

More classrooms and more independent (i.e. less shared) offices.

Better use of resources to align courses within school, rather than 'them and us' attitude; ie: More collaboration where possible.

Generate more cross faculty curricular cooperation at all levels.

I am a casual worker and EVERY single time I am given new work, there is always a problem with paperwork so I tend not to get paid on time. I am no the only one this happens to and I believe that research students are taken advantage of in this way. HR are always very unhelpful and need to sort this problem out once and for all.

Sometimes, some staff are more concerned with protecting their own areas of work rather than working towards the common good and this affects their work priorities, i.e in terms of system developments where some work streams have been put on hold for long periods of time.

A stronger connection between upper management and the academic staff.
staff common room to exchange views.

68. (Please select a category from the drop-down list that most closely aligns with your open-ended response. Then type your response in the text field.)

Equity

(55 Comments - 8%)

More opportunities internally for staff and more opportunities overall for people with disabilities for such a large organisation ratio very disappointing.

More meritocracy is required to ensure equal opportunities for member of staff to engage in the activities the university performs, more flexibility in moving towards viable areas for teaching and research.

Stop our pay being cut in real terms every year.

Since departments were amalgamated subject areas are lost to the view of managers above school level and only generic school qualities are reviewed. Schools may be treated equally but subject groups may not be.

Reduce the pay gap between the high and low/ middle earners.

Despite some limited movement in the right direction (e.g. commitment to Athena Swan principles), I still feel that there is gender inequality within the University and that this must be addressed at all levels, particularly when it comes to promotion. There is a wealth of evidence in the literature that suggests that men are promoted on potential, while women are promoted on achievement. From what I have seen, I would agree that this is also true at Edinburgh Napier. We need much greater transparency and consistency if we are truly to move towards equality and realise the potential of all of our employees.

I don't understand how my request for a research allowance gets systematically reject each year with no reason given. I know I came from a different field of study, but I was in a 5* institution and contributed to its output. I don't understand how my School is able to appoint readers whose work is not included in the REF. I don't see any audit trail of how successful, those in my dept who do little or no teaching are able to get WAMS for research when their REF contribution is either zero or negligible. I don't understand how individuals in my school who are responsible for research decisions yet themselves have no research qualification (i.e. a PhD).

If those with a solely teaching role were valued as much as those in a research role.

Opportunities for development outwith the University and mixing with other departments/ on an equal footing.

Less emphasis on students as customers (see recent PDT guidelines based on an entitlement model) and more concern with developing the critical thinking skills of students. A greater systems emphasis on hard work and responsibility and less on communicating the idea that no one can fail.

Ensuring consistent approaches across the University.

Until the ratios of senior management salaries compared to lecturer salaries return to pre-Thatcherite levels there will be no real engagement.

Change made to payscale differentials.

Not turning zero hour policy against people under this type of contract.

Clarity in what's required of me, a supportive management and recognition of good work and resource constraints.

Some people doing less skillful or less demanding work are in a higher grade.

Professors who produce world leading research (Four star), Readers who produce internationally excellent research (Three star), and Lecturers who produce internationally recognised research (Two star).

Poor performance is not dealt with which results in others having to take on extra tasks, in work practices not being re-evaluated, and in there being less scope to engage in value-added activities which would have a direct impact on the student experience.

Staff are not treated equally – equality of opportunity.

There is the feeling that there are 'jobs for the boys' and that unless you are member of a special circle of a select few, your views and ideas are not important and hence, not valued or respected. This can create resentment between staff if they perceive themselves as outsiders whose opinions are sought after but rarely listened to.

Improvements to the lab test facilities to match what some other Universities have, such as construction material testing, better prototype manufacturing facilities and perhaps a 3D printer.

Decrease the salary difference between senior management and admin staff to show all staff and their achievements are valued equally. Therefore remunerate staff respectively to their roles.

There is significant evidence of cronyism in the business school which must be tackled. This is causing deep resentment among academic staff.

Programme Leaders run the show and role has become increasingly undervalued.

Immediate line managers are fairly powerless.

Promotion through Teaching Fellow route is a joke.

I'm a zero hours lecturer so whilst this situation suits me somewhat, I have found the pricing model by which I am paid to be an increasing source of frustration. I run my own business and whilst the tutoring will never be profitable, I accept the rate as being in itself fair, but not the tutorial prep time. It's alien for someone like myself who works on a basis of trust with clients to be told this is your prep time - like it or lump it. I feel like I have an obligation to do the best I can but I feel the university is taking liberties. Perhaps it's time for those that make the decisions to actually read some of the fantastic literature available in the library on human motivation!?!

To give a better student experience in my school/faculty, there should be a replacement strategy of the 'non-value adding' high earning administrators with more academic (teaching not research!) staff.

In more recent years, I perceive favouritism appearing within the department to the detriment of our (and other) teams.

Same annual leave scheme for all.

More flexible use of bank holiday entitlement - having the Edinburgh holidays doesn't suit everyone - indeed if they suit students - I can't believe we have a holiday a week after they have enrolled!

More personally focussed reward for good performers.

Teaching is hugely undervalued and high-quality teaching means nothing in a promotional context. Coming from another institution I am amazed at the utter lack of transparency in relation to staff promotion particularly at the ever burgeoning senior 'Academic' level.

WAM equity, review and transparency. No double counting of activities and ensuring these are respected. This however requires resources to be available for groups suffering from higher WL. Unions will eventually tackle this if nothing is done and transparency is not provided.

Do something about the lack of equity related to the WAM - we have discussed for years how the model is lacking in flexibility/does not reflect what academic staff do but senior management seem unable to take this on board. All that seems to happen is we are expected to complete more complicated forms which then do not seem to make any difference to the overall workload. Also over the years it has become increasingly difficult to get admin support. Academic staff are expected to do tasks which should be done by admin staff. All that seems to happen is more admin is given to academic staff with less support.

Appropriate investment in research via the Institutes.

Recognition of the part-time staff work, opening of fractional contracts and career development for part-time staff.

The same rules should apply to all employees in terms of working conditions and policy. The provision of a staff room at Craiglockhart, somewhere reasonably quiet to relax at lunchtime and tea breaks and somewhere where staff from different departments could meet and exchange information, views etc.

Generally reflecting what exists in the wider society context: advantages and privileges to those who "have" already (status/income), and lack of awareness of what happens to those who have less. Not sure you can address that within a strategic plan though!

It doesn't always feel that the correct people are promoted particularly as they rarely have experience or training in management.

365? Appraisal

Though it is pretty good I think it's something the University should strive to work on making better.

There are two issues which would be transformational in my engagement with Edinburgh Napier. The first is that under-performance is acted on. Our School seems unable to do anything with the (significant) amount of lecturers who do little work, are unhelpful, cause problems and undermine much of the good work that goes on. This is not just catastrophic in terms of salary waste, but is cancerous in the way it affects other hard-working staff, who at some point, invariably begin to question why they should have to work, when others don't. The second issue is to do with promotion. There seems limited internal promotion and this almost inevitably will result in me leaving, despite the University being a very supportive employer in terms of developing me and my potential. It seems like a waste that this development will almost inevitably be to another organisation's benefit.

Professional services staff and academic staff often have broadly similar roles and responsibilities but that similarity is not reflected in terms and conditions. Pension benefits and the opportunities for promotion.

In Professional Services roles advancement seems only possible through taking on management responsibilities. There are no similar merit-based annual promotion opportunities for staff on professional services contracts as there are for those on academic contracts. How can that be equitable?

As a part-time lecturer, my skills are undervalued and under-used. I have excellent working relationships with my line manager and colleagues, who do communicate that they value my work. However the nature of my contract (and to some extent my physical working environment - ie no workroom, no desk, no computer) limits the extent of my contribution to the university's work. Firstly, I have been on a 'zero hours contract' for many years, which means that I am not expected to attend meetings (because the terms of the contract don't include payment for meetings), yet I would be interested in contributing to these. I do attend occasionally in my own time, however I cannot afford to do this regularly enough to really properly contribute, and so I am not as in touch with ongoing activities as I would like to be. I think the university loses potential input from part-time staff like me because of the rigidity of the contract. When I am asked to do additional work such as developing teaching materials or assessment work, extra admin work is required from module leaders or my line manager to draw up extra contracts. A more intelligent, flexible contract could remedy these problems. Secondly, the term 'zero hours' is itself negative and derogatory, especially in the label 'zero hours lecturer' (it states clearly that my hours can be reduced to zero at little notice, thus implying that I am totally dispensable). It must have started as a shorthand term, but has become universal; it is completely unnecessary to refer to part-timers in this way. I would like to see the label 'zero hours lecturer' abandoned and replaced with the more respectful 'part-time lecturer' (which is how I always refer to myself). The actual use of 'zero hours' contracts in general is of course an additional but separate issue.

Workloads are becoming unfair throughout the University, and equality in expectation between and within the schools, institutes and support services has drifted. This could be assisted by a clearer framework in which they all relate, procedures and systems.

Less centralisation, so that colleagues involved in administration, academic support and student support are ring-fenced for Schools, rather than remote in some senior person's fiefdom. They need to be named and attached to Schools to take some of the burden of routine admin, photocopying, extra time spent doing basic skills for international students and direct entrants, etc from busy, ordinary academic staff who need day-to-day support so they can carry out some of the important core business that students value - teaching them well, giving them time, creating materials, etc, for learning events, treating them as individuals.

Hugely unfair that staff at Merchiston are penalised with regards to parking. Our working day is longer as we are forced to factor in time to walk to and from our cars. I pay money on a permit that is rarely used but I'm reluctant to give it up as I do have occasional inter-campus travelling to do. Would love staff at Merchiston to be given a free permit and spaces allocated on a first-come, first-served basis.

Although the university has a policy of allowing employees to change their working hours, I feel this works in favour of part time staff and is to the detriment of full time staff who have no choice but to cover the hours the part time staff don't want to work. Consequently, full time staff are now obliged to work Friday evenings on a rota, while part time staff can change their hours and abandon this unpopular evening shift. In effect, the full-timers have no choice in the matter whereas the part timers do.

I am concerned about the investment strategy of the university and would like to see the university divest in any companies that are connected to unsustainable practices, arms and social abuse.

Encourage a fairer division of tasks between academic staff, administrative staff and technical support. Academics are continually having to do more administrative work without having the time to complete all their tasks. The lack of cooperation from key admin staff - makes this a thoroughly depressing and demoralising issue for teaching and research staff. Minimal improvement since we've merged as a school. Worryingly poor levels of care and attention from admin staff towards academics, far less the students!!! That is a shocking state of affairs for a university.

I have no personal axe to grind, but I perceive that for some years promotions / appointments made within in my School are too often not based on evident ability or productiveness, but on favouritism, even cronyism on the part of the Head of School and perhaps others. There seem to be far too many new posts filled in peripheral / vanity areas such as readerships, internal projects and researching, while we do not adequately replace retired or leaving Lecturers in teaching / assessing core modules. This situation seems not to have been inhibited by our rock-bottom rating in the recent Guardian league table, for which Senior Management appear to take no responsibility.

Although members of our Faculty are very pleasant and able people, I do get the impression that they're good at cornering more than their fair share of resources, e.g. in terms of staffing and professional development, given the relative number of students in our different schools. Just before the start of this current academic year, it was also noticeable that after their summer break some staff looked rested, fresh and keen for an academic resumption, compared with my colleagues who looked out on their feet following another trimester 3 of continuing involvement and large-scale assessment diets.

A fairer distribution of workload.

There's a lot of little cliques at Napier and only those and such as those are promoted. I'd like to see a lot more level playing fields and fairness.

In terms of improved annual leave allowance and pay increase in line with other HEs. Plus, greater potential for promotion.

Reducing pay disparity between senior management and staff. Hearing that senior managers have received substantial pay rises when staff have accepted very low increases undermines my confidence in the University's employment terms.

Fair pay for fair work. Pay PL's for the considerable work they do.

Leadership

(214 Comments - 29%)

There is often a failure to adequately identify which of the strategic objectives is the priority for the university especially as the objectives can be conflicting.

It does not always feel like cooperation and more a them and us, often down to the higher (but middle between top management and us) management. Management directly above us is fine, its the in between that and top management it seems to fail a little.

I am optimistic about the new Principal and the two Vice Principals.

Having worked in other universities in similar roles I find it hard to compare the experience.

Whilst I have chosen Leadership it is difficult to sum up the issues I have faced in the last two years but think they stem from historically poor leadership and poor processes and procedures.

The service departments of this university run like small empires accountable to no one. The accountability and ownership of issues highlighted for action are none existent with support at the best of times woeful (to the point that staff will not email solutions I can only assume for fear that the answer may be wrong and there could be a paper trail).

The sense of a culture of 'it's your problem not mine' coupled with a lack of information or an unwillingness to assist if the issue appears 'outside of remit' is frankly staggering when we are all supposed to be working for the same team!

The fact that as an institution we impart knowledge at the student level and yet have very few 'useful' guides for systems such as Agresso and SITS resulting in the need to rely on specific individuals to resolve 'system issues' is unacceptable.

I would strongly advise that staff in the service departments job shadow the admin teams out in the Schools and Institutes to gain an understanding of why staff in the university view them as obstructive inflexible and seemingly not prepared to 'go the extra mile to assist'.

There is an absolute lack of leadership at the University. There is no shared vision and when there is one there are no resources to fulfill it. I feel Senior Management meet and make nice statements of what the University should do but they never provide the funds to be able to do it. When opinions are asked (very rarely for a person in my position) they are never heard.

There is no leadership evident. We have many more SL who appear to make a limited contribution to effective School Management. For example the undergraduate programme is poorly resourced and has a high rate of student/staff dissatisfaction but nothing is done- except to deplete the experienced staff numbers further by gaining new business abroad.

The amount of times I have heard senior managers say "I came here for a quiet life" is atrocious. Even though that is not possible, I feel they try as hard as they can to make their working lives 'quiet' ones.

If people who weren't performing were disciplined and faced with the possibility of job loss then maybe they would be more inclined to work more effectively. This would also theoretically open up additional possibilities for progression.

Our team has a totally ineffectual line manager. He cannot carry out his role and blames staff whenever he makes mistakes. Each member of the team has to manage themselves and make important decisions.

I would like it if all members of the Senior Management team demonstrate the University values. While my own Senior Manager does a great job of keeping us in the loop, consulting us, and demonstrating the University's values, I can't say that about the whole of the SM team. There are some very strange decisions made, for which no 'business case' has been passed on down to us.

There appears to be a chasm between senior management and the rest of us. Talk among staff is very negatively judgemental, and includes allegations of favouritism, lack of integrity, failure to respond to and effectively deal with poor performance, failure to address disparities in workload, dishonesty in inputting Workload Allocation Model (WAM) data. For example: Subject Group Leaders (SGLs) have in the past changed the WAM units to fit what was desired ie. changing 1900 units (estimate of actual work) to 1300 units (deemed to be full-time lecturer allowance).

In my School many modules have 2 assessments: staff have been allocated 1 WAM unit per student, when in actuality this isn't possible to do. It would have been good to see some leadership from the Head of School and Dean regarding this - ie. they could have supported staff and insisted that the units allocated for assessment were increased. Instead, we got an acknowledgement that the model didn't accurately reflect workload, but that we had to live with it. I can't understand this: staff have been very aggrieved by this and wonder why our senior managers did nothing for so long. Re: our School's core business this has low status and the workload has become extremely heavy for many of us. It's been identified that we need more lecturers. We are seriously toiling here and many staff feel significantly undervalued. I love working with the students - which is why I'm here, but good leadership and people management is sadly lacking.

We have a leadership body that is not in any way dynamic - procedures driven and seeking safe mediocrity, merely cascading government policy down through the organisation. There is a lack of innovation and an aversion to risk that will leave us at the bottom of the league tables.

We need to re-structure (yet again) - some management roles just aren't needed. The new principal appears to be very open and engaged with staff - which is a welcomed change - and we would hope that this would result in more streamlined management structure and shifting resources to more teaching and technical staff.

We also need leadership that is prepared to tackle poor performance once and for all - the current systems for dealing with this are still insufficient, and being so protracted leaves them prone to derailment by the intervention of over-zealous union reps. My job would be a whole lot easier if we could quickly remove one or two people who shouldn't be here.

We really hope the new principal will make this university a dynamic and inspiring place to work.

Senior management to deal more effectively with incompetent resource-draining middle management staff and generally behave with much more transparency.

We have too many people in management and senior management roles who are not knowledgeable enough or are unable to perform their roles. Good academics don't necessarily make good managers or leaders. Many decisions when they are eventually made are unfathomable and lack clarity of thought and accountability. There is no clear line of sight between actions - who made the decisions - the rationale for the decisions. No one wants to be accountable for decisions and to be honest there is no real scrutiny. This closed and secretive culture stems from the previous Principles as well as from the age old problem of University's being able to do what they want without proper external scrutiny and. We also need to step away from knee jerk responses to events which end up leading to ridiculous situations that academics having to resolve and which senior management are unaffected by such as the current mismatch between undergrad and postgrad semester dates.

I think the new 2020 strategy is good but it is not enough to have a good strategy on papers, but the most important is to build a new team to implement this strategy.

Senior Management does not always display leadership. Leadership is not about reaching a consensus and following through. Difficult decisions sometimes need to be taken, and clearly articulated. I do not see much of this.

There needs to be clear direction for the FE.

Better communication from the top down.

It takes forever for anything to happen here. The University strategy says we should be doing certain things yet system and processes are so slow and, in a large number of areas, unfit for

purpose (Finance, Planning & Commercial Services springs to mind) that they actively hinder progress in my role. There does not seem to be any appetite to find solutions to issues that arise as people are not empowered to change the existing systems. It is easier to say, "no, you can't do that."

Only leadership from the senior management can bring change and progress.

There is a general mistrust of management within my department. I am not certain that I or my role has a future.

We work hard to deliver for the undergraduate programme. This programme appears to have been cannibalised to service other work.

There are some great staff here who are committed to teaching and would love to take part in research but are unable to as they are tied up delivering large modules. There is limited opportunity to step out of these large modules. New staff are being brought in to take on the research, this is not conducive to developing staff. Senior staff are being appointed regularly (great for promotion prospects) but there has been no discernible benefit in creating these senior posts. In practice they have dropped our core business and left others mired in larger workloads.

Strong and clear leadership, with visible direction and consistency would be appreciated.

The leadership in S&AS is excellent but at VP level the leadership is awful, I have high hopes for the new Principal. My comments relating to 'Senior Management' in this questionnaire relate to ULT and NOT S&AS 'Senior Management'.

Desire / ability to tackle poor performance.

There is very little sense of academic leadership in the University to the point where it is stretching the definition to call it a university. Economic concerns outweigh academic concerns at every turn. Academic standards are not upheld or prioritised and the University appears to have encouraged a system of promotion of those who are adept at serving their own interests which has then resulted in a culture of selfishness, narrow-mindedness and deflation of co-operation. Putting in place a team of senior managers who understand academia, who value academic work and see the institution as primarily concerned with education and ideas, not income and are working for the University (as a whole), not themselves, would be a great start.

No one driving our School, or focusing our research and teaching.

My experience is a lack of positive leadership, which is worse now than say 5 years ago.

I feel that my line manager I not feeding down the outcomes of wider Department/Service meetings.

I would like to get more feedback from my manager about my performance and how I could improve. It is great to be told I am doing a good job but there must be area's I could improve in.

