Tackling Stress

in higher education

Stephen Court and Gail Kinman

UCU

University and College Union

Stephen Court is senior research officer at University and College Union

Dr Gail Kinman is reader in occupational health psychology at the University of Bedfordshire

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In the report, **" "** indicates where quotes - *which are shown in italics* - from respondents in higher education are used; where necessary after a quote, the respondent's job is indicated in brackets. Quotes are anonymised to protect confidentiality. The form of average used in the report is the mean average.

Summary

- The University and College Union (UCU) represents nearly 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK. Approximately 68,000 UCU members work in higher education (HE). UCU was formed on 1 June 2006 by the amalgamation of the Association of University Teachers (AUT) and NATFHE - the University & College Lecturers' Union.

- A survey of occupational stress experienced by UCU members took place in April and May this year. This report of the results of the survey provides information about the nature of the occupational stress affecting UCU members in higher education, and the ways our members would like their working lives to be improved.

- Higher education staff make a vital contribution to the tasks of teaching undergraduates and graduates, and of conducting high calibre research to the benefit of society and the economy. But it is clear from the results of this survey that a large number of our members in higher education are working under high stress levels – considerably worse than national averages. We are concerned that this level of stress is hampering members' work in teaching and research, and supporting those activities. This report provides information about the nature of the occupational stress affecting UCU members in higher education, and the ways our members would like their working lives to be improved, and how UCU is tackling this situation.

- There was a high level of agreement among respondents in higher education with the statement 'I find my job stressful'. Nearly half the HE respondents said their general or average level of stress was high or very high. Nearly one third of HE respondents said they often experienced levels of stress they found unacceptable, and 5% said this was always the case.

- The proportion of respondents to this survey that indicated they found their job to be stressful was broadly similar to earlier surveys of occupational stress in the sector conducted over the past decade. There was, however, some evidence of a slight uplift in stress levels in 2008 compared with earlier studies in 1998 and 2004.

- 'Lack of time to undertake research' was the factor the highest number of HE respondents said made a very high contribution to unacceptable levels of stress or frustration. Next came 'Excessive workloads', then 'Lack of resources to undertake research, including problems in obtaining funding'.

- UCU members in higher education consistently reported lower well-being than the average for the target group (which included the education sector) in the HSE's survey 'Psychosocial Working Conditions in Britain in 2008'. The

biggest 'well-being gap' to the detriment of UCU members in higher education was in the area of change, followed by role, then equally demands and managerial support. Only in the area of control was there a gap in favour of staff working in higher education (see Introduction for further information).

Factors which make a significant contribution to stress or frustration:

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Change

Unilateral change (imposed by management, without any prior discussion) in my job description, removing the 40% of my work I found satisfying, relacing it with something I would have detested. The result was my taking a ... salary cut to maintain job (administrator)

Having worked for 25 years in the University and seen four Vice-Chancellors come and go, the organisational units of the University have been repeatedly changed; we have had at least four permutations of Faculties, Colleges, Schools, Departments and Divisions (lecturer)

Role

We are expected to excel at teaching, research and admin, and not given enough time to do everything (lecturer)

Demands

Excessive and unreasonable workloads dwarf all the other problems (lecturer)

Too many students; not enough staff; no time to think about what I am teaching and how it could be improved (lecturer)

Managerial support

Poor organisation within my department often leads to tasks needing to be done at short-notice, when relevant deadlines should have been known and circulated weeks or months in advance (manager)

Poor management at both department and faculty level: it is autocratic, insensitive and demotivating (lecturer)

There appears to be a culture of mistrust, which impacts on the day-to-day decision making of the organisation (lecturer)

" "

- In higher education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. For academic grades, job demands were the strongest predictor of perceived stress and work-life conflict. For academic-related staff, while job demands were the most powerful predictor, relationship stressors were also significant in a positive direction. Social support to some degree offset the negative impact of low control.

- To tackle these problems, our members working in higher education would like:

In general

- greater esteem and appreciation
- greater staffing resources to cope with increased student numbers
- quieter working spaces
- more mentoring and support
- a more collegial work culture
- research opportunities for academic-related and teaching-only academics
- a complete overhaul of the Research Assessment Exercise / Research Excellence Framework

Management

- less bureaucracy
- better management of change
- improved planning
- more inclusion in decision-making
- more communication with management
- more training for managers
- effective institutional action on bullying and harassment

Employment

- more flexible working patterns
- workload control and guidelines
- greater job security
- an end to fixed-term contracts
- proper reward and removal of the gender pay gap
- greater equality in employment
- UCU to take more action on stress and workload

Career

- more opportunity for career progression
- more worthwhile opportunities for professional development

■ In addition, UCU members who are teachers in higher education would like:

Teaching

- smaller classes
- greater recognition for teaching

■ The findings of this survey suggest that support from managers and peers may help to offset the negative impact of low levels of control at work and high levels of demand. Interventions should be developed that enhance support from these sources. In addition, the use of temporary or permanent contracts emerged in the analysis as an important predictor of stress: we strongly urge use of permanent contracts as good practice in employment policy throughout the sector.

■ University and College Union is aware of the problem of occupational stress in post-16 education in the UK, and is committed to taking action to tackle this situation. UCU provides support at a national and local level to inform members of the nature of occupational stress, and of their employer's responsibility to ensure that workloads and working hours are such that employees do not become at risk of stress or stress-related illness. UCU's website has further details at: http://www.ucu.org.uk/index.cfm?articleid=2562 . UCU also works together with the College and University Support Network and employer bodies, such as the Association of Colleges and the Universities and Colleges Employers Association, to deal with occupational stress.

■ The findings of this survey, particularly the measures that members would like taken to improve their working lives, will be used to guide future UCU policy. UCU thanks the many thousands of members who helped with this research.

Introduction

The financial costs of occupational stress to business and industry are well documented. The Health and Safety Executive [1]recently indicated that work-related stress accounts for over a third of all new incidences of ill health, estimating that a total of 13.8 million working days were lost to work-related stress, depression and anxiety in 2006/07. A number of large-scale studies conducted in the USA, Europe and the UK have reported that the incidence of self-reported workplace stress has risen since the mid-1990s (Cox, Griffiths & Rial-Gonzalez, 2000) especially amongst public sector workers such as nurses, social workers and teachers (Jones, Huxtable & Hodgson, 2006).

Research conducted over the last decade or so indicates that occupational stress in UK further and higher education institutions is widespread. Several reasons could be provided including rising student numbers without a corresponding increase in resources, enhanced regulatory demands, as well as increased pressure to boost funding through entrepreneurial activities. Market-led policies have demanded regular curriculum redesign, extensive domestic and overseas marketing to boost recruitment, diversification of modes of delivery, and increasingly skilled classroom performance. There is fiercer competition for students and research grants. Universities and colleges have also moved towards providing their services over a wider range of hours and for a higher proportion of the working year. A more diverse student population holding an increasingly 'consumer oriented' approach to their studies is likely to have exacerbated these demands (Chandler, Barry & Clark, 2002; Bareham, 2004).

Fixed-term contracts for staff in further and higher education are widespread, particularly for research-only academic staff - a factor likely to have increased perceptions of job insecurity. Just over half of further education teaching staff are on permanent contracts; the remainder are on fixed-term contracts (32%), casually employed (7%), agency staff (4%) or self-employed (5%). [2] In 2006-7, 38% of all academics in UK higher education were employed on a fixed-term contract. Of these, 54% of academics employed on a teaching-only basis had fixed-term contracts; 78% of academics employed on a research-only basis had fixed-term contracts; and 12% of academics employed on a teaching-and-research basis had fixed-term contracts (source: HESA data supplied to UCU). Data from the Labour Force Survey (January-March quarter, 2008) indicated that 17.4% of those working in adult education had a job that was not permanent, as did those working in first and post-degree level education. This was the second-highest level of casualisation of any employment group in the economy. In addition, for those working in technical or vocational secondary education, the level of casualisation was 10.6% (UCU analysis of Labour Force Survey data).

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[1] the UK body responsible for policy and operational matters related to occupational health and safety
[2] Source: DfES analysis of Staff Individualised Record 02/3, in
http://www.dfes.gov.uk/furthereducation/fereview/downloads/Paul_Mounts_FE_presentation.ppt - Appendix 5 of the Foster report (2005).

In 2002, the Higher Education Funding Council for England (HEFCE) commissioned a study of occupational stress in employees in higher education institutions. This research aimed to provide benchmarks to facilitate inter-institutional comparisons of stressors and strains experienced by university employees, and enable comparisons to be made with norms from other professional groups. A stratified random sample of all categories of staff working in several UK universities completed the ASSET questionnaire (Cartwright & Cooper, 2002). Job insecurity was found to be the most stressful aspect of work for all categories of employee (Tytherleigh, Webb, Cooper & Ricketts, 2005). Furthermore, in comparison with norms from other occupational groups, university employees were found to report significantly more stress relating to work relationships, control, resources and communication.

Three national surveys of work-related wellbeing in further and/or higher education conducted since 1996 on behalf of the education trade unions NATFHE and AUT [3] found high levels of job-related stressors and levels of psychological distress that exceed those of other professional groups and the general population (Kinman, 1996; Kinman, 1998; Kinman & Jones, 2004). Findings revealed that the most stressful aspects of work included frequent interruptions, rushed pace of work, lack of respect and esteem, too much administrative paperwork, inadequate administrative and technical support, lack of opportunity for promotion, ineffective communication and lack of opportunity for scholarly work. The 1996 survey of NATFHE members found that respondents from further education institutions tended to report more extreme levels of job-related stress than those from HE establishments. The 1998 and 2004 surveys of AUT members highlighted perceptions amongst employees that demands had increased in recent years and that levels of job control and support had decreased. Levels of key stressors remained high in the six year period between these surveys (Kinman, Jones & Kinman, 2006).

A report published by the Trades Union Congress (TUC, 2005), compiled from UK statistics, found that lecturers and teachers are more likely than any other occupational group surveyed to do unpaid overtime – on average in excess of 11 hours extra work each week. A considerable proportion of respondents to the 2004 survey appeared to be working in excess of the 48-hour weekly limit set by the European Union's working time directive. Almost half of respondents indicated that they found their workloads unmanageable. Forty-two percent of respondents worked regularly during evenings and weekends in order to cope with the demands of their work. Unsurprisingly, high levels of conflict between work and home were reported, which was the main contributor to psychological distress.

The HSE management standards approach

In 2004, after extensive public consultation, the Health and Safety Executive (HSE) developed a process to help employers manage work-related stress more effectively. This process is based on a set of standards of good management practice (or benchmarks) for measuring employers' performance in preventing

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[3] These merged in 2006 to form University and College Union

work-related stress (Mackay, Cousins, Kelly, Lee & McCaig, 2004). The management standards approach assesses levels of six elements of work activity that are considered relevant to the majority of UK employees and have been consistently associated with wellbeing and organisational performance, namely: demands, control, social support, interpersonal relationships, role clarity, and involvement in organisational change (Mackay et al., 2004).

Before the revised process was introduced by the HSE, cut-off points were set for each stressor category, indicating that organisations would achieve the minimum standard only if a specified percentage of employees indicated that they were satisfied with the way each element of work activity was managed. A 2004 survey of AUT members examined the extent to which the HE sector was meeting the recommended HSE standards for the management of workplace stressors. Findings revealed that the benchmark minimum concerning the quality of interpersonal relationships was exceeded, and that relating to role clarity was met. Nonetheless, several of the HSE standards were not met (Kinman et al., 2006). At that time, the HSE recommended that at least 85% of employees should state that they are able to cope with the demands of their work; only 38% of university employees that responded indicated that they were able to do this. Levels of control were somewhat lower than the recommended level and levels of support from managers were considerably lower.

The HSE has recently developed a self-report survey based around the six management standards to help employers measure levels of key stressors within their organisations and compare their own performance with national standards (Cousins et al., 2004). Employers are able to monitor their own performance on these different domains and assess the impact of any interventions they may put in place to improve work-related wellbeing by readministering the survey. The Indicator Tool comprises 35 items within seven stressor subscales (in this paragraph, the stressors are indicated in bold text). **Demands** include issues like workload, pace of work and working hours. **Control** measures levels of autonomy over working methods, pacing and timing. **Peer Support** encompasses the degree of help and respect received from colleagues, whereas **Managerial Support** reflects supportive behaviours from line managers and the organisation itself, such as feedback and encouragement. **Relationships** assesses levels of conflict within the workplace including bullying behaviour and harassment. **Role** examines levels of role clarity and the extent to which the employee believes that her or his work fits into the overall aims of the organisation. Finally, **Change** reflects how well organisational changes are managed and communicated within the organisation. Although the Indicator Tool is designed to be used as a multi-dimensional measure (Cousins et al., 2004), recent research by Edwards, Webster, van Laar and Easton (2008) suggests that it can also be used to calculate a global measure of stressors experienced in the workplace based on average scores across the seven subscales.

The 35 items and the stressor sub-scales are measured on a scale of 1 to 5, with 1.0=low well-being; 5.0=high well-being. Averages for the HSE's so-called 'target group' of employees – which included the education sector – from the most recent of the HSE's annual reports, 'Psychosocial working conditions in Britain in 2008', were used to provide a point of comparison between UCU

members and the wider working population. In this report, relevant HSE target group data is provided at the end of each section about the stressors. Where the UCU score was more than 1.0 different from the HSE target group average, this difference is described as 'considerable'. It is worth noting that an earlier HSE report, 'Psychosocial Working Conditions in Great Britain in 2004', said that scores at or above the 80th percentile – ie the top 20% - should represent the 'aspirational targets' for organisations (p. 18).

The HSE risk assessment approach is a highly structured and tangible framework through which to diagnose accurately the most stressful aspects of work in individual organisations or occupational groups. This information is essential for the development of more precisely targeted interventions. Several individual colleges (see http://www.hse.gov.uk/stress/casestudies/education/cornwall.htm and http://www.hse.gov.uk/stress/casestudies/education/glanhafren.htm) and universities (see http://www.hse.gov.uk/stress/casestudies/education/johnmoores.htm) have adopted the HSE approach with some success.

The UCU 2008 survey of occupational stress

There were 14,270 respondents to the UCU 2008 survey of occupational stress. Of these, 3,190 were employed or principally employed in further education; 9,740 were in higher education; 60 were in prison education; and 1,280 respondents did not identify the sector they principally worked in – this may have been due to shortcomings in the questionnaire design, and/or to the possibility that some respondents divided their time fairly equally between working in further and higher education. The initial questionnaire only asked respondents whether they principally worked in the further or higher education sectors – prison education was not offered as a further option. Subsequent analysis of the responses showed that 60 of the respondents worked in prison education. These responses, although very small in number in comparison with those from further and higher education, were analysed separately because it was felt that working in prisons was sufficiently different from the other two sectors to warrant its own section.

In all, there are three reports about the survey, covering further, higher and prison education respectively. The reports of the survey separately analyse results from further, higher and prison education, and include comments from respondents in the relevant sections. These comments have been anonymised to protect the identity of the respondents.

The present survey is a step towards highlighting the extent to which universities and colleges in the UK are meeting the minimum standards stipulated by the HSE for the management of work-related stress. The survey utilised the Indicator Tool to measure levels of occupational stress in further, higher and prison education. In addition to the HSE Indicator Tool questions, the UCU questionnaire (Appendix 4) used questions about stress from previous surveys to provide the basis for a through-time comparison. Respondents were also asked which factors contributed contributed to unacceptable levels of occupational stress, in an attempt to provide greater depth to the analysis. Through open-ended questions,

respondents were asked to provide details of factors adding to stress, and to describe measures which could be taken to improve their working life.

Further analysis was undertaken to measure the level of occupational stress and bullying in individual higher education institutions; a similar analysis of responses from members in further education was not undertaken because of the lower number of respondents in FE, and the higher number of separate employers in FE, compared with higher education. The low number of respondents in prison education also made an employer-level analysis impossible.

Statistical analyses

Average levels of each stressor category were calculated and comparisons made between further and higher education and between academic and academic-related (ie those working in professional support roles, such as administrators, computer staff and librarians) employees. A series of multiple regression equations were conducted to ascertain which stressor dimensions were the strongest predictors of perceived stress and poor work-life balance. As previous studies have found that working conditions within further and higher education and between academic and academic-related staff are likely to differ (Kinman & Jones, 2004), separate analyses were conducted for these groups.

In both further and higher education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. In higher education, for academic grades, job demands were the most powerful predictor of perceived stress and work-life conflict. For academic-related staff, while job demands were the most powerful predictor, relationship stressors were also significant in a positive direction (see Appendix 1).

One of the most influential models of work stress is Karasek's (1979) Job Strain model. This suggests that psychological strain and poor physical health result from the combined effects of high levels of job demand and low levels of control. In contrast, a 'low strain' job is one that is characterised by low demands and high control. Further elaboration of this model resulted in the job demand-control-support model that highlights the importance of support from supervisors and colleagues (Johnson & Hall, 1988). This model posits that jobs that are characterised by high demands, low control, and low levels of workplace support will be more likely to result in strain. Additive effects of job demands, control and support are expected. A central feature of the job demand-control model, however, is the interactive effect, whereby control can moderate the negative effects of high demand on wellbeing. Similarly, the expanded job demand-control-support model stipulates that social support can moderate the negative impact of high strain jobs on employee wellbeing. This model is tested utilising the UCU survey data, with perceived stress as the outcome variable.

Analysis of the sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a high strain job on well-being. Separate analyses of the FE and HE sectors, and of academic and academic-

related grades within HE, were carried out, with similar findings to the whole sample, indicating that social support to some degree offset the negative impact of low control. Appendix 2 shows results of the analysis of the whole survey sample, covering further, higher and prison education. Reliability scores for responses in UCU survey relating to HSE stressors are indicated in Appendix 3.

1 Biographical information

Total response

Approximately 61,000 members of UCU were sent an email in the week beginning 21 April 2008 asking them to respond to UCU's online survey of occupational stress in further and higher education in the UK. In addition, members without access to the internet, or who might prefer to respond by post, were invited in an article in the UCU membership magazine to take part in the survey; approximately 10 people responded in this way. Retired UCU members were excluded from the email survey.

Those contacted by email were initially given two weeks in which to respond. A day before the initial deadline for completing the questionnaire, members were sent a further email extending this deadline by five days, to 7 May, to allow for additional responses.

In all, 14,270 members responded to the questionnaire, indicating a response rate of 23.4%, ie almost 1:4 responding.

Of those, 9,740 indicated they were employed (or principally employed) in higher education.

Gender

Of respondents in higher education indicating their gender, 52.2% were female, 47.7% were male, and 0.2% were transgender or transsexual.

Sexuality

Of those in higher education, 2.4% were bisexual, 93.0% were heterosexual, and 4.7% were gay or lesbian. Of those indicating that they were gay, lesbian, bisexual or trans, 31.2% said their employer did not know, 29.7% said they were not sure if their employer knew, and 39.0% said their employer knew.

Ethnicity

Of those in higher education, 0.3% were Black or Black British – Caribbean; 0.3% were Black or Black British – African; 0.1% were of other Black background; a total of 0.7% of respondents indicating their ethnicity were Black. 0.8% of respondents indicating their ethnicity were Asian or Asian British – Indian; 0.1% were Asian or Asian British – Pakistani; 0.1% were Asian or Asian British – Bangladeshi; 0.6% were of other Asian background; a total of 1.6% of respondents indicating their ethnicity were Asian. 0.6% of respondents indicating their ethnicity were Chinese; 3.4% were of other (including mixed) background. In all, 93.6% of respondents indicating their ethnicity were white, and a total of 6.3% were of Black or minority ethnic background.

Disability

Of those in higher education, 91.7% did not consider themselves disabled; 2.5% were not sure if they were classified as disabled; and 5.8% considered themselves disabled. Of those in HE indicating that they were disabled, 46.5% said their employer did not know, 13.7% said they were not sure if their employer knew, and 39.8% said their employer knew.

Job

Of those in higher education, 13.9% worked in teaching or teaching-only, 5.9% worked in research-only, 54.9% worked in teaching-and-research, 8.8% were managers, 5.2% were administrators, 4.3% were computing staff, 2.3% were librarians, and 4.9% had other jobs.

Mode of employment

Of those in higher education, 87.4% worked full-time; 11.0% worked part-time; 1.2% were hourly-paid; and 0.4% indicated 'other' modes of employment.

Terms of employment

Of those in higher education, 88.0% had an open-ended or permanent contract; 10.3% had a fixed-term contract; 0.5% had a variable hours contract; 0.2% had a zero hours contract; and 1.1% of respondents indicated 'other' terms of employment.

Hours of work

Of those in higher education employed on a full-time basis, 0.9% worked up to 30 hours a week; 20.6% worked between 31 and 40 hours a week; 43.8% worked between 41 and 50 hours a week; 25.7% worked between 51 and 60 hours a week; 9.1% worked more than 60 hours a week. In all, 78.6% of full-timers worked more than 40 hours a week.

Socio-economic background

Of those in higher education indicating the occupation of their father, mother, carer or guardian when they were a teenager, 14.9% said 'manager or senior official'; 38.4% said 'professional occupation'; 7.5% said 'associate professional or technical occupation'; 5.2% said 'administrative or secretarial occupation'; 17.3% said 'skilled trades occupation'; 1.0% said 'personal service occupation'; 5.1% said 'sales or customer service occupation'; 5.6% said 'process, plant or machine operative'; 5.0% said 'elementary occupation'. In all, 60.8% of respondents had a managerial or professional socio-economic background.

2 Health and Safety Executive stressors

Demands

A typical snapshot

UCU members in higher education said they generally had demands – from different groups at work – that were hard to combine. They sometimes had unachievable deadlines. They often had to work very intensively. They sometimes neglected some tasks because they had too much to do, and tended to be unable to take sufficient breaks. They were generally pressured to work long hours, they frequently had to work very fast, and tended to have unrealistic time pressures.