Suggestions I have made which would allow me to develop my role are not met with favourable response. I feel I am being 'kept down'.

Better, more consistent decision-making.

In recent years I feel that there has been a lack of strategic management within the University. This is demonstrated by the lack of focus and investment in strategic priorities, and the resulting lack of growth.

There are people in supervisory and management positions who have no interest whatsoever in providing support, guidance to their staff. Whilst it is important that staff are trusted to get on and

do their job, there are times when some support or backup is required and this is often just not there.

Decisions need to be taken on the Uni strategy and driven from the top down.

I don't know what the University's mission and values are and I don't know where to find them on the intranet/University documents.

Currently there are a range of different initiatives underway which all have extremely high priorities. It feels that the institution would deliver stronger results if we focused on a few key things each year and delivered them really well rather than trying to deliver a huge number of initiatives and having less time to ensure each is successful.

Provide some.

We seem to be told, always, that there isn't enough money to pay for adequate teaching hours. That doesn't make sense to me. We also don't seem to have a really visionary leader who communicates that vision with us. The upside, however, is that we have kind and considerate leadership - so it's a bit of a trade-off.

Greater recognition of those who take on additional roles and responsibilities (when others in the same post do not) – for example, programme leaders; year tutors; those who liaise with careers/confident futures; committee members; week 1 planners and organisers etc. Those of us who do this do it because we care about the students. We want them to have the best experience here possible, to learn important academic/practical skills and have fun, and we want them to be great ambassadors for Napier when they leave. All of these things take time (often at weekends and late into the evening) and commitment, and often involve de facto management (without any empowerment to do so) and doing the work of those who don't do their bit too. Being paid more is not my ambition, but being given recognition in my post, and having this recognised through promotion, for all of the additional duties I take on (as do many others) is something that very much matters to me (and others who take other significant additional responsibilities). Do people have to be paid more to be given a position that reflects their additional responsibilities? I don't think so. It's recognition that matters.

Clearer more decisive leadership and leaders that reflect the values they espouse.

Leadership required in subject areas - development of opportunities for early career staff, particularly in the area of research. Subject groups where there are no Senior Lecturers/Readers to assist with generating research income. If this is left to early career staff only, this will not be successful and research area will not develop.

There needs to be real acknowledgement of the pressure placed on small teaching teams responsible for large student cohorts and the necessity of building teaching and research expertise to expand those teams with more permanent members of staff.

I have had many supervisors/managers over the years but at the moment I feel anxious and not valued. In my school there has been a vast improvement in management with appointment of a new HOS, who really is doing so much for us all. However, beyond HOS/Dean there remains at least a perception that consultation often follows decision making, and whilst this may only be a perception, we must work in order to make individuals feel they have a contribution to make.

Leadership at a middle management level- direct line management. This was a close tie between personal development. The university commitment to both aspects and structure is in place. We have a Head of School with clear vision and leadership. This can all be thwarted at a departmental level however.

Recent 'restructuring' in my service led to changes in job titles/descriptions being made without prior consultation with the staff involved. I believe this had a negative impact on staff morale.

Immediate line management could be much better - some trust in our abilities and recognition that we have good ideas and practices would be welcome.

Increase the frequency of subject group meetings, so that junior staff have a better idea of what is going on within their subject group. If possible, make them regular and mandatory.

Management is invisible and almost inexistent.

There is a total lack of academic leadership. No one knows what a more programme focus really means and how it will change anything we do nor how much money has been allocated to the 'more programme focus' approach project.

Due to the number of different leaders within the organisation, it can be confusing for staff as the information received can be ambiguous. Information provided to staff needs to be communicated in such a way that it is consistent across subject groups and Schools.

My institute has had poor or non-existent leadership since it was established, plus senior staff within the university appear to have no idea of what we do. Therefore, a major revamp of the institutes is needed in order to give leadership and better integration with the university.

Leadership

In my experience, senior managers continue to exercise poor judgement and leadership skills and do not support their staff adequately. In circumstances where an unpopular or unpleasant decision would be a fair decision to make senior managers prevaricate, compromise or simply avoid dealing with the issue. There is a real feeling that, when it involves a student, managers are fearful that the student will appeal their decision, or that the student will make a critical response in the NSS, and that this is a factor in the decision-making. Senior managers are paid to make difficult decisions, not avoid them.

Decisive leadership

If able to trust the integrity and expertise of those in senior management positions, this might be a more comfortable place to be. Those who 'fit in' better are those who engage in research that generates income, not those who deliver (or try to) a quality undergraduate experience.

If Senior Management consult those who are working on tasks as part of their day to day role before making big decisions within the university. Invite those staff to meetings, ask them to join working groups etc to see if what the university is proposing would actually work in practice before making a final decision on whether to go ahead with it or not. Only the staff who are doing that as part of their day to day role would know this.

Many great people but too many others are free-wheeling. Management does not deal with these people appropriately.

Leadership empowered and trusted the staff to get on with their job and created a strategy whereby the academic staff were supported in their activities via simplified and joined up systems.

Academic staff are given too much administration by uncoordinated support areas. Student experience expects one thing, OVP expects another, assessment expects another. Many staff members ignore these directives and carry on as normal.

Line managers need to be taught how to manage their staff effectively and efficiently, and need to be aware when problems are affecting their staff and deal with them appropriately and quickly, not just push them under the carpet and hope they will resolve themselves.

I wish that both my immediate line manager and departmental senior managers would actually show respect, maturity and professionalism in their dealings with their colleagues - sadly this is not the case in my department.

Strong visible leadership is required from HoS. Strategic decision making needs to be more visible, Not indecisive and ignoring emails etc.. Visibility is core to engendering staff confidence.

I feel that the school lacks leadership, not one person appears to have an overall view of work, workload and staff issues.

Strategic Leadership across the University on a consistent basis that is willing to reflect and learn from strengths and weaknesses to move forward into the future.

I would welcome a properly constructed strategy for future sustained growth and development, so that decisions about funding, research, directions, etc are supported by a strong rationale.

Senior Management, Dept. Directors, University Deans do not value the expertise of staff. Faculty Management make decisions that undermine the experience and expertise of Central functions, and can cause damage to reputation outside the University. Too many people making decisions (or not) at Senior level, and no one central point of control or accountability makes progress extremely challenging. Senior Management lack expertise in certain areas but do not respect the experience and expertise sitting at lower levels with Depts.

Leadership where followers (staff) are fully engaged and developed to meet their objectives - operational and strategic.

Better and more consistent communication from the top down - so much information is either lost or not communicated.

Need better leadership from line management to faculty management.

Continuation of the open and transparent leadership and beginnings of the clear future vision that will help inspire beneficial change.

To make consistent strategic investment decisions which prioritise the student experience.

An inclusive approach to leadership that is centred on the student experience and academic excellence. Let's really implement a strong action plan that will reflect the rightful position we deserve in the league tables.

Higher Management appears to see academics as a problem to be managed rather than a resource to be valued.

Strong leadership which puts the students are the centre, whilst recognising the importance of maintaining academic standards.

I am concerned that there is a lack of leadership in the school and possibly overall in the Faculty. Our head of school is very pleasant and friendly and is always willing to listen but I feel we would benefit from clearer leadership in a number of areas.

Senior management are remote from the day to day issues facing staff. There is an attitude of 'shoot the messenger' so no one dared say what was going wrong (there are a lot of names on the list of 'the disappeared' who highlighted the problems and then were either sacked, left or got sidelined). Hopefully this will be addressed by Prof Nolan.

Needs to be changed. It's not trustworthy, fair and has caused/contributed to a low morale.

I am greatly optimistic that the new Principal can lead the transformation of the University over the next few years.

That leadership needs to ensure that senior managers genuinely empower their staff to ensure the improvement of our course provision and student experience and motivate all staff.

Senior management have seemed very remote from the issues on the ground and policies quixotic at times. However, with the arrival of the new Principal the climate seems to be changing for the better, particularly with the revived emphasis on research. A number of my more negative ratings refer to the state of affairs under the previous regime, and we do not yet have the new strategy, hence my low ratings for items concerning this.

Better communication from middle management

Bad decisions appear to be happening that affect the ability of staff to provide day to day support for IT.

There is a strong lack of leadership within the university. Line managers seem to have very little management experience and very little 'power' to make changes. The priorities of the school/university seem to change on a regular basis making it impossible to know what the strategy of the university is or what it hopes to achieve.

There are many people here who do a poor job of what they are here to do (or are generally uncooperative) but there are no sanctions. Their failings just get distributed among staff who already work hard and care enough not to let things slip. Stronger leadership/management would tackle this. The current situation effectively punishes good, hardworking staff for the lack of engagement and effort shown by others. It is hard to do your own work to a high standard when you also get other peoples' work dumped on you.

Support, encouragement, guidance and being part of the overall aims of the university would be achieved through improved leadership from immediate line management and upwards.

Clear University strategy that makes choices, rather than everything being a priority and anticipates future event, such as REF. Less centralised decision making and centrally led initiatives and more delegation to local School owned delivery of strategic priorities. Schools' resource allocation directly linked to income generation in a clear and transparent manner. When centralised promotion takes place criteria should be employed that are clear, consistent, transparent and equitable.

I believe the change in our Principal has transformed trust in the senior team for all staff and this is very much welcomed across the institution. In time I am sure this will result in a culture change at the very top of the organisation which will need to be of a consistent nature.

Leadership aims and objectives need to be clearer and opportunities for individuals to develop and be involved in leadership opportunities enabled.

BETTER DIRECTION, LEADERSHIP, FEEDBACK AND DECISION MAKING FROM SENIOR MANAGERS, THROUGH TO DEAN.

I think we should stick to our strengths or being a good local university. Encourage further widening access and links with colleges/local businesses and drop the idea of internationalisation and overseas campuses.

Reduce the layers of management and administration between people who control policy and budget and those in front line teaching positions. The bureaucracy which exists within the University acts as a brick wall between well intentioned teaching staff and the provision of a positive student experience. My direct line manager has no power to control budgets and therefore influence over the direction of funding to front line teaching. I have less than no power to eliminate pointless form filling, fruitless processes and time wasting procedure, this is frustrating and demoralising. Power over budgets must be decentralised and delegated or this powerlessness will remain.

I am concerned that we have had so many changes over the last 5 years and particularly the move to Sighthill means our close relationship with admin staff has broken down. This has had an impact on the external projects that I do, meaning I am doing basic admin as well as my contracts. Please return the admin teams to their own schools and develop a better support network for projects. I realise staff have come and gone in between, but it is really difficult for academics to do the admin as well as their own work.

Ensure that the student experience is of paramount importance to all staff. If a staff member has an issue, or complaints are made regarding this, the university should act upon this. As an educational institution we all must put the student experience first. From that, we can extend on research and commercialisation through student participation.

I would like to feel assured that senior management (above HoS) listen to staff - I am cautiously optimistic that this will happen under the new principal.

Tackling unacceptable professional behaviour head on. I am not convinced in certain departments that the behaviour of an individual has been dealt with in line with the values and policies of the University. This impacts on collaborative and professional working.

Clearer direction for staff at operational level from those making strategic decisions. Leaders with vision, expertise, collegial approach and ability to work with and inspire others, overcome obstacles and reach a valid goal that supports good staff experience as well as student experience.

Consistent, transparent and rational decision making, to support a narrower range of initiatives aimed at achieving our goals. For years we have arguably wasted energies and it is not clear that all initiatives are thought through holistically by the University's senior leadership.

There is a problem with the leadership style not befitting a university. Senior management are seen as being too distant and their role and contribution is unclear. Some Deans have effectively become international sales people which means they are not particularly visible within their Faculties. Some Heads of School are too directive and encroach on academic autonomy too much. Leadership should be about enabling not inhibiting academics.

There has been a tendency for ideological promotions rather than promotion by ability.

Decisions take a long time to be made, which can delay the work we do within the team as we wait for the outcome of PEG decisions. This has impacted on two key projects this year.

Also since we have reported to this area, he has only attended one team meeting (in his first month) and has never been in the main team office. He does not lead the function.

I would hope for a better atmosphere of cooperation and respect, in a meeting with the SGL of the subject group, he became very angry, he then shouted at me.

More visibility and direct communication from senior management, ULT level.

More clear direction internally in relation to objectives - Director & Depute Director.

Information at the present time is often not passed down to staff.

We need to find a better way of ensuring that the views of all members of the University feed into the decision-making process e.g. the new University Strategy. Open-ended consultation is fine but is not always efficient. Leaders should set the direction of travel or broad themes and only at this stage open up a wider consultation process.

Leadership within this School has been very poor.

Radically changing the Senior Leadership team. This could allow our Senior Leaders to operate as a positive team, genuinely working together, and listening to their people - in order to lead the university effectively.

It is an elephant in the room that senior staff seem to play politics to support their own agendas (for better or for worse) while only giving lip-service to collaboration.

There is a tangible and unhealthy fear that if staff don't tell their managers what they want to hear that their jobs will be on the line.

That this survey was not run last year is itself telling, as is the importance that has to be placed on the anonymity of this survey.

Indeed, as I submit this survey, I do so with trepidation.

Less remote

The University appears to be far too bureaucratically dominated by central services and administration services which drive the University agenda. The academic voice of the lecturer is not heard.

Administration: We are told what to do by administrators rather than feeling that they support our work. Hours of our time are spent on administrative tasks for which there is no help yet the Faculty seem to have lots of posts filled by administrators. Are the tasks they are doing required? Has anyone assessed how they could better use their time to support the front line delivery of teaching and assessment so that we can do research?

Central services: New initiatives are developed: old ones are still being pursued. Initiatives appear to be very well resourced with admin support yet there is little for lecturers. Old initiatives need to be wound up. Someone needs to assess the value of multiple new initiatives and consider the burden that they place on overworked and unsupported lecturers. It feels as though Central Services are running a very well resourced institution for themselves without reference to the core business (resources including conference attendance, training events, lunches, lengthy meetings, etc. Conference attendance and often attendance at training events are not available to over busy lecturers whose scholarly activity, their quality of teaching, their enthusiasm for their subject area all suffer as a result. This is a ridiculous situation.

Dynamic leadership in the Subject Group.

Napier does not appear to tackle poor management. A number of questionable programme development decisions have been made by programme leaders in our subject area. PLs often make decisions outwith their subject specialism rather than consult subject specialists teaching on the programme. When subject specialists inevitably challenge these decisions, they are viewed by the SGL as obstructive and obstinate. In these situations the disagreement is dismissed as a clash of personalities rather than sincerely held views by subject specialists who hold the degrees and have the research which supports their positions. Time and again the SGL supports the position of the PL rather than respects the subject specialists and their decades of experience and research. Appeal higher up the chain of command has not alleviated this problem. We hire people based on their subject specialisms and their ability to research. It is unfortunate that line managers do not ensure specialists are listened to and their expertise utilised. In our area, this situation has substantially undermined research-teaching linkages.

Consistent focus on student experience and academic quality at all levels.

Clear leadership - managers who actually manage.

Clear leadership and direction - without constant new initiatives springing up every 3-6 months. It takes time to embed things and fully develop projects. Also there needs to be time to evaluate properly, this often seems to get skipped in the rush to the next big thing/initiative.

The relationship between the Central Service departments and the faculties/schools/institutes where our service to students and partners is delivered needs to change from 'parent/child' to supportive colleague.

I think with the appointment this year of a new Principal, I can already see some changes being made which will help make the University a better place to work.

Having leadership (including HR support and guidance) that will challenge bad/inappropriate behaviour of staff instead of allowing such behaviour to continue unchecked.

I feel the Faculty level management and above are very out of touch with admin level staff. Decision are made without consultation that impact on our jobs (e.g. the change in academic year, moving offices etc). It is clear from decisions like these that the higher level of management do not understand what admin staff do and as we are the first point of contact for students and potential students I think this is unacceptable.

There is a major leadership issue in the university, which I think has a negative top down effect on all other organisational behaviour.

A clearer relationship between planning, budgets and recognised priorities would just help that little bit more.

The management have no interest, or place any worth or value in the department I work in. The modus operandi is, do it, get on with it. There is no interest in the individual or any care in the working conditions. The department is treated as a necessary encumbrance and costs should be kept to a minimum, for the staff, whilst purchasing equipment or services from outside contractors appears to be unlimited. It must be patently obvious to all who visit any of the university sites as all are plagued by poor design and ill chosen fittings and equipment.

More positive recognition when I have done a good job.

A new Principal may change the dictatorial basis of operation in this intensely hierarchical organisation. At present rank and status are the central pillars of the University's culture for employees and have a major impact on real, rather than stated strategic decision making.

Effective leadership.

Ideal situation would be the University understanding that commercial activities and research institutes don't always work within the confines laid down by central service depts. We need to learn as a University to move far more quickly in reacting and responding to commercial approaches. External income generation activities should not be delayed because of bureaucratic slowness. It would be extremely helpful when developing such activities if central service depts. had a better understanding of 'real world business dynamics' and not just of the University (academic / student) bubble.

Total commitment to Performance Management throughout the organisation.

More focus on structured communication and accountability for delivery.

I would like to see more consistency in information from senior management/senior staff to the workforce. There is nothing more debilitating or frustrating than receiving totally opposing pieces of information from individual senior managers about improvements to staffing/working conditions in the university. for example: we are receiving more staff; 2 weeks later - we are not receiving any more staff; 1 week later - the staff we thought were going to be employed are now not for your area; 3 days later - no staff are being approved. All of these responses came from a variety of senior sources within a couple of weeks leaving staff feeling disheartened, dismayed and very cynical about any potential improvements to workload. I also think that staff who are promoted to senior positions should be asked to undertake a recognised 'people management course' to enable them to effectively manage teams, many of whom consist of experienced members of staff.

Better management of poor performers.

There have been numerous examples of bullying behaviour by senior individuals who use their status and rank to make staff take ill-informed business and academic decisions. As other colleagues see senior management getting away with such behaviour so it cascades down the organisation creating an unhelpful and stressful working environment. This must be addressed as a matter of urgency.

Management training with people-, quality-, and communication-skills.

Strong leadership is required to provide coherence and positive momentum.

We need leaders who know what a strategy is - i.e. a plan of action to help us achieve the stated goals. Instead we have a mission statement rather than a strategy and one that wants to achieve so many diverse things that there is no clear focus, and thus no clear strategy. This lack of a coherent plan/strategy challenges even the most effective leaders at different levels of management, and instead of making decisions, things are discussed to the point of paralysis. Is it any wonder staff are so difficult to mobilise when we don't know where we are going (apart from everywhere apparently) and most importantly, how to get there?

We need to consolidate and improve what we are doing regarding off shore work and on line developments before taking on any more work. Senior managers appear to go out and sell our services without any consideration for the pressure staff are currently under with current work commitments.

Reduce the power of administrators in Central Services.

Middle management involvement can sometimes lead to long delays in completing the task.

Less middle management ie supervisors with no people experience.

Research Leadership needs to be strengthened across the University. Few academic middle managers have PhDs.

Aims and objectives should perhaps be made more transparent.

I think we really needed a change in leadership and am immensely heartened by the way the new Principal is taking things, so this is more to say that this positive change should be continued.

I think it is very important that all line managers have clear roles and responsibilities. Without this, poor performers are allowed to continue in this role unchallenged. These roles are key to delivering the strategic reviews and enabling staff to have the confidence moving forward. Just because someone is a good academic does not necessarily make them a good line manager.

Senior Management (VP/Dean-level) need to engage in discussions as part of any changes to strategy/procedures/policy. There is a serious disconnect between the leadership/strategy and those who are delivering the services. Too often strategic papers are circulated with no prior knowledge or consultation with those staff whose roles would be directly affected by the proposed changes. There is little joined up thinking at senior levels - instead of taking a step back and asking some 'big picture' questions i.e. what are we delivering to our students? What actually makes us attractive to applicants? There is a tendency to pick fault at the service level. If the University is to move forward it really needs to tackle the big issues, the strategy - once this is in place the structures, processes, service delivery etc will then flow. I am hopeful with the new Principal in place that we will start to see (much needed) change in behaviours at senior levels, certainly the emails we have received to date from the Principal have sent out the right signals regarding communication and consultation.

Think there could be better leadership within the School particularly in terms of valuing those members of staff that work hard and taking to task those members of staff who are not performing. It still appears to be the case that some Academic staff can get away with doing a bad job and still being highly paid for it.

Clarity of decision making, timely decision making and acting on decisions in a transparent manner.

I don't feel my manager supports me by giving me a clear sense of priorities. I also feel I have greater responsibility and a higher workload than others on a similar grade to mine.

I believe that currently there is a lack of communication and co-operation both within and across teams, as well as a lack of understanding as to the distinction between roles and remits. Strong leadership would be able to create effective channels of communication and foster a better team spirit and bond within and across teams.

Would like to see more actual evidence that senior management at University and Service levels understand the reality on the 'front-line'. I consider this to be lacking at present at levels above my immediate line manager.

Clear objectives, ability to be responsive to changes in what students demand.

I believe the new principal is a positive move in the right direction.

My current line manager doesn't have an academic background so it's difficult for him to understand fully what I (and those that I line manager) are doing. His focus is business and it seems that this takes priority over everything else that we do even though business contacts are yet to yield any real results.

Not in my area! but other areas challenging under performers, sickness absence this would improve overall satisfaction. I feel this lets the whole team moral down.

Our leaders seldom come from inside the organisation.

My immediate experience of leadership is not based on a trust. I have no confidence in the confidentiality of my affairs regarding situations such as PDR, career intentions etc. Rather than manage issues within our team my experience is that they are exacerbated and left unresolved. This year in particular I have experienced what I can only describe as bullying, a very lonely and distressing time.

Integrity, equity and honesty would, therefore, make Edinburgh Napier a better place to work for me.

More positive, overt leadership. Sometimes there is a place for 'light touch', sometimes there is definitely not.

Having experienced some management level meetings, I think that the very senior managers are out of touch with what the academic staff actually do.

A pro active, strategic and collaborative approach to the planning and delivery of interventions led by heads of teams/team leaders within SAS.

An understanding of good management would improve the situation at many levels. Many in management positions are not qualified for the role (they are often also less qualified than other less senior staff) and have no idea about basic management techniques or how to relate to and motivate staff. There is too much duplication of information - reports etc. Also, PDR and WAM allocations are simply box-ticking exercises. The physical environment is also unacceptable - drilling and banging are constants in offices and in classrooms.

She leads from the front, is committed to fairness and transparency and to a good staff and student experience. This permeates her approach to leadership and management. However, for a good number of members of ULT, there is a general failure to listen and to acknowledge when poor decisions have been made. This means that staff energy is routinely expended in trying to ameliorate the impacts of poor decision making on the student and staff experience. In my opinion, Ed Napier's poor score in the NSS for organisation and management starts with the example we are set from the top.

To have a Faculty Executive/Leadership Team that was more visible and interacted with staff more.

I believe that the management structure at the university has become overly cumbersome and almost always adopts a hierarchical and controlling style of management which drives the goals of the wider university without listening to the views and acting on the concerns of lower grade academic staff. There has been a very obvious move over the last 5 years away from a leadership that is focused on improving and supporting academic excellence towards one which seems exclusively business focused and therefore driven by efficiency and profit sometimes, it feels, at the expense of standards.

More transparency in terms of work allocation. Less favouritism - WAMS available for everyone to see who works in the same subject area. More effective management.

Proper Leadership and management of ALL staff, and improved career progression and skills development particularly amongst 'support staff' (how inaccurate and insulting is that description of what we, mostly women, do in this university -some of us are experienced Project Managers,

Team Leaders and Financial Managers but because we aren't academic we are 'support'?). While I hugely value my team and the work that we do it is often in an environment of conflicting priorities between school and institute, and different service areas using processes that aren't flexible enough to take into account how things REALLY get done.

It does not matter that my direct line manager has my interests at heart and appreciates my work - the poor business sense of the top level, and the disinterestedness of the senior management, ensure that there is no scope for career advancement in my role and roles like mine. It does not matter how well I perform, I will never be promoted - and I cannot be re-graded as the organisational structure does not allow for it. I have been advised that senior management could arrange for organisational change to benefit employees, but these people have no interest in doing so. Senior management and leadership is the biggest concern in my place of work.

Academics with clear vision of how to advance University's research output.

I feel senior management need to be more aware of the more specialised roles within the university and what they actually entail on a day to day basis.

Clearer vision and goals required.

There are managers in place at SGL, HoS levels but there's no academic leadership, no-one you could look up to and respect because of their achievements in teaching and research.

honesty and transparency from senior management especially concerning student learning and teaching and less of the gravy train stuff.

A clear strategy that is aligned and communicated throughout the university, which translate into clear structure, roles and processes for both delivering programmes and developing research.

Good all round leadership at all levels.

Limit zero hours contracts to six months, thereafter make permanent on a fractional basis or not.

Appointment of managers who are actually skilled in acting as managers, tied to accountability in this role. Too many academics end up in management positions without the ability to manage simply through length of employment rather than any suitability for the role. Training can only do so much.

More consideration from Senior Management about the consequences of decisions made - how practical it is to implement those decisions in the timescales given.

Less blinkered and partisan leadership.

More praise for a job well done.

Staff look towards very senior management to understand the complexities of their workload and the staff they in turn support and line manage. Leadership skills also involve the ability to recognise the strategic importance of key issues or projects and the timeliness and leadership in their actions. Delays and senior leadership not getting on with key tasks and decisions has a very negative effect on staff further down the chain. No doubt awaiting the arrival of having a new principal put many things in limbo - lack of investment and leadership in pushing forward our areas of strength dilutes the Napier portfolio and hampers strategic growth.

I would like the poorer performing staff to be supported in developing a more positive attitude to their work, rather than being tolerated - we cannot afford to carry such people.

Get rid of the quasi management of the university. There are many talented people at Senior Management (and others) who spend their time do nothing that contributes to the student experience of any of the strategic aims of the university. We do not need to be managed to do a good job we need to be supported by professional services and management. Faculty is barrier in many instances of what we want to do not a support.

Leadership must communicate with staff more.

The area I work in does not have a strong Top-Down motivation, communication and emphasis on development of 'team'. This had led to a fragmented workplace, which with very little effort could be changed.

We need fewer initiatives with short lead times happening at the same time. Chosen projects should be prioritised and not so top-down. Need better involvement and ownership of people actually delivering the student-facing service rather than Academic Development staff etc. This would be more congruent with the concept of the programme focus. Linked to the latter is the need for refocused admin support linked also to programmes and not nebulous functions. It is very hard to know who to ask for help and sometimes admin staff say "I'm not supposed to do this". One large working group I am currently on just has 2 members from lecturing staff. Communication and reporting systems; committee remits and who does what still; needs work at school level in terms of how these fit with the faculty and university-wide committees.

Many of the question answers relate to the previous regime. There appears to be a wind of change with the advent of the new Principal. Up to now the emphasis has been on not leadership. What the University requires is enlightened leadership that seeks to make ENU into a fully functional University in terms of equal importance given to teaching AND research. This change seems to be happening and the noises are good!

I would like to see a stop to very senior management appointments rolling out NEW initiatives that are either unnecessary or create more administration and have no discernible benefits to quality or the student experience.

In a good number of cases I think newly appointed senior staff, feel obligated to make huge changes to justify their own appointment. This seems to be regardless of whether the system is working the way it is, [change for the sake of change].

Can we have some senior management that are top lectures and or researchers?

There is a distinct distinct lack of leadership/management in my school. Staff are often promoted within, with no management experience and this is demonstrated daily.

There should be equity and fairness in the working environment looking at skills sets however evidence has shown it is certain individuals that are offered opportunities without looking at the wider team.

The role of a lecturer involves copious amounts of administrative duties and despite every meeting, away day raising this.

it appears there is no leadership in tackling this head on - surely it is not cost effective having us doing so much admin work?

Within our school there has been a pilot of rapid feedback where "senior Management" look at the questions posed and offer answers to the workforce. This seemed a fantastic idea however the senior management responses have shown no signs of leadership and often the responses to questions posed have been defensive and condescending. A leader in my view should

understand the value in acknowledging when there is a problem and offer a constructive response.

An example is: As lecturers we asked line managers for support when marking workload was high, we were told all SGL would ask their teams to submit a table with their marking commitments and this would be shared equally - the result was not all SGLs asked this of their teams, those who did, had no response and the result was the lecturing team soldiered on as usual. This gives little faith in the leadership at that level.

More transparency

Better communication and real leadership, at all levels. A line management system with managers who communicate and can lead, manage and motivate staff. Rotate the subject group leader role on a fixed term basis.

We need clarity with regard to the University's USP. What are we doing that makes us stand out from every other University. Hopefully the new Principal will help to provide this.

We need upper management to act on the issues continually raised over the years. e.g. practical accommodation and resources and over administration.

Line management accountability for their leadership. Everyone should have a good line manager who encourages open communication, supports genuine team working on overall priorities and can recognise everyone's strengths and contribution. This would result in less individual isolation from others and more collaborative and joined up working, enabling us to meet the tougher challenges we face.

Some (not all) of the senior management need to venture out from their ivory towers from time to time and mingle with the employees.

The University's leadership needs to live and display the values and behaviours which the University is committed to, in order for the same commitment to be bought into the University's values and behaviours from the top down. Leadership by example.

Development Opportunities for Support Staff are not equitable. It is not obvious or transparent how one can develop and advance in the University as the PDR system is not related to performance or pay, and the structures within departments differ so widely, so opportunities for promotion and development are not always available or apparent.

Generally staff have high hopes for the new principal.

It is hard to choose from this list. There have been a number of very poor appointments at senior and line management level. These are either staff who are poorly academically qualified, little experience of HE, and almost no teaching experience, let alone research. The matrix management system demolished transparency and equity.

I have 2 half roles and one is great with good team work and leadership and the other half lack both of these aspects.

I feel the senior management team are incredibly approachable personally. However, due to competing demands of their work load and priorities I feel they struggle to communicate key visions and University strategy to the workforce at times. I also feel there is not enough emphasis on the valuable contribution that nursing as a profession can make to the multi professional health work force and feel there should be a greater emphasis of that at staff meetings. Whilst it is important to know about school and University budgets, it is not what motivates staff in difficult times.

We need strong leadership, a well defined direction and real investment in staff and organisational structure to make this happen. Tinkering around the edges just won't do.

School structure results in management units which are too large to be most effective. Break schools down into smaller departments.

The goal of the university needs to be offering a quality education: the focus for the past ten years has been on overseas numbers. The idea of internationalisation is nothing more than "dumbing-down" the standards that attracted foreign students in the first place. This 'Tesco's' approach to education will erode the value of the educational goals that have made Scotland a centre for excellence in HE.

We have too many strategies and objectives. We need to focus on one or two per year in order to achieve tangible change and facilitate effective management of all staff. We are a good university and much effort has been made in the last year to engage with staff and improve communication. A number of ideas have been put in place but we tend not to give much time to any new activity before a new one takes over. It is difficult to get the balance right but it sometimes feels like no one has a full picture of all the activity. Perhaps, this is not possible but it might be good to consider one or two solutions to a potential problem, trial the solutions for a period of time and then invite feedback on what did or did not work. Leaders do not have to be popular or friends. A leader provides a vision for those who work with them, gives space for them to be a part of the decision making but also needs, at times to stand up and say this is the way it has to be despite the potential for not being popular. Staff are reasonable most of the time and knowing the people you are managing allows you to work to their strengths. Listening and recognising changes in your group allows a good leader to work in this way. Remembering to praise outcomes no matter how small is key as is face to face contact on a regular basis is essential to maintain a good working relationship. However, leadership also requires key messages to be communicated in clear language with key expectations made explicit. Our dean did this when he took over the faculty he laid out a clear expectation of how staff should be to each other this was effective and gave a clear message, more of this please.

Leadership

Stronger more effective leadership. Within our school there needs to be a clear vision and the ability to tackle issues and problems and provide a clear direction for staff. We are currently recruiting new staff but I am not convinced that anyone has a clear handle of workload of current staff or how best to utilise the skills of the team we have ensuring there is equitable opportunity for development of all the staff members.

Whilst good could be better, especially more positive within the immediate team.

And administrative support for academics so that they can spend time on scholarly activities.

Leadership

Clear goals and accountability for all staff

I know that there have been changes in senior management in recent months and I understand that the effects of these will not necessarily be felt immediately. My view of the previous regime was that too few people at the top had knowledge and understanding of the academic role, resulting in some very poor management decisions which had a detrimental impact on the student experience.

To support collegiality in a dynamic environment: for those with line management responsibility an understanding of, and engagement with the positives of matrix-style organisational structure.

Communication channels.

Ineffective leadership from HoS. This has led to poor, ineffective and inconsistent SGL leadership who clearly have favourites/ friends within teams, and also when allocating inaccurate and inflexible WAM units.

I think the university is top heavy with management. Less managers mean more finances available for the workers.

I feel that true understanding and leadership would make a big difference to my working experiences. At the moment I feel as if I am surrounded by self serving individuals who have no vision or leadership.

A better and more appropriate selection of staff in senior positions. Leadership is often given to members of staff who still do not have the necessary experience and professional profile.

It still feels as if the 'senior management' are not working together as a cohesive unit to the benefit of the university as a whole. They seem to be too busy protecting and building their empires whilst stabbing each other in the back to care much about the impact of these antics on the rest of the university. I find this behaviour puerile and disappointing in the extreme and laughable that they seem to believe that we are not aware of it! Some of the side effects of this dysfunction that I have been personally aware of are a lack of direction and interest in my team, personal and professional slurs against my team and the work of my team by one member of ULT in attempt to discredit another member of ULT plus over the course of the past year we have suffered at the hands of an extremely erratic and bullying senior manager. Seriously you need to sort this out and if the ULT can't work together as a team because of some of the members then a change in staff has to be made.

I get the impression the university gives student satisfaction priority over truth and staff support where student complaints are concerned. A proper balance needs to be struck.

I think the vision and direction required to enable to people to work cohesively as a team, to perform effectively individually and meet corporate and personal objectives would enhance the overall performance of staff at the university and overall job satisfaction.

Working with leaders who are truly interested in their staff's development and who are equitable with the opportunities they provide for staff. Leaders who encourage and enable change and innovation to improve the experience of both staff and students. Leaders who communicate openly and effectively and are not competing with each other.

Personal Development

(97 Comments - 13%)

I would feel more valued as an employee and would also enjoy my work more if I had more opportunities for personal development and also for furthering my career within the University. Personal Development opportunities for my role are poor (or repetitive) and we are not encouraged to seek any developments beyond our remit. When I suggested courses last year during my PDR I was told I could not do those, this is very demoralising. There is no encouragement to try and seek other opportunities. Since I have given up in trying to seek Personal Development opportunities.

More resources to help researchers improve the quality of their outputs. Training, mentoring etc Many improvements have been made in the past year at Faculty and School level with respect to cooperation, professionalism, respect, openness and communication of strategy which is

helpful and a relief as many staff were beyond breaking point. However, it is far from clear how we as individuals are expected to meet all these strategic objectives from research outputs, commercial income, work experience for students, TPG course development, internationalisation, improved LTA strategies etc. with so many barriers in the way and little information from senior management as to how they will direct and support this. It is one thing to agree objectives in a PDR and quite another to meet all these when we have a preposterous Work Allocation Model that fails to reflect the diversity of tasks we undertake or the true time required to complete them, increasingly high workloads and a serious lack of appropriate resources. Staff I believe are willing and keen to be involved in decision making and to drive things forward, to undertake appropriate professional development, to take initiative and to be innovative as individuals but this can't replace clear leadership and support from senior managers. Staff are exhausted and have been for some time. What we require quite simply is leadership that can create additional support and time - then the rest can follow - we do not lack the will and were presumably employed for our skills in teaching, research etc. We are constantly told about workshops and training opportunities that we have no time to attend and/or tell us what we already know about developing research etc. We are constantly told to undertake new initiatives relating to improving student experience that just add to already overburdened workloads and frankly represent information overload for students. Quite simply - more time and more support and we could better provide for our students and develop students - but there is only so much good will. We need time and support for development - the academics are the pillars of support from which the academic environment stems - give us the tools to let us do the job we are trained to do.

More grade 4 positions enabling greater upward mobility across the university.

More courses required for non-academic staff.

I would like a permanent job instead of a series of rolling "secondments". It would allow me then to engage fully with programme development and research applications.

More personal development and training courses.

My style of non-teaching working requires far more quiet than currently exists in my room, shared with 2 otherwise completely agreeable colleagues, so my note here is anything but a case of any personal problem among us. Because we get on well, it is difficult to concentrate as much as I need to.

More opportunities for progression/promotion. Presently there are none.

More time for research. Less heavy teaching load.

Parking problems.

There is no motivation for people at the top of their grade to do a good job as the only opportunity for advancement is to change job.

More permanent contracts, less zero hours.

Skills Training and Development.

There are few opportunities to develop yourself and then when you do get a chance you do not get to put your new skills into use.

While a lot of time, effort and investment goes into helping Academics towards promotion and development opportunities, it seems like support staff are a much lower priority. Job responsibilities vary widely throughout the department, but everyone is categorized as

'administrator' and there are no opportunities to develop these roles into more meaningful posts. I've watched colleagues try over and over to develop themselves and their role and be dismissed every time. There are a lot of bright, talented people here who are pigeon-holed and passed over until they eventually give up trying.

To be able to move up the salary scale without having to regrade or apply for a higher grading position would be appreciated. I am certainly not doing the same job I was doing 5 years ago; it has considerably more responsibility and is very much more demanding, yet my salary has remained consistent with a now redundant role.

Having a promotion scheme in place where individuals are rewarded by position progression as opposed to needing to apply for a different position in order to progress.

More funding available for grade 4 and below staff to be funded through professional and academic qualifications.

I am currently working at a lower level than I have been in the past and as I am not based at a main campus it is difficult to feel that I can develop further, within the university as a whole.

More initial training is required and should be encouraged by line manager.

Lack of opportunity for advancement from Grade 3 admin posts is very frustrating, particularly when the individual is working to their level, which happens to be higher than the level that the job is graded at. This is very common.

The University is generally a very good place to work, but good employees may be lost because of this.

The regrading system is unnecessarily secretive. The individual should have the opportunity to present their case verbally in addition to submitting a regrading form. Feedback should be given much more freely, and the reason why regrading was sought should be explored further.

The opportunity for promotion of administrative staff. I have been at the top of my grade for several years and no opportunity to move up to the next grade within my department.

Chances for career development, to move up the ladder.

Performance related pay.

Performance being attendance, role etc.