Factors which make a significant contribution to stress or frustration:

" "

Excessive and unreasonable workloads dwarf all the other problems (lecturer)

The main factor is excessive workloads with unreasonable expectations from head of department resulting in poor work-life balance (academic-related staff)

The main stress arises from fitting what is essentially a full time job into part-time hours (lecturer)

Increased bureaucracy taking up valuable time: ie having to justify everything that is done to leave a 'paper trail' (lecturer)

Having to juggle unrealistic demands and workload made by people within the faculty and having separate demands from central departments of the University with no consideration or understanding of current workload that you have (anon)

I find the developing culture of 'not good enough, not fast enough' almost intolerable, as they are seriously affecting my enjoyment of a job I love and believe can be good at (lecturer)

Workloading systems do not reflect the TRUE number of hours that tasks and roles require. There is therefore a "reality" gap between what the management systems reflect and the real day to day work experience of staff (lecturer)

Too many students; not enough staff; no time to think about what I am teaching and how it could be improved (lecturer)

Trying to fit a quart into a pint pot (lecturer)

There is insufficient time to prepare good teaching, let alone engage in research (lecturer)

The relentless increase in paperwork and administrative procedures and the declining staff student ratio (lecturer)

Given unreasonable administrative deadlines, many new systems that are supposed to streamline and centralise admin procedures don't work properly, resulting in lots of duplication of work (lecturer)

Huge increase in class size, the numbers of students with language difficulties and the number of students who simply cannot cope with a degree are making teaching a more and more frustrating (lecturer)

The difficulties come from bureaucratic burdens imposed by remote administrators, pointless form-filling (lecturer)

I have been a contract researcher for some time and experienced horrible work conditions - sometimes just bad management, sometimes outright bullying - and now my contribution to outputs is being diminished and made to appear as if other members of the team did it. I feel powerless over this and don't know where to turn to. It is several years of my working life that are being eroded. Obviously I can't name my employer because of the consequences it will have for my career

"   "

(3) Different groups at work demand things from me that are hard to combine

q3 HE				
Never	Seldom	Sometimes	Often	Always
Series1				
1.4%	11.3%	37.5%	36.1%	13.8%
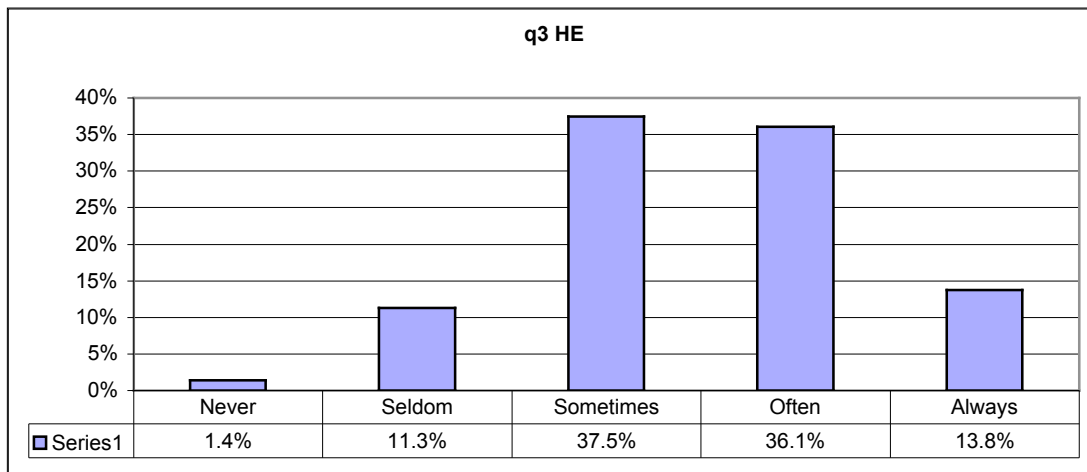
q3	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	2.53
Higher education	**2.51**
Prison education	2.47

(6) I have unachievable deadlines

q6 HE

Series1	Never	Seldom	Sometimes	Often	Always
	4.9%	25.4%	42.3%	21.7%	5.8%
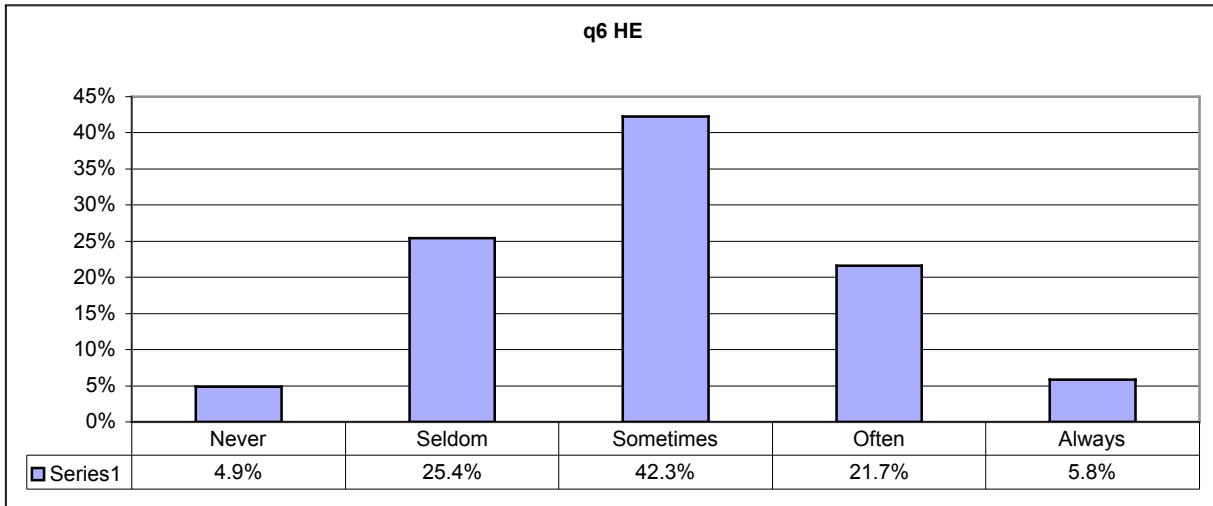
	HSE scale out of 5 1=low well-being; 5=high well-being
q6	
Further education	2.94
Higher education	**3.02**
Prison education	3.12

(9) I have to work very intensively

q9 HE

Series1	Never	Seldom	Sometimes	Often	Always
	0.2%	1.6%	22.4%	46.4%	29.4%
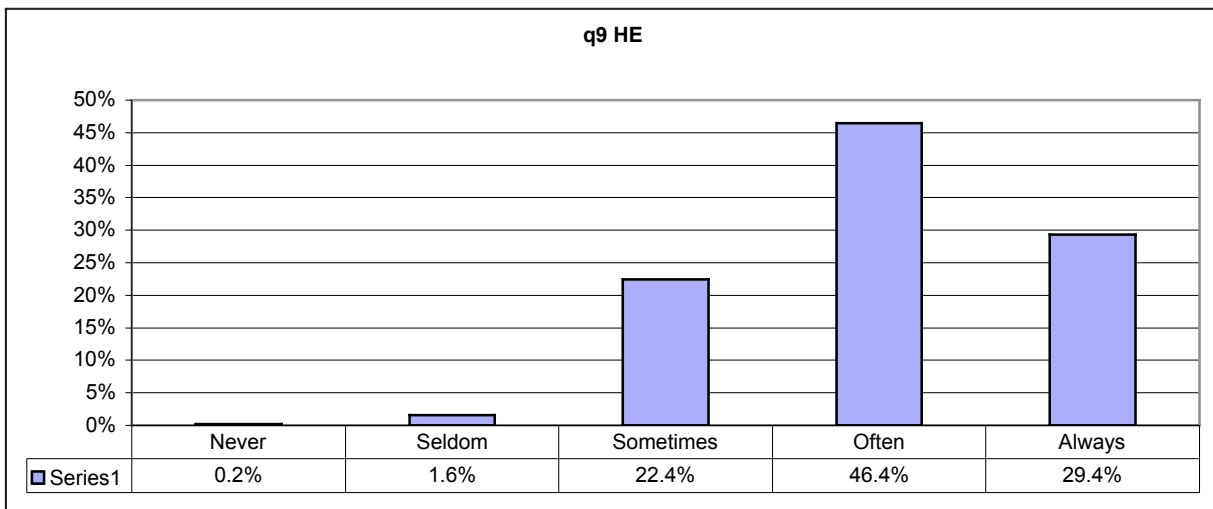
	HSE scale out of 5 1=low well-being; 5=high well-being
q9	
Further education	1.93
Higher education	**1.97**
Prison education	1.98

(12) I have to neglect some tasks because I have too much to do

q12 HE

	Never	Seldom	Sometimes	Often	Always
Series1	1.4%	9.0%	37.6%	32.9%	19.1%
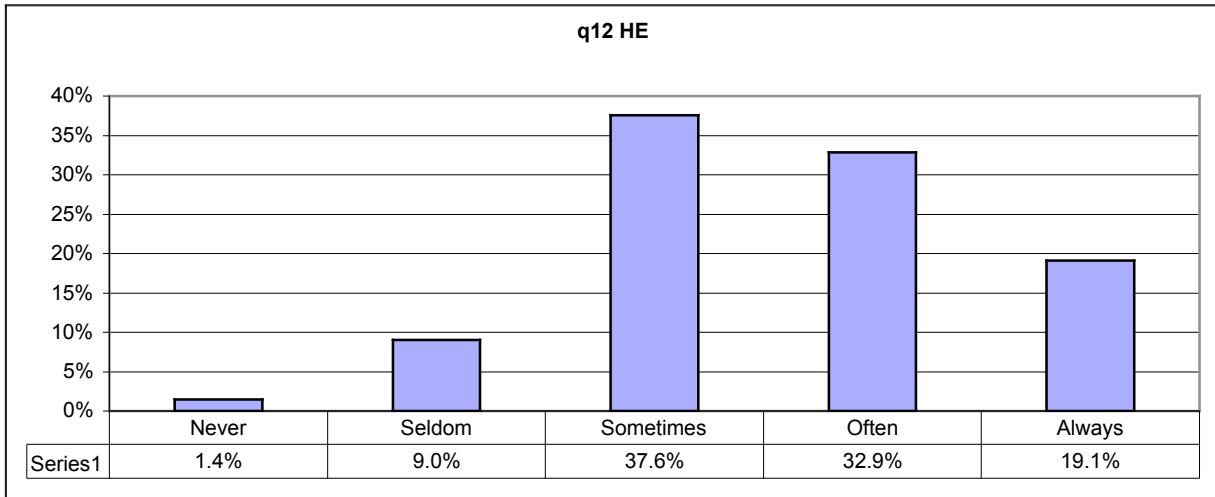
	HSE scale out of 5 1=low well-being; 5=high well-being
q12	
Further education	2.35
Higher education	**2.41**
Prison education	2.36

(16) I am unable to take sufficient breaks

q16 HE

	Never	Seldom	Sometimes	Often	Always
Series1	11.0%	28.7%	29.6%	22.6%	8.2%
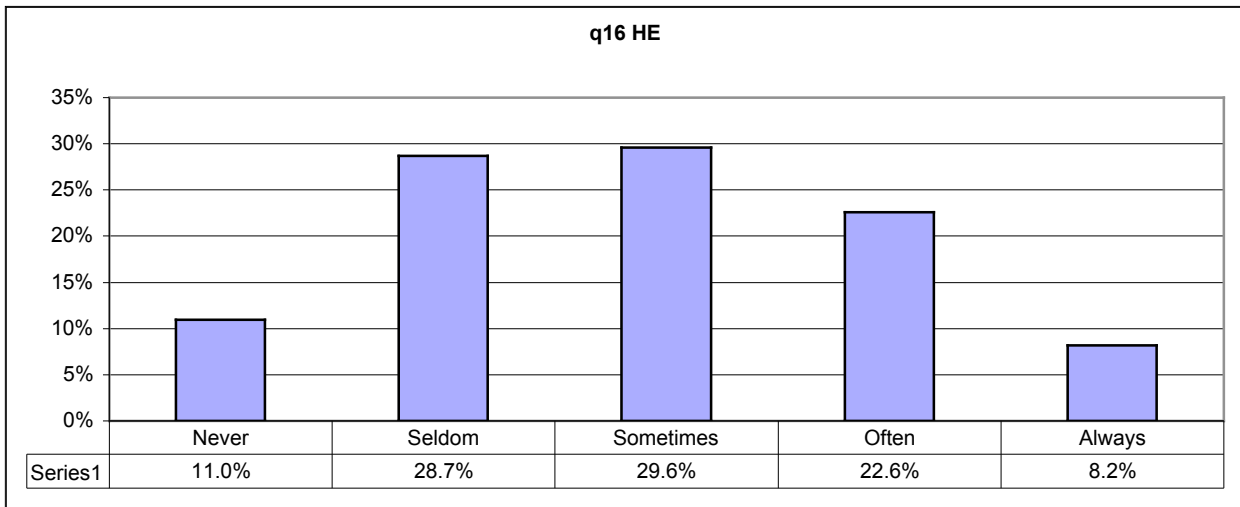
	HSE scale out of 5 1=low well-being; 5=high well-being
q16	
Further education	2.78
Higher education	**3.12**
Prison education	2.52

(18) I am pressured to work long hours

q18 HE

|	Never	Seldom	Sometimes	Often	Always
Series1	7.3%	19.3%	29.5%	27.0%	16.8%
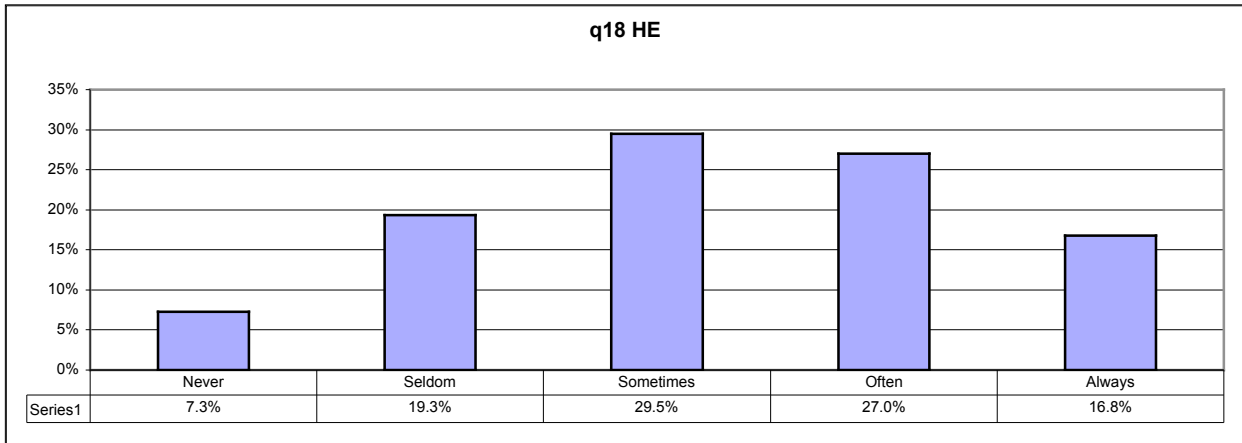
	HSE scale out of 5
q18	1=low well-being; 5=high well-being
Further education	2.69
Higher education	**2.73**
Prison education	3.21

(20) I have to work very fast
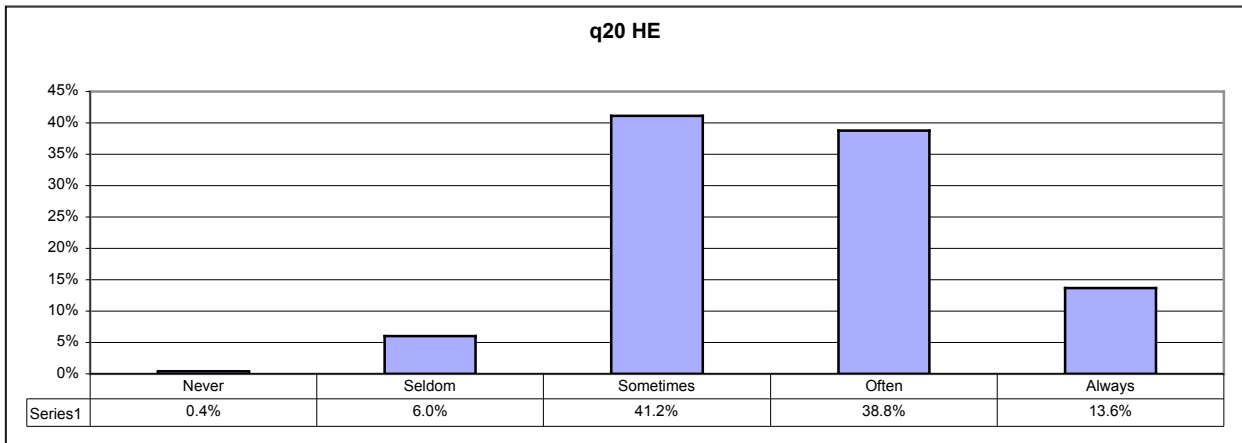
q20 HE

	Never	Seldom	Sometimes	Often	Always
Series1	0.4%	6.0%	41.2%	38.8%	13.6%

	HSE scale out of 5
q20	1=low well-being; 5=high well-being
Further education	2.35
Higher education	**2.41**
Prison education	2.53

(22) I have unrealistic time pressures
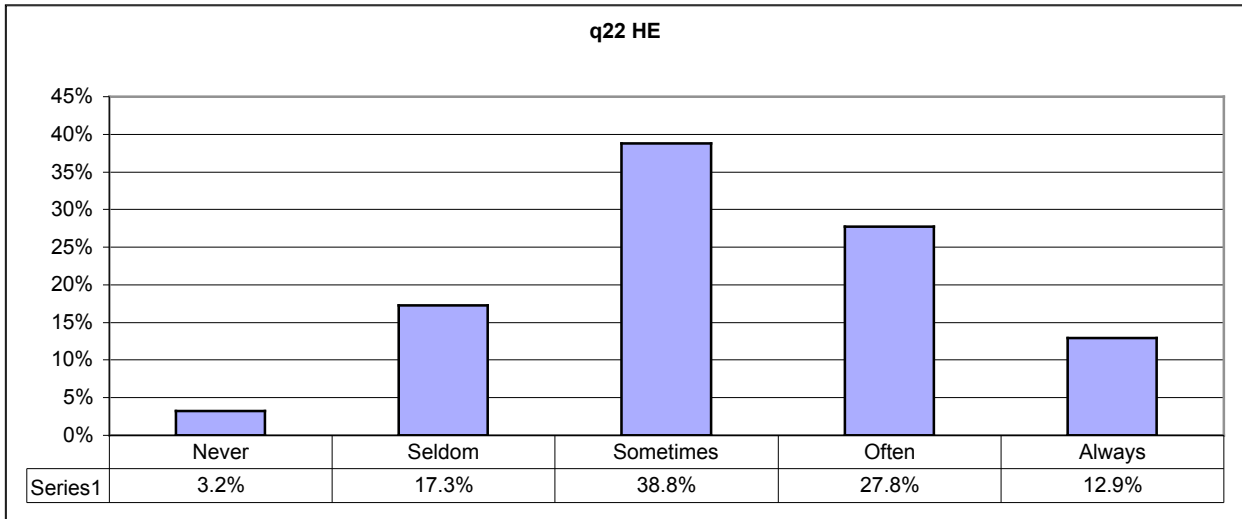
q22 HE

Series1	Never	Seldom	Sometimes	Often	Always
	3.2%	17.3%	38.8%	27.8%	12.9%

	HSE scale out of 5
q22	1=low well-being; 5=high well-being
Further education	2.61
Higher education	**2.70**
Prison education	2.81

Demands: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey 'Psychosocial Working Conditions in Britain in 2008' indicated less well-being in higher education than in the working population target group (including education) in relation to the demands made on employees.

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	2.52
Higher education	**2.61**
Prison education	2.63
HSE 2008 survey target group average	**3.52**

'Demands' well-being
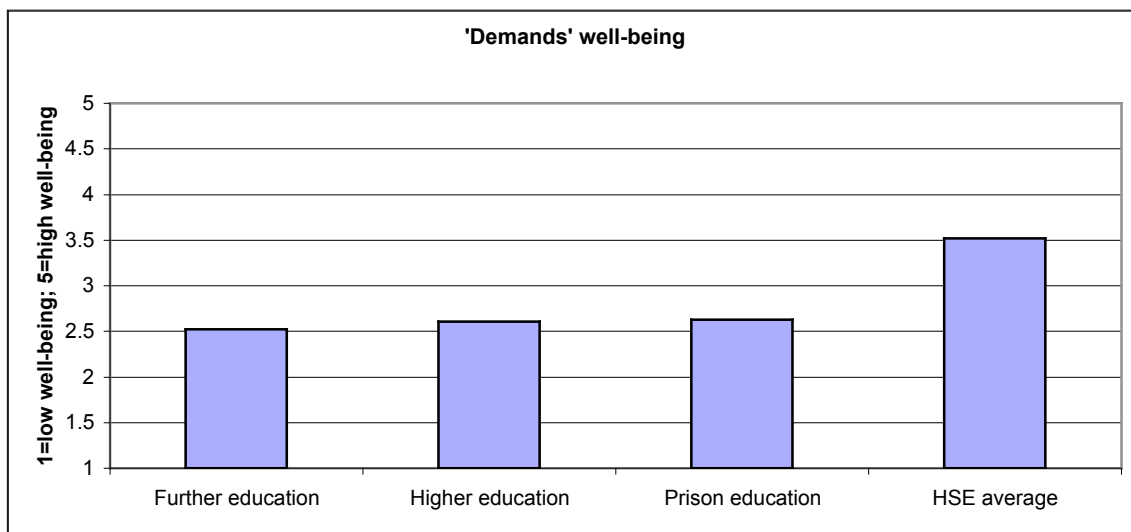
Control

A typical snapshot

UCU members in higher education said they could generally decide when to take a break, and they generally had a say in their own work speed. They often had a choice in deciding how they did their work and what they did at work. They generally agreed with the statements 'I have some say over the way I work' and 'My working time can be flexible'. Their level of well-being at work relating to control was above the average for Britain's working population.

Factors which make a significant contribution to stress or frustration:

" "

There is a general atmosphere suggesting lack of trust. We are professionals and take professional care in our duties ... but we are subject to continuous QA [quality assurance] procedures that do nothing for real quality (lecturer)

I enjoy my position within the university but I'm so busy there is never any headspace to reflect and evaluate my teaching approach (lecturer)

The factors that contribute to stress are the changes made at the institutional level, that are outside my control and which we aren't consulted properly on (academic-related)

" "

(2) I can decide when to take a break
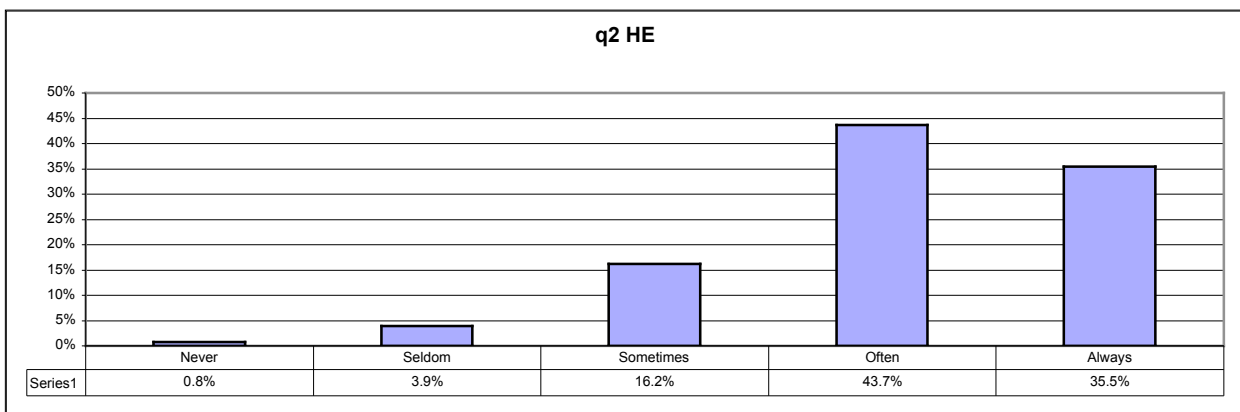
q2 HE

	Never	Seldom	Sometimes	Often	Always
Series1	0.8%	3.9%	16.2%	43.7%	35.5%

	HSE scale out of 5
q2	1=low well-being; 5=high well-being
Further education	3.13
Higher education	**4.09**
Prison education	2.00

(10) I have a say in my own work speed

q10 HE

	Never	Seldom	Sometimes	Often	Always
Series1	2.8%	11.6%	34.5%	40.9%	10.3%
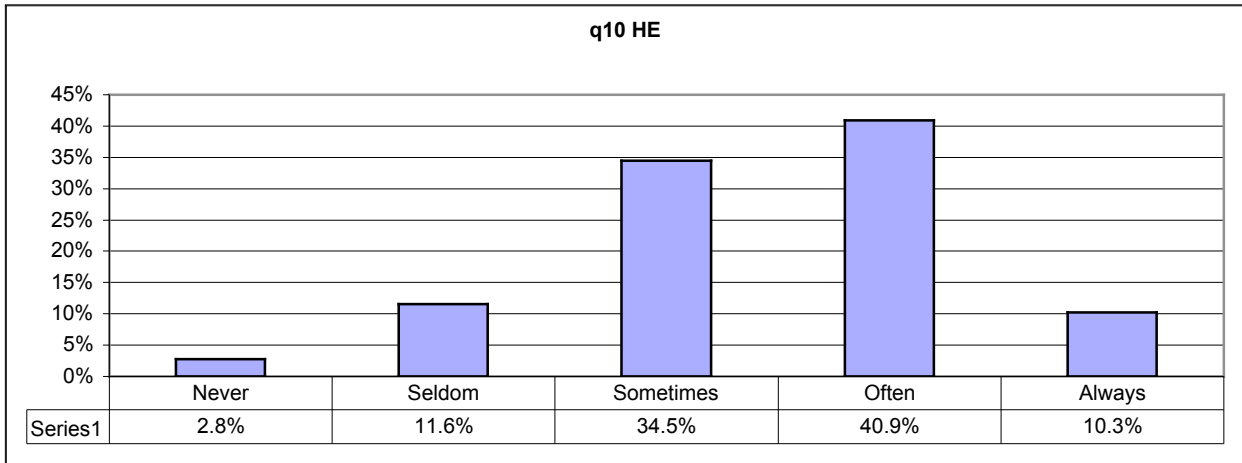
	HSE scale out of 5
q10	1=low well-being; 5=high well-being
Further education	2.86
Higher education	**3.44**
Prison education	2.81