There seems to me to be no support from my line manager which would enable me to develop further. I have been forced to undertake a role which I dislike and from which there appears to be no respite after nearly three years. This role prevents me from being able to develop my teaching, my research and my confidence in my role as an academic.

Unless there is a particularly compelling business case I believe that jobs up to Grade 6 should be advertised internally only. It can be extremely demotivating when such jobs are also advertised externally and does nothing to suggest that the University is taking seriously progressing internal employees.

Good induction.

More opportunities for training and development in relevant areas.

Colleague's should be encouraged to drive their career forward within the organisation and always have a clear path to guide them in continuous improvement. More training should be available and PDRs should be made compulsory by HR to ensure managers adhere to having personal development reviews.

Once you reach a certain level there is no where to go.

I would like to feel there was more opportunity for advancement within the department or University.

Not enough resources open to personal development, everything is geared to suiting the needs of the University.

More effective use of PDR to guide personal/professional development

For me there is a lack of career progression opportunities. In my particular area of work, I also feel removed from the student experience. Also better guidance and support for dealing with problematic staff.

I feel that i have no natural progression to a post of higher responsibility and pay. A clearly defined career path needs to be identified for individuals so that they are not underused in their current role and therefore less motivated. All to often jobs are created / salary increased for staff that shout loud enough or are simply "flavour of the month" with management. Past and current quality of work should be what is used to determine these promotions - those that simply put their head down and get on with it are therefore more often than not overlooked.

Career progression for non-academic staff similar to that for academic staff.

I don't feel I have had enough opportunity to use and develop key skills and attributes I have because they do not strictly speaking fit within my role. I have ideas and skills that would benefit students, my department and the University more widely but I have had no scope to develop these at the University.

With respect to opportunities to develop my teaching, there are a number of wonderful training events scheduled each term and I try to attend a few each year, depending on my teaching commitments.

However, I feel more could be done to support personal development with respect to research. Research in my area (creative practice) feels under valued as it does not generate income. I feel discouraged and that research is something I should only do in my own time (at weekends or while on leave). I don't feel that there are enough opportunities for internal promotion and feel that promotions to Reader/Senior Lecturer are very much aligned (and unjustly so) with the REF.

I also feel strongly about Equity (sorry, I know I should only put one answer!). From time to time I feel unfairly treated owing to my age (30s) and gender (female). Little comments are made from time to time by colleagues which are sexist and patronising.

Developing from a grade 3 to a grade 5 is very difficult as grade 3's sometimes dont get the appropriate opportunities to gain the skills required for a grade 5 role. If there were more grade 4 roles it would be a more natural progression and easier for administrative staff to take then next step forward in their careers.

To improve on personal development and recognise the qualities and qualifications of staff.

There seem to be policies and unwritten ways of doing things that make no sense and are not decided in consultation with the affected employees.

There is no personal development opportunities for staff who are keen to learn and develop. Opportunities are only for 'freinds' or preferred staff members.

Encouragement/opportunity for *all* staff to progress within the organisation.

I would offer development opportunities to everyone in a team, rather than a manager picking their favourite and they get to do all the development.

While opportunity exists to learn new skills, the possibility of advancement/promotion is nil.

I think when one is not successful in a regrading process, The University should give a good reason why one has not been successful instead of stating that that service is already being provided elsewhere; unless that particular service is centralised.

Provide better opportunities for people to progress. At the moment we provide good personal development but people then leave because there is nowhere for them to progress to.

At present there is a very small staff development budget in my School. Divided up per staff member this equates to less than £500 per year. I don't want to seem greedy, but a single training session to keep my applied practice skills (which I use in my research and teaching) is around £550 per year (fees only). Now, add to that other training or non-grant funded conference travel (I do apply for external funding, but there is a limit to what one can achieve), this is a very meagre allocation in comparison to other institutions that I have worked for.

There is quite a gap between most of the admin staff and the managers providing a barrier in developing yourself for promotion. There should be a clear development path - PDRs do not seem to be the platform for enabling this although that is the idea behind them.

Progression and development for Research staff.

More varied course choices for development. It seems to be the same courses coming up every few weeks.

Better opportunities for advancement within the university.

Access to research funding.

Mentoring of younger researchers by more established ones would be beneficial.

Career progression routes within the university and rewarding of talented staff through buy out schemes, industry placements and bonuses!

More opportunities for personal development for academics.

Investment by the university in supporting staff financially to gain the PG Cert in lecturing at a higher institution

More opportunity to learn new skills.

The lack of promotion opportunities in certain fields is a source of major frustration to me. There is a lack of transparency in terms of who gets promoted. There is also weak correlation of qualification, experience and achievement with promoted posts.

Certain roles are completed neglected in terms of the university wide promotion routes. Positive student experience is created by good course design and efficient day-to-day management of modules and programmes, not by fringe issues or pedagogic nuances.

I think there should be more opportunities for promotion and clearer recognition of good work. Resources needed to be provided to enable us to gain high-level skills and provide students with a better experience that challenges and engages them.

Training being made available to develop the skills of those in non-managerial positions. A lot of resource goes into training for managers (quite rightly) however this can sometimes appear to be to the detriment on those in non-managerial positions.

The majority of academic staff have exceptional skills (including research skills) which they can not utilise due to extremely heavy teaching loads. Something needs to be done to relieve this pressure so academic staff are able to or fulfil their potential for advancement and promotion and fully contribute towards the university strategy. Staff could be supported in this regard by providing resources for more 'zero hours' support to assist with tutorials and marking.

In my department we are encouraged to go on different courses where we learn new things about the university.

My job was down graded which I believe was unfair.

Further opportunities for personal development to assist with future promotion.

Better communication within the department.

I am currently on personal development course (through Napier). I felt I had to do this as all my immediate colleagues are and I did not want to be the odd one out. However, although I see some value to the course (over 2 years), it is not something that personally interests me, so I feel that valuable study time is being taken up. In addition, I feel it is a little unfair as, unlike any of my immediate colleagues who are all single and live in Edinburgh, I have a 110 mile round-trip commute each day, and 2 young children that I am finding it difficult to spend time with.

Time and funding to improve real world up to date skills.

Appreciating research more, and giving more time to it in the T stream allocation when a staff member has proven research excellence (international esteem indicators externally etc).

More study leave for those who are studying PhD while working.

It is vital that you have a clear path of progression through the ranks to professorship, and assist staff in developing the attributes and activities required for this progression. If you pay fairly well, treat your staff well, and offer opportunities for progression, people will stay and contribute. If you fall down on any of these, good people will leave (I have seen this happen recently at two other Edinburgh institutions). Design research, experience in practice and knowledge exchange has to be counted fairly when taking into account academic progression.

I do not feel that have had positive attitude towards my professional development. The majority of staff training is geared towards teaching, understandably. Nothing has really seemed useful to me. Now I am not based at the university premises it is even more difficult.

The promotion system is rotten to the core. There have been a number of unfair and inappropriate promotions recently. It appears that those who neglect students and teaching duties are promoted. It also appears that if you are ticking the correct boxes in terms of commercial testing and consultancy work (on the back on low teaching load allowing you the

time!) then you will be promoted. How do you go from Lecturer to Reader! Academic positions and titles mean nothing in here!!!!

Some people are seen to be favoured and given opportunity to progress further in their roles, whilst others who work harder or just as hard, aren't. There seems to be rules for some but not for others. Also there is a lack of progression for grade 3 staff throughout. You seem to be stuck in this category and it's very hard to climb up to grade 4 due to lack of opportunity.

In my experience having worked for Edinburgh Napier university for over 7 years - providing that I perform well in my role - I feel today not supported with my personal learning & development both to accomplish my main duties as well as in other areas that I am particularly interested in which perhaps don't fully match with my core duties of the moment yet it would represent a progression opportunity for me which the university as a whole would benefit too. I would expect an institution like this university would be genuinely interested to value their own employees and promote career progression and professional learning opportunities in areas not always directly related to a specific role. In my experience this is not happening and this is affecting my morale, my commitment and willingness to engage with the institution I work. This is very sad. I believe the employee experience often depends on the relationship employees have with specific managers rather than being an omission of the 'university' as a whole however I do hope this area could be addressed and more guidance provided to senior managers centrally on how to retain in this institution successful and skilled employees. This should be an objective considered by the university as part of the overall university strategy.

Better opportunities for personal development.

There is very little opportunity for promotion - I have to wait for someone to leave a post (retirement, death) for any real chance of being promoted, and those posts that may become available are usually unattractive and involve far too much unnecessary administration work. Some other universities award promotions (e.g. senior lectureships) based on an individual's achievements and continued service, but here promotions are in competition with colleagues, which is unpleasant and means that close colleagues will be competing with each other. Promotions should be used as a way of recognising someone's contribution and achievements.

Greater internal review of current and possible future roles within the university. Allow for planning of skills development to meet future needs/roles.

There is an extremely narrow focus for development opportunities that does not take into account how I may have the underlying skills and motivation to expand my role.

I feel the PDR you get sent on courses that may not benefit you.

Also there is too much delegation from certain departments.

Not enough funds spent on personal development for ground staff.

It's hard to pick a category, but I do feel that to be promoted from within my School in this faculty is more difficult than if one belongs to another school - all recent promotions have come from there into faculty posts.

I think 2 categories are appropriate:

For Personal Development, I believe this needs to be looked at more closely. At the moment it is mostly Professional.

Development rather than Personal Development.

Also, for Overall Employee Engagement, I think that more gatherings of a social nature would help bonding between people, departments and engage individuals to make them feel more valued and part of a group.

Personal Development

More opportunities for promotion which integrate all aspects of our lecturing jobs, i.e an holistic view of research, teaching and administration rather than a research/teaching polarised approach.

I would like to see a clear career path where experience, skills and knowledge gained over the years would result in greater financial reward rather than it does at the moment when the only way to gain any improvement in salary is to compete for and win a promotion. There is no financial reward for anything else and the only people who can gain a promotion are the ones who are not only talented and skilled but, are also gifted at writing an application letter and handing an interview. Everybody naturally wants to, if possible to advance in their career and see their prospects and finances improve over the years and not just continue at the same level from the start of their service until the end which ultimately destroys their confidence and dulls their motivation for they feel they are not succeeding in their career.

We are asked to do too much with too little (time/resources), and therefore are stressed and stretched. We cannot develop real academic careers because of the burden of administration and the ever-present insistence that we generate income.

Its limited.

I would like to see a broader range of CLD opportunities on offer.

A genuine commitment to staff development. Training should be viewed as the norm when developing, retaining & promoting staff within a healthy organisation, rather than a favour which the recipient should be thankful for.

More opportunities for early career academics to develop as researchers, to a similar extent as we are currently developed as teachers by expected completion of the PG Cert T&LHE on appointment. There is little support for new lecturers with PhDs to gain opportunities and have time to develop this aspect of our roles.

Some line managers don't see the opportunity they could delegate more work if they invested more in the personal development of their staff and contribute at the same time to their satisfaction. It would be for the benefit for everyone.

A process by which employees are granted the opportunity to be promoted internally. There seems to be no consistent approach to or procedure for advancement.

More opportunities to develop skills and learn new ones.

PDR needs to work better and be carried out on a more regular basis to be more effective. the university needs to invest in the development and continued training of its employees.

I'm too busy in my role to take time off for ongoing personal development and have been turned down to attend a course outwith teaching on the grounds of cost. No money has ever been spent on me for personal development in the 11 years I have worked here.

I witness plenty of other colleagues being afforded personal development opportunities as they do not have student facing roles and are not as busy as I in their day-to-day activities.

Management should be interested in matching work skills with requirements on campus (e.g. campus location should reflect level of technical ability). Employee should have input on decisions made in terms of location of work and overall happiness- rather than being decided over in a take it or leave it fashion. Concerns raised should be taken on board - try to please management all the time - Should be finding a compromise between management views and ideas and employee concerns.

Overall Satisfaction

(89 Comments - 12%)

Opportunities for promotion.

The thing that has changed for me most since the last survey is the feeling that we are no longer well remunerated for what we do. Although 2 years ago we weren't getting wage increases, it was ok because of the general feeling of austerity in the country. I was willing to support the university even through the redundancies and wage freezes that were going on then. I have never, in all my many years of teaching, ever voted to go on strike. I have always crossed picket lines and put the students ahead of pay claims. But as I continue to see our workload increase and our pay remaining virtually static for 5 years in a row, I am beginning to feel that our standard of living is falling behind to a place where it will never make it back up again. I have therefore voted in the recent ballot by our union to go on strike for a better pay claim. Believe me, this has been a very hard decision to make and shows the depth of feeling that is out here about our wages. We support the university to achieve its goals and would like to be shown support by the university by being rewarded to keep our wages at least at the level of inflation for this year.

Although relatively new employee, the workload associated to give students a quality service can only be achieved through working very long hours which can be tiring and demoralising. In our school we are the worst rated according to the Guardian league table and this was reflected by the poor staff to student ratio which seems to also reflect in workload. There also seems to be a high number of zero hours lecturers to deal with the lack of staff - but these staff although helping, can only take on a limited role.

Improved working and social spaces for staff.

Currently I feel that there are limitation within my Institute and if the University were to invest in us the potential for growth within our sector is huge.

I feel really frustrated by the way the University has been operating recently. It feels that a number of decisions are imposed upon us which have a major impact on workload and satisfaction (my sense of worth at work). I appreciate that the University needs a strategic lead and I am in favour of this - but some of us are experienced enough to be able to identify where problems in operationalising some decisions may arise - and yet our voices of dissent are just not listened to. There is a managerial approach taken by some (not all) of our senior managers that our job is simply to take forward their decisions - "to make it happen" - even when this conflicts seriously with our own professional judgment and even on occasion our integrity. I have attended Committee meetings where highly knowledgeable and experienced members have highlighted serious concerns about potential University initiatives, and offered alternatives aligned to meeting the same strategic objectives - however when these meetings are chaired by the senior member of staff driving forward that particular agenda, I believe that the decision reached is not necessarily the same one that would have been reached if someone independent had been convening the meeting.

More dynamic environment.

A dedicated room for my team - not having to share open plan office with other teams.

Below inflation pay rises make it increasingly difficult to continue working at this university. A year spent living on a building site is INCREDIBLY FRUSTRATING. Simple things like not being able to control the heating in classrooms or offices are irritating beyond belief. Were it not for the students and my team, I would have left long since.

There is a serious disparity between areas of the University and how well they are staffed. Underinvestment in staff in our area is a cause of real, ongoing problems and stress.

More money

Although I am very satisfied with my employment at the university, in general satisfaction appears to be relatively low. If steps were taken to enhance satisfaction, it is likely that this would lead to a much improved staff morale and would improve retention rates.

There are a number of things that could be done to make ENU a better place to work, mostly to do with more resources to

- offer a better work-life balance (everybody on my team, including myself, is ridiculously overworked, and I assume that's true elsewhere)
- increase the external reputation of the University, especially by putting more resources into our research strategy (including sabbatical leave scheme for research-active staff; more research studentships to help build a stronger research community).

All this would make me more satisfied with my work-life balance and prouder to be a member of this institution (currently it is an embarrassment to share our team's poor student-staff ratio and the fact that there is no research leave scheme with colleagues from other HE institutions).

The opportunity to progress far quicker up the pay scale for the grade you are placed in.

I feel the Faculty moral is low. I rarely see my Line Manager, unless she passes me in the corridor. I have never had any one-to-one's. The Managers make staff feel that they are worthless and that we are below them as they are dealing with far more important meetings here, there and everywhere else to schedule time to meet with staff!

To get consistent heat in the offices to allow us to work at a comfortable level without having to resort to blankets, etc. People who sit at desks need a warmer office than those walking around. At present we are sitting with no heating on (11.30 on a frosty Monday morning) after the radiators have been on at arrival. They will probably not come back on today because it is warmer elsewhere in the building/sector.

More secure contract with guaranteed hours and better pay. I am a casual staff member. Given that my hours are not guaranteed and can be very low some months, some help towards costs such as parking would help considerably.

I feel my work is highly valued by students and this is reflected in their feedback. However I do not feel valued by the university as an entity because of the conditions of work - effectively a zero hours contract on relatively low pay which fluctuates greatly from month to month and makes financial security and planning difficult. I notice that University of Edinburgh is now taking positive steps to guarantee casual staff on zero hours contracts a minimum number of hours per year - perhaps this could be introduced here too so experienced staff are not lost....?

Improved teaching facilities - i.e. spend money on things that directly improve the student experience. Money should be spent on 'front facing' facilities such as lecture theatres - and on Merchiston Campus there should be more of them.

Resolve physical conditions at Sighthill

For staff morale I believe it is very important for the annual pay rise to be at the minimum in line with inflation – otherwise staff are effectively receiving a pay cut each year in real terms.

I would have said equality in response to this question. I believe full time workers are favoured ahead of part time workers which is not equal and not fair!

Providing a salary that reflects the responsibility and knowledge of the role I undertake

Staff stress is palpable and negativity apparent.

In my view there is a high level of bureaucracy at Napier that makes it hard to practically carry out our work. Lots of forms and complex decision-making procedures. Even a simple reimbursement requires at least 4 people to be involved including the line manager. Service departments require a lot of DIY rather than making life easier (offering complete starters package would for example help). Facilities for staff are poor (no free parking, lunch room, tea and coffee).

Salaries of those in service depts are unproportionally high while benefit is limited.

The few ideas I brought forward (e.g. free or fair parking, easier financial procedures, easier internet and printing access for guest researchers, etc.) were not acknowledged. The standard answer being "this is the policy" or "these are the rules." not very helpful.

More space and upgrading facilities in offices. Most of the offices (for staff) are absolutely dirty, unwelcoming and unpleasant to work in. The University is suffering from insufficient social engagement and teaching spaces for all campuses. There is no where for students to carry out further activities (apart from the gym and sport centre, but not all campuses have such facility). Look at other universities, we are way way way behind!!

Ensure all staff are managed consistently and fairly.

The campus at Sighthill is clinical and lacks pleasant places to sit in to have lunch. Some investment in making the place a bit more human would be nice. Its a bit depressing to be stuck here.

Personnel selection processes in recent years have met legal standards but not best practice standards in relation to equality of opportunity.

Academic staff are frequently overworked in terms of the expectation that is placed upon teaching load and assessment. This impacts upon research activity and, as someone who will be part of the REF submission, I worry that I will be able to continue a sustainable research program with all other teaching commitments.

Unfortunately campus location is still a big issue for me. Sighthill has never managed to create the buzz and warmth about it that other main campuses have. It is not a campus where staff and students seem to want to linger for any longer than necessary. So recognising that the campus will not move, the one change would help to make Edinburgh Napier a better place to work would be to improve some of the facilities on campus e.g. social space for staff; a shop; colour in the corridors etc.

Having the work I do valued and acknowledged - perhaps it is taken for granted that I should realise this is the case.

Although we seem to recruit very able and talented people to the School, they are often on short term or 0 hours contracts. There have been instances where they were not retained or

encouraged to apply for more permanent positions. This makes it difficult to build a stable and effective team and is unsettling for all involved.

I would make staff feel more motivated in the building by providing communal areas for staff to congregate and get to know one another. Although it is a positive thing that staff meet amongst the students, I believe it would also be positive for staff to have their own uninterrupted breaks and lunches.

Make sure we have enough equipment and to teach the latest technologies to equip our students for the workplace.