(15) I have a choice in deciding how I do my work

q15 HE

	Never	Seldom	Sometimes	Often	Always
Series1	0.7%	4.0%	24.8%	55.1%	15.4%
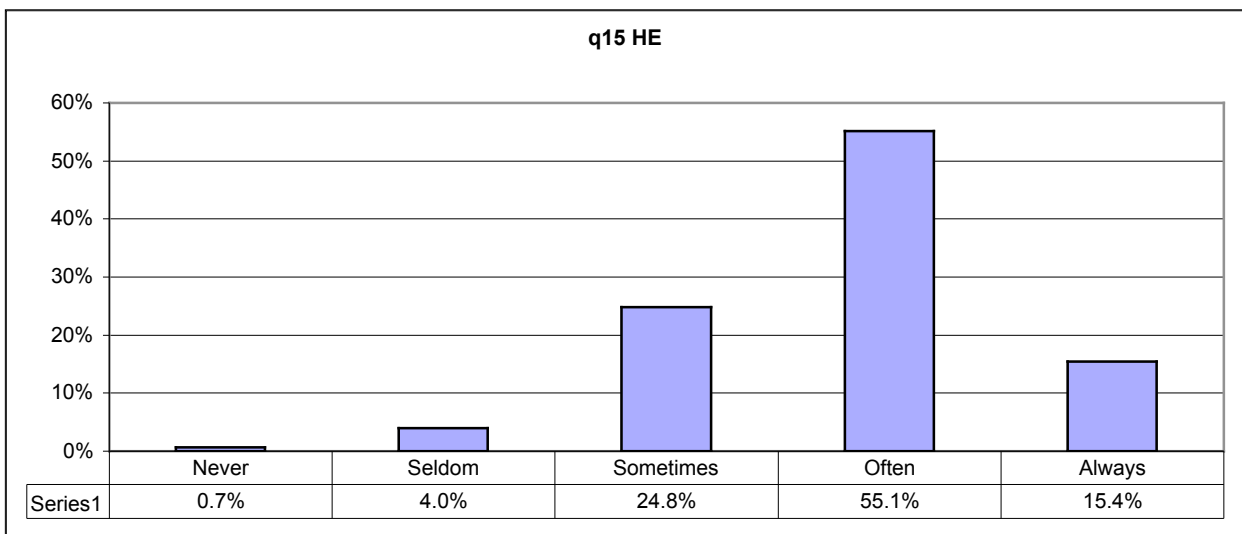
	HSE scale out of 5
q15 HE	1=low well-being; 5=high well-being
Further education	3.32
Higher education	**3.81**
Prison education	3.24

(19) I have a choice in deciding what I do at work

q19 HE

	Never	Seldom	Sometimes	Often	Always
Series1	2.2%	11.9%	37.8%	41.2%	7.0%
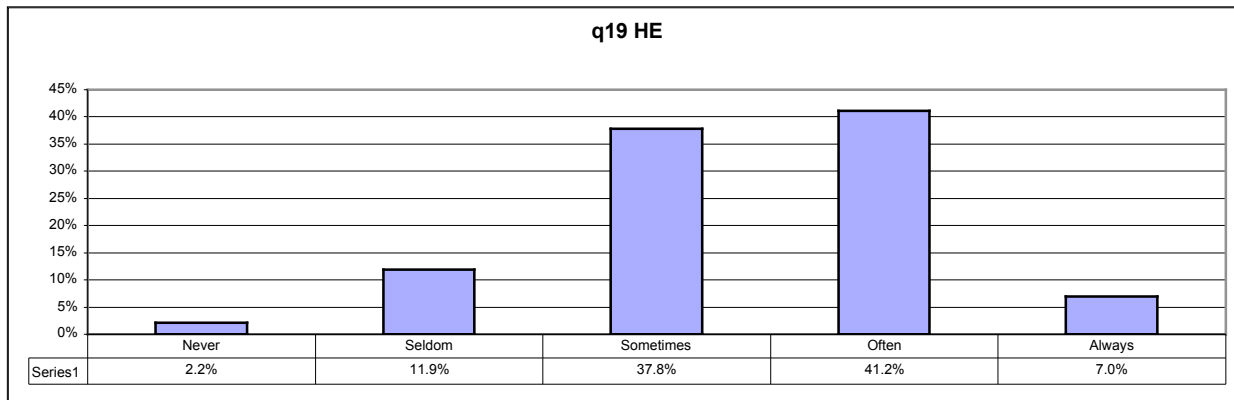
	HSE scale out of 5
q19	1=low well-being; 5=high well-being
Further education	2.83
Higher education	**3.39**
Prison education	2.66

(25) I have some say over the way I work

q25 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	0.9%	4.5%	10.9%	62.7%	20.9%
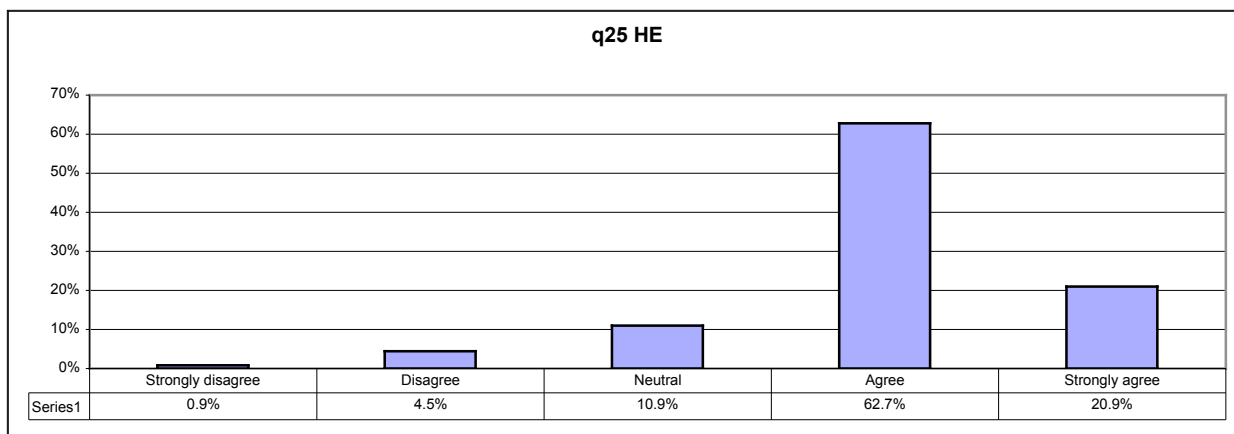
	HSE scale out of 5
q25	1=low well-being; 5=high well-being
Further education	3.54
Higher education	**3.98**
Prison education	3.54

(30) My working time can be flexible

q30 HE

Series1	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	3.0%	7.7%	16.5%	53.2%	19.6%
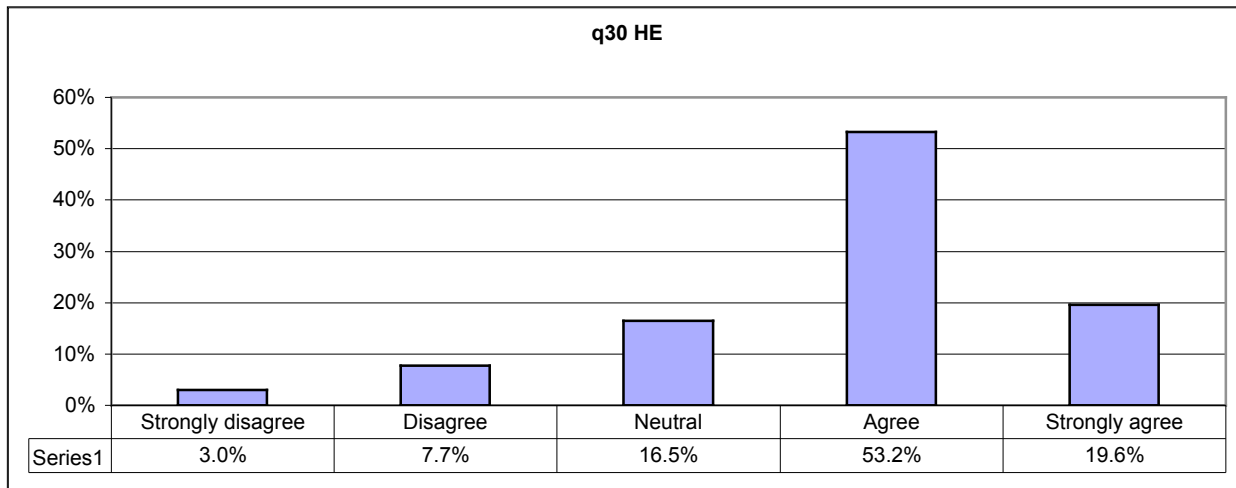
	HSE scale out of 5
q30	1=low well-being; 5=high well-being
Further education	2.64
Higher education	**3.79**
Prison education	1.76

Control: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey 'Psychosocial Working Conditions in Britain in 2008' indicated UCU members in higher education had higher levels of control over they way they work than the working population target group (including education).

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.05
Higher education	**3.75**
Prison education	2.67
HSE 2008 survey target group average	3.45

'Control' well-being
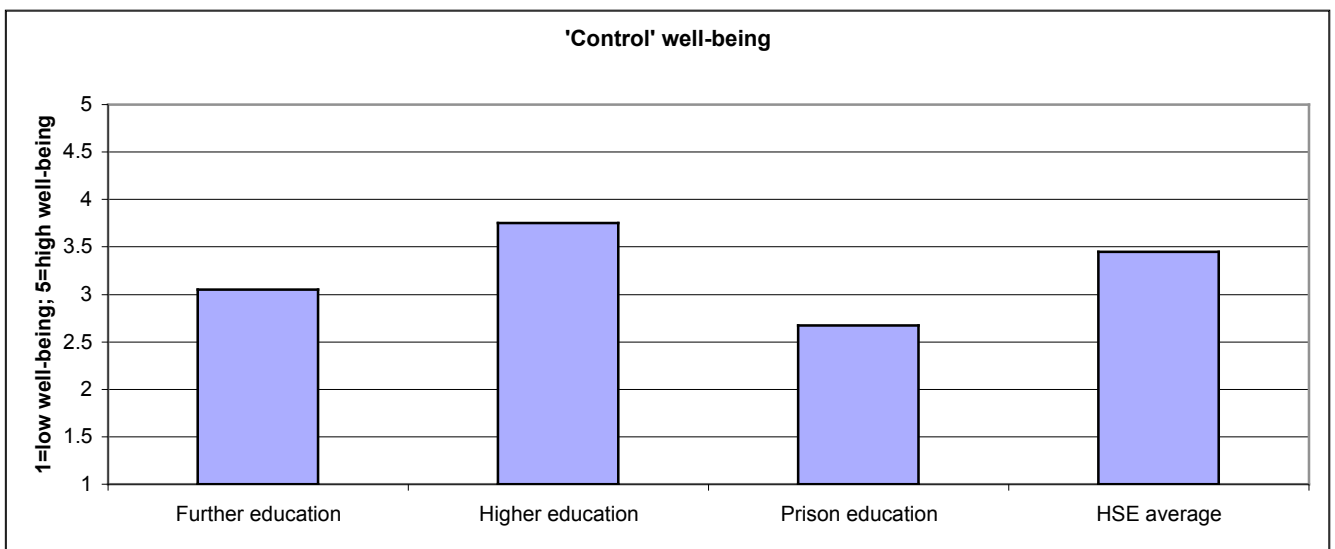
Managerial support

A typical snapshot

UCU members in higher education said they were sometimes given supportive feedback on the work they did, and were divided as to whether they could rely on their line manager to help out with a work problem. They generally agreed that they could talk to their line manager about something that had upset or annoyed them about work, but tended to disagree with the statement 'I am supported through emotionally demanding work'. However, they tended to agree that their line manager encouraged them at work. Their level of well-being at work was lower than in the working population in relation to the level of managers' support for employees

Factors which make a significant contribution to stress or frustration:

" "

Having conflicting objectives imposed by University Management on the organisation without them understanding the work/research/funding mechanisms we operate in (lecturer)

Poor organisation within my department often leads to tasks needing to be done at short-notice, when relevant deadlines should have been known and circulated weeks or months in advance (manager)

Poor management at both department and faculty level: it is autocratic, insensitive and demotivating (lecturer)

Academia often seems to be a fundamentally negative environment in the sense that you can never be 'good enough'; both non-academic management staff and academics themselves can be eager to critique and less effective at positive affirmation (lecturer)

Lack of trust in academics to just get on and do a good job to the best of their ability (lecturer)

I am developing a real fear of opening my emails. I seem to be managed by email and very, very rarely do we have school meetings (lecturer)

Top down management style that imposes poorly thought-through changes, and rushes these changes through even though they are clearly detrimental to the quality of teaching and research (lecturer)

Remote, high-handed, autocratic, unconsultative and indecisive senior management (lecturer)

There appears to be a culture of mistrust, which impacts on the day-to-day decision making of the organisation (lecturer)

" "

(8) I am given supportive feedback on the work I do

Series1	Never	Seldom	Sometimes	Often	Always
q8 HE	11.9%	30.7%	34.8%	18.6%	3.9%
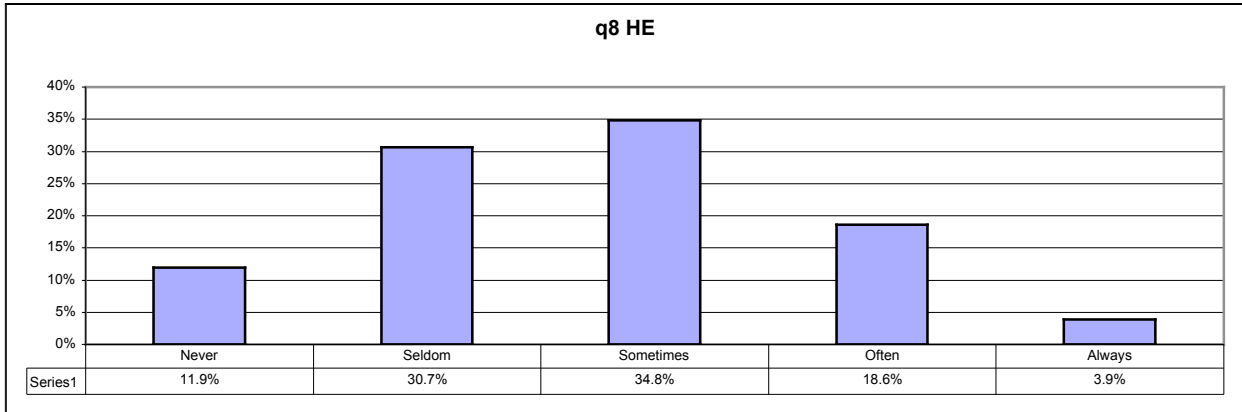
	HSE scale out of 5
q8	1=low well-being; 5=high well-being
Further education	2.76
Higher education	**2.72**
Prison education	2.41

(23) I can rely on my line manager to help me out with a work problem
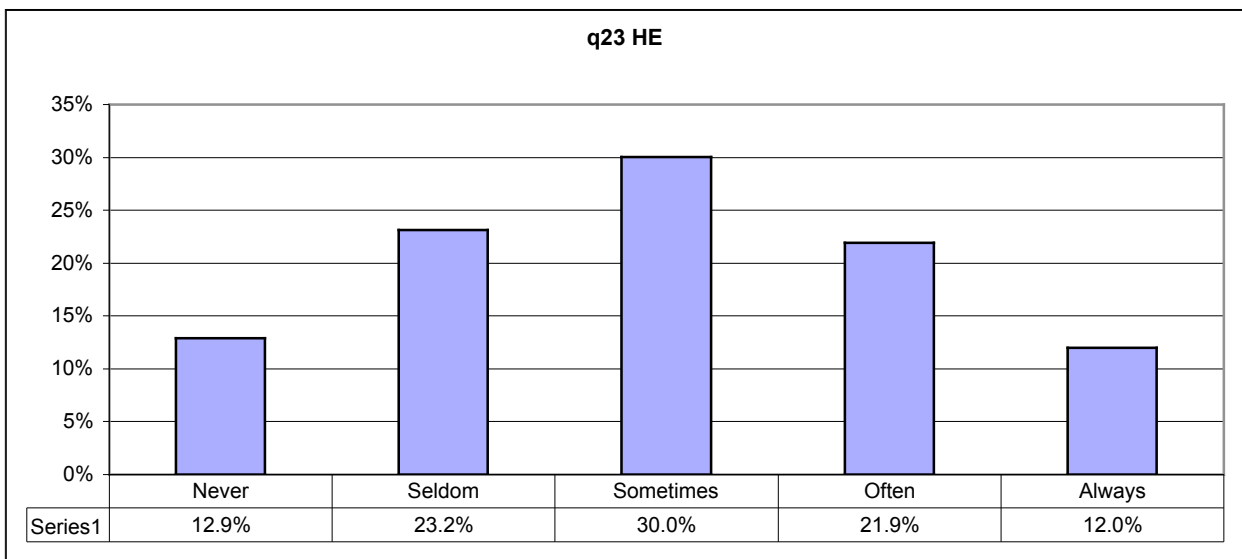
Series1	Never	Seldom	Sometimes	Often	Always
q23 HE	12.9%	23.2%	30.0%	21.9%	12.0%

	HSE scale out of 5
q23	1=low well-being; 5=high well-being
Further education	3.13
Higher education	**2.97**
Prison education	2.67

(29) I can talk to my line manager about something that has upset or annoyed me about work

q29 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	11.0%	16.8%	20.1%	38.0%	14.0%
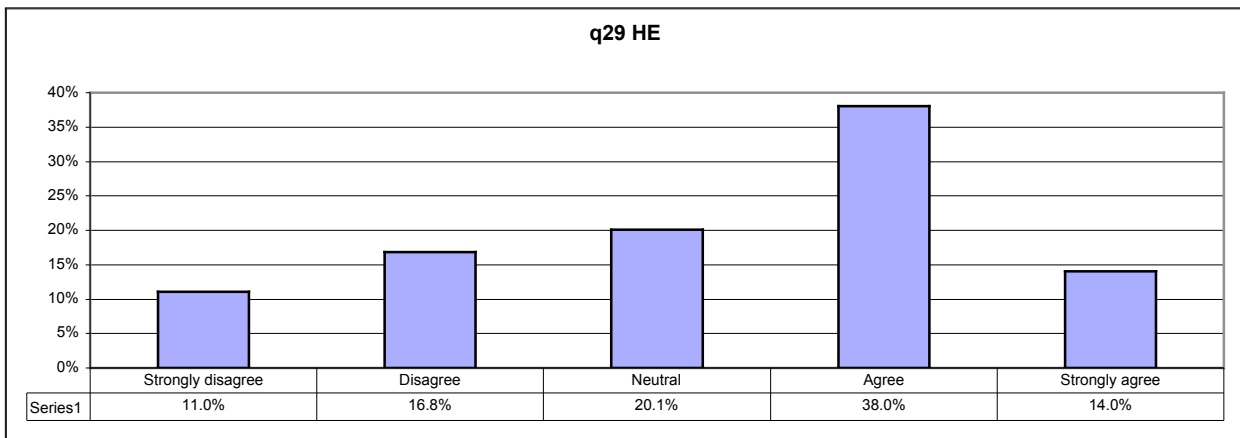
	HSE scale out of 5
q29	1=low well-being; 5=high well-being
Further education	3.31
Higher education	**3.27**
Prison education	3.16

(33) I am supported through emotionally demanding work
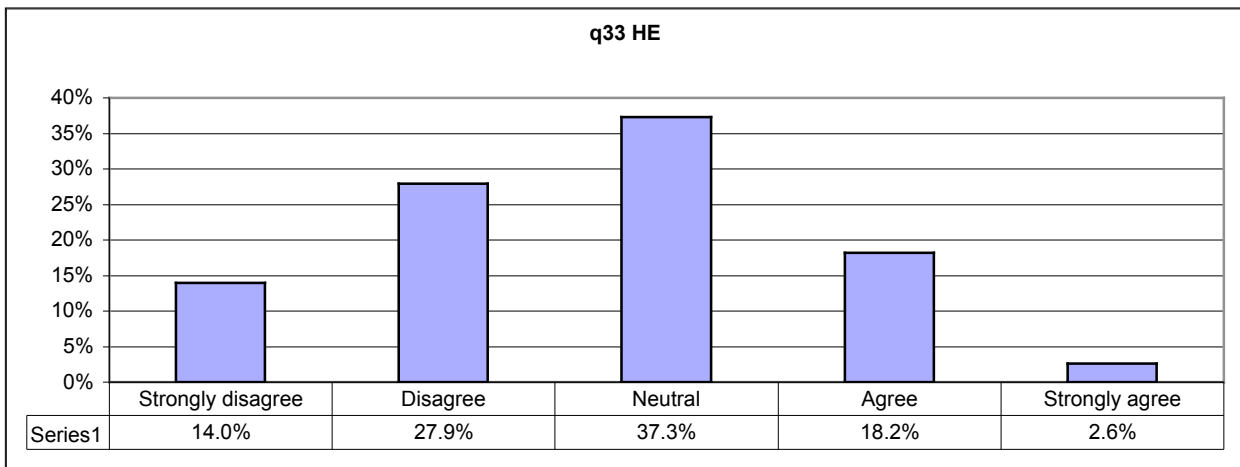
q33 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	14.0%	27.9%	37.3%	18.2%	2.6%

	HSE scale out of 5
q33	1=low well-being; 5=high well-being
Further education	2.61
Higher education	**2.67**
Prison education	2.28

(35) My line manager encourages me at work

q35 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	13.5%	17.0%	27.2%	31.9%	10.4%
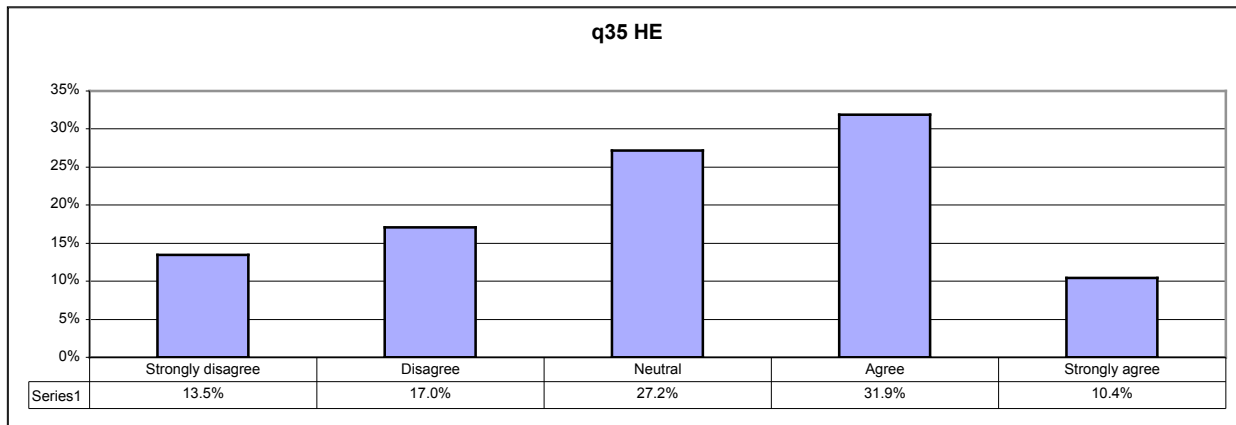
	HSE scale out of 5
q35	1=low well-being; 5=high well-being
Further education	3.11
Higher education	**3.09**
Prison education	2.68

Managerial support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey 'Psychosocial Working Conditions in Britain in 2008' indicated less well-being in higher education than in the working population target group (including education) in relation to the level of managers' support for employees.

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	2.98
Higher education	**2.94**
Prison education	2.64
HSE 2008 survey target average	3.77

'Manager's support' well-being
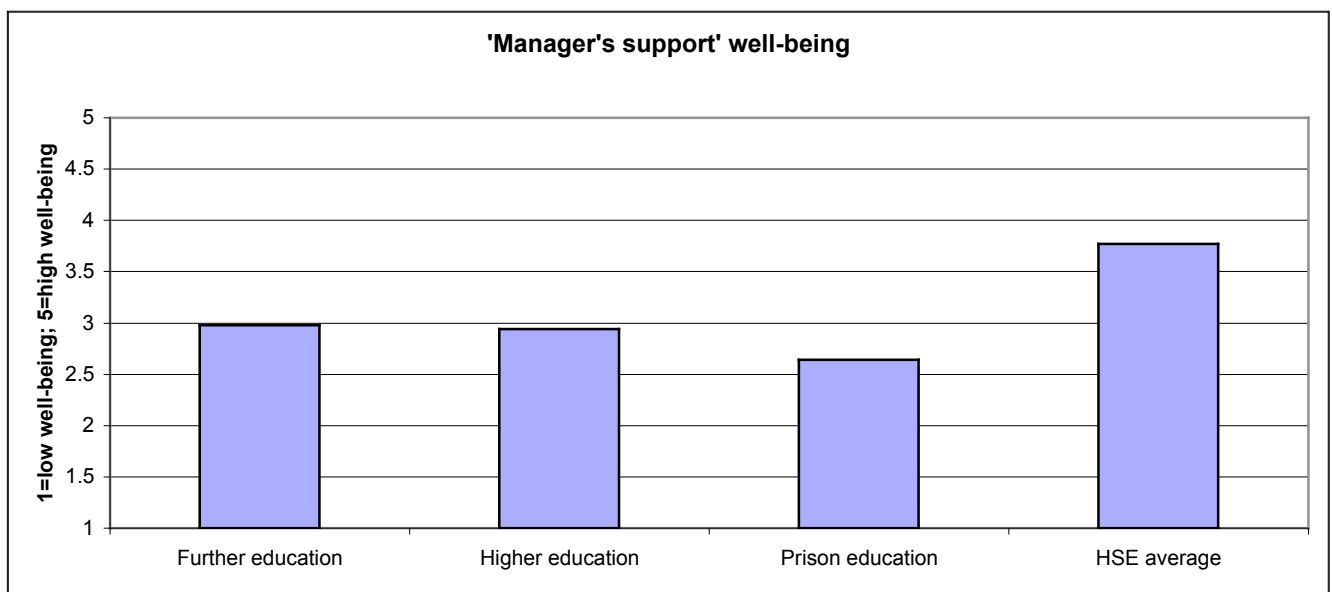
Peer support

A typical snapshot

UCU members in higher education said their colleagues would generally help them if work got difficult. They generally agreed that they could get help and support they needed from colleagues, that they received respect from colleague, and that their colleagues were willing to listen to their work-related problems. Nonetheless, their level of well-being at work relating to peer support was less than the average for the working population.

Factors which make a significant contribution to stress or frustration:

" "

Individualism rules; I have never worked anywhere with such a lack of team spirit and co-operation (lecturer)

A difficult working environment in which some colleagues are not prepared to do their full share of work and in which the line manager struggles to resolve the unfair distribution of tasks between staff contributes substantially to levels of stress (academic-related)

It's the standard thing: some colleagues get away with doing very little and going very far; others, who carry the can, are left at the starting post (lecturer)

The greatest workload is given to (or taken up by) the most competent people, and therefore competence and hard work are penalised (lecturer)

It's very frustrating seeing the wrong people promoted i.e. the 'yes' people not the people who'll actually do the job properly (lecturer)

I feel that my colleagues have unrealistic expectations of me and that some do not do their fair share of allocated tasks (lecturer)

*Increasing conformism among colleagues and a seeming reluctance to question incompetent management (lecturer)*

My stress mostly relates to my colleagues and their willingness to abuse 'academic privileges', the annual leave system and sick leave (lecturer)

Some colleagues refuse to accept a decision which is not in their self-interest and respond in ways that undermine my authority and confidence (lecturer)

" "

(7) If work gets difficult, my colleagues will help me

q7 HE

	Never	Seldom	Sometimes	Often	Always
Series1	4.4%	17.6%	39.8%	28.9%	9.3%
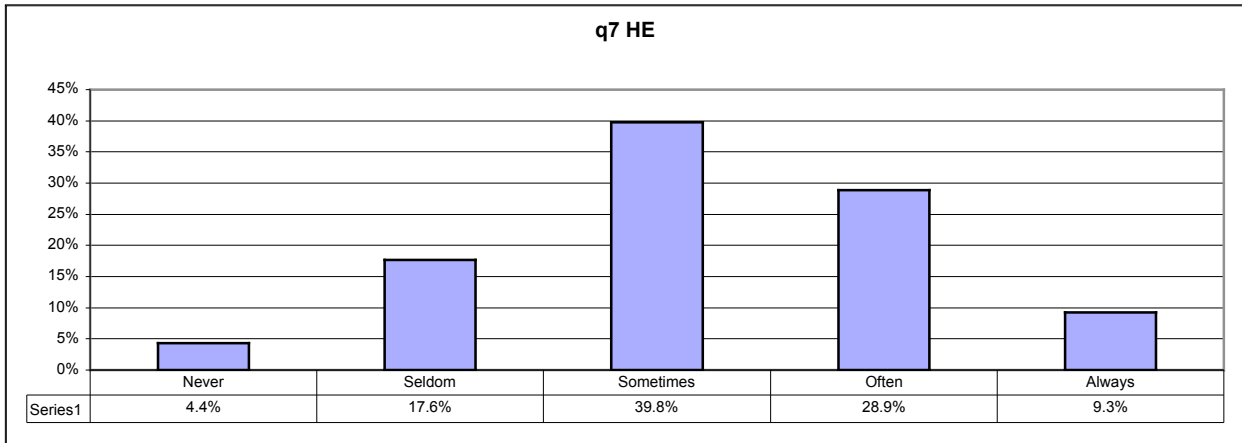
q7	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.41
Higher education	**3.21**
Prison education	3.07

(24) I get help and support I need from colleagues

q24 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	2.8%	12.6%	27.1%	46.9%	10.5%
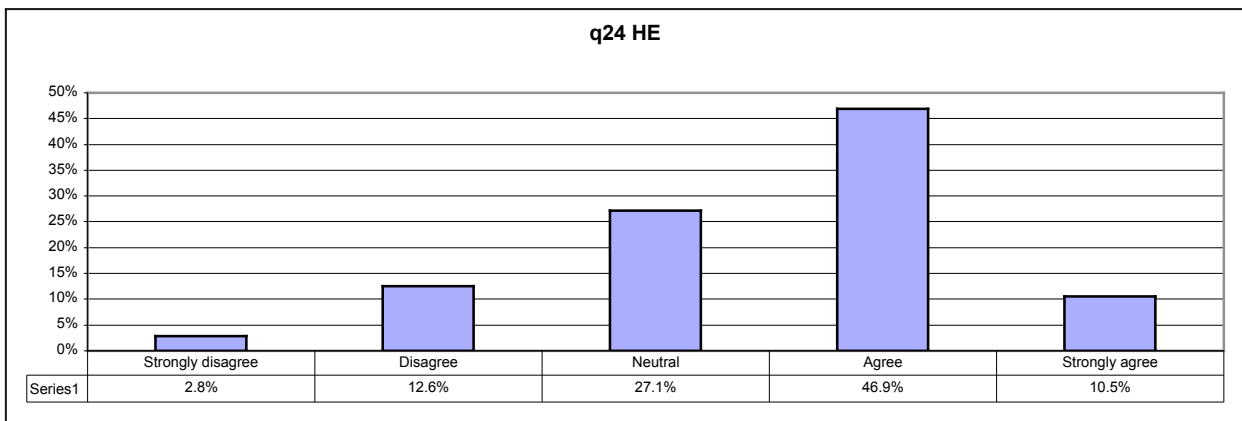
q24	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.70
Higher education	**3.50**
Prison education	3.45

(27) I receive the respect at work I deserve from my colleagues
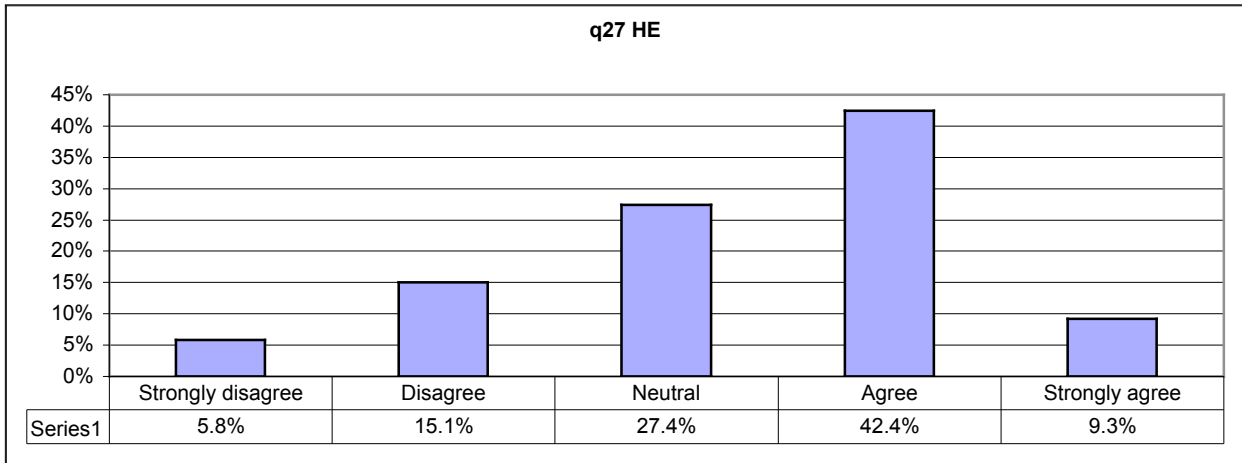
q27 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	5.8%	15.1%	27.4%	42.4%	9.3%

q27	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.49
Higher education	**3.34**
Prison education	3.53

(31) My colleagues are willing to listen to my work-related problems

q31 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	2.9%	10.2%	27.9%	49.3%	9.7%
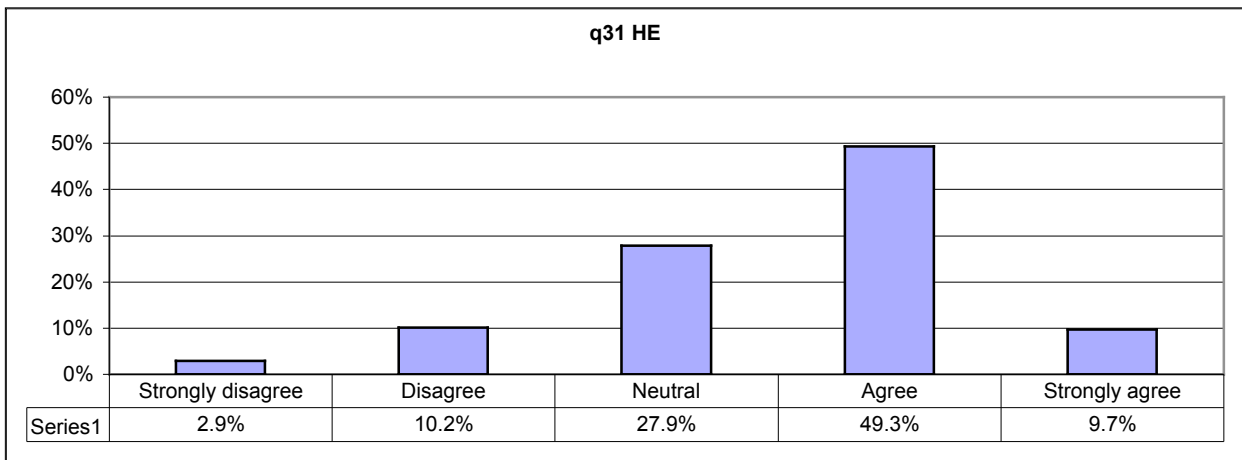
q31	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.65
Higher education	**3.53**
Prison education	3.55

Peer support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey 'Psychosocial Working Conditions in Britain in 2008' indicated less well-being in higher education than in the working population target group (including education) in relation to the level of peer support experienced by employees.

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.56
Higher education	**3.40**
Prison education	3.40
HSE 2008 survey target group average	4.03

'Peer support' well-being
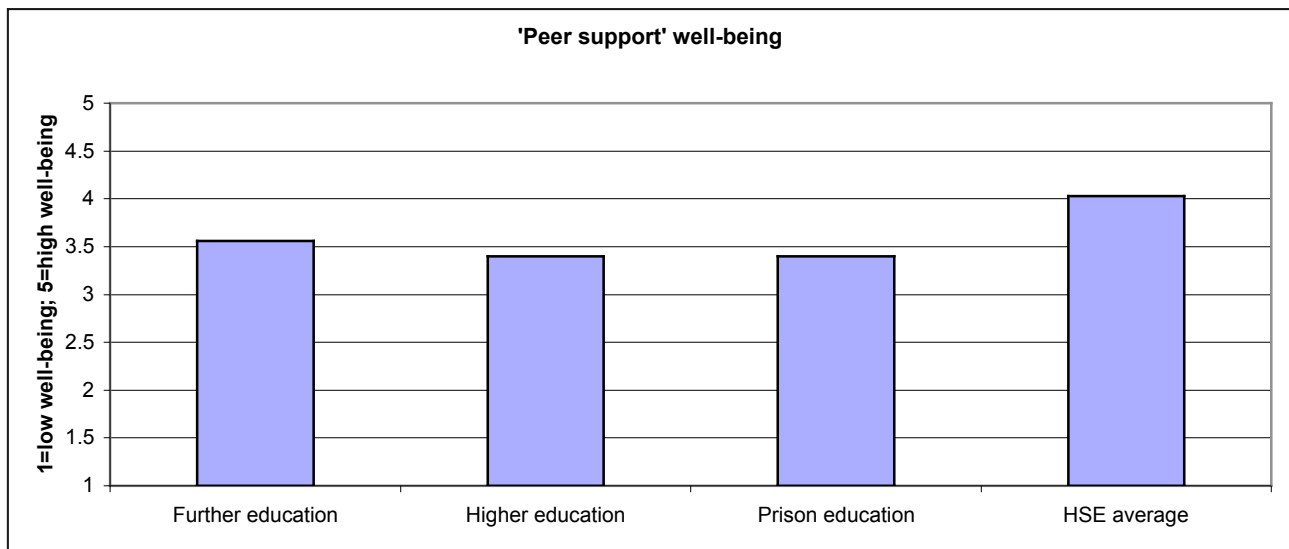
Relationships

A typical snapshot

Less than half of UCU members in higher education could say they were never subject to personal harassment at work. They said there was sometimes friction or anger between colleagues. Only 51% of UCU members in higher education could say they were never subject to bullying at work; this proportion was lower at a number of HE institutions. Respondents were fairly evenly divided on the question of whether relationships at work were strained. Their level of well-being concerning relationships at work was below the average for Britain's working population.

Factors which make a significant contribution to stress or frustration:

"   "

Lack of support from my line manager which eventually became harassment and resulted in my dismissal (although the official reason was redundancy) (academic-related)

I have been bullied and have received counselling for this. I am now on regular medication (lecturer)

Our head of department bullies staff who speak their mind (and treats those who are quiet "nicely"). Bullying takes the form of higher teaching loads (teaching loads are kept secret in my department), less resources for research, and unreasonable requests (lecturer)

Age discrimination in the form of open comments about it "being time for me to retire", comments in front of students and in staff meetings about my age (lecturer)

Although I have managed to "keep my head down" and therefore do not suffer from direct bullying or intimidation, I see its affects on others within the organisation. This is extremely upsetting and frustrating as I feel I am powerless to do anything about it (lecturer)

"   "

(5) I am subject to personal harassment at work

q5 HE

	Never	Seldom	Sometimes	Often	Always
Series1	45.1%	29.2%	18.8%	5.5%	1.5%
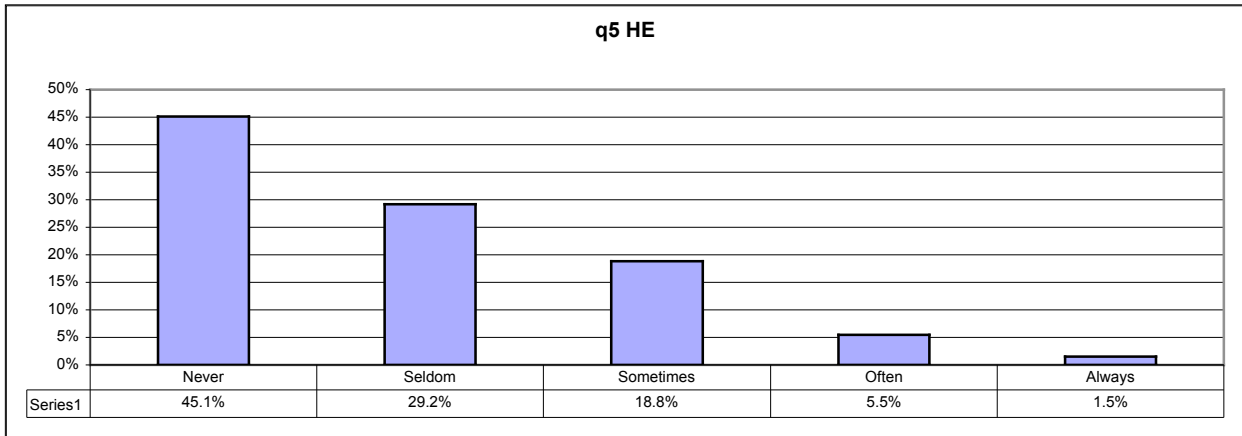
	HSE scale out of 5
q5	1=low well-being; 5=high well-being
Further education	3.96
Higher education	**4.11**
Prison education	3.58

(14) There is friction or anger between colleagues

q14 HE

	Never	Seldom	Sometimes	Often	Always
Series1	2.8%	26.0%	43.7%	20.9%	6.6%
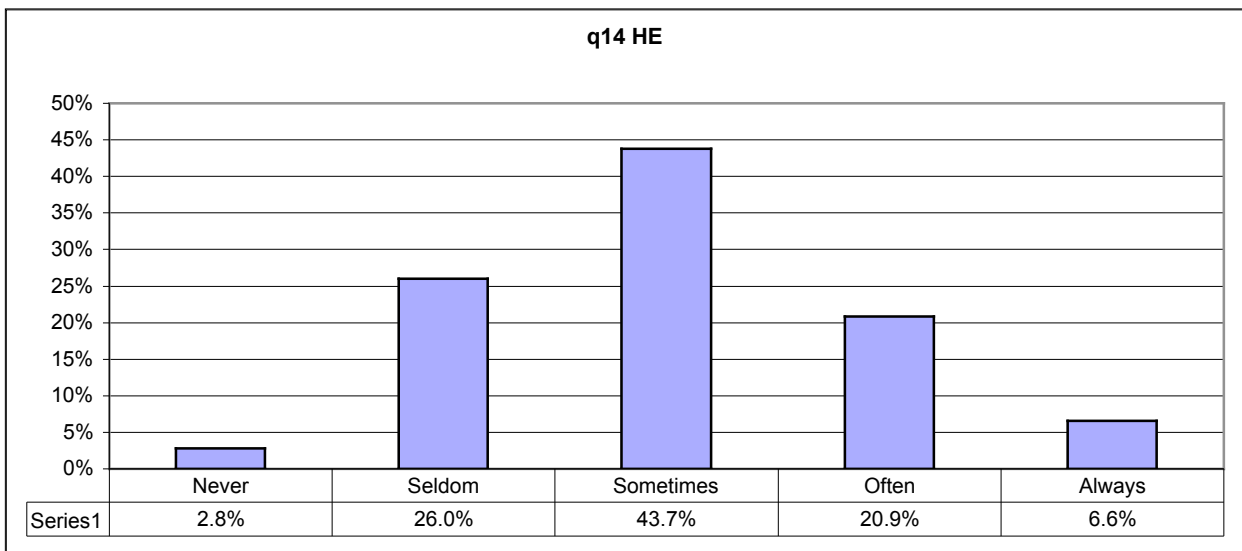
	HSE scale out of 5
q14	1=low well-being; 5=high well-being
Further education	3.07
Higher education	**2.98**
Prison education	2.34

(21) I am subject to bullying at work

q21 HE

	Never	Seldom	Sometimes	Often	Always
Series1	51.0%	25.6%	16.7%	5.1%	1.6%
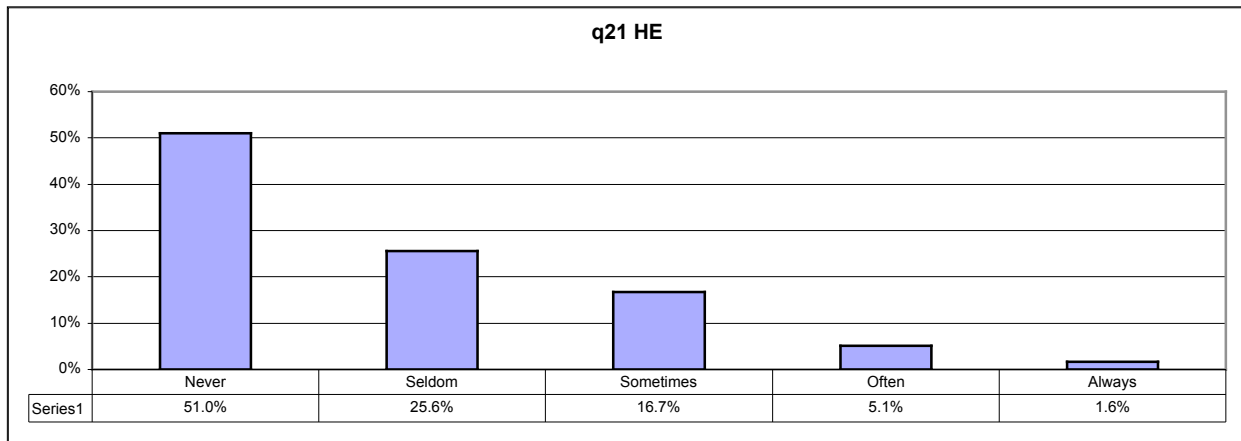
	HSE scale out of 5
q21	1=low well-being; 5=high well-being
Further education	4.09
Higher education	**4.19**
Prison education	3.68

The following table indicates the responses to q21 on an institutional basis, where there were at least 30 respondents, or at least 3% of the academic staff responding. The table is ranked by the sum of responses to 'always' and 'often'.