Staff social interaction

Temperatures vary greatly and from one day to the next and you can become quite cold when sitting working for long periods. In general the building seems cold and draughty.

In general I don't feel it's a very pleasant area surrounding the campus and have concerns regarding security especially over the winter.

I'd appreciate greater openness to constructive feedback. There's far too much defensiveness of existing systems and procedures, and consequently there are numerous historical practices that are perpetuated year in year out which make no sense at all.

A more comfortable physical environment (Sighthill campus) with better temperature/draught control in offices.

I believe that there is a disparity between working at the 3 different campus locations. Merchiston is lacking in comparison, it does not have a fair car parking policy and there are no gym/fitness facilities.

I believe pay given should be in accordance with responsibility of the role. My job was recently put forward for a regrading but this was unsuccessful, despite the job role having changed a significant amount with a lot more responsibility.

Having consistency within the department in terms of workload - if members of a team have the same job title/roles and responsibilities, then they all should be doing the same job.

Rules and regulations should apply to all, not just certain members of a team.

Having joined ENU just a few months ago as a Professor, I have been even now sharing an office with another academic. This is the first ever experience for me to have a shared office, which adversely affect my overall satisfaction level of working at the University. As a Professor, I am expected (and also expecting) to conduct more on research and related scholarly activities, but the shared office seems to be a big barrier for me to get focused and concentrated on what I should do at work.

Pay employees correctly for the amount of responsibility they have. This will make them feel valued, and in turn improve the working environment.

Warmer offices at Merchiston Campus. Despite having new windows fitted it is still chilly. Most of the time the radiators are not switched on (autumn/winter) and when they are they are lukewarm. Also, sheltered bike racks would be very welcome. I cycle to work regularly, however, cycling back home on a wet bike is off-putting. Perhaps having sheltered bike racks would encourage more students and staff to cycle as well?

Senior Management should take a personal interest in the achievements of support staff.

Increase in salary.

I don't think any changes need to be made.

I would like to see more value for talented and motivated individuals to benefit somehow perhaps by the introduction of performance related bonuses to encourage staff to do a good job. The grades for support staff are a flat structure and all staff on the same grade do not necessarily all operate at that level. In addition the HERA grading system is extremely unfair and does not reflect a fair process of review.

To be fully satisfied at work, the facilities are a very important part of that. I do not like eating my lunch in a crowded, windowless room off the kitchen (referred to as "dining in the cupboard"). This arrangement does not give opportunities to interact with colleagues from other floors/Schools/areas of the Uni. Staff have asked for 3 years for a staff common room. The argument that this would have to be replicated at other campuses is not valid when you compare the outside environment of Sighthill to Merchiston.

Overall Satisfaction

I do not believe I am paid fairly for my work. I have been through HERA. HERA does not agree that I am at a higher grade. Having spoken with my immediate managers, they fully support a pay rise. The feedback I received from HERA was that "Managers value the role holder's contribution and currently no mechanism to reward this." As far as I'm concerned, the mechanism to reward this is pay. I have been repeatedly told by members of HR, that if I feel I have outgrown my role, I should find employment elsewhere and out-with the university if necessary. I feel valued by my managers within the faculty who have given me opportunities and responsibilities to develop. I do not feel valued by the wider university.

I want to say facilities, which in my particular field are good, in some respects, both only average or poor in others. Technology is key in my area and I'm not convinced our facilities match many of those to be found in industry.

Lighter workload - an end to the sustained pressure of always having to do more with less (not just for me and my team, but for the academic staff I collaborate with). A reduction in student numbers. Quality not quantity.

The work area I work in is a good environment.

Provision of a quiet area away from my work area where I can have some peace and quiet during break times.

I don't have one single change to suggest - more an observation that it's very disappointing to see the University slide down the various rankings, despite the hard work and commitment of the great majority of its staff.

A level of pay which was more in line with other institutions and that kept better pace with the cost of living.

Better spaces for staff to relax during breaks, people are eating lunch at their desks as there are no real staff break out areas that are quiet and relaxing.

Better and more physical space for flexible use - larger meetings/events, teaching and research space, social and networking space for staff.

Better communication between departments.

I do believe that the basic salary could be better especially for lecturer grade.

Having a wider understanding of how my work impacts the bigger picture could be helpful; as could more frequent and focused contact time with my line manager (or a different line manager who was more available).

A return to more administrative assistance to take the admin load away from academic staff

Provision of break out/social space for staff at Craiglockhart to relax and mix with their peers. Much the same as already provided for staff at Sighthill.

Less bureaucracy and more trust in professional judgement.

Properly effective administrative support that results in a reduction in the amount of unnecessary administrative work that academics have to do these days.

A more ambient, even temperature through out the campus buildings, I know work is being done on this at my campus in relation to the windows being resealed, however this isn't happening in every room so not all staff will benefit from this, also for those staff sitting nearer to windows they are more affected due to the coldness coming either from drafts getting into the windows or from the cold glass. Personally I find it uncomfortably cold pretty much most days from Autumn to spring. If this was a matter that could be resolved then i think most staff would have a better satisfaction scoring.

Adjust the May bank holidays to be more in line with other holidays around the country/s, Being the only one off for a 4 day weekend makes it difficult to enjoy.

I feel that property and facilities understands the clients requirement and responds to their requirements.

Improvement of Physical working conditions

Listen to the concerns of staff and address issues to improve overall satisfaction.

Better food.

More social areas for staff.

No short term contracts.

Appreciation of enormous demands of teaching role.

Better communication between various parties, but less emails.

I am a casual worker and would like a contract

More recognition of work put in.

As we move forward and more staff are taken on I feel it will make us all feel more satisfied with what we are aiming for.

Not working in the middle of a building site.

An end to bullying & harassment by managers.

1. Improve our ranking
2. Improve student experience

Ensure zero hours lecturers are actually given work or why employ them in the first place.

More opportunity for staff to be promoted to roles other than reader /senior teaching fellow.

If more effort was made to nurture, improve and retain current staff, so that they feel valued and not disposable.

Time; we are working so hard to keep up (with teaching and assessment) that our ability to invest time and effort in (i) improving the quality of teaching, and (ii) research and commercialisation (2 priorities of the University alongside teaching) is limited. The big issue is time demands on staff. Unfortunately, to release time this often requires a reduction in quality of teaching and/or assessment (the latter oft used as a teaching tool). Student engagement; is a huge issue for the University; the effectiveness of our teaching would be much improved if we can crack the nut that is encouraging students to effectively engage. There is a culture of acceptance of poor performance and marks within the School and this facilitates student non-engagement. Research; the University appears more concerned with routes to good quality research than good quality (and value) research itself. There is an emphasis on bringing in substantial external funding, and in collaboration (within and between levels); over and above the quality of research output.

More holidays for support staff, in line with many other HE institutions.

When you reach 30 years of continuous employment, it would be an excellent idea to reward such individuals with one weeks extra annual leave.

Raise levels of pay to compensate for effects of inflation.

Individual office spaces.

To develop greater innovation that reflects the professional market place.

Better physical working conditions at Sighthill - heating, ventilation, food, facilities.

Overall Employee Engagement

(53 Comments - 7%)

More cooperation between different levels of staff and different teams / schools.

Better line management and attention to the needs for professional development of staff.

Important for staff to feel that the comments/ideas they are being asked to give are incorporated by ULT (where possible of course) and that engagement with all staff continues.

Reduce the number of short-term and zero hours contracts.

The strategy needs to be mapped, discussed, agreed and communicated with all staff.

Senior management to listen to what the teaching staff are saying, they really need to meet staff in small groups and listen to what we are saying.

This mainly depends on people and nowadays less on the desire of high level management to engage with employees. However I can see examples where employees themselves are not very engaging because they think "the Uni strategy is nothing to do with my day-to-day job". It is

difficult to get through this prejudice with every single employee, but I think it worth doing at least for medium level employees.

Engagement is a very difficult issue to make a success - top down approach is not successful. However there needs to be some recognition that engagement is a two way process and that if opportunities are made available then both sides need to make a concerted effort.

I believe that Employee Engagement in academic areas would be enhanced by a thorough and radical review of the workload allocation model. Increased resource at school could free up time for innovative thinking to transform our pedagogy and student experience.

Better support for off-campus staff to use facilities designed for on-campus users.

Have fair and consistent routes to promotion - it is currently extremely unfair.

Being encouraged to develop and succeed and being given tools to do so, plus being noticed for what you do very well and given opportunities to expand your set of skills (within reason) regardless gender and age - it seems male colleagues in general, and especially aged 55+ have a status not available to younger female colleagues which impacts on opportunities for growth and development. It seems often it's 'who you know' and the 'right place the right time' rather than what you know, that matters. As someone who says clearly at all PDRs 'I want to develop!', unless I find an opportunity myself, it has never yet come from my line manager or my Subject Group Leader. Also, this shows in trust in involving me in higher level decision making when I have the skills and expertise to do so, again very limited, out of reach.

Improved and more integrated administrative and support systems and procedures.

The university strategy until now has been very sketchy. I am unsure as to priorities and some indicators of new policies clash with old ones which are still in place. However I appreciate that with a new principal and finance director, my area is under a great deal of transitional change and I think it will be some time yet before a proper financial strategy is outlined.

In the meantime I continue to offer guidance based on what i believe is best for the university and its management.

HR should convert long-term Zero Hours employees to permanent P/T if it's desired by the employees.

Leaders within departments breaking down what the strategy means for their teams in day to day work and how they can contribute/improve that work.

Have progression from zero hours to more secure employment.

Tend to think there has been a real 'them' and 'us' type culture created in the university between senior management and the rest of the staff. Changing that culture would make Edinburgh Napier a better place to work.

Could be a good idea to have student helpers to help fill teams that may be staff members short due to long term illnesses or leave, which can help relieve the stress or coping with extra work to team members already with heavy work loads, and can give experience to student helpers, that might even become employed full time after their studies finish.

More opportunities to engage with the senior management, in terms of a two-way flow of information, including more informal interaction with colleagues and management.

That the workload within Schools is fairly spread among staff - and that the necessary management is stronger to achieve this. It seems as if some, very good people do A LOT of work (too much), whilst others can get by with the bare minimum. The overall staff numbers are too low relative to what is required to deliver modules etc well, and the management of them is generally too weak to redress any unfair spread of workload within both day to day responsibilities and new initiatives.

Less emphasis on opinions being valued according to status.

Communication

There can be a cultural sense of 'apathy' when seeking the views or actions of staff in taking forward a change or development.

Still quite a few staff with negative attitude / outlook. It's disappointing as this is a great place to work. Make sure positive and enthusiastic staff are appointed to mentor new staff!

Employees are afraid to say anything for fear of retribution - so don't say anything at all. Certain individuals in a leadership role (not all), depending on the department and level in the hierarchy, get away with treating staff in an inappropriate manner due to favouritism!! That is just my perception of it. The University is full of power, politics and top-down coercion at times, depending on the individuals of course. This comes down to individual personalities. Example is a department led by a respected member of staff according to the last Employee Engagement Survey whereas other departments are not. I am reading an interesting article on 'Sociopaths in High Places' and the business world is full of them!

My particular role within the University requires engagement with and response from all students and staff. We are looking here at culture change and the requirement to embed that change for the benefit of all. It really is a major challenge.

More time to disseminate research done: articles for publication in academic journals, conferences, etc.

More research-based teaching and learning.

As a zero hours lecturer, better communication and greater understanding of the value we bring to the university.

Higher wages. I am aware that people doing the same as I am in the business school receive a much higher rates.

The engagement from the senior management has to be continuous and sincere and not just an appearance of something that should be done.

As a zero hour lecturer I feel that I am expected to know what happens in the department, what my colleagues are doing and how my modules work with students' other work. However, I have seen my line manager once in two years regarding my work, have no contact with most of the other lecturers and generally feel detached from the University. I love lecturing and my students but my I'm starting to lose motivation.

Being given specific allocated time each week for tool box briefings by senior managers with operational staff that allows communication up and down the organisation.

Feel very engaged - perhaps more staff could be helped to feel more engaged - less fear of changes that might happen.

Better training for the job and quicker response to employee needs.

Q19 and Q20 regarding recognition and feeling valued, I feel that I am appreciated by academic colleagues and have a good working relationship with them but I am very wary of some faculty managers and don't trust them at all. Poor decisions at the top level have clearly had a negative impact on employee engagement.

Ensure that good staff, as recognised by the students, are rewarded.

A warmer office where the windows shut properly.

An updated finance system which doesn't require so much manual input.

Finance drop in office that is appropriate to the needs of the students.

The term Employee Engagement is yet to be properly defined. Within our department there is an Employee Engagement plan. However, the good intentions meant, there is a definite lack of sincerity or warmth about it. It's words and is perceived as a 'box ticker', to be seen to have done something to address this. Blanket department emails of thanks, post event is not engaging or a means of 'celebrating success'. This is the same thing which has been done for years, without feeling.

A staff away day organised with a theme which is not engaging, for all. A staff away day which is about the student experience. If the day were deemed as something other, to complement the theme it would be fine - this should not be deemed as a staff away day.

Staff are not engaging, on the ground, unfortunately.

There is definite disconnect or lack of understanding.

Within my team this is satisfactory however outwith I do not personally feel as valued.

Not all staff are fully committed and supportive of the university.

Recognition that at some point we cannot expand to fit anymore, and that more resources in terms of people or money will be required to stop us from imploding and ruining the student experience.

Better parking facilities/discounted public transport overall employee engagement.

Empowering staff.

Reduced teaching and more research time. The present environment is laughable.

Removal of at least a layer of central, service oriented provision, which is inefficient, unaccountable and ineffective and a return of the delivery of student facing support to the teaching level staff.

There are far too many layers of management, leading to obfuscation and alienation.

More effort by Senior management to take an interest in, and recognise and acknowledge, the large numbers of staff who work exceptionally hard to provide an excellent student experience.

More cleaning staff needed.

Better communication channels between all departments. Understanding that we are all aiming for the same goals. Recognition for the wealth of experience and skills is not properly

acknowledged in certain areas and where a lack of resource limits what can be achieved versus what is expected to be achieved.

Decisions taken at senior management level always seem to impact on academic staff in a way that results in more paperwork, more time-consuming procedures and 'experimenting' in a way that is detrimental to academic staff e.g. moving the PG year only to move it back again. Academic staff are the last line when it comes to the student experience. It is largely the academic staff who provide the student experience yet we do so with one hand tied behind or backs in terms of timetabling, room availability, improvement works timetabling and so on. I feel more recognition of the impact that decisions taken at a higher level should be considered before expecting academic staff to simply follow instructions from staff who have never faced a class of 120 students before.

Greater empowerment of staff at lower levels to build their confidence in their own academic integrity.

I believe the other 5 choices all have an impact/role to play in employee engagement. If you have an engaged workforce then, whether the feedback is positive or critical, it provides a base to work from and from which to move forward. In the past, from conversations and meetings, there has been an underlying notion of paying lip service to engagement (this was exacerbated during the round of redundancies, the process in itself not being the cause but an extension/example of a lack of engagement).

Unassigned

(33 Comments - 5%)

Improve the social space and catering facilities for both staff and students.

MORE PEOPLE TEACHING AND LESS PEOPLE SITTING IN MEETINGS TALKING ABOUT TEACHING

Nil

Less admin more teaching resources.

Ensure the buildings are at the optimum temperature for staff and students to work in.

Location

Feedback on requests to Facilities Helpdesk so you know the progress of the request, even if nothing can be done it would be good to have such feedback.

Better focus on what are our key priorities. There are a huge number of agendas particularly with regards to academic areas. Lots of working groups and lots of change. We really need to focus on the key things that are going to make a difference and move forward the SE. If an activity will not, then we shouldn't be doing it.

Nothing to change.

Improved communications between departments would make Edinburgh Napier a better place to work.

Don't know: I feel disengaged but that suits me well just now!

Better pay.

Management adopting a more transparent approach / being seen / being accessible and offering opportunities for debate before large scale decisions are made which will affect work.

None of the above.

A zero-tolerance policy towards poorly performing academic staff.

Higher salaries for career researchers on fixed term contracts to take into account their qualifications (often higher than 'academic' staff) and temporary employment status.

Readers and Professors should report to Head of School, not Subject Leaders. The current system is wrong. E.g. one subject leader--not my current-- objected to my wanting PhD students! They are not qualified to be in charge of senior academics.

Improving the tactility of the built environment and also having management recognise staff who put students bums on seats and keep them there throughout a trimester through the sheer joy/interest/stimulus created by the Module Leader.
Guess that's two changes!

A clear commitment to a vision - for example serving our local community.

Stop bullying in workplace.

N/A

BIKE TO WORK SCHEME - It's unbelievable that an organisation like ENU do not promote cycling in this way.

Better planning. The noise and disruption from the window replacement at Merchiston, after all the building work last academic year is driving us and the students mad.

A more inclusive decision making process so that everyone feels consulted and valued. There are signs this may be changing.

Recognition that the workload (and stress level) of many academic staff is too high. We are being told that we should be enhancing the student experience, increasing our research output, and increasing commercialisation/knowledge transfer activities. Fine words, and goals that many of us would aspire to, but to expect the University to achieve all 3 without additional resourcing is unrealistic. I feel encouraged by the appointment of our new Principal and hope that, unlike her predecessor, she will recognise the total inadequacy of the current workload model and have more appreciation of what life is like for those of us at the coalface. Good teaching takes time; good research takes time. If we are being asked to improve those while also increasing KT then something has to give. Currently, that something is staff wellbeing and work-life balance.

More money.

Cleaning cupboards would be good especially if it has lights.

Need cleaning cupboards.

Opportunities for advancement.

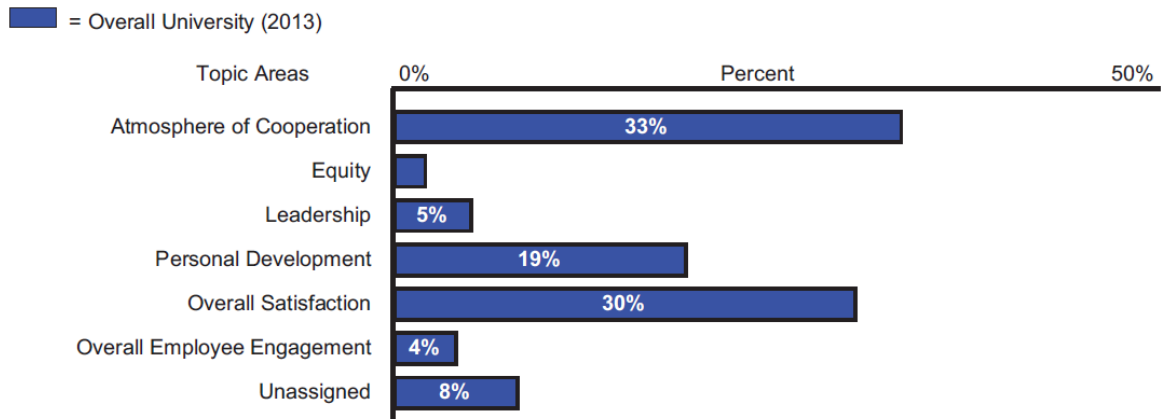
A clear focus on research as a priority.

I have only just started working here, and I am enjoying my time here immensely, I do not feel experienced enough to answer this question.