q21 I am subject to bullying at work	Total N resp's in UCU sample	Total acad. resp's in UCU sample	Total acad's @ HEI	UCU sample as % of total acad's	Always	Often	Sometimes	Seldom	Never	Total	'Always' + 'Often'
University of East London	36	33	681	4.8%	0.0%	16.7%	33.3%	27.8%	22.2%	100.0%	16.7%
Kingston University	69	54	1687	3.2%	4.3%	11.6%	21.7%	18.8%	43.5%	100.0%	15.9%
De Montfort University	77	70	1236	5.7%	3.9%	10.4%	18.2%	29.9%	37.7%	100.0%	14.3%
University of Lincoln	44	37	664	5.6%	0.0%	13.6%	15.9%	27.3%	43.2%	100.0%	13.6%
University of Salford	86	53	1224	4.3%	3.5%	9.3%	16.3%	30.2%	40.7%	100.0%	12.8%
University of Glamorgan	48	41	1150	3.6%	2.1%	10.4%	8.3%	29.2%	50.0%	100.0%	12.5%
University of Ulster	143	103	1795	5.7%	2.1%	9.8%	18.9%	30.1%	39.2%	100.0%	11.9%
Bangor University	51	36	674	5.3%	9.8%	2.0%	9.8%	35.3%	43.1%	100.0%	11.8%
Manchester Metropolitan University	77	68	2020	3.4%	3.9%	7.8%	9.1%	35.1%	44.2%	100.0%	11.7%
Birmingham City University	52	33	1642	2.0%	5.8%	5.8%	3.8%	40.4%	44.2%	100.0%	11.5%
University of Greenwich	35	32	1076	3.0%	2.9%	8.6%	22.9%	17.1%	48.6%	100.0%	11.4%
University of Westminster	62	56	1855	3.0%	4.8%	6.5%	22.6%	19.4%	46.8%	100.0%	11.3%
Oxford Brookes University	45	40	1188	3.4%	2.2%	8.9%	15.6%	17.8%	55.6%	100.0%	11.1%
University of Gloucestershire	46	40	593	6.7%	4.3%	6.5%	21.7%	19.6%	47.8%	100.0%	10.9%
University of Hertfordshire	46	45	1650	2.7%	4.3%	6.5%	19.6%	17.4%	52.2%	100.0%	10.9%
University of Dundee	94	61	1396	4.4%	3.2%	7.4%	14.9%	33.0%	41.5%	100.0%	10.6%
University of Bradford	124	80	661	12.1%	2.4%	8.1%	19.4%	27.4%	42.7%	100.0%	10.5%
University of Portsmouth	38	29	1052	2.8%	2.6%	7.9%	18.4%	26.3%	44.7%	100.0%	10.5%
Queen's University Belfast	148	124	1604	7.7%	2.0%	8.1%	25.7%	27.0%	37.2%	100.0%	10.1%
University of Northumbria	71	67	1238	5.4%	2.8%	7.0%	18.3%	31.0%	40.8%	100.0%	9.9%
Edge Hill University	61	52	764	6.8%	1.6%	8.2%	16.4%	27.9%	45.9%	100.0%	9.8%
Goldsmiths College	42	28	433	6.5%	0.0%	9.5%	21.4%	33.3%	35.7%	100.0%	9.5%

q21 I am subject to bullying at work	Total N resp's in UCU sample	Total acad. resp's in UCU sample	Total acad's @ HEI	UCU sample as % of total acad's	Always	Often	Sometimes	Seldom	Never	Total	'Always' + 'Often'
Staffordshire University	55	50	760	6.6%	1.8%	7.3%	21.8%	32.7%	36.4%	100.0%	9.1%
University of Huddersfield	55	51	1457	3.5%	3.6%	5.5%	14.5%	21.8%	54.5%	100.0%	9.1%
University of Wolverhampton	55	49	1140	4.3%	1.8%	7.3%	21.8%	30.9%	38.2%	100.0%	9.1%
University of Hull	89	61	974	6.3%	0.0%	9.0%	21.3%	24.7%	44.9%	100.0%	9.0%
University of Keele	80	61	751	8.1%	3.8%	5.0%	20.0%	21.3%	50.0%	100.0%	8.8%
London Metropolitan University*	46	38	1175	3.2%	0.0%	8.7%	17.4%	28.3%	45.7%	100.0%	8.7%
Royal Holloway & Bedford	49	43	1058	4.1%	0.0%	8.2%	20.4%	32.7%	38.8%	100.0%	8.2%
University of Lancaster	110	57	1398	4.1%	1.8%	6.4%	20.0%	19.1%	52.7%	100.0%	8.2%
University of Teesside	37	32	689	4.6%	5.4%	2.7%	16.2%	18.9%	56.8%	100.0%	8.1%
Queen Mary & Westfield	90	59	1680	3.5%	2.2%	5.6%	20.0%	18.9%	53.3%	100.0%	7.8%
School of Oriental & African Studies	52	32	842	3.8%	5.8%	1.9%	13.5%	21.2%	57.7%	100.0%	7.7%
Anglia Ruskin University	40	33	1137	2.9%	0.0%	7.5%	17.5%	27.5%	47.5%	100.0%	7.5%
University of Plymouth	53	46	1121	4.1%	0.0%	7.5%	20.8%	24.5%	47.2%	100.0%	7.5%
University of West of England	81	74	1757	4.2%	1.2%	6.2%	13.6%	18.5%	60.5%	100.0%	7.4%
University of Wales Institute Cardiff	42	40	552	7.2%	4.8%	2.4%	21.4%	16.7%	54.8%	100.0%	7.1%
Nottingham Trent University	86	76	1479	5.1%	1.2%	5.8%	23.3%	24.4%	45.3%	100.0%	7.0%
Imperial College	62	35	3215	1.1%	3.2%	3.2%	12.9%	27.4%	53.2%	100.0%	6.5%
Leeds Metropolitan University	31	26	1493	1.7%	6.5%	0.0%	19.4%	29.0%	45.2%	100.0%	6.5%
Southampton Solent University	31	30	637	4.7%	0.0%	6.5%	19.4%	22.6%	51.6%	100.0%	6.5%
University of Cumbria (inc St Martin's)	63	48	635	7.6%	0.0%	6.3%	20.6%	27.0%	46.0%	100.0%	6.3%
Liverpool John Moores University	65	58	1245	4.7%	0.0%	6.2%	13.8%	16.9%	63.1%	100.0%	6.2%
University of Southampton	131	90	2442	3.7%	1.5%	4.6%	14.5%	25.2%	54.2%	100.0%	6.1%
University of Essex	67	43	994	4.3%	1.5%	4.5%	11.9%	40.3%	41.8%	100.0%	6.0%
London School of Economics	34	16	1380	1.2%	5.9%	0.0%	11.8%	29.4%	52.9%	100.0%	5.9%
University of Kent	69	51	1440	3.5%	2.9%	2.9%	15.9%	20.3%	58.0%	100.0%	5.8%
University of Warwick	104	74	1831	4.0%	0.0%	5.8%	15.4%	28.8%	50.0%	100.0%	5.8%
Birkbeck College	35	28	1396	2.0%	2.9%	2.9%	22.9%	22.9%	48.6%	100.0%	5.7%
Cardiff University	87	63	2806	2.2%	2.3%	3.4%	11.5%	24.1%	58.6%	100.0%	5.7%
Loughborough University	105	74	1506	4.9%	2.9%	2.9%	12.4%	35.2%	46.7%	100.0%	5.7%
University of Edinburgh	230	150	2891	5.2%	2.2%	3.5%	13.0%	19.1%	62.2%	100.0%	5.7%
University of Birmingham	160	124	2422	5.1%	1.9%	3.8%	16.3%	23.8%	54.4%	100.0%	5.6%
University of Stirling	91	65	990	6.6%	1.1%	4.4%	17.6%	26.4%	50.5%	100.0%	5.5%
London South Bank University	37	33	815	4.0%	2.7%	2.7%	21.6%	37.8%	35.1%	100.0%	5.4%
University of Durham	131	101	1278	7.9%	1.5%	3.8%	13.0%	19.1%	62.6%	100.0%	5.3%
University of Surrey	38	32	1226	2.6%	2.6%	2.6%	18.4%	21.1%	55.3%	100.0%	5.3%
Sheffield Hallam University	77	69	1744	4.0%	0.0%	5.2%	20.8%	23.4%	50.6%	100.0%	5.2%
University of York	96	68	1336	5.1%	0.0%	5.2%	18.8%	24.0%	52.1%	100.0%	5.2%
King's College London	98	79	2908	2.7%	1.0%	4.1%	14.3%	23.5%	57.1%	100.0%	5.1%
University of Central Lancashire	60	57	1168	4.9%	0.0%	5.0%	23.3%	38.3%	33.3%	100.0%	5.0%
University of Glasgow	180	115	2581	4.5%	0.0%	5.0%	17.8%	29.4%	47.8%	100.0%	5.0%
University of Bath	61	39	1447	2.7%	0.0%	4.9%	18.0%	27.9%	49.2%	100.0%	4.9%
University of Strathclyde	84	55	1440	3.8%	2.4%	2.4%	11.9%	23.8%	59.5%	100.0%	4.8%
Brunel University	44	32	1124	2.8%	0.0%	4.5%	15.9%	34.1%	45.5%	100.0%	4.5%
Thames Valley University	45	36	1039	3.5%	2.2%	2.2%	15.6%	33.3%	46.7%	100.0%	4.4%
University of Bristol	137	96	2334	4.1%	0.0%	4.4%	14.6%	24.8%	56.2%	100.0%	4.4%

q21 I am subject to bullying at work	Total N resp's in UCU sample	Total acad. resp's in UCU sample	Total acad's @ HEI	UCU sample as % of total acad's	Always	Often	Sometimes	Seldom	Never	Total	'Always' + 'Often'
University of Nottingham	186	143	2926	4.9%	0.5%	3.8%	8.6%	24.2%	62.9%	100.0%	4.3%
University of Manchester	265	163	4217	3.9%	0.8%	3.4%	13.2%	24.5%	58.1%	100.0%	4.2%
Aberystwyth University	73	44	780	5.6%	1.4%	2.7%	12.3%	23.3%	60.3%	100.0%	4.1%
Swansea University	98	80	736	10.9%	1.0%	3.1%	15.3%	24.5%	56.1%	100.0%	4.1%
University of East Anglia	73	53	1314	4.0%	2.7%	1.4%	15.1%	31.5%	49.3%	100.0%	4.1%
University of Leeds	269	167	2769	6.0%	0.0%	4.1%	13.8%	23.0%	59.1%	100.0%	4.1%
University College London	100	77	4763	1.6%	1.0%	3.0%	15.0%	31.0%	50.0%	100.0%	4.0%
University of Liverpool	151	115	2037	5.6%	0.7%	3.3%	16.6%	22.5%	57.0%	100.0%	4.0%
University of Cambridge	102	60	4124	1.5%	1.0%	2.9%	11.8%	29.4%	54.9%	100.0%	3.9%
Open University	208	103	7815	1.3%	0.5%	3.4%	11.5%	24.0%	60.6%	100.0%	3.8%
University of Aberdeen	104	75	1435	5.2%	0.0%	3.8%	11.5%	21.2%	63.5%	100.0%	3.8%
University of Derby	52	48	1039	4.6%	1.9%	1.9%	21.2%	30.8%	44.2%	100.0%	3.8%
Heriot-Watt University	81	54	663	8.1%	0.0%	3.7%	18.5%	28.4%	49.4%	100.0%	3.7%
University of Leicester	117	87	1512	5.8%	0.9%	2.6%	19.7%	23.9%	53.0%	100.0%	3.4%
University of Bedfordshire	31	24	561	4.3%	0.0%	3.2%	19.4%	29.0%	48.4%	100.0%	3.2%
Coventry University	32	30	940	3.2%	0.0%	3.1%	34.4%	28.1%	34.4%	100.0%	3.1%
Bournemouth University	34	29	760	3.8%	0.0%	2.9%	26.5%	32.4%	38.2%	100.0%	2.9%
University of Newcastle	139	108	2402	4.5%	0.7%	2.2%	13.7%	23.7%	59.7%	100.0%	2.9%
Cranfield University	38	28	632	4.4%	0.0%	2.6%	7.9%	28.9%	60.5%	100.0%	2.6%
University of St Andrews	39	24	891	2.7%	2.6%	0.0%	12.8%	33.3%	51.3%	100.0%	2.6%
University of Reading	80	61	1469	4.2%	1.3%	1.3%	8.8%	23.8%	65.0%	100.0%	2.5%
University of Sheffield	164	114	2510	4.5%	0.6%	1.8%	14.6%	23.8%	59.1%	100.0%	2.4%
City University	43	30	1853	1.6%	2.3%	0.0%	11.6%	32.6%	53.5%	100.0%	2.3%
London School of Hygiene	30	20	452	4.4%	0.0%	0.0%	6.7%	13.3%	80.0%	100.0%	0.0%

acad = academic staff (total number of academic staff: source: HESA 2006-7 individual staff record)
resp = respondent to UCU survey
*full-time equivalent

(34) Relationships at work are strained

| Series1	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	7.9%	29.0%	27.8%	25.7%	9.6%
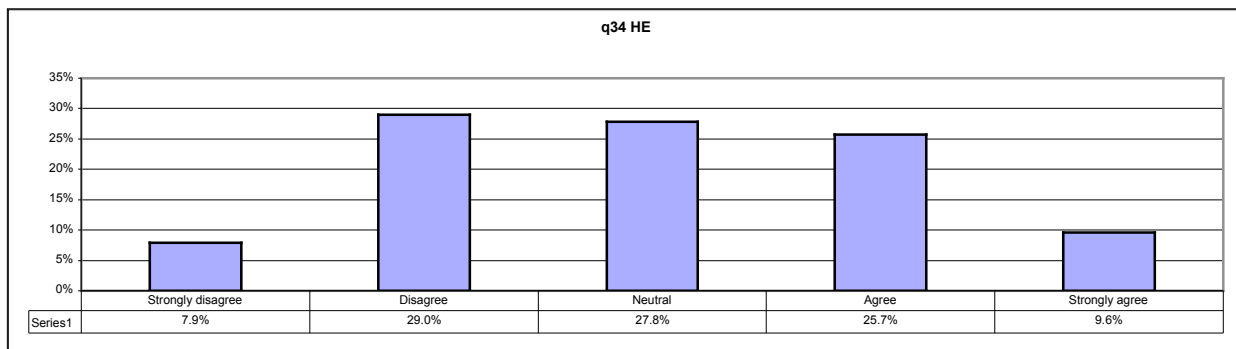
	HSE scale out of 5
q34	1=low well-being; 5=high well-being
Further education	2.97
Higher education	**3.00**
Prison education	2.56

Relationships: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey 'Psychosocial Working Conditions in Britain in 2008' indicated less well-being in higher education than in the working population target group (including education) concerning employees' relationships at work.

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.52
Higher education	**3.57**
Prison education	3.04
HSE 2008 survey target group average	4.13

'Relationships' well-being
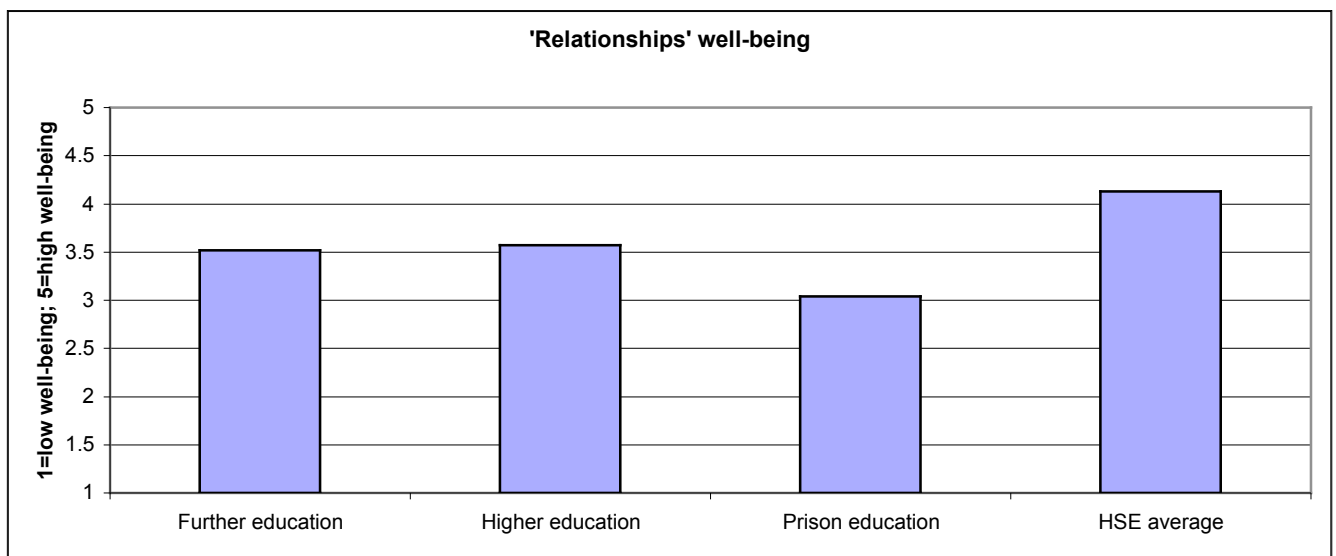
Role

A typical snapshot

UCU members in higher education were generally clear about what was expected of them at work, and they generally knew how to go about getting their job done. They were generally clear what their duties and responsibilities were, about the goals and objectives for their department. On the whole, they understood how their work fitted in with the overall aim of the organisation. Nevertheless, UCU members in higher education had lower well-being than the working population on average in relation to the clarity of employees' understanding of their role at work.

Factors which make a significant contribution to stress or frustration:

" "

We are expected to excel at teaching, research and admin, and not given enough time to do everything (lecturer)

Increasing and often conflicting demands/expectations from a range of stakeholders both within and outside the institution (lecturer)

Both the quantity of the workload and its diversity, which requires a very broad skill set maintained at a very high level, contribute to my stress (lecturer)

Teaching and research are compatible, teaching and admin are compatible, but trying to combine all three is my main source of stress (lecturer)

juggling several roles with no clear definition of which one is the most important and how I am expected to be using my time (lecturer)
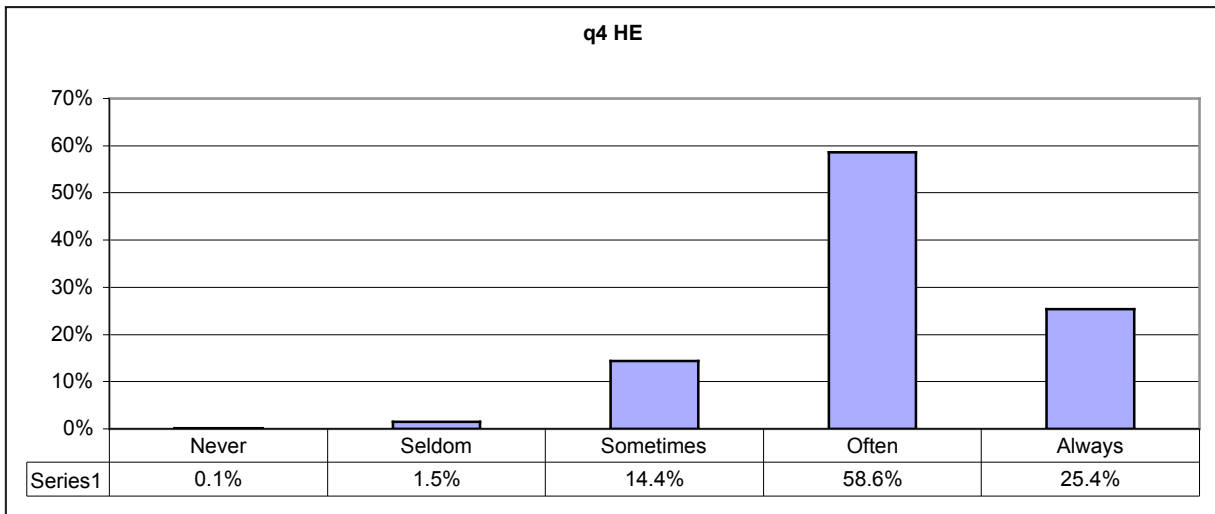
" "

(1) I am clear what is expected of me at work

q1 HE

Series1	Never	Seldom	Sometimes	Often	Always
	0.7%	5.1%	23.8%	52.1%	18.4%
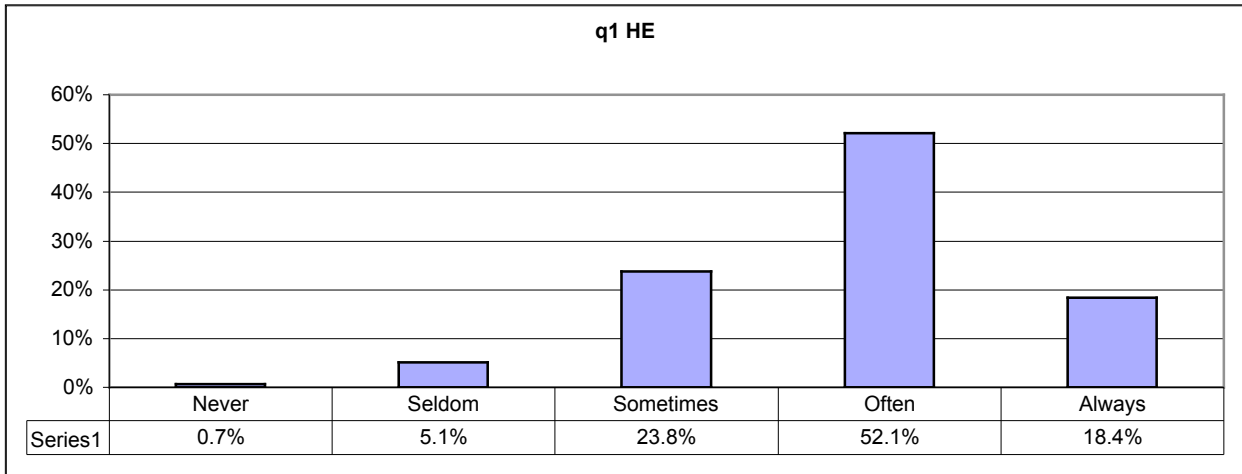
HSE scale out of 5

q1	1=low well-being; 5=high well-being
Further education	3.82
Higher education	**3.82**
Prison education	3.81

(4) I know how to go about getting my job done

q4 HE

Series1	Never	Seldom	Sometimes	Often	Always
	0.1%	1.5%	14.4%	58.6%	25.4%

HSE scale out of 5

q4	1=low well-being; 5=high well-being
Further education	4.02
Higher education	**4.08**
Prison education	4.22

(11) I am clear what my duties and responsibilities are
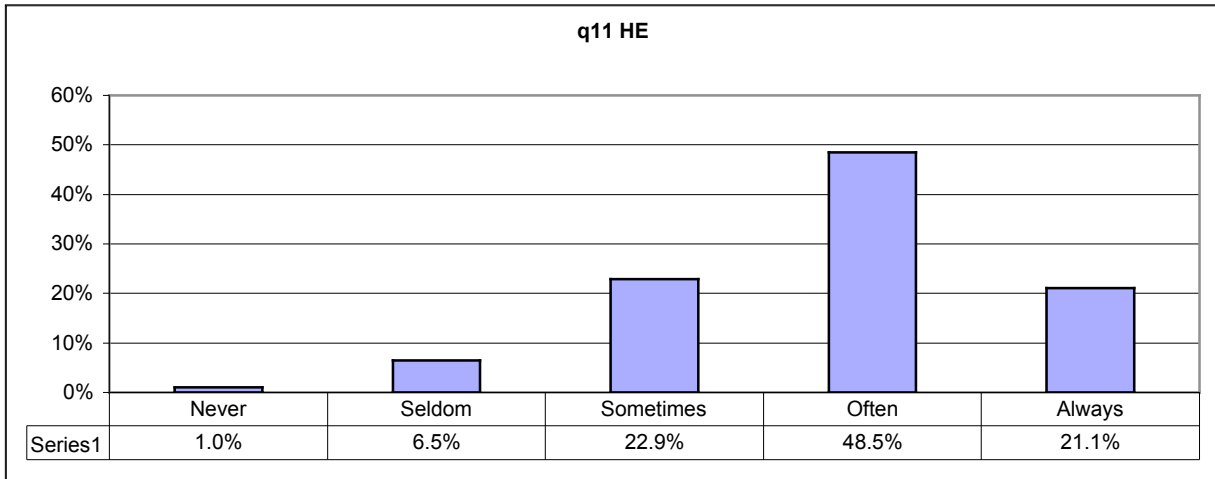
q11 HE

Series1	Never	Seldom	Sometimes	Often	Always
	1.0%	6.5%	22.9%	48.5%	21.1%

q11	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.71
Higher education	**3.82**
Prison education	3.71

(13) I am clear about the goals and objectives for my department
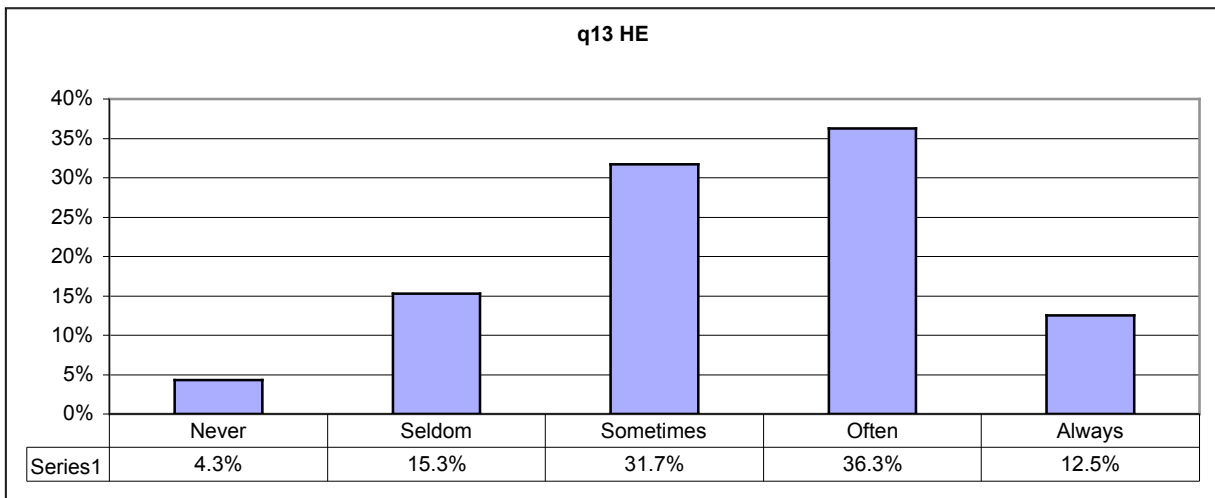
q13 HE

Series1	Never	Seldom	Sometimes	Often	Always
	4.3%	15.3%	31.7%	36.3%	12.5%

q13	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.49
Higher education	**3.37**
Prison education	3.28

(17) I understand how my work fits into the overall aim of the organisation

q17 HE

Series1	Never	Seldom	Sometimes	Often	Always
	3.3%	12.7%	28.4%	39.9%	15.7%
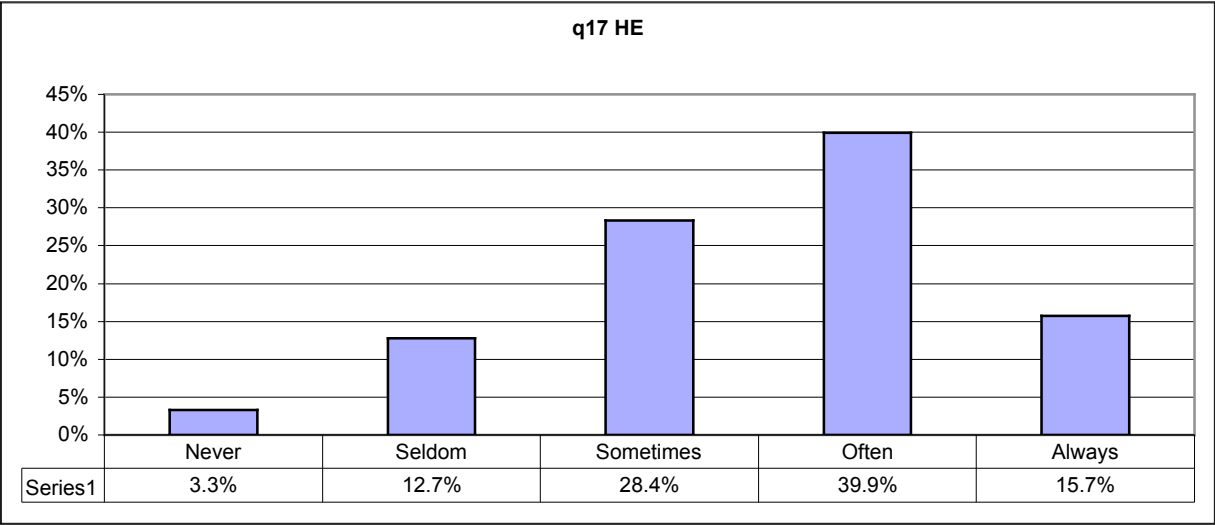
	HSE scale out of 5
q17	1=low well-being; 5=high well-being
Further education	3.53
Higher education	**3.52**
Prison education	3.48

Role: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's 2008 survey 'Psychosocial Working Conditions in Britain in 2008' indicated less well-being in higher education than in the working population target group (including education) in relation to the clarity of employees' understanding of their role at work.

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	3.71
Higher education	**3.72**
Prison education	3.70
HSE 2008 survey target group average	4.61

'Role' well-being
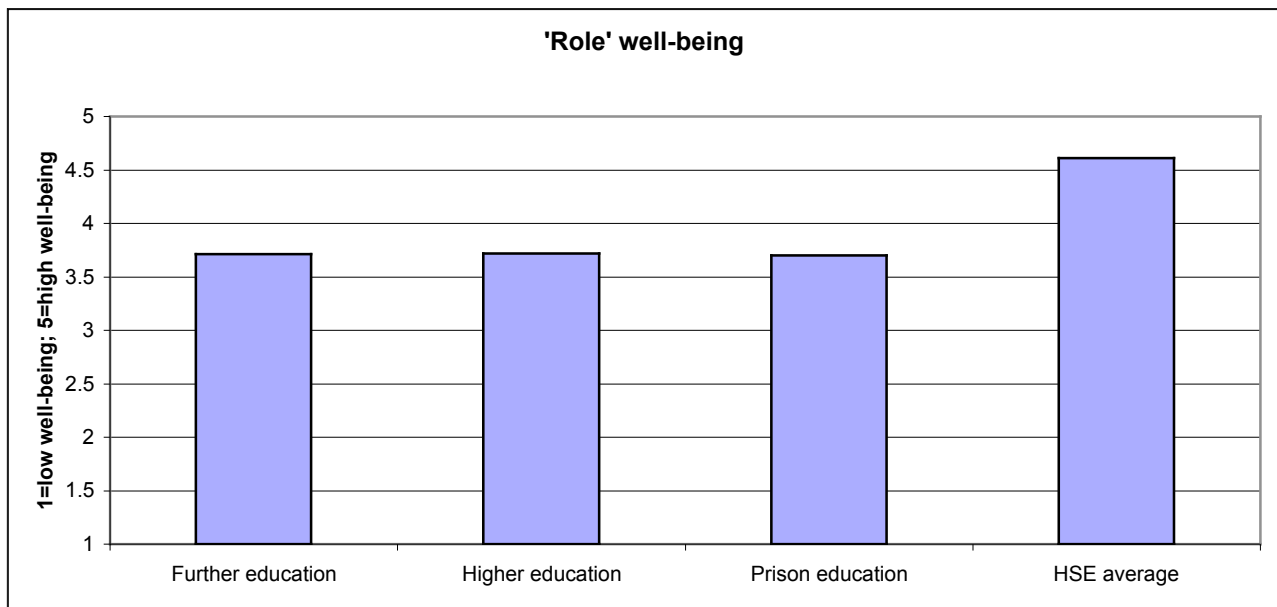
Change

A typical snapshot

UCU members in higher education were fairly evenly divided over the statement 'I have sufficient opportunities to question managers about change at work'. They tended to disagree, however, that staff were always consulted about change at work. They generally disagreed with the statement 'When changes are made at work, I am clear about how they will work out in practice'. Well-being in higher education was lower than in the working population regarding the way change is handled at work.

Factors which make a significant contribution to stress or frustration:

❝   ❞

No discussion when changes take place, no involvement when being "realigned" (lecturer)

Unilateral change (imposed by management, without any prior discussion) in my job description, removing the 40% of my work I found satisfying, relacing it with something I would have detested. The result was my taking a ... salary cut to maintain job (administrator)
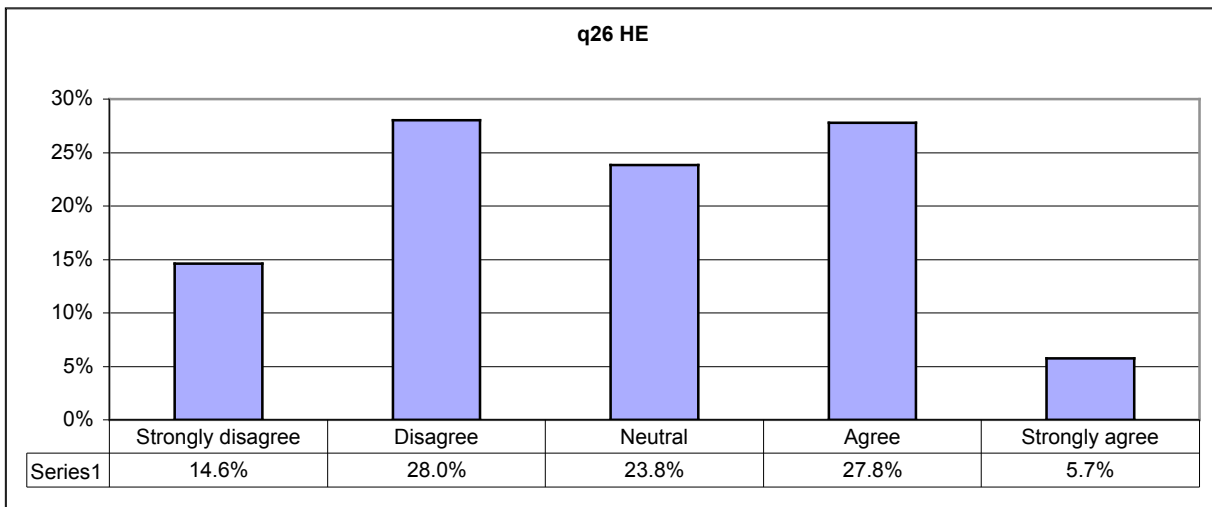
Concern at the way the University constantly reorganises resulting in job changes where people are appointed without relevant experience or qualifications to carry out their roles (administrator)

Having worked for 25 years in the University and seen four Vice-Chancellors come and go, the organisational units of the University have been repeatedly changed; we have had at least four permutations of Faculties, Colleges, Schools, Departments and Divisions (lecturer)

In 2004-5 I was on a "at risk of redundancy list" for over a year. This led to a period of serious ill-health requiring tests for abdominal pains including a biopsy to rule out stomach cancer. My digestive health has never recovered from this (lecturer)

❝   ❞

(26) I have sufficient opportunities to question managers about change at work

q26 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	14.6%	28.0%	23.8%	27.8%	5.7%

	HSE scale out of 5
q26	1=low well-being; 5=high well-being
Further education	2.61
Higher education	**2.82**
Prison education	2.50

(28) Staff are always consulted about change at work

q28 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	23.1%	38.1%	24.4%	12.8%	1.6%
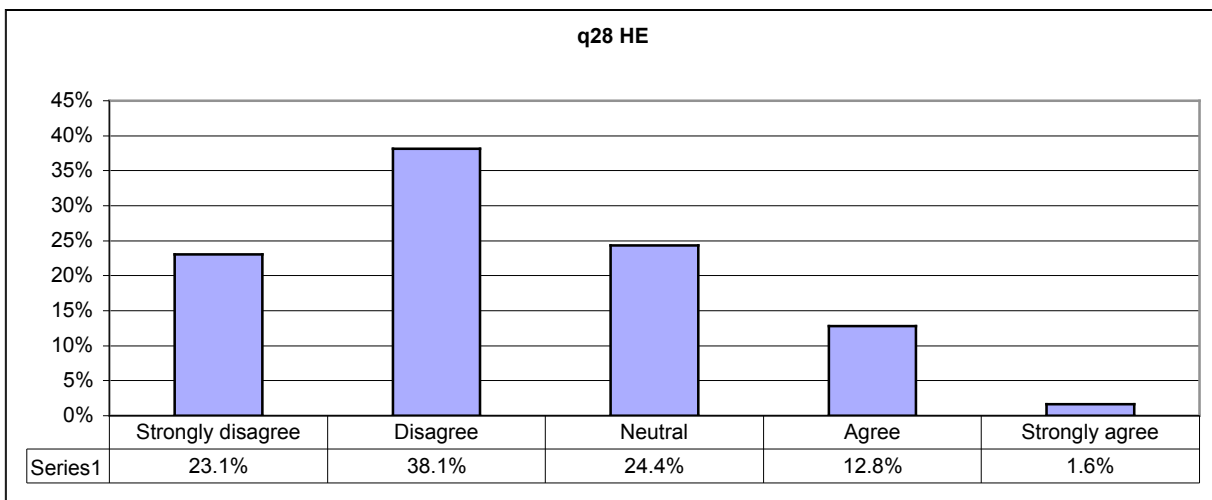
	HSE scale out of 5
q28	1=low well-being; 5=high well-being
Further education	2.14
Higher education	**2.32**
Prison education	1.96

(32) When changes are made at work, I am clear about how they will work out in practice
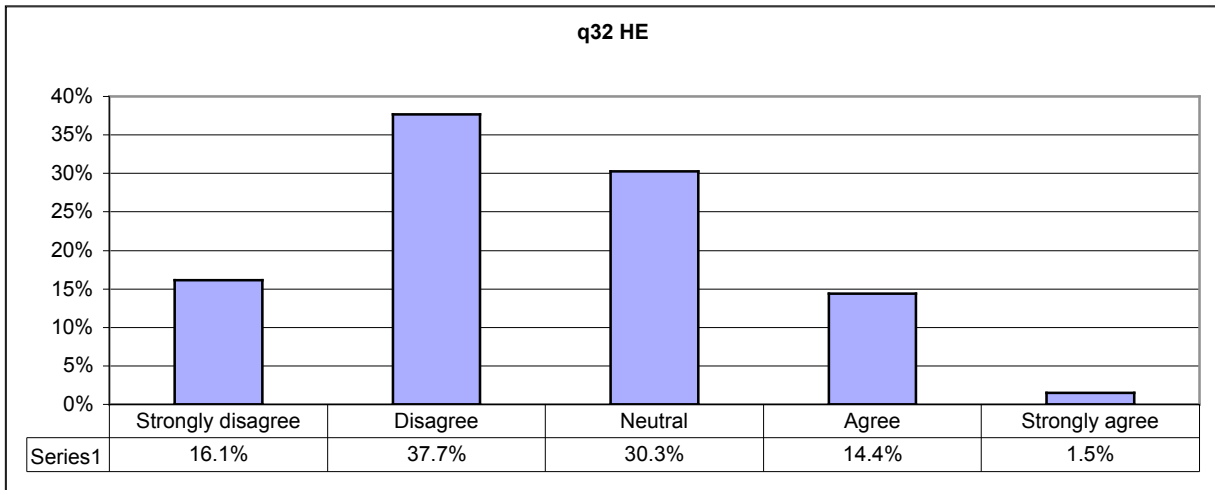
q32 HE

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Series1	16.1%	37.7%	30.3%	14.4%	1.5%

HSE scale out of 5

q32	1=low well-being; 5=high well-being
Further education	2.38
Higher education	**2.48**
Prison education	2.26

Change: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's 2008 survey 'Psychosocial Working Conditions in Britain in 2008' indicated less well-being in higher education than in the working population target group (including education) regarding the way change is handled at work.

	HSE scale out of 5 1=low well-being; 5=high well-being
Further education	2.38
Higher education	**2.54**
Prison education	2.24
HSE 2008 survey target group average	3.54

'Change' well-being
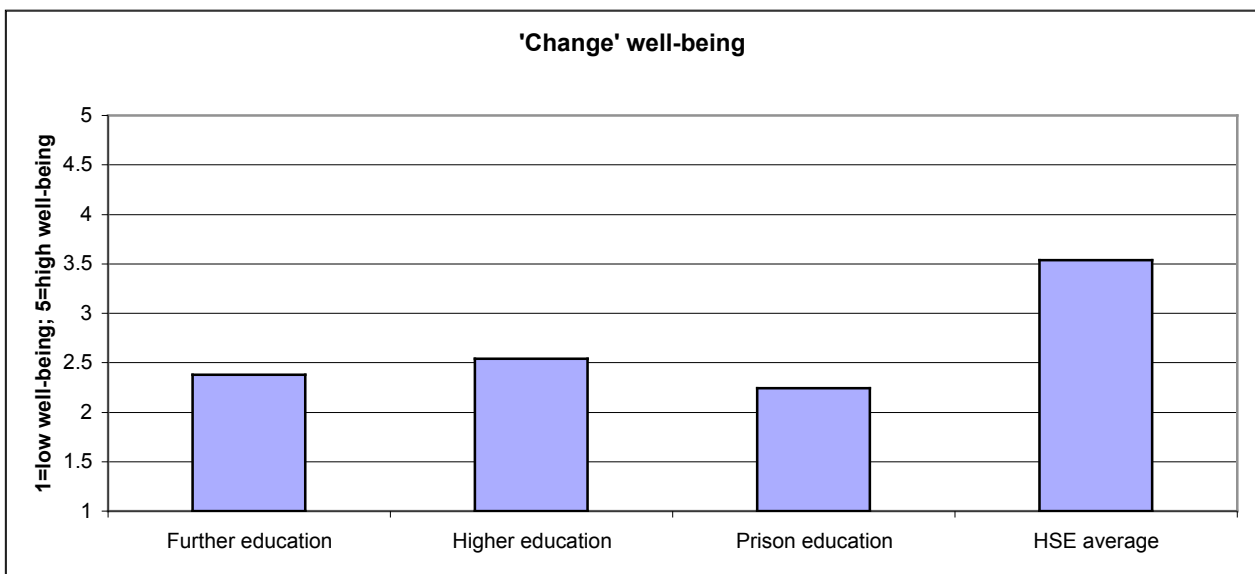
3 Responses to HSE stress questionnaire, by HEI

There were sufficient respondents [4] from a large number of HEIs to allow the responses to the HSE stress questionnaire to be analysed at an institutional level. These were ranked by an overall average for scores for the HEI on each of the seven HSE stressors: demands, control, managerial support, peer support, relationships, role and change. On all of the HSE stressors, apart from control, HEIs on average reported lower well-being than the target group mean averages recorded in the HSE report 'Psychosocial Working Conditions in Britain in 2008'. That finding was also true for the 2004 HSE survey's 50th percentile figures, and even more so for the 2004 HSE survey's 'aspirational benchmark', which was at the level of the 80th percentile. In its report, HSE says: '... organisations should strive to ensure their employees achieve the level of those currently in the top 20% of the distribution for each of the standards ie be at or above the 80th percentile baseline of 2004.' [5] It is clear from the table of HEI scores that the higher education sector is far from achieving the HSE aspiration.

No HEI achieved the HSE 2008 survey target group mean average – let alone the 2004 report's 'aspirational benchmark' - for the following stressors: demands, managerial support, peer support, role and change. For the control stressor, a number of HEIs were above the HSE 2008 survey target group mean average, although none achieved the HSE's 'aspirational benchmark'. On the relationships stressor, one HEI (the London School of Hygiene and Tropical Medicine) was higher than the HSE 2008 report average; none achieved the 'aspirational benchmark'. At the other end of the spectrum, UCU members at a large number of HEIs reported stress levels considerably worse than the HSE average for the working population.

Ranked by average. 1=low well-being; 5=high well-being	Total N resp's in UCU sample	Total acad. resp's in UCU sample	Total acad's @ HEI	UCU sample as % of total acad's	Demands	Control	Managerial support	Peer support	Relation-ships	Role	Change	Average
HSE 2004 survey 50th percentile #					3.5	3.5	3.8	4.0	4.25	5.0	3.67	
HSE 2004 survey 'aspirational benchmark'					4.25	4.33	4.6	4.75	4.75	5.0	4.0	
HSE 2008 survey average: target group*					3.44	3.32	3.77	4.03	4.13	4.61	3.54	
UCU all HE respondents average					2.61	3.75	2.94	3.4	3.57	3.72	2.54	
UCU HEI average					2.59	3.7	2.91	3.39	3.5	3.67	2.47	3.18
London School of Hygiene	30	20	452	4.4%	3.00	4.28	3.36	3.71	4.24	3.85	3.20	3.66
Newman College	11	10	116	8.6%	2.58	3.83	3.75	3.89	3.82	4.13	2.82	3.54
University of Chichester	12	11	354	3.1%	2.93	3.70	3.38	3.42	3.60	3.93	2.86	3.40
University of Bristol	137	96	2334	4.1%	2.64	3.96	3.21	3.51	3.67	3.82	2.92	3.39
Open University	208	103	7815	1.3%	2.82	3.86	3.24	3.51	3.78	3.81	2.69	3.39
University of Reading	80	61	1469	4.2%	2.66	3.84	3.06	3.47	3.90	3.91	2.87	3.38
University of Nottingham	186	143	2926	4.9%	2.63	3.88	3.16	3.51	3.80	3.87	2.73	3.37
Central School Speech & Drama	11	7	55	12.7%	2.56	3.87	3.33	3.36	3.77	3.78	2.76	3.35
University of Leeds	269	167	2769	6.0%	2.65	3.83	3.11	3.46	3.77	3.82	2.86	3.35
University of Cambridge	102	60	4124	1.5%	2.75	4.06	2.78	3.41	3.67	3.90	2.87	3.35
Imperial College	62	35	3215	1.1%	2.69	3.99	3.21	3.44	3.66	3.80	2.68	3.35

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[4] The acceptable sample size in the HSE surveys was 10 or over, see 'HSE Management Standards Analysis Tool User Manual' p. 9

[5] p. 18

Swansea University	98	80	736	10.9%	2.69	3.86	3.11	3.54	3.67	3.79	2.72	3.34
University of Edinburgh	230	150	2891	5.2%	2.67	3.91	2.95	3.48	3.72	3.82	2.70	3.32
University of Sheffield	164	114	2510	4.5%	2.67	3.81	3.09	3.44	3.71	3.82	2.74	3.32
University of Southampton	131	90	2442	3.7%	2.68	3.89	3.02	3.45	3.72	3.77	2.69	3.32
Cranfield University	38	28	632	4.4%	2.53	3.97	3.12	3.33	3.65	3.86	2.69	3.31
Leeds Trinity & All Saints	12	11	168	6.5%	2.89	3.56	3.08	3.75	3.59	3.70	2.53	3.30
University of Leicester	117	87	1512	5.8%	2.64	3.94	3.01	3.38	3.58	3.80	2.77	3.30
University of Aberdeen	104	75	1435	5.2%	2.78	3.77	2.88	3.48	3.81	3.77	2.62	3.30
University of St Andrews	39	24	891	2.7%	2.57	3.92	3.08	3.37	3.57	3.86	2.76	3.30
City University	43	30	1853	1.6%	2.64	3.67	3.28	3.57	3.60	3.81	2.56	3.30
University of York	96	68	1336	5.1%	2.57	3.78	2.96	3.37	3.64	3.84	2.82	3.28
Southampton Solent University	31	30	637	4.7%	2.92	3.60	3.04	3.55	3.61	3.82	2.43	3.28
University of Newcastle	139	108	2402	4.5%	2.68	3.89	3.04	3.37	3.67	3.72	2.62	3.28
University of Warwick	104	74	1831	4.0%	2.57	3.86	3.00	3.41	3.66	3.87	2.61	3.28
University of Strathclyde	84	55	1440	3.8%	2.73	3.84	2.92	3.36	3.67	3.81	2.63	3.28
Queen Mary & Westfield	90	59	1680	3.5%	2.68	3.88	2.98	3.39	3.61	3.77	2.68	3.28
Aberystwyth University	73	44	780	5.6%	2.55	3.79	2.94	3.47	3.68	3.81	2.62	3.27
University of Glasgow	180	115	2581	4.5%	2.59	3.88	2.95	3.38	3.57	3.88	2.65	3.27
London School of Economics	34	16	1380	1.2%	2.74	3.86	2.83	3.18	3.64	3.82	2.83	3.27
University of Liverpool	151	115	2037	5.6%	2.69	3.82	2.96	3.37	3.65	3.69	2.64	3.26
University of Portsmouth	38	29	1052	2.8%	2.70	3.67	3.07	3.53	3.53	3.83	2.49	3.26
University of Durham	131	101	1278	7.9%	2.57	3.80	2.91	3.32	3.67	3.86	2.60	3.25
University of Wales Lampeter	19	13	146	8.9%	2.50	3.92	3.07	3.45	3.46	3.71	2.54	3.24
University of Lancaster	110	57	1398	4.1%	2.58	3.84	2.98	3.49	3.59	3.72	2.51	3.24
Birkbeck College	35	28	1396	2.0%	2.79	3.85	2.72	3.22	3.52	3.77	2.79	3.24
University College London	100	77	4763	1.6%	2.62	3.87	2.92	3.33	3.59	3.73	2.64	3.24
University of East Anglia	73	53	1314	4.0%	2.47	3.81	3.10	3.46	3.53	3.72	2.54	3.23
University of Manchester	265	163	4217	3.9%	2.74	3.81	2.86	3.38	3.71	3.64	2.48	3.23
Heriot-Watt University	81	54	663	8.1%	2.63	3.89	2.89	3.32	3.54	3.70	2.56	3.22
St Mary's UC Twickenham	14	11	305	3.6%	3.14	3.72	2.84	3.59	3.46	3.57	2.21	3.22
University of Bath	61	39	1447	2.7%	2.64	3.78	2.91	3.34	3.51	3.73	2.60	3.22
Birmingham City University	52	33	1642	2.0%	2.73	3.62	3.01	3.50	3.58	3.64	2.44	3.22
Queen Margaret University Edinburgh	26	19	201	9.5%	2.67	3.81	2.91	3.55	3.53	3.74	2.24	3.21
University of Lincoln	44	37	664	5.6%	2.59	3.57	3.12	3.64	3.40	3.69	2.49	3.21
Liverpool John Moores University	65	58	1245	4.7%	2.69	3.72	2.90	3.54	3.67	3.67	2.27	3.21
Bath Spa University	19	15	372	4.0%	2.46	3.69	2.97	3.54	3.70	3.81	2.31	3.21
Edge Hill University	61	52	764	6.8%	2.60	3.63	3.01	3.62	3.47	3.69	2.41	3.20
University of Plymouth	53	46	1121	4.1%	2.72	3.77	2.89	3.37	3.42	3.73	2.49	3.20
London South Bank University	37	33	815	4.0%	2.76	3.61	2.89	3.53	3.48	3.67	2.49	3.20
Canterbury Christ Church University	19	19	559	3.4%	2.63	3.67	2.96	3.49	3.47	3.68	2.49	3.20
Royal Holloway & Bedford	49	43	1058	4.1%	2.50	3.80	3.04	3.35	3.44	3.83	2.38	3.19
Sheffield Hallam University	77	69	1744	4.0%	2.56	3.59	3.02	3.51	3.51	3.59	2.54	3.19
Swansea Metropolitan University	12	11	308	3.6%	2.63	3.46	3.05	3.35	3.54	3.67	2.64	3.19
University of Keele	80	61	751	8.1%	2.62	3.74	2.99	3.38	3.48	3.67	2.38	3.18
University of Birmingham	160	124	2422	5.1%	2.53	3.91	2.78	3.35	3.63	3.64	2.44	3.18
University of West of England	104	74	1831	4.0%	2.52	3.67	3.02	3.51	3.65	3.62	2.24	3.18
School of Oriental & African Studies	52	32	842	3.8%	2.51	3.60	2.94	3.27	3.50	3.82	2.64	3.18
Brunel University	44	32	1124	2.8%	2.55	3.69	2.79	3.34	3.59	3.75	2.53	3.18
King's College London	98	79	2908	2.7%	2.50	3.82	2.80	3.21	3.60	3.75	2.54	3.18
Goldsmiths College	42	28	433	6.5%	2.55	3.80	2.88	3.30	3.46	3.60	2.59	3.17
Loughborough University	105	74	1506	4.9%	2.55	3.71	2.75	3.34	3.55	3.67	2.59	3.17
University of Surrey	38	32	1226	2.6%	2.55	3.65	3.03	3.31	3.62	3.61	2.41	3.17
Cardiff University	87	63	2806	2.2%	2.70	3.70	2.91	3.25	3.57	3.57	2.53	3.17
University of Bradford	124	80	661	12.1%	2.42	3.73	2.99	3.32	3.40	3.70	2.58	3.16
University of Bolton	20	18	291	6.2%	2.53	3.49	2.90	3.46	3.59	3.47	2.68	3.16
University of Kent	69	51	1440	3.5%	2.65	3.75	2.99	3.22	3.51	3.66	2.34	3.16
Oxford Brookes University	45	40	1188	3.4%	2.41	3.60	2.99	3.55	3.53	3.74	2.31	3.16
University of Wolverhampton	55	49	1140	4.3%	2.67	3.60	3.06	3.44	3.34	3.58	2.37	3.15
University of Glamorgan	48	41	1150	3.6%	2.62	3.66	3.00	3.40	3.36	3.65	2.37	3.15
Thames Valley University	45	36	1039	3.5%	2.71	3.44	2.82	3.36	3.51	3.69	2.50	3.15
University of Wales Institute Cardiff	42	40	552	7.2%	2.58	3.65	2.85	3.49	3.41	3.64	2.39	3.14
Bangor University	51	36	674	5.3%	2.56	3.77	2.82	3.13	3.48	3.77	2.48	3.14