It would make economical and political sense to have shared resources/facilities where possible across the Faculty and campus (Merchiston). Specifically, the Engineering, Built Environment & Design. Machine workshops should be merged. Access should be made available to all students studying on those programmes. Having 3 or 4 workshops with much duplication of equipment and a serious imbalance in usage is not economical.

More open communication.

69. (Please select a category from the drop-down list that most closely aligns with your open-ended response. Then type your response in the text field.)



69. (Please select a category from the drop-down list that most closely aligns with your open-ended response. Then type your response in the text field.)

Atmosphere of Cooperation

(202 Comments - 33%)

If there is cooperation between managers and employees, as well as between colleagues this improves the working experience, benefiting students and research outputs.

Work colleagues are amazing and supportive - i work in an amazing team.

Between the colleagues at similar scale most will help out if required.

With in the team I work only (sadly).

I believe however this atmosphere is not everywhere in the University. In fact I believe is unique to my area of work where all my colleagues are a real team, but within the same school there are other groups and members of staff that are not the same.

This is emerging but we have come along way in the past year and I believe that staff are gradually realising that the major issues crippling us at the time of the last survey - bullying, hidden agendas, favouritism, threats, lack of voice etc. are more or less gone (although we may question how this was done). The air of suspicion and fear lifted I think most people are open to cooperation, sharing ideas, speaking up etc... but it is a work in progress. The one aspect I most value is my colleagues and the students. The vast majority of staff I interact with I care about, respect and thoroughly enjoy working with. They make the rest bearable.

The students are why we are here and I thoroughly enjoy all aspects of my job that involve interaction with students – but I seriously regret that we don't have anywhere near enough time to dedicate to them.

The day to day support from fellow lecturers who bend over backwards to try and help when times are difficult. The lecturers are keeping their focus on supporting the students as best they can.

The low level employees I work with have a great and effective camaraderie that bypasses the higher levels in order to keep things ticking over.

Some of the people I work with are very nice.

I love working in Student & Academic Services, where I feel we are all valued for our contributions.

The department where I work works well as a team.

The support and cooperation I get from colleagues in my subject group.

Good working relationship with a lot of colleagues.

There is a strong collegiate atmosphere amongst the academics. Unfortunately most of this spirit of togetherness is fostered and nourished by the antipathy and despair engendered by the poor performance of management and their inability to set and undertake any kind of coherent strategy.

The University in general, is a cheery friendly place, if you treat people well, they treat you well.

Working closely with colleagues both within the university and throughout the world.

At all times when you need help and ask for it people always respond positively.

Good Organisation and Working Conditions.

The opportunity to support students to collaborate cross-faculty.

Working with, and providing support to the other departments building up a good relationship. However, sometimes communication breakdown means this is not done enough meaning that either side sees each other as preventing progress.

I believe that an atmosphere of cooperation will encourage people to work together and develop. Too much competition results in a siege mentality and demoralises people.

At my level there is a great sense of cooperation to deliver for the students. Academic staff readily help each other and cover for sickness absence. Teaching is sadly not recognised or valued in this school where international work or research is valued higher than our core business. Student experience appears only to count when it suits. Despite this academics (and admin) stand up and deliver a professional product that is appreciated by students and should be commended, not slapped down.

The others in my immediate team are sincere, trustworthy and diligent to a fault. Unfortunately, several members of the subject group where we were summarily inserted are poisonous people - a true nest of vipers.

Generally, even within the current climate of underinvestment in staff, colleagues are co-operative and supportive.

The staff within the School work excellently across the disciplines to deliver the best experience for students and colleagues. I would be useful to have a more Client Partner approach between central services and Schools as each have very different needs.

A co-operative and supportive subject group.

My immediate colleagues and myself work well as a team.

Working directly and seeing the difference we make in student lives.

I think that during the last 12-18 months there has been a general improvement in the atmosphere and cooperation within the University. Each of the changes in the PEG / ULT have improved the situation. The new principal has started very well, balancing the need to give strategic leadership with involving staff and listening to them.

There has been a huge improvement in the last 18 months of different departments trying to understand how other departments work and the importance of cooperation. There is still room for improvement but long may it continue.

I value the working relationships that I have - with my team and in the wider Faculty/University. the people i work with directly in my office.

The overall atmosphere, working with colleagues and students, is very good. Most people are very helpful, supportive and friendly, and this is to be valued.

My work gives me some contact with students across the 3 faculties, and this is very enjoyable, I find them to be highly motivated and engaged.

It is fantastic to work with so many people (staff) who really do care, and who make it their absolute priority to support the students. It is energising to see students learn (and to see how far they're able to progress in a semester in modules that we teach them - moving from knowing nothing to being able to understand and apply what we teach them). It is great to contribute to the development and growth of the students and to build positive relationships with them and support them through the ups and downs of their time here.

The level of co-operation amongst my immediate colleagues.

Support from other staff.

Spirit of comradeship across staff categories.

When I am able to work effectively with colleagues across disciplines I feel we can accomplish a great deal.

Working with colleagues.

My response specifically relates to colleagues within day to day work.#

Apart from immediate line management there is a good collegiate atmosphere and I believe the academic staff work with us very well.

I like how the people in my team work together.

I believe we have good cooperation on our team (and I've been proactive when it comes to cooperating with other colleagues from elsewhere in the School, the Faculty and beyond).

Staff working well together and the feeling that what you have to offer is valued.

At an immediate level of cooperation with colleagues in academic engagement I have the best professional relationships I could imagine. I could wish for much more cooperation and respect at a more generalised level in my Faculty and from Senior Management.

I think we work well collaboratively- the Graduation ceremonies are a prime example of this. It is heartening to see people from all areas of the University come to together for one objective.

I have many great colleagues and I value working with students to enhance their learning I find my colleagues supportive and friendly. I also value their flexibility and conscientiousness in helping out when needed.

It is not universal, and staff tend to work in well-established groupings, but I find this relationship with colleagues to be very satisfying indeed.

This refers to those at the 'coal face' - peer working and support is invaluable - without it, no-one would survive.

Generally good atmosphere of cooperation amongst my immediate colleagues.

Within my local environment I have a lot of freedom and encouragement to develop new LTA resources and processes. Whilst I am encouraged at the academic level there is a clear lack of support at technician level to bring projects to fruition. This has been the case for many years.

The centre of research I work in has an excellent team working atmosphere with everyone being highly motivated and supportive of each other.

Generally, any problem I have there is always a colleague willing to help.

Staff at lower levels are always prepared to support others. Many promoted staff are away from the main business income generator; students. More staff and less admin would increase student experience and provide opportunity for research development.

My immediate colleagues have a very supportive and co-operative working relationship.

Friendship, thanks and consideration that I get from the academic staff for simply doing my job well.

I enjoy working as part of my team - we are all on the same wavelength and always keep the aims of the department as a priority.

I value my line manager and a group of select colleagues very highly. There are some fantastic people in my department and they are genuinely one of the reasons that I stay here and have stayed here for so long. I believe these people are asked to go above and beyond and do so with a smile on their face and for no more reward. I only wish there were more of those staff and less of the ones who feel they are owed something by their colleagues and the University.

Good team spirit can be there when management let it be there and provide conducive working conditions!

Majority of my peers at my level work well together even across the university, problems occur when management get involved.

The team I work with; working with our students to put students genuinely at the heart of what we do and working with staff colleagues to make a difference for our students.

I appreciate that the university recognises a healthy work life balance. Coming from outwith the sector i was used to working long hours and getting very little back.

I greatly appreciate the flexi time policy and the ability to work from home on the odd occasion. I think this makes many people value the university as an employer and also enables the university to get the best out its staff by giving this level of flexibility.

I most value the co-operation, support and creativity generated through working with colleagues.

It is a relaxed atmosphere and we all work well as a team. Enjoy the flexibility of working here.

Because of the communal dissatisfaction with above mentioned aspects, the atmosphere between colleagues is good. It helps bonding. Researchers and lecturers try to cope and accept the situation, but I think it would help Napier to look at other, better functioning institutions and take on board what people say.

There are some truly excellent people here, who are a pleasure to work with.

Excellent team working between the department and other Professional Services/Faculties and Schools.

Although I think that a clearer lead from the Head of School on a number of issues would lead to better team working in some areas overall I feel that many of the staff in the school do work together to try to ensure the priorities in relation to teaching students are met.

Great team work within our Centre.

The effective teamwork and support I experience on a daily basis - in my own team and when working with the academics I support.

Regardless of some pockets of poor practice overall most parts of the University does display a good atmosphere of cooperation which we can build on.

But we should be better at this than we are.

The vast majority of people I have worked with across the university are professional and co-operate positively in initiatives.

It is possible to come in and work in non-traditional hours, eg evenings and weekends.

The University does a good job of encouraging interdepartmental collaboration and routinely consults on strategy. This should continue.

This relates purely to my immediate colleagues in my subject area. There is a wonderful sense of collegial, team spirit which I feel we all value tremendously.

I like that none of the managers I engage with attempts to micro-manage my work and I have the freedom to work flexibly while I am judged on results.

The Team I belong to works well together and supports each other.

There is a good team atmosphere within Planning.

The University and the School are very open and friendly, both between colleagues and with students.

Within the department the exchange and development of ideas are fundamental to our work, which makes it an invigorating and satisfying place to be.

There is definitely a sense of us having each others' backs as it were - whether this is a defensive position or a collegiate response is hard to say. However it is definitely something I value and respect.

I enjoy the collegiate approach taken by my subject group, in conjunction with my Head of School.

Overall, I have experienced a genuine and real appetite to work collaboratively across departments and with academic staff. This has been a really valuable experience and one which isn't necessarily replicated in other organisations.

Excellent team work within my peer group

Excellent members of team, good varied role.

My team work very well together. My Manager supports open conversations and new ideas. Despite the above my immediate team and members of staff I work closely with make working at Edinburgh Napier worthwhile.

Local leadership and team working - particularly as there is a feeling it is purposeful in supporting the university goals.

ENU is a friendly place to work, which is good, however I wonder if we are sometimes too collegiate where more constructive challenging of decisions/thinking is required. For example we always accept failures (process, project, service) quietly - should we?

Working with creative people in my department/team.

I work in a great team who co-operate well with each to provide the best student experience possible within the remits/locations of our roles.

Working together with other depts to deliver a service that is indispensable to our customers.

I enjoy working at the University because staff are helpful and there is a very good atmosphere in the office.

Support from other members of my team, line manager and good working relationship with the academic staff I work most closely with.

I enjoy teaching and I have always found I get support from the full time staff in the HRM team.

My current colleagues are the thing I value most. We get on with things and do our job, despite the so-called support systems.

Despite the position that lecturers are in (as explained above) they are dedicated to excellent teaching, research and support of students and fellow staff. Therefore a feeling of collegiality and working for a worthy common purpose is high. It is a concern however that this is at a cost of impaired work life balance for most staff and in some cases their physical and mental health suffers.

Within, and across, the teams and departments we have good people working well together. Although some are better than others.

I found it difficult to select from this list, as none of these options are, in my experience, sufficiently evident in the university to be valued. It is unfortunate that teaching is not on the list. That is the aspect of my employment I most value. The problems with Edinburgh Napier are with the management structure and the disrespectful environment it has generated. At least one can feel valued by students and enjoy aiding and witnessing their intellectual development. I have selected 'Atmosphere of Cooperation' because, despite the problems at Napier, there are nevertheless some colleagues who behave with the utmost collegiality. I value them greatly.

Team work is essential to get the job done/

Colleagues are generally knowledgeable, supportive and friendly. This aspect is one of the University's strengths as a place to work.

I never come up against un-cooperative staff.

There is a sense of 'let's improve together'.

On the rare occasions that it happens, it really is nice to be part of a team rather than just taking orders.

It is a lovely place to work.

After several years of disastrous "leadership" and low moral, and following the departure of certain individuals, the atmosphere is certainly much more professional and cooperative: a great improvement.

Beneath senior management a general atmosphere of cooperation exists and is valued.

Generally excellent level of co-operation within the University. The processes of central service depts (HR and Finance in mind) can hamper this co-operation though.

The sense of achievement of delivering a service that is valued by colleagues and delivers for the University.

Atomosphere of Cooperation.

I work in a small professional team (we are not support staff as suggested on page one of this survey) with colleagues who are fully engaged in enhancing the student experience. However, the absence of individual job progression or promotion opportunities combined with insufficient resource to meet our team operational objectives tends to erode team and individual morale.

Good atmosphere between support staff, academics and students for the most part.

Within the subject group and school.

We are a small team but we work very well together.

Positive and professional staff within the subject group.

I enjoy the intellectual freedom.

We need to ensure that we treat each other with respect and integrity at work.

The university is at its best when groups and individuals from across the university come together for a common purpose - usually related directly to students.

Team I work in.

Its not a widespread atmosphere of cooperation but I get a huge sense of being valued and my contribution considered worthwhile from my small informal support network of 6 colleagues.

Within my unit, there is a sense of team belonging and motivation to produce good work.

There is a lot of respect for my knowledge within my field and judgement of student progression with respect to engagement critically with the literature.

A great set of people to work with and in general, approachable senior management. I work with fantastic colleagues both within my team and across the University.

The atmosphere is very good.

Overall I believe services work well together and cooperate to get the job done. I believe support staff generally are valued for their professionalism and expertise.

The team that I work within has a real team mentality, with staff supporting each other's activities.

The staff - arguably the University's best asset.

The comradeship of my peers. Let us eat cake!

I have a fantastic line manager and work in a fantastic team, where everyone is recognised and valued. The line manager is very supportive and as a team we are very supportive of each other. You naturally want to do the best that you can because of this.

Excellent cooperation between Institutes and External Stakeholders.

I value my colleagues and I think that they value my contribution to the team.

Being listened to by my line manager.

The people I work with are very friendly, supportive and helpful. I feel valued by my immediate colleagues.

Generally colleagues are friendly and helpful and work well together. However, administrative staff should be there to support academics more. Also, some people are just out for themselves and there are examples where Professorial staff take advantage of junior contract researchers e.g. with regards to intellectual property rights.

The colleagues make a difference and help a lot when the management doesn't seem to care.

There is an overall atmosphere of cooperation, but this is being continually dragged down by professional moaners and mischief makers, who bring their political and extreme personal beliefs and values into the workplace. Their aim is to undermine everything we do and to reduce us to some sort of community college. If they are so unhappy working here, they should leave.

A change in head of school has made a big, positive difference to how we work together, there is much more a feeling of co-operation and less of doom and gloom.

Working in a motivated, supportive and friendly team.

Within our particular team there exists a foundation of positive intent, which creates an atmosphere conducive to cooperation and effective team working amongst colleagues.

The university is full of 'nice people', at all levels. That makes a difference.

Many colleagues are very supportive. Sharing knowledge and information with colleagues has been very helpful in terms of personal development and in creating more innovative and meaningful learning experiences for students.

With my immediate colleagues in Faculty and School, and generally the approachability of our managers at Faculty Executive team level.

Friendliness, approachability and informality of staff, at all levels of the organisation.

I value working with my immediate colleagues the most.

Within my immediate team I think there is an positive atmosphere of co-operation.

I really enjoy working in my team.

Colleagues are committed, generous hard -working.

Whilst co-operation is the problem it is also what I value at the university. Day in day out colleagues look out for each other, help each other out and support our students and that makes coming to work worthwhile.

I like the fact that we are updated by our line manager as to how we are doing within our institute and that we bounce ideas off each other.

The atmosphere within my subject group is wonderfully supportive and collegial. I feel that I can rely on the help of all of my colleagues and it is their support which makes working here engaging, not the efforts, or lack thereof, of my line manager.

There are some great people working here who make it a great place to work.

Committed and talented colleagues

The opportunity to work with others across the university on shared endeavours to benefit the university and its students. This team-based, partnership approach to taking forward initiatives and activities which values the contributions of all participants has proved invaluable at progressing aspects of the strategic direction and will continue to be crucial for our future success.

My academic colleagues are very positive, collaborative, supportive. Other staff at the university are also generally helpful and co-operative.

Co-operation between academics and academics and students.

There is an amazing atmosphere at the University. I value the best interaction between colleagues/staff/students, and we make the University what it is.

Within our team there is generally an atmosphere of cooperation and team spirit, which is good.

Overall, my experience of the university at school, faculty and university is one where co operation is practised and where colleagues work with me to achieve common aims.

I love teaching, face-to-face with my students; I suspect I would value that wherever I was employed. But when I feel the University and those in my School are supporting me in my teaching, which is what I do best and where I can give best value, then that co-operation is what I value the most.

All work together as a team.

As an individual who has roles that mean contact with many other colleagues, I find all individuals are very helpful, and willing to share knowledge.

I love my job and get on with all staff.

At school and faculty level there has been a complete change of atmosphere and I no longer dread coming in to work in the last year.

People are smiling and friendly despite increasing workloads and silly deadlines for marking.

I enjoy the collegiate atmosphere and sharing information with my work colleagues and students.

Good communication within the subject group.

My excellent immediate colleagues.

I have the utmost respect for most of my colleagues who are working hard to improve the university.

My immediate colleagues are very important to my experience at Edinburgh Napier.

I would say that the majority of the time colleagues both within and external to my department work with me to achieve a task.

I work within a good team.

My colleagues. Most of them are genuine and trying to do a good job with very limited resources. This is clearly important to meet our collective goals.

Atmosphere at work is paramount and I am fairly happy with the social aspect of the connection I have with my colleagues.

For one 1/2 of my role.

I enjoy working with my peers.

Collaborative work with my colleagues and engagement with students.

I have some wonderful friends as colleagues, but these people are rarely in any sort of promoted or management position - we suffer together as irrelevances at the bottom of the pile.

Large changes in leadership at School and Faculty level have resulted in more trust and cooperation. However most in leadership roles lack the proper training to really capitalize on this.

I don't believe the University can provide this in house.

I believe that most staff hope to provide a high quality student experience and I enjoy working across subject groups, faculty and the University with like minded people.

I enjoy working with my colleagues and working with the students

I enjoy working as part of a larger team in my department, whenever I require staff from another area of my department to get involved in something that I am coordinating they are always on hand to support.

Great, resourceful and considerate people working at the University.

Generally, everyone that I work with is supportive of each other. We help each other and we all have the same ultimate aim; to do a good job (together).

I value having a job, and one that gives the opportunity to facilitate and encourage learning and development in motivated students. I appreciate that the University is willing and supportive of research. Research is a major personal motivation (as a scientist) and that the University supports individuals in pursuing research goals (within the goals of the University), which enables me to teach more effectively (research-teaching linkage) is something that I value.

My immediate colleagues and working with the Faculty leadership team.

I enjoy working with students and colleagues in relation to front-line teaching. It's actually quite a nice place to work in, people are generally honest and helpful, and in difficult times our employment seems relatively secure. I do think we should endeavour to hang on to really worthwhile staff and not 'let them go' from short-term contracts. I'm not convinced Senior Management are able to discriminate between the wheat and the chaff though, or else don't care.

Extremely positive team environment.

Improved levels of communication between ourselves and staff from within the Schools
The communication among staff is respectful regardless of the position in the hierarchy.

Within the engineering side (Electrical and Mechanical groups and admin staff) there is a very good atmosphere, with most people working together as a team to ensure that the student experience is the best that it can be.

Good friendly colleagues.

It is an extremely friendly place to work.

Job Security and the co-operation of staff outwith my department.

Cooperation among people at my level in various departments and the cooperation from my line manager.

Teams work well together.

Team spirit amongst staff.

cooperative environment.