University of Greenwich	35	32	1076	3.0%	2.68	3.71	2.70	3.50	3.41	3.63	2.33	3.14
Anglia Ruskin University	40	33	1137	2.9%	2.59	3.56	2.88	3.48	3.50	3.66	2.28	3.14
Writtle College	22	14	180	7.8%	2.73	3.43	3.01	3.56	3.32	3.65	2.19	3.13
York St John University	19	16	233	6.9%	2.60	3.59	2.97	3.53	3.34	3.57	2.32	3.13
University of Bedfordshire	31	24	561	4.3%	2.60	3.66	2.93	3.51	3.53	3.46	2.24	3.13
University of Abertay Dundee	22	18	217	8.3%	2.54	3.70	3.11	3.37	3.44	3.56	2.15	3.12
University of Huddersfield	55	51	1457	3.5%	2.43	3.40	2.85	3.42	3.62	3.60	2.53	3.12
Bishop Grosseteste UC	11	9	108	8.3%	2.32	3.71	2.96	3.87	3.32	3.65	1.94	3.11
University of Stirling	91	65	990	6.6%	2.50	3.70	2.81	3.30	3.48	3.65	2.36	3.11
University of East London	36	33	681	4.8%	2.60	3.71	2.81	3.38	3.13	3.61	2.51	3.11
Roehampton University	26	26	591	4.4%	2.43	3.44	3.03	3.49	3.44	3.54	2.39	3.11
Leeds Metropolitan University	31	26	1493	1.7%	2.48	3.51	2.97	3.36	3.52	3.59	2.35	3.11
University of Cumbria	63	48	635	7.6%	2.46	3.57	2.76	3.47	3.55	3.55	2.31	3.10
University of Hull	89	61	974	6.3%	2.57	3.72	2.86	3.14	3.37	3.68	2.39	3.10
University of Essex	67	43	994	4.3%	2.41	3.70	2.72	3.20	3.40	3.74	2.52	3.10
University of Dundee	94	61	1396	4.4%	2.65	3.67	2.75	3.37	3.38	3.57	2.26	3.09
University of Westminster	62	56	1855	3.0%	2.61	3.63	2.89	3.26	3.35	3.54	2.36	3.09
Nottingham Trent University	86	76	1479	5.1%	2.57	3.64	2.81	3.37	3.41	3.56	2.23	3.08
University of Salford	86	53	1224	4.3%	2.64	3.63	2.70	3.30	3.33	3.53	2.45	3.08
Manchester Metropolitan University	77	68	2020	3.4%	2.43	3.73	2.84	3.44	3.42	3.51	2.13	3.07
Coventry University	32	30	940	3.2%	2.48	3.56	2.98	3.28	3.23	3.56	2.43	3.07
De Montfort University	77	70	1236	5.7%	2.60	3.45	2.74	3.35	3.37	3.46	2.31	3.04
Aston University	26	19	587	3.2%	2.42	3.73	2.53	3.23	3.62	3.46	2.27	3.04
University of Derby	52	48	1039	4.6%	2.38	3.39	2.97	3.26	3.33	3.57	2.34	3.03
Bournemouth University	34	29	760	3.8%	2.47	3.57	2.65	3.35	3.45	3.58	2.09	3.02
University of Hertfordshire	46	45	1650	2.7%	2.42	3.65	2.65	3.23	3.32	3.59	2.30	3.02
Staffordshire University	55	50	760	6.6%	2.45	3.41	2.77	3.31	3.37	3.52	2.28	3.01
University of Ulster	143	103	1795	5.7%	2.56	3.55	2.70	3.19	3.25	3.56	2.30	3.01
University of Northumbria	71	67	1238	5.4%	2.47	3.50	2.69	3.44	3.40	3.40	2.18	3.01
Kingston University	69	54	1687	3.2%	2.59	3.57	2.67	3.29	3.23	3.48	2.21	3.00
University of Gloucestershire	46	40	593	6.7%	2.52	3.52	2.55	3.34	3.29	3.44	2.27	2.99
University of Central Lancashire	60	57	1168	4.9%	2.45	3.65	2.76	3.20	3.26	3.49	2.11	2.99
Queen's University Belfast	148	124	1604	7.7%	2.48	3.68	2.49	3.10	3.26	3.51	2.12	2.95
London Metropolitan University	46	38	1175	3.2%	2.52	3.53	2.46	3.22	3.46	3.45	2.03	2.95
North-East Wales Institute of HE	16	16	291	5.5%	2.55	3.72	2.65	3.07	2.91	3.40	2.29	2.94
Harper Adams UC	24	22	100	22.0%	2.63	3.67	2.78	3.01	3.05	3.29	2.09	2.93
University of Teesside	37	32	689	4.6%	2.37	3.28	2.51	3.13	3.29	3.42	2.20	2.89
Buckinghamshire New University	23	19	476	4.0%	2.42	3.29	2.50	3.07	3.17	3.50	1.94	2.84
Liverpool Hope University	25	23	370	6.2%	2.10	3.03	2.41	3.27	3.02	3.32	1.59	2.68

Excludes all HEIs with with <10 respondents. Also excludes HEIs with <3% academic sample and <30 respondents.

ie half of HSE sample were at or above this score HSE, Psychosocial Working Conditions in Britain in 2004, March 2004 at http://www.hse.gov.uk/statistics/causdis/pwc2004.pdf p. 18

* HSE target group of selected industries with highest rates of work stress-related ill-health and absence, which includes education. Source: S. Webster & P. Buckley, Psychosocial Working Conditions in Britain in 2008, HSE, August 2008 at http://www.hse.gov.uk/statistics/pdf/pwc2008.pdf

4 Overall perception of stress

Three questions in the survey concerned overall perceptions of occupational stress. The responses to all three questions indicated that those working in higher education felt under a high degree of stress at work – albeit slightly less than those working in further education, and less than those working in prison education.

There was a high level of agreement among respondents in higher education with the statement 'I find my job stressful'. One quarter strongly agreed with the statement, and just under half agreed. Only 10% disagreed in total.

Nearly half the respondents in higher education said their general or average level of stress was high or very high. Slightly more than 40% said they had moderate stress, and 10% said their stress level was low or very low.

Nearly one third of higher education respondents said they often experienced levels of stress they found unacceptable, and 5% said this was always the case. One half said they sometimes experienced unacceptable levels of stress; only 2% said this was never the case.

q36a I find my job stressful	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
	%	%	%	%	%	%
Further education	2.4	5.0	13.0	49.4	30.4	100.2
Higher education	**2.5**	**7.6**	**15.9**	**49.4**	**24.5**	**99.9**
Prison education	0.0	5.3	14.0	40.4	40.4	100.1

Totals may differ due to rounding

'I find my job stressful' (2008 survey)
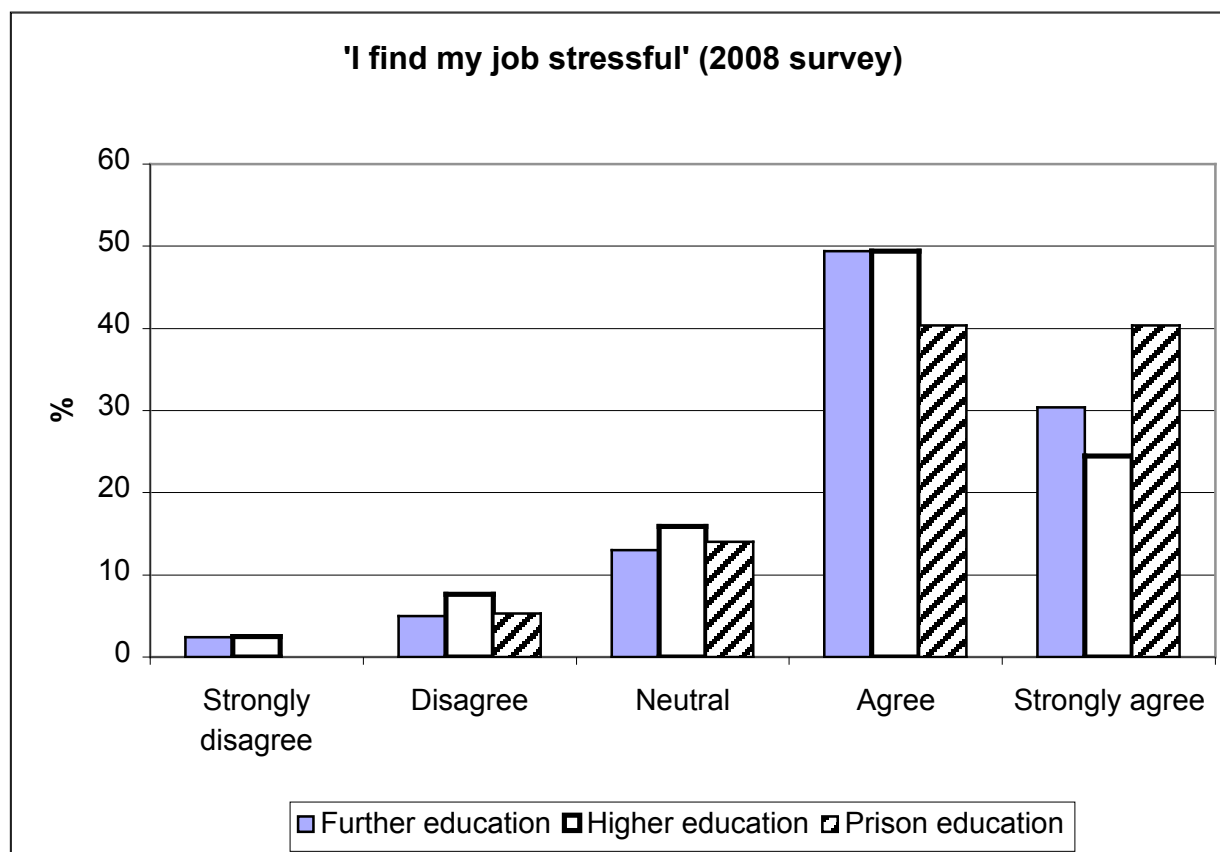
q36b How would you characterise your general or average level of stress?

	Very high	High	Moderate	Low	Very low	Total
	%	%	%	%	%	%
Further education	11.9	43.1	37.6	6.6	0.8	100.0
Higher education	**11.2**	**36.6**	**41.9**	**9.3**	**1.1**	**100.1**
Prison education	15.5	46.6	27.6	10.4	0.0	100.1

Totals may differ due to rounding

'Average level of stress' (2008 survey)
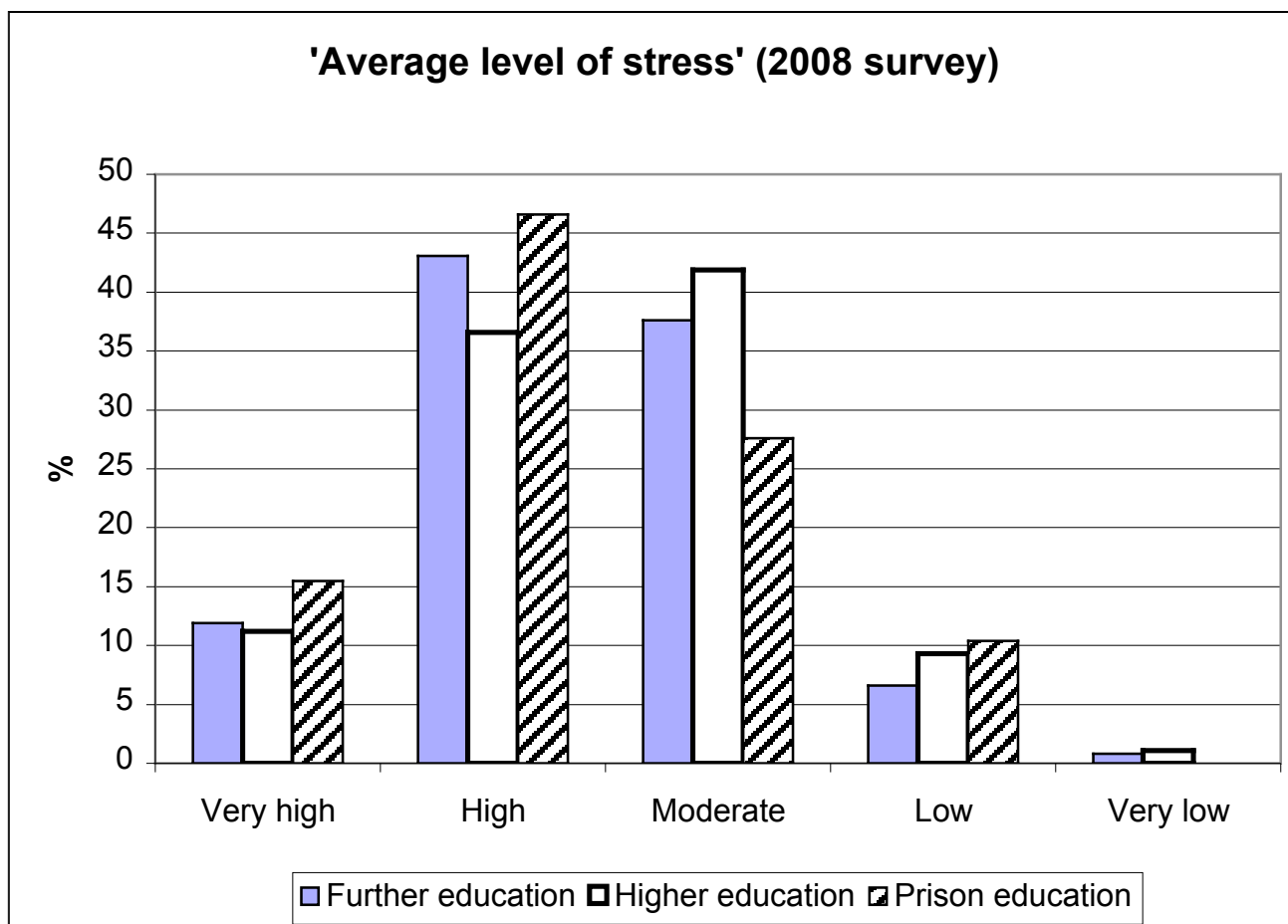
q37 Do you experience levels of stress that you find unacceptable?

	Always	Often	Sometimes	Seldom	Never	Total
	%	%	%	%	%	%
Further education	5.7	32.8	48.5	11.3	1.7	100.0
Higher education	**4.5**	**28.2**	**48.9**	**16.2**	**2.4**	**100.2**
Prison education	8.6	34.5	39.7	17.2	0.0	100.0

Totals may differ due to rounding
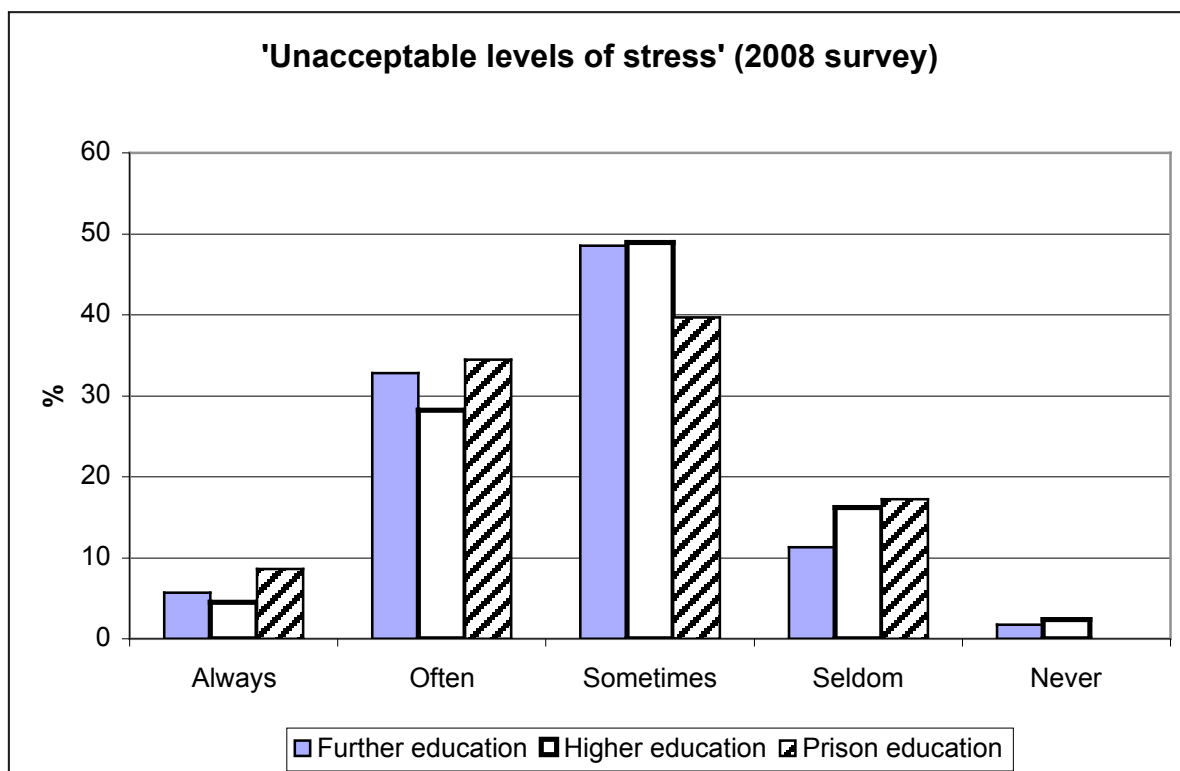
'Unacceptable levels of stress' (2008 survey)

In higher education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. For academics, job demands were the most powerful predictor of perceived stress and work-life conflict. For academic-related staff, while job demands were strong predictors, relationship stressors were also significant in a positive direction (see Appendix 1). Analysis of the sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a 'high strain' job on well-being and work-life balance.

Comparisons with previous surveys

In terms of response to the statement 'I find my job stressful', the results are broadly in line with those of occupational stress surveys of academic and academic-related staff over the past decade. There is, however, some evidence of a slight increase in stress levels in 2008 compared with earlier studies in 1998 and 2004.

Data collected in 1998 and 2004 was from members of the former Association of University Teachers, who primarily worked in the 'pre-1992' sector. The data presented in this survey was from members of the University and College Union, formed in 2006 by a merger of the AUT and NATFHE; NATFHE members were employed primarily in the 'post-1992' sector (in universities established since 1992). The differing levels of stress (both in general and in levels of specific stressors) possibly reflect the different terms and conditions in the two sectors.

Comparisons of the findings of the present survey with the 1998 and 2004 surveys (shown below) suggest minor fluctuations of self reported stress levels, rather than clear trends over time. The highest overall levels of self reported work stress (those strongly agreeing that 'I find my job stressful') were in 2004. The higher proportion found in 2008 of those agreeing and strongly agreeing 'I find my job stressful' may be due to the impact on the data of higher stress levels in the post-1992 sector. It is also possible that these findings reflect other factors relating to the broader higher education context – such as changes in student numbers, changes in the level of casualisation in the workforce and the impact of research assessment or quality assurance processes. Changes in the general employment environment may also be at work here.