Teams are working well within most groups.

friendly and social aspect of work very valued.

Co-operation within my immediate team is good.

My close colleagues are willing to help and we watch out for each other.

Equity

(14 Comments - 2%)

Flexible working hours

This has improved markedly under our new HOS and Dean. However, it will be a long journey to re-establish the trust that has been lost previously.

Friendly atmosphere and co-operation (in the main) from all departments.

The previous comment aside, I feel I have been tremendously well supported by me current management for flexible working to manage my family commitments and my direct managers are supportive and approachable.

At the moment, it's the terms and conditions that I value most (pay and flexibility) rather than the job satisfaction.

Equity.

The Faculty I work in promotes a friendly welcoming environment, where most senior managers adopt an open door policy. I know I can rely on the support of many senior managers if I require

it. I feel I am treated as an individual and most of the senior managers show no level of hierarchy. I can work independently without the need to be micro managed although the support is there if I need it.

Ability to generally determine how I take my job forward - self determination.

We have had issues in the last few years which are now being addressed by the new Dean & HoS (Life Sciences) in that there is increasing equity & very importantly transparency, of resources & workloads.

ENU is a generally a good employer and treats it's staff equitably.

I have a disability and have found the University very supportive.

There seems to be a good element of security of tenure in the University at all Levels and people are treated generally with respect for the contribution they make to the University. The Pension Funds seem also to be good for Support Staff and Academics alike.

Many students and colleagues are great to work with.

It's a pretty fair environment.

Leadership

(28 Comments - 5%)

The new principal is a breath of fresh air and suggests a brighter more collaborative future is ahead. This will hopefully improve our culture and remove the fear factor and culture of finger of blame that discourages new ideas.

Admittedly we are still in what must be the honeymoon period with our new Principal, but I would like to acknowledge how impressed I have been with her down to earth approach and her collegiate attitude. She comes in with an obvious academic background and her focus on teaching and learning is most welcome after the external focus of the previous administration. I like her friendly emails and that she doesn't distance herself from other members of staff at meetings and uses her first name.

Not my line manager so much but a lot of negative feeling. Moral is low.

For the University to be successful we need strong leadership. I believe that this includes listening to staff and effectively communicating the reasons behind the decisions that are ultimately taken, demonstrating that the dissenting views have been listened to and taken account of, even if they are ultimately rejected. Recognition that we are all have a part to play in making Edinburgh Napier University a success is important - this was effectively demonstrated by the Principal taking the time to meet staff supporting the recent graduations, and finding out a little about what we were doing - this was really appreciated.

Being part of a team where senior management listen to contributions and take action where appropriate. Working alongside management rather than for them.

The research centre in which I work is strongly lead by senior staff as is the institute itself which instills confidence in the staff and also promotes pride in our work. This develops a strong team mentally and everyone is prepared to work collaboratively to solve a problem.

My line manager and their line managers are excellent and are always willing to share advice, help out when things get busy, and understand the role I play in detail. Their support is invaluable and it makes me give 100% to my job every day.

HOWEVER, at the senior management level above this, there is an almost total lack of understanding of how some decisions impact upon administrative processes in the department, and the 'I don't care about the problems, just make it happen' attitude is demotivating and frustrating.

The University has been in a state of flux for some time and it is extremely heartening to know that the University Court have finally made a sensible appointment at the top of the organisation. I genuinely believe that the new Principal will make a huge difference to this organisation.

I am fortunate to be able to provide leadership and hence to take my subject area in the direction that I think it should go.

A new leadership team will hopefully, take the university forward to better things.

Information from the management keeping us abreast of future and ongoing plans for the university.

I enjoy my leadership role and being a member of staff at a time when change is happening. I am really happy to be part of the solution and value my role in that as well as others belief in me.

I have had the freedom to expand my experience by seeking external contracts, but with that comes additional problems with getting time off to cover them. Again, in many ways we were running before we could walk as the infrastructure was still very weak when I started looking for external work.

My direct line management is inspirational, despite the context in which they work. My line manager is very supportive, one in a million.

Leadership and team - I feel my immediate line managers are very encouraging and supportive and value my input to the current project.

The support system in place in the way of line managers, mentors etc. Most people are so friendly and supportive.

We have an excellent leader and nurtures a culture where we are trusted as educators to experiment and try out new ways of improving the student experience and teaching.

Leadership

Working with colleagues and managers that recognise the hard work being done.

The leadership of my line manager and the atmosphere of cooperation and hardwork within my department.

No clear direction on helping to understand its strategic direction in support of the University Strategic Plan.

Being trusted to make your own decisions to get the job done.

To have managers that you can trust and that you can communicate with and feel that they are working with you and for you.

A clearer long-term strategy should be developed setting out the roles of the institutes in research and teaching, recognising methods of utilising the potential there within. Upon this, a framework to allow this to function should be established and enforced. Decision making should balance information finding with robust action.

There has been a marked change to the approach to leadership since new Principal took her position. More effective communications have been made and staff are more engaged in the running of the University, both institutionally and individually.

The ability to have a positive influence on the student experience.

lack of support when issues raised.

Personal Development

(116 Comments - 19%)

I am currently studying for a diploma which the University is paying for.

Being able to determine my own working pattern.

The opportunity to continue to learn within the workplace.

Although due to resource constraints at the academic level the ability to take opportunities is very difficult, I believe the University does try to support personal development to the best of its abilities.

I am encouraged by my line manager to develop my career and grow my portfolio within the industry.

Opportunity to become a better teacher.

We are in need for better opportunities concerning personal development.

Completely satisfied with opportunities given to staff to develop professionally within the university structure. Always use an opportunity to look for a new course which might help me to develop necessary skills.

Throughout my time at Napier, I have been supported consistently in PD.

I have benefitted from the range of staff development opportunities, both accredited programmes (eg. PgCert Blended and Online Education) and events offered in the Academic Professional Development Programme and the Corporate Learning & Development programme.

The demands of project work have enabled me to learn some very complex technologies and challenged me to develop my softer skills as well.

It has, however, been an extremely challenging time over the past 14 months due to how we have been managed prior to and up until the restructure was declared complete. Even now in the midst of the fallout we are still finding our feet in the new structure and will be for some time.

I am cautiously optimistic about the potential for the future.

I value opportunities to develop skills and expertise in a range of areas. As well as enhancing my own personal development this enables me to carry out my job more effectively.

I have worked at Napier for a long time, and it has NOT always been the case, however in the past few years I have been very satisfied with the levels of personal development I have received.

Freedom to pursue my own research.

Opportunities to develop are in place.

Working with the students is great - and there is the opportunity and freedom to work on interesting research and KT projects with talented colleagues.

The university provides excellent opportunities in personal development. I have received tremendous support in working towards further qualifications and am not endeavouring to give something back by mentoring colleagues.

I feel that I have a great opportunity here to develop personally and professionally, and that the resources I need for this are provided.

There are some really great opportunities to develop as an individual at this university.

I have been offered lots of opportunity to develop professionally and personally and this has enabled me to improve my teaching and to enhance the student experience.

Higher education is a lifelong process which the university is excellent at providing to its staff, at reduced cost.

I feel as if there are a lot of opportunities for personal development.

I have been given the opportunity to attend relevant training courses which have been enjoyable and useful.

Job security when the economic climate is still rocky.

I am not sure there is one. I guess when (on my own) I find the opportunity to develop (as it never comes to me from my line manager or my Subject Group Leader), it's sometimes possible to pursue it and develop it further but this is the case elsewhere too.

Very good opportunities for personal development in terms of investment in staff to attend additional training/conferences/further study.

I am given opportunity to get involved with various projects over and above the "day job" which keeps my job varied and interesting. I am also given opportunities to undergo further training courses that are applicable to my role and of interest to me to push me forward in my career here.

I feel very supported for personal study with finance and time. I have also been supported to attend study days as per my PDR.

There are opportunities for personal development if they can be justified in relation to your role. For those in the right position there are still ways to advance.

Very supportive of personal development and also work life balance.

As an organisation the HR policies and staff development opportunities are very good, although inconsistency across the Depts with who is allowed access to what. On the whole the organisation is very supportive of the employee and development and the staff benefits are very good. If there was consistency and fairness in access to development that would be much better for all.

My line manager is very supportive of my personal development and is always open to new ideas. I am fortunate that I am also in a role which I can develop in a number of ways.

In past years I was invested in (training etc) and was able to keep my skills up to date. Recent years have been very different with almost no opportunity to keep skills up to date although this appears to have improved recently.

As part of my PDR I have been offered the opportunity to work shadow other departments.

I am able to attend CPD courses to learn new technology to improve my teaching and students learning experience.

Ability to identify development needs and encouragement to pursue them.

Personal development could be improved upon, not just as an individual but as part of a team as well.

I think we have an excellent personal development approach.

I like it that I can pursue my academic interests but this is limited by a lack of time away from teaching and structure to the training offer.

I have had the opportunity to develop skills that I am now able to transfer into high levels of employability where other institutions are concerned. ENU does nothing to retain quality staff.

This is an area of strength in the University.

I believe that I have been given, and have taken, tremendous development opportunities which I am very grateful for and the university is also benefiting from this in numerous ways.

I HAVE HAD THE OPPORTUNITY TO BECOME INVOLVED IN SOME EXCITING WORK, THIS HAS DEVELOPED MY SKILL, ATTITUDES AND PROFESSIONAL BEHAVIOURS.

There are opportunities for personal development and improvement of practice. A lot of the staff have received support with undertaking further studies, including doctoral degrees. What is not always clear is how accessible these opportunities are to all. In addition, the line manager's responsibilities in enabling the personal development of their staff is not always clear. For instance, it can be difficult for line managers, unless they have been thoroughly trained or a research-active themselves, to assist a research active member of staff set up research-specific career goals that are appropriate for their circumstances.

There are very good opportunities for career advancement.

Access to, and funding of, additional qualifications.

There are many opportunities to develop and generally the support to achieve them is there in some form, though taking these opportunities is sometimes limited by available time and the odd misunderstanding about actual needs, priorities and entitlements.

My job title/role has changed and therefore have to keep up-to-date with new technologies. Training will be a necessity if I am to continue with my current role! The change in job role was not through choice, but decided by Senior Management.

I have found that I have been able to identify and access the opportunities around to develop professionally and personally in this role.

The courses available are very good - it's just a shame that some people get the whole training experience paid for them whilst others have to pay half.

Academic freedom and flexibility of job is still the one big positive factor.

I am encouraged to develop my own skill base.

Superb courses and academic development provision.

Lots of opportunities to learn and develop - very good inhouse training opportunities supported in conferences and other external development opportunities.

There isn't really anything to be proud of.

I believe the University has provided me with significant opportunities to develop both personally and as a n employee.

My relationship with my line manager who values my skills and expertise and works hard to create / bid for research projects that could involve my skill set.

Meeting lots of bright entrepreneurs that the academic team are able to help grwo their businesses.

The opportunity to learn and apply new skills.

I feel I have the available time, as a part-time member of staff, to take up development opportunities, generally outside of working hours.

I have never been turned down for a training course which would assist my teaching. However finding the time to go on courses is another challenge!

I would like to feel that the efforts I make are appreciated at a higher level and that there is scope for "promotion". But I sense that this is simply not the case. Earlier this year I received recognition at the student awards but while several members of the senior management of faculty were present, no one said anything to me either on the night or afterwards (apart from my line manager). For all the talk about recognising the efforts of staff, this example speaks volumes to me about how people are actually "viewed" and "valued".

There are lots of PD opportunities and that is commendable. Unfortunately, us academics are SO VERY OVERWORKED that we have little time to take up this provision.

I have worked here for many years and expect to continue to do so in to my elderly years!

Napier has been good to me.

Training opportunities are OK.

Being given opportunity to learn and gain new skills.

The opportunities to develop and grow as an employee.

The opportunity to further develop my skills and career.

Continually allowing me to enhance my skillset.

As stated already, I have had unbelievable encouragement and opportunities given to me by my management team. I feel valued by them and feel they are using me to my full potential.

There are lots of opportunities for Development.

The ability to gain training and qualifications.

There are numerous opportunities available to both learn new skills and enhance existing skills via individual learning accounts.

The comprehensive staff development and training programmes is excellent and makes me feel like a valued employee.

I'm enjoying the different opportunities to better myself.

Ability to develop.

Reasonably supportive of research activities.

There have been opportunities for me to develop and progress in my role and there has been great variety.

I think the opportunities for personal development are available in many areas and I have benefitted for these in the last year.

I have been developing with-in this area at work giving me all the skills and knowledge i need to cascade to my team taking them forward through change .Giving me confidence to providing a Professional Service.

The opportunities to learn and develop offered are tremendous. The challenge is finding the time to actually be able to use them!

Opportunities for varied learning activities are great, if I had more time to take more advantage of them!

I have always been supported to attend courses or present at conferences.

Its in the nature of an academic post - opportunity to investigate and explore.

I have the ability to push my personal development ahead on a day to day basis at my own pace.

I feel motivated to enhance my personal development within the environment of the University.

There isn't a drop down option that fits, which is odd given this is a university (and makes me question either the quality of this questionnaire or the sincerity of some of the proposed strategic developments) - working with the students is what makes my job worthwhile.

The opportunity for self advancement whilst performing my role.

As an academic I was asked the other day what I thought the top 3 aspects of my job were: they were making a difference to students (I particularly like dissertation supervision in this regard), learning myself, and finding new ways of delivering to students. So personal development is at the heart of every day.

I feel that there is a lot done to make sure that my development as a scientist is continued in a spirit of continued learning.

I have enjoyed enormous personal development since joining; completed my PG Cert, Masters and now PhD. This is alongside leadership training and other courses which have benefited me - and which I would like to see also benefit the university.

The PDR is entitled Professional Development Review, not Personal. There is always the quest to develop the staff in order to meet objectives of the department and expectations of our colleagues in the Faculties or students, but for no real personal development. There is also a disconnect where the PDR is to feed into strategic aims, and objectives of the department - not more personal where the development is for the person, which will also benefit them in their role/duties, and so the department's objectives. There feels a lack of engagement from more senior management to also recognise the development which has (inadvertently) occurred over the last years. It seems patronising to some, to be on a quest to continually develop where it is integrated into particular teams, where it has to happen anyhow, through the nature of the job. There is definite disconnect or lack of understanding. The budget allowance for staff development is to be apportioned equally, same amount for each member of staff. Not withstanding of how this may be deemed as fair, it is unrealistic at the outset.

I appreciated the support of colleagues, programme leader, subject group leader, and head of school to complete a PhD thesis alongside my teaching commitments.

Encouragement to develop personally in my role.

The hours allow me to pursue other learning activities outside Napier.

I think the University is good at developing staff and helping them progress within the institution.

There are lots of opportunities - many taken but limited due to overall work load!

Relative freedom to set targets and priorities within wider framework of university and departmental objectives.

Training has been available as required for current role delivery.

One has the scope for further development (without being promoted though).

Proper trainings are obtained.

Able to develop within a team and personally.

As an academic I am able to develop my research interests without interference. This independence is absolutely essential to foster a better learning environment to our students.

Unfortunately the hours spent teaching tend to reduce the time available for academic research.

Personal Development.

My role is continuous improvement related therefore I value the diversity of challenges it demands. This provided many development opportunities and the ability to influence university decision making.

I enjoy the opportunity to develop more in my role.

Gaining access to personal development to move and grow within the university.

The University is definitely interested in the development of it's staff.

I am happy that the University encourages me to better myself and my skill set through courses and training.

I am given the chance to attend training courses which is good.

Personal Development

The personal development opportunities are very good for early career academics in terms of teaching and learning.

Being supported

Teaching students

Time spent in researching is valuable and supports teaching. It also gives the university an edge over competition. I value research time very highly.

Overall Satisfaction

(184 Comments - 30%)

Variety of activity

My team works very well as a unit and I really enjoy working with colleagues also find my role really interesting

Working with students.

Overall I enjoy the work, the people, the location and flexibility is vital due to small children (an onsite subsidised nursery would be ideal?!). I always feel slightly nervous that my job may be under threat due to restructuring etc. and I have had that feeling the full 16 years I have worked here!

Job security.

There is too much of a focus on WAM units and work allocation in the school and not enough on looking at the changing context of health and social care and what needs to change for the future to ensure we are fit for purpose for the future.

Seeing the "penny drop" with a student who did not understand something. Seeing young people who have achieved all they could on the programme as they cross the platform at graduation! When someone says thank you.

Within an appropriate goal driven departmental set framework, I am still able to set my own work agendas, be creative, and contribute in some small part to the overall success of the University

(whilst that contribution is probably not greatly appreciated by most, being 'invisible' is actually the unavoidable situation that arises when doing a good job).

I'm here because I love teaching and working with students - I get great satisfaction from my interaction with students, and positive evaluations from them.

I also appreciate and enjoy good working relationships with colleagues at the same grade as myself. The job is challenging, fulfilling and at times immensely rewarding.

Satisfaction has been to an extent of our own making. I have a supportive line-manager, but I develop our strategy and drive the ambition for our group, and this is not supported by the university: we don't have a enough teaching or technical staff, technical resources are poor.

There is (quite rightly) recognition of excellence in research, excellence in teaching. But what about excellence in just doing an all round bloody good job?

I most value the flexible approach to working hours.

I have a fantastic line manager who values the work I do alongside my colleagues.

Working one-to-one with students.

Being trusted to get on with my job.

I am happy with my employment but fear for the future development of the group I am in within a very wide School structure.

None of the above described anything connected to the aspects of my job which I find satisfying. The only satisfying aspect of my job is when I am teaching. The students are generally open, enthusiastic and committed to thinking and learning. I enjoy research but as I do this primarily in my own time, I'm not sure if it would be accurate to describe this as part of my job.

Doing right by the students.

I find enormous satisfaction from my engagement with enquirers, candidates and students. That helps to overcome the negative aspects, including lack of leadership which does on occasions cause me frustration and despair.

Working conditions

Overall this is a good place to work. I like my colleagues, the work is never dull and I feel secure in the knowledge that I will be employed here in 5 years time.

I feel that I am making a difference in the university and helping to further the university's revenue stream. I also value the work life balance that i am afforded by my role, i.e. flexible working hours, and the benefits that are offered on top of my salary.

Interesting work - but too much politics at times.

I value the opportunity to be involved with several different aspects of University life as part of my role.

Overall this is a great place to work there are some niggles and challenges but, with changed leadership in place, I believe we are on the right trajectory now.

The values of the university make it a very satisfying place to work.

Working with students - at least they appreciate what I do.

Overall I value my job and enjoy engaging with students and colleagues.

Opportunity to improve the student experience

Opportunity to develop and generally supportive atmosphere

Ability to achieve a work / life balance.

I really enjoy what I do and respect most of the people I work with.

All of the drop down list are as important as each other. Staff need to be motivated and job satisfaction is key, at every level.

Overall satisfaction due to a positive frame of mind rather than the effectiveness of senior or line managers.

That Edinburgh Napier is the best place I have ever worked, it would have to take a lot for me to leave the university, I have already worked here for 12 years and I can see myself remaining here for many more years to come. The university treats its staff very well with great benefits e.g. flexi time etc and recognition of work/life balance.

My work with students. It's what I've done for many years and what gives me greatest satisfaction.

Generally satisfied with employment at the University.

I belief in the ethos of the University, what we are about, what we are aiming to achieve and how we are trying to get there.

It is a university which is ever progressing and I truly believe in the vocational based approach that we have in developing our students and staff to be the best that they can be for the jobs they do/ will undertake.

I have been an employee at Edinburgh Napier for over 20 years during which time I have generally felt secure, valued and supported.

I am personally satisfied on the whole.

Quality of colleagues at all levels.

In my current role I feel I contribute greatly to all aspects of student development and give a high level of support to staff.

A rewarding job working to develop students, enhance their learning experience and provide a foundation of skills and knowledge for their future careers.

Most employees seems to enjoy working at the University.

Achieving goals - seeing something that I have done making a difference to others.

To know that you are making a difference to the lives and futures of students is tremendously rewarding and motivating.

The particular team I work in is a supportive environment, professionally and socially.

The ability to work with a large number of students to significant, positive effect.

Relative freedom to do your job well in a way that also suits your personal attributes.

That I am never sat twiddling my thumbs, there is always something to do, the day flies in.

Helping students.

I have nothing for this.

I am satisfied with the efforts I make to improve students' learning.

I enjoy my job in the main. I like teaching and I like most of the students here. I am very committed to providing very high quality teaching and I would really like the opportunity to do this more often and in a less stressful environment.

I really enjoy my job and the like people I work with.

I appreciate that there is some flexibility to allow me to work in the way which suits me best.

I am pretty happy in my role and feel that the university in general is a good employer which supports staff and puts students at the centre of all it does.

Teaching students

Student engagement and the dedication of front line staff to enhancing the student experience.

I mostly have to work independently so set my own agenda and working environment. Student interaction is the most satisfying and the most varied and the most challenging.

That it is a good place to work and I respect and get along with my colleagues.

The aspect I most value is the enjoyment, development opportunities and challenges that arise from working with such a diverse group of colleagues and students. Having worked in other HEIs, I really appreciate the supportive and "nurturing" environment that exists for both students and staff.

Good collegiate atmosphere.

I think the flexi scheme is brilliant - although I feel our Faculty are too focused on office cover until 5pm, particularly on a Friday when nobody is in.

Flexibility with staff working hours.

I enjoy working across various courses and with a variety of different people.

Flexibility

It is a relatively secure job

My close colleagues who are very supportive

There still remains a degree of academic freedom in the job, without that it really would be very difficult for me to work at Edinburgh Napier.

Generally the University is a good place to work, although limited opportunity within the department for career progression.

Feeling like the work we do makes a genuine difference.

My own development, work satisfaction, team satisfaction, good customer service with both students and academics.

Contact with students and their development and growing confidence.

Making a difference for students and their future opportunities.

I really enjoy working with my immediate team members.

I really enjoy my job.

My immediate team - they are highly skilled and motivated and generally great people to work with and particularly my Team. I consider myself very lucky to be working in a very forward-thinking, dynamic and friendly team. I have a fantastic, very inspirational manager and extremely collaborative teammates. I feel that each one of us is encouraged to develop in our own roles. Having worked in a number of departments at Edinburgh Napier I am aware that the vibe in my current team is quite unique and can be accredited to the individual team members. Nevertheless, I have always been proud to be working at the University and feel that overall it is a very good employer.

I enjoy my day to day job.

Good team work !

Enjoyment of the work that I do.

I have little to no job satisfaction and I am actively seeking alternative employment. I will hopefully be able to detail this when I have an exit interview with HR but in the meantime even with an anonymous survey I feel I could identify myself.

Job Security, Good working conditions.

Very much value the opportunity to undertake a wide range of stimulating activities.

You get paid.

Variety of tasks/workload.

Being able to make a meaningful contribution to the university and be recognised for it.

As an independent, self-starter I am pleased to enjoy a job that allows me to pursue and share my academic and creative interests unapologetically in an immediate environment (my department) of like-minded colleagues.

I really enjoy my work and am lucky to be in a very committed and supportive team.

I enjoy working with the students and feeling that I can make a difference.

The University has provided me with the scope and support to effectively develop my role to suit both my needs and the University's needs. Corporate inertia can be frustrating and there are

particular issues which never seem to be resolved but overall progress is measurable and rewarding.

The ability to design my own job and to work independently of University processes, procedures and its oppressive and completely inefficient and ineffective bureaucracy.

I work with a team of people who all do their very best to give the students an excellent learning experience to help them develop into healthcare professionals. My job is varied and interesting which enhances my motivation to do my job to the best of my ability. The support from my colleagues helps to makes this happen.

Mostly satisfied with my role at Napier, a better salary increase would help.

The opportunity to influence policy with evidence-based research recommendations.

I like meeting people and having a healthy working environment.

Chance to communicate my knowledge to students.

I believe taht staff at the University generally care about the students and this creates a good place to work.

Quality of support staff, technicians and administration.

I am happy to work for the university overall.

I think there are alot of benefits working for Edinburgh Napier University. I am beginning to challenge the negativity and question as to what people actually want. There is such good job security.

Job Security

Overall being happy in my work and wanting to come every day.

I am very satisfied and feel privileged to work at the University.

The opportunity to work across a range of different technologies and systems without having to specialise in one small area.

Being part of a team that care very much about their's jobs and strive to provide the best possible service to staff, externals and students whilst facing many problems along the way.

The opportunity to work with such a fantastic team of people. Despite challenges within my role we support one another within our immediate team. I think the key is ensuring this is felt across all departments and that we effectively communicate.

I enjoy my work, find it varied and interesting and enjoy working with my colleagues. Edinburgh Napier's modern, business focussed ethos and its values in being inclusive, open to all and practically focussed is a big reason why I chose to work here.

Napier could be a fantastic place to work, however once you reach the top of your band, there is no place to go, and it is often difficult to see how you can progress without having to go elsewhere. There also seems to be a high level of 'politics' and double standards at the moment which is de-motivating. I would like to able to come in and do the best job that I can in an open and transparent environment.

Mainly from delivery of research outputs.

Good pay and pension scheme.

It is a really good place to work but I wish we were higher up the league tables.

I feel I do my job very well and am still learning new ways of doing things that help in my job. I feel very lucky to be able to support our students during their time at Edinburgh Napier. I love this aspect of my job and feel that I am supported by the wider organisation to do this to the best of my abilities. I have been given good support to develop professionally, all of which feeds back into my role as a lecturer.

Job security

I feel satisfied by my job and feel I make a positive difference to the experience of students.

I really enjoy my job and Napier allows me to do that job in a supportive and mostly happy environment.

Working with and developing the skills of students.

The ability to "get on with the job" without being micro managed. Work / life balance.

The commitment of my staff to excellence in service delivery and the professionalism they display in often difficult circumstances.

I love working with students and developing ways of meeting the challenges of education for the modern workforce and would appreciate investment in the teaching of undergraduate students at home to reverse some of our increasing time pressures which inhibit necessary reflection, debate and development time for teaching activity. The variety of opportunity which is available for us is one of the real positives of working here but unfortunately time and resource pressures negatively impact on our capacity to develop those opportunities and therefore our own skills. The Workload Allocation Model and the Matrix system of Management appear to have had enormous detrimental impact on the experience of working here and on collective morale without offering visible positive impact.

Teaching - being in the classroom - seeing students develop - delivering a good module. Being part of a teaching/learning community.

People here are friendly and approachable.

Very satisfying job.

Freedom to interact with the students as best meet their needs.

Teaching. The students are fantastic.

Being part of a professional team that works well with each other and across the university with academics as well as students. It is very satisfying to know as a result of student and academic feedback that what we do makes a difference to improving the success of a student both at university and when they leave.

I love the ability to do research free from the restriction of organisation biased.

Flexi time

I love the diversity of the portfolio of my responsibilities - although of course sometimes these can be conflicting and demanding time-wise.

I enjoy coming to work each day faced with new challenges

1) I get to teach amazing technology.

2) I have the freedom to pursue academic/commercial/international interests.

In my current area I feel the work I do is valued and that I make a good contribution, my colleagues are all a good bunch of people and we get on well, and have a good atmosphere in the office. I know this is not the same in all areas of the University from my personal experience, so this is the thing I would say that I most value in my current job role.

Being respected for what experience and knowledge I bring to the University.

Being the best teacher I can be.

As above, property and facilities achieves satisfaction with our clients and keeps an eye on our budgets.

Engaging with students

Autonomy. Trust given by Line Manager re. my ability to carry out my work without constant supervision or monitoring.

Overall a nice place to work and learn.

Very Good.

Within my team.

Interaction with students through teaching.

A great working atmosphere. The staff I work with both internally and across other departments are generally friendly and helpful.

With the staff I work with and support in my Institute I am immensely proud of them and the work they do. They are the reason I come to work at Napier.

It allows me the opportunity to do the work that I really enjoy, essentially supporting students towards their goals.

Sense of pride and achievement in my job - working with clients and students - feeling you are making a difference to people's lives.

I have a lot of autonomy and I have been able to make a difference and developed innovative provision. I have changed students' lives for the better and raised their aspirations.

Job security

Security of employment is crucial but also the intensity of work duties needs to be smoothed out across the academic year. At times during the session, it is impossible to meet the unreasonable deadlines applied by the University's Administration for academic input. For example, student examination marks are required far too soon after the examination period and can lead to quality problems. Even External Examiners have commented on the very short timescales given to academic staff members to provide module results.

The interaction with all my student groups and all the colleagues in my own subject group.

I love teaching, and being involved in preparing the future generation of nurses. I am given positive feedback in many ways from the students I am involved with and that is what gives me the motivation and desire to come to work every day.

I am innovative in my teaching practice and share this with my colleagues and that also builds good working relationships.

Good support when needed from my line managers.

I enjoy the aspects of my job that relate directly to students and the student experience.

I feel that I have worked as well expected from me over the yrs at university overall satisfaction.

I feel that I am allowed the autonomy to undertake the work that I need to do. I would like to gain further information of the impact and value that derives from this.

Feedback from students

I feel valued, supported, listened to and rewarded - I thoroughly enjoy my job and working at Edinburgh Napier University.

My job is inherently rewarding and satisfying and I have the skills to do it. Therefore 'interference' through lack of or poor communication, exclusion from decision making and influence is extremely frustrating as it hinders rather than supports delivery of the right things to the customer.

I have really only had one complaint about the university in 37 years. I have been very satisfied with my job. Even happier now since I asked for a down grading 2 years ago.

Working with like minded colleagues.

I think the University is a great place to work, but internally there are issues in terms of advancement and leadership which are frustrating to staff.

I enjoy my job most of the time.

I know it's a cliché, but the students and my colleagues are what keeps me here.

My immediate line manager is flexible and supportive, and the small team which I lead has an ethos that is underpinned by a very high level of mutual respect, support and encouragement. This helps us all to operate with a "can do" attitude. I see evidence in colleagues working in other teams that these attributes are not always present, and that teams can quickly become dysfunctional. This contributes to a general atmosphere of dissatisfaction that is contagious!

I Love my role and get so much enjoyment from working with students and colleagues in the University. However, recently it has felt a bit like a pressure cooker as staff generally feel overworked and undervalued. I feel we all need to adopt a more positive and optimistic view and more emphasis should be made on perhaps trying to improve staffs motivation and enthusiasm and sometimes this is an internal rather than external activity!!

Overall Satisfaction

Making a positive difference to students

Helping students.

I have a wonderful team, which makes this a great place to work.

I love my work with research students and supporting them in their apprenticeship to become well developed researchers is hard work but rewarding. I also enjoy my team and the staff in that team despite the challenges that come with that part of the job. In all I am satisfied with the job that I do and the motivation and effort I put on to make this happen. The job can be hard but what job is not? I like that I am constantly learning and that there is always another challenge to face no matter how many hurdles you cross. If there were no frustrations it would be hard to appreciate to good things or to be able to compare both. Working at Edinburgh Napier university has given me a career and opportunity.

Love my job.

Great place to work, opportunities to develop and contribute.

I like to make sure the building is clean, safe and presentable for all staff and visitors.

Working with students and working with knowledge. Academia is inherently stimulating and fascinating because of the opportunities to learn within one's subject specialism. There is constant novelty and development. The opportunities to share this with students and to take an active interest in their development is very rewarding. There is an element of a caring relationship in teaching because of the opportunity for education to make such a difference in people's lives. This only becomes frustrating when other things intrude on the relationship with students and/or preclude immersion in science (either preventing me from devoting my time to scholarship, or the same for my students). In the questionnaire, i have responded to one statement by saying that my confidence in senior management is neutral - this is enormously greater than it was a year or two ago. Things are improving, that is encouraging and is contributing to a more optimistic atmosphere to work in. I am very supportive of our Head of School, I have a positive impression of the Dean of Faculty and I am encouraged by early reports of the new Principal's approach to issues. I also responded neutrally to a statement about pride in the organisation. In many ways I am proud to work here - one of the main reasons for that is our focus on teaching and the value we give to teaching. However, my overall response is that I'm not proud to work here because we are still the organisation that gave our past principal a pay rise while cutting teaching budgets, not hiring lecturers to replace those who left, and etc.etc. all the other austerities of the past few years. I am ashamed to be part of that organisation, however much I am proud of our students and our teaching. We are still the organisation that very recently (as just one example) de-synchronised UG and PG terms in spite of reasoned objections from academic and admin staff, and made a horrible, inefficient mess of two academic years as a result. I have hopes that we will cease to be that sort of organisation. I have confidence in the individuals that i have some acquaintance with but it is as yet too early to say whether systems, processes and attitudes have changed sufficiently.

I take tremendous satisfaction and enjoyment from my teaching. This is reflected in consistently positive feedback for all the modules I run.

Sadly this core aspect of the university (i.e. teaching) seems to be severely undervalued by senior management and the so-called support services - admin, technical, 'academic development', library.

The attitude to flexible working that exists across the university as a whole is great. I feel that my work is better as a result of being able to adjust my working hours & it definitely compensates for some of the frustration with other aspects of the job.

I have an opportunity to be involved in a range of activities which provides variety in my role.

The students.

Doing a job well and enjoying the team work of my department.

There is great job satisfaction in helping students to have a smooth journey through university and reach a successful conclusion. My job satisfaction is greatly increased by the fact that many of our students come from backgrounds where no-one else in their family has ever been to university and to help these students is a particular privilege.

The ability to engage with young people and to assist them make a success of their lives.

This is predominantly as a result of teaching/interacting with the students, doing my job! What undermines this is the feeling that we must all be focussed on other things/issues/areas (at times this feels as though it takes precedent over teaching and student welfare).

Learner engagement.

Excellent academic and support staff who are committed to supporting / encouraging students and keeping them at the centre of everything we do. New leadership at higher levels already having a positive impact so more optimism for future.

Overall Employee Engagement

(22 Comments - 4%)

Stability of employment

Relationships with the key stakeholders of the areas I support.

Closeness of university to home. Flexible working. Fairly relaxed working environment.

I value the dedication and hard work of my teams in driving forward the areas aims and objectives I think there are regular events or surveys when my view as an employee is sought. It is difficult to know however what difference it makes.

Playing a part in the student journey.

If the culture can be changed then employee engagement improves and overall effectiveness improves. Sadly I have been here long enough to see the decline in morale, engagement and overall performance of the university.

Effective working groups with a cross section of staff within central services and faculties show that a joint effort can have a high and successful impact on the University's strategy.

I feel engaged in the work of the University, enjoy working with my colleagues and trying to make the student experience better through our staff.

We have so many motivated and talented individuals in my department. I am constantly aware of the time, energy and effort they put in on behalf of colleagues in the University and, of course, our students.

Support in the team I work.

Interacting with department colleagues and those in other areas can be rewarding & fulfilling. Perfect role with a great set of colleagues.

I like the fact that my line manager allows me to make my own decisions about my job and trusts that I know what I am doing without looking over my shoulder.

Student success

I believe strongly that as an institution we have some great people who work here and if there was more opportunity to work together collaboratively and towards a common goal and that people are valued for their input we would attain greater satisfaction. That a more consistent presence of senior leadership and regular communication.

Everyone has a great work ethos.

Team I work with are very committed - feels good to work here.

Being able to make my own decisions.

Overall employee engagement.

Having worked in other HEs I find Edinburgh Napier University a very welcoming place to work. There is an atmosphere of co-operation and a drive to 'get things done' and achieve objectives. I feel more immersed in the ENU community than I have in previous posts at other HEs.

Staff are encouraged to develop their careers and engage in research.

Unassigned

(50 Comments - 8%)

The opportunities for personal and professional development are exceptional and very well supported.

Helping students to secure the job they want.

Working with excellent, motivated colleagues.

The opportunity to shape and drive the detail of my workload.

Ability to work at home out of open plan office.

None of the options.

The drop down menu doesn't match the question. Why would I value 'leadership' as an 'aspect of my employment'? I value the student experience, my own integrity (no doubt one reason why I never have been and never will be promoted), and the health and welfare of colleagues (most of them, anyway.)

I think that there is little that I now value at Edinburgh Napier University as I feel that trust has been so badly eroded and consequently working here is no longer a pleasure as it once was. The only thing I do enjoy is working with the students.

Involvement with students.

I value helping students in any way I can and working with my colleagues at the campus where I am based, I work remotely from my department therefore do not have much contact with them.

My colleagues and my students.

The ability to work with such a diverse range of colleagues, who on the whole do their very best to support students to achieve their full potential.

Do I have to make a selection? I would choose none of these but I love my work - teaching and studying would be what I would put.

Contact with students.

The ability to park.

Teaching.

Opportunity to work with committed staff.

None in the list. I value students and graduates expressing appreciation.

The student experience.

Helping to create improved student experience

None of the above.

The students and their engagement with my modules and the appreciation they show both in high attendance, discussion and personal gratitude. Something management never seem to recognise or appreciate.

Actually teaching!

None of those categories in the drop down box describe satisfaction in doing good research with real-world impact. This is what motivates me.

Interaction with students.

None of the above. The position is best characterized as 'stasis'.

Flexibility and also bond with some colleagues.

the ability to interact with and to help students.

Student learning, knowledge-sharing and research.

Relative job security.

Relationship with colleagues.

I value the culture of collaboration that exists between a core group of staff in my immediate area. I also value the work we do and the reputation we have built around this work.

Pension scheme

My colleagues and direct line manager - our ability to continuously do the best possible job in the worst circumstances, and our positive attitude despite observing shocking decision making at the highest level. Our efforts buffer the effects of the top leadership activities and ensure student experience is not damaged.

None of the above but working with students.

Freedom to use initiative and lead developments.

The chance to share my knowledge and experience with the students and in some cases to make a real difference to students' lives. I strongly believe in the transformative value of education, and I feel privileged to play some small role in educating so many people at the dawn of their careers. As an academic I rarely feel appreciated by senior management (though I feel the new Principal appreciates us), but I do feel appreciated by the students because I actually get feedback from them that makes me feel I am doing a good job.

n/a

Helping students realise their ambition.

cannot address any of the sections as there is currently little positive to say on any of them.

The opportunity to undertake a variety of roles and activities.

Regular pay & holiday entitlement.

The drop down list does not include what should be at the heart of a University: teaching students and producing research. Seeing students succeed still gives me pleasure, but I now only have two highly-qualified colleagues with whom I can discuss academic matters.

n/a

Job security. Support from my immediate line manager and her manager in dealing with challenging issues.

Fairness

Autonomy

Work/life balance.

At this stage in time - I can't make a selection as I do not feel any of the choices relate to my working experiences over the past few years.