I find my job stressful	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
	%	%	%	%	%	%
Higher education 1998 *	1.5	9.7	18.8	48.3	21.6	99.9
Higher education 2004 **	2.6	10.3	18.0	42.8	26.3	100.0
Higher education 2008	2.5	7.6	15.9	49.4	24.5	99.9

Totals may differ due to rounding

* Gail Kinman, Pressure points, AUT: London, 1998
** Gail Kinman & Fiona Jones, Working to the limit, AUT: London, 2004

HE staff: 'I find my job stressful'
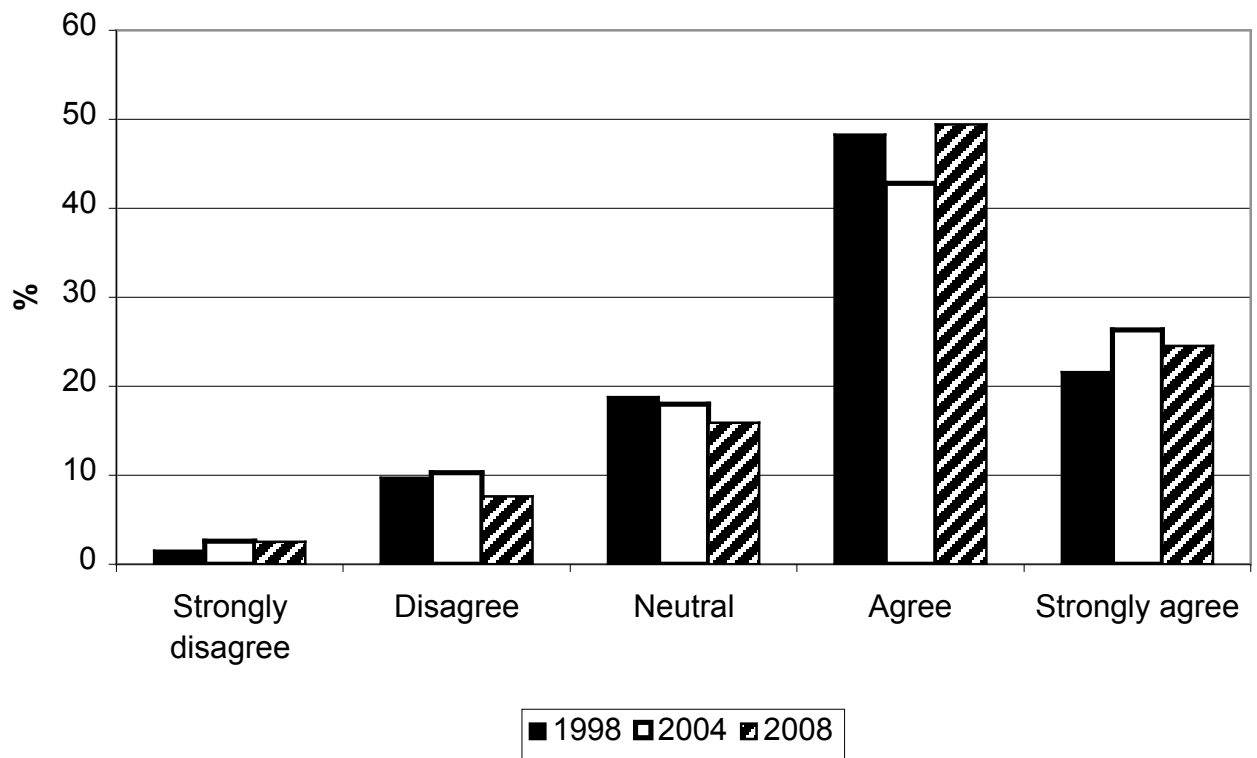
5 Main factors contributing to stress

For respondents in higher education, 'Lack of time to undertake research' was the factor the highest number of respondents said made a very high contribution to unacceptable levels of stress or frustration. This means that on a scale of 0 to 5, with 5 indicating a very high contribution, 36.6% of respondents in further education said lack of time to undertake research made a very high contribution to stress or frustration. Next came 'Excessive workloads' (32.8% saying this made a very high contribution to stress or frustration), then 'Lack of resources to undertake research, including problems in obtaining funding' (30.6%).

" "

No acknowledgement whatsoever of the need for work/life balance: my job has been concurrent with raising a child from new-born to (at present) 7 years old ... typically, I am told to get up at 4 am in order to write my book. What planet is that? (lecturer)

I live with another (more senior) academic. I feel it is very difficult to achieve a work-life balance for the two of us and still develop a career myself. It is difficult to have two people in a relationship working in academic posts where the work feels unboundaried and the hours are very long (lecturer)

general overwork with the expectation that work gets done after hours, on weekends, and holidays (lecturer)

One has to do teaching, research and administration. In order to do this well I have to work more than 70 hours per week. This obviously has an effect on my health and family life (lecturer)

There is an assumption that I will work long hours, travel excessively, stay away from my family, work unsocial hours, and failure to do so is seen as a "lack of commitment" (computing)

We are constantly bombarded with administrative e-mails marked urgent, even on holiday (lecturer)

Short fixed term contracts are very stressful, demotivating and a cause of acute anxiety. How can large, knowledge intensive organisations expect to survive and thrive with people on short term contracts? (lecturer)

Lack of promotion opportunities in a grant based role means that you always need to be looking out for a new role, which may or may not be in the same university, which in fact usually entails a move. Moving may not be an option with a family to consider (researcher)

This year I was finally given a permanent fractional contract, after fourteen years of being a VL (lecturer)

After 24 years in Universities I am still working on temporary contracts although my job description is the same as colleagues on permanent ones (lecturer)

I had a 4 month period of stress related absence from work last year that I had asked for help with for the preceeding 18 months. Support has only been forthcoming since my return to work, this is too late and staff should not be allowed to crash and burn

" "

Factors contributing to stress: higher education

% of respondents saying this factor made a very high contribution to stress or frustration	Higher education
	%
Lack of time to undertake research	36.6
Excessive workloads	32.8
Lack of resources to undertake research, including problems in obtaining funding	30.6
Poor work-life balance	27.8
Unreasonable expectations from colleagues, students or your head of department	20.7
Lack of time or opportunities to develop your teaching	18.8
Lack of promotion opportunities	17.7
Job insecurity	14.6
Teaching large classes	13.8
Insufficient time to respond to student queries	12.5
Bullying	9.9
Lack of opportunities for training and career development	9.3
Harassment	8.4
Lack of choice in the subjects you teach or carry out research on	8.3
Complaints by students	7.7
Discrimination	7.1
Complaints by other members of staff	4.4

6 How to improve working life

This section comprises comments from respondents working in higher education to the question 'What measures would you like to see taken to improve your working life?' The comments are grouped according to the respondent's job.

Overview of responses

This overview broadly summarises the selection of comments taken from questionnaire responses, which are given in this section. The comments are shown in no particular order of importance. In short, UCU members working in higher education would like:

In general

- greater esteem and appreciation
- greater staffing resources to cope with increased student numbers
- quieter working spaces
- more mentoring and support
- a more collegial work culture
- research opportunities for academic-related and teaching-only academics
- a complete overhaul of the Research Assessment Exercise / Research Excellence Framework

management

- less bureaucracy
- better management of change
- improved planning
- more inclusion in decision-making
- more communication with management
- more training for managers
- effective institutional action on bullying and harassment

employment

- more flexible working patterns
- workload control and guidelines
- greater job security
- an end to fixed-term contracts
- proper reward and removal of the gender pay gap
- greater equality in employment

■ UCU to take more action on stress and workload

career

■ more opportunity for career progression
■ more worthwhile opportunities for professional development

In addition, UCU members who are teachers in higher education would like:

Teaching

■ smaller classes
■ greater recognition for teaching

ADMINISTRATORS

What measures would you like to see taken to improve your working life?

" "

Management

Management being effective rather than working in a process environment and ticking boxes.

Better planning at senior management (Faculty and central) level Much improved central University systems. I have worked as an administrator at a number of HE institutions and I find ... the worst institution to work at from an administrator's point of view in terms of central systems and support. Frankly, it's the most frustrating place I've worked

More time planning and bringing in major changes

Better organisational development, structure, and work-force planning across the University.

Compulsory up-to-date and on-going 'management' training for everyone in a managerial position

360 degree feedback system where Managers can be assessed and get feedback and insistance that they develop as managers. Currently they are answerable to no one and their lack of skills in people management is never addressed

Better scoping of IT projects.

Training for managers regarding effective communication with staff and the enforcement of anti-bullying/harrassment policies

Esteem

Acknowledgement and appreciation that I am working to capacity and that it is difficult to take on more work, especially if I haven't appropriate experience and skills in the type of work requested of me.

A better appreciation of workloads from senior managers

recognition of the wealth of experience I bring to my post from other jobs - i.e. more responsibility/opportunities; promotional opportunities; recognition from the organisation that academic related staff do a very good job

Positive feedback and appreciation

Recognition from academic staff that administrators are also professionals, much less of the 'us and them' attitude and much more co-operation

I would like my employer to realise that I have been running an entire department single handedly for years.

I need to stop being made to feel like I am no good because I don't have degree.

More respect for part-time workers. (Who are very often female!)

Some respect and assistance when you say you need some help. An occasional 'thanks'

Management training which stresses importance of praise and thanks as well as raising problem areas rather than having a 100% concentration on the -ve.

Bureaucracy

it would be useful if doing the job were more straightforward and not weighed down by the frustrations of (what should be very simple) tasks/processes being made unnecessarily complicated/time-consuming

Less central bureaucracy - our university constantly reviews us and insists on constantly updated plans to be submitted to central bureaucrats - these have become meaningless paper exercises but are very timeconsuming, detracting from the functions we are employed to carry out

Decision-making

The University committee structure is very frustrating and causes unnecessary delays.

More consultation on major changes - and the management to actually listen to what we say.

More inclusion/consultation in decisions made by senior staff that affect our every day working environment/conditions

less controlling behaviour, more chance to penetrate the upper echelons for planning and feedback, more clarity and forethought when projects are new

Better forward planning at institutional level, backed up by proper research around HE provision

More consultation in major restructuring exercises

Would like the organisation to involve staff in change and listen to their views/ideas - that would reduce a lot of stress

Colleagues

The main thing that would improve my working life would be if other staff did their jobs properly - however I can't see how that could happen

Recognition by those asking for support that I also have to prioritise tasks from a number of others and may not always deal with their task immediately

Team building to create a sense of team with colleagues.

Academic staff to stop arguing with support staff on a daily basis over regulations and decisions that apply to everyone, not just to them

Career progression

Actually developing and promoting staff rather than just saying they will and then bringing people in from outside whenever there is a vacancy.

Clear structure of progression, opportunities to progress.

Working time

The introduction of flexi-time. If the job can't be done in the hours, we shouldn't be expected to work regular over-time - expectations should be reviewed

Staffing levels

A full team all the time!

More administrative resource to achieve more manageable workloads whilst delivering a professional service

More resources at peak load periods!

Better staffing of support services, in line with increased student numbers and increased academic staff.

MORE MONEY IN THE UNIVERSITY SYSTEM SO THAT WHEN PEOPLE LEAVE THEY ARE ALL REPLACED AND IT IS NOT JUST A MONEY-SAVING EXERCISE WHICH PUTS STRESS ON THE REMAINING ADMINISTRATORS

Flexible working

Introduction of home working

The New Zealand model of receiving 80% pay for each of 4 years then have a year's paid leave to 'refresh' oneself is an interesting model.

More flexibility in the hours we work and more possibility to work from home

To be able to reduce my working week to three days and because of my new disabilities

Flexible working patterns, home working, flexible hours

More flexible working hours for all grades of staff (including those of us without children) - at the moment, only clerical/secretarial grades can use flexitime

I'd like to be able to work flexi-time, so that if I have to work late one evening, then I could come in slightly later the next day

Communication

Better communication from the top

More transparency, better communications

Professional development

I would like to have the opportunity to develop professionally eg. research/publish, rather than being used to undertake admin jobs, just because of a lack of administrators in the department

Far more useful training opportunities should be offered by my employer. We can attend lifelong learning classes free but they are in the main not job related. the training put on by the Staff Development consists of the same old sessions year after year, nothing new.

Workload

Consideration given to working hours - expectations are that staff should work to complete the job, regardless of working hours

More accurate measures of workload and adjustments of workload and/or resources accordingly

Consistent guidelines across the institution on what constitutes a normal workload and output for academic-related staff posts, including a formal in principle commitment to bringing the average working hours of a full-time member of staff down to the 48-hour minimum working week

Regular review of workload with action to help address overload (eg redistribution, decommitment)

decent measures for ensuring people's workloads are not overbearing need to be put in place

For the workload to be relieved so that I can do my job to the highest standard. Many tasks I should be doing are just not getting done. My line manager knows

I am overloaded and does what he can but I do think the incentive to work as a team has been lost.

Structure of organisation

The divide between central adminstration and academic departments should be narrowed as I think we would all benefit from understanding each others roles with the University

Working space

Move away from open plan offices - causing a great deal of stress as I need peace and quiet to concentrate especially when preparing or proof reading documents

Harassment

The HE sector has become quite a harsh environment. It seems to equate business like with harassment and taking away peoples work responsibility by centralising processes and placing lower grade staff on a metaphorical production line. It isn't rocket science, but happy workers are productive workers

Recognising the ethnic minority staff and dealing with any harassment and bullying issues related to it

Equality

Real equality and not this current some are more equal than other culture that we have

Pay

Decent salary and recognition of my contribution to the Department

Job security

A permanent contract, not fixed term.

Removal of the nebulous fear that my long-term disabling illness puts me in the firing line for lack of promotion and/or first in line for redundancy

security of tenure (current 6 month contract ends next month)

Quality assurance

Less pointless work (e.g. institutional audit) to allow more time to address issues directly relating to students and academics.

Career progression

I would welcome better non-academic career structures

promotion prospects now reside at Faculty level and these jobs are becoming scarce. I cannot see the logic of Faculty level being senior to some of the roles at School/Dept level

Work culture

More collegiality and supportive culture

Stress

More awareness by managers on whether their staff are stressed, on what causes stress and how people react when they are stressed, so the issues may be addressed.

better policies and practices embedded to support staff who experience occupational stress.

Work/life balance

A potential area which is not included in this survey is an individuals responsibility to adopt a work life balance which is healthy and achievable.

Work-life balance measures (flexi time) extended to my grade and a recognition that those of us without children also have pressing responsibilities (elderly parental care)

UCU/employment

The Union taking Management/Admin staff's concerns seriously

Working space

More appropriate accommodation with more adequate heating ... Would also appreciate access to a quiet room for when a particularly high level of concentration is required, as sharing an open-plan office with approximately 15 other people can get very noisy and distracting

Research

support from line manager & others for research rather than constantly being told 'you are now an administrator - you cannot do research'.

Bullying

the uni should take bullying seriously

On the bright side …

In general I am actually really happy at work.

My current post is great, the line manager actively encourages me to work no more than 35 hours (our standard amount per week) and to take time in lieu if I do more

I'm pretty happy really. Some stress is part of life.

I think I'm very lucky with my working life largely due to my immediate colleagues.

"   "

COMPUTING STAFF

What measures would you like to see taken to improve your working life?

" "

Work/life balance

Improved work life balance, ability to work from home when possible

Workload

Move to realistic timescales over the range of work coming from different groupings within the University

Pay

Pay commensurate with the work I do

Management

Skilled managers and professionalism from senior board members, must have MBA and excellent people skills.

Some management of workload and a statically defined priority for work i.e. don't keep having to switch between tasks as this is very stressful. Switching tasks when you're working on a complex software development project is slow and difficult.

Improve senior management, make them accountable and stop them from shifting blame down the line

More realisation in top management that new IT projects, also crippling the university finances, have been a disaster, created more work and stress for everyone

Esteem

better recognition for the work I do

More respect for the professionalism of my colleagues and myself by our management

Respect (for my skills, knowledge, effort). Respect (for the fact that I work part-time due to very demanding caring responsibilities).

Communication

more communication from management

Better communication from the top

improve positive communication between colleagues and managers

Work culture

Greater orientation towards the needs, demands and requirements of students than the observed drive to operate as a business

Less of a blame culture

Staffing levels

There are not enough staff in our team to do all of the work. More staff would solve the problems

Holiday cover. So that when I go on holiday I don't return to 1/2/whatever number of weeks' worth of incoming work that has accrued in my absence

Stop reducing IT staff head count when the organisation is increasingly reliant on information technology

Working space

daylight, fresh air (basicly no longer working in a confined basement)

a more integrated working environment, and a workplace with sufficient natural daylight and ventilation

Job security

Job security restored

Professional development

More opportunities for training and career development, including time off for studies and possible employer contribution towards costs of course.

Working time

More flexible hours

part-time staff recognised as being (sometimes) unable to adhere to many of the measures that full-time staff can factor in to their working week, e.g. learning new systems, attending courses, etc

Career progression

Straight-forward and more promotion opportunities; Promotion oportunities are currently very few and the process is so complicated that any incentive to pursue a promotion is stripped away

Stress

Implementation of HSE guidelines on work-related stress. I've been a casaualty of work-related stress and was off work for 6 months.

Bullying and harassment

Effective institutional action on bullying and harassment

On the bright side ...

None needed. I work in a brilliant department with amazing colleagues who support, challenge and respect one another professionally and personally. It is the best place I've ever worked!

" "

LIBRARIANS

What measures would you like to see taken to improve your working life?

" "

Career progression

More opportunities for part-time staff to progress their careers.

Improved prospects for promotion within the organisation

Flexible working

Flexible working for all staff

Genuine flexibility - I have two young children - I can't afford to give up work but I need to attend events like sports days without being made to feel my employers are doing me a massive favour

more working from home - it suits my work style.

Management

Clear indication of what the organisation expects from central services (e.g. library).

More realism about change and time taken to achieve things in a large organisation

Senior management having better training in management

Staffing levels

Better staffing levels to share the workload

At both institutional and departmental level more realism should be shown in adapting aspirations, and therefore activity undertaken, to the staff resource levels available to undertake them.

replacement of staff so that roles are not overburdened

Research

time built in for development and research

Esteem

more appreciation of knowledge/skills by senior management

acknowledgement of the importance of our contribution to the working of the university

Recognition of academic-related professional status of Library staff, and their contribution to learning, rather than 'support' or 'services'

Genuine recognition across the university of the value of the dept's work, and genuine institutional support not just lip service

Career

More support/interest from senior management in my career development / progression

Decision-making

More consultation in how changes will or may affect my work, and concerns I have about that, rather than the attitude that change is inevitable and you just have to deal with it

Work/life balance

Reduce contracted hours and workload to improve work life balance

Clear guidelines for working from home, to improve work-life balance, rather than it being grudgingly allowed

Workload

With student numbers on the increase, it does not make sense to offer staff voluntary severance and expect fewer staff to cope with an increasing workload.

More realistic assessment of the time it takes to carry out tasks, and not impose unreasonable deadlines, or accept the impact that will make

We keep adding new library services, and the existing staff is hard-pressed to deliver them to our ever-more-demanding clientele

Communication

Better dialogue with management

to be involved in early stages of discussions on change

If they consulted even a tad bit more, they'd improve not only work processes, but achieve more as there will be staff buy-in to decision making

Harassment

Line managers trained to recognise harassment & inappropriate behaviour, how to best deal with harassment and how to support colleagues suffering from harassment.

Support

Formal mentoring and support when required for internal projects and service developments

Handling conflict

Better mechanisms for dealing with personality clashes in the workplace

Pay

proper rewards for staff - not just paying lip service to it

Removing the gender pay gap & underlying discrimination which supports the gap

Professional development

To have more time for planning and reflection in my work

Work culture

The development of a culture of respect in the workplace

Working time

There are only so many hours in day that we can work, and most of us are already working well over the contracted hours

On the bright side ...

I'm satisfied with my working life.

None - I have plenty of autonomy and a rewarding job, and enough good 'stress' to keep it interesting

" "

MANAGERS

What measures would you like to see taken to improve your working life?

" "

Career progression

I would like to see more transparency in the performance review process and more controls exerted on outcome and a less rigid regrading structure

more transparent promotion opportunities

Proper career structure for professional and admin staff, both at this University and in HE in general

Management

I'd like some clarity as to what exactly is the University's vision and what my contribution might be

More compulsory and comprehensive training for line managers would help

A greater emphasis on appointing Directors who have management skills and understand the academic culture and pressure points

Recognition in the HEI that stress is an issue, courses to help staff address their stress, advice from HR on how to middle-manage, changes to demands from central divisions, and less delegation of central division duties to academic departmental administrative staff

More use of highly skilled managers, from academic and administrative backgrounds, and provision of the tools they need to create an enabling and supportive culture ...

As a department head, clearer goals from the institution

Esteem

I'd like people to listen to me more and value what I have to say. I have many years experience and am not given the credibility or respect that I feel I am due

Greater recognition of HoD [Head of Department] role - poorly paid for the level of responsibility

real recognition of the many extra hours that are committed by staff every year, which tends to be expected rather than fully appreciated. (Note: the issue is more about appreciation than financial reward ...)

More respect between academics and academic related colleagues.

Too often academics still undervalue, disregard (or are ignorant) of the work undertaken by other categories of staff. This creates division and conflict which is very difficult to manage

Bullying and harassment

Bullying and harrassment has to be taken seriously in Higher Education where it seems to be on the increase. The ... College should listen to employees and the Union representatives and take the complaint seriously and take steps to reprimand the perpetrator regardless of the fact that he/she is a Professor and senior academic. The bullying and harrassment I have suffered ... nearly destroyed my life purely because no-one was willing to take any steps to do anything ...

Decision-making

Senior management of the institution should consult staff properly - and listen to what the staff views are - before plunging ahead with change

Involve staff much more in decision-making (especially where it directly affects their roles) and allow them greater real responsiblity (with the corollory that they will be more accountable for their own jobs)

Real planning, not simply responding to individual events and issues with ad-hoc decisions

Work culture

A culture change from one of intrigue, back biting, back stabbing, internal politics, jockeying for position and scoring points off colleagues to one of mutual respect and support

Appropriate action taken when some are under performing rather than keep giving work to same people

stop treating students as 'customers' as it just invites complaints

For the macho culture of blame and excessively long working hours to be changed

I would like to see Unions actively working with managers as well as non-managers in HE to work towards a supportive culture

I would like to see tougher measures to ensure professional behaviour from all staff

Change in the ethos that only new people can bring about change

Stop working 50 hour weeks and learn to say no!

Staffing levels

More staff in professional services, i.e. an increase in administrative staff that is proportionate to the growth and diversification of the institution

proper funding for back-up support staff

Equality

Take positive anti discrimination action

More opportunities for women to progress whilst still being able to work part-time

Resources

Excessive workloads are, frequently, one outcome of too limited resources, and from that comes stress ... personal stress, but institutional stress, with a diminution of people's tolerance and too often an over-readiness to interpret actions and motives negatively. Either, the sector needs to be resourced properly for the demands placed upon it, or there needs to be a reduction in expectations of what the sector can deliver

Too much out of date equipment

Pay

A reward culture for effective performance. A serious attempt to reduce gender inequality, partly by applying such a reward culture

Professional development

more focus on measuring performance as part of a CPD framework so work is shared more equally

support for broader range staff development opportunities

Quality assurance

simplify external auditing processes to reduce unproductive bureaucracy

Communication

I would like more open communication between members of staff to be encouraged

better discipline regarding e mail use, currently we all drown in e mail - excessive volumes

Reduced expectation of instant reply through email

Bullying and harassment

Zero tolerance of bullying and harassment

I urge UCU to bring to account the managers and management systems which encorage and reward bullying and Harrasment at work

Transparency in terms of complaints/harrassment/bullying processes - few people are prepared to declare themselves stressed or bullied for fear of worse to come and poor future references

Bureaucracy

Less bureaucracy - particularly with respect to new-style Human Resources departments and financial management

Less bureacracy - I have to sign out a key to open the stationery cupboard even for a biro!

Colleagues

Some academics don't like to be managed at all and resent any attempts at this. This can sometimes be expressed aggressively and unpleasantly, making life very stressful for managers

UCU

I would like to see Unions actively working with managers as well as non-managers in HE to work towards a supportive culture

I would like to see UCU be far more supportive of staff facing discrimination. To do this UCU needs to be better organised, more focused, smarter and more committed

Contracts

An end to reliance on fixed term contracts in my unit

Work/life balance

more understanding from top managers that work is not the only thing in life and staff have a home life and commitments outside work - even if not married and no children

Flexible working

Being offered a flexible contract full time, 4 days a week, or being able to work on a regular basis 1 day a week at home

More flexible working, without the need to commute unnecessarily simply in order to sit in an office doing the same things one can do from a computer at home

Research

more support for time to do research

Career breaks

Opportunities for short career breaks - along the lines of Study Leave for academic staff, and more flexible working arrangements

Support

Having someone I can share work problems with at lower levels of stress, without prejudice, just to share

Employment

Better conditions for HE staff working in an FE institution - parity of pay, hours, research time, teaching hours etc with those colleagues delivering the same programme(s) in our own validating university

Structure of organisation

Recognition that the academic / academic-related divide is increasingly artificial

Working space

Improved staff facilties on site - more space for staff to take breaks and improved outdoor facilities

Staff room. Water available on tutor floor ... Move away from open access offices where tutors are constantly available/visible (due to no staffroom)

Working time

End to contracts that say "hours as the job requires"

On the bright side ...

I am totally content and have been for some time.

Happy as it is!

" "

RESEARCHERS

What measures would you like to see taken to improve your working life?

" "

Contracts

ABOLITION OF FIXED TERM CONTRACTS

Permanent contract!

End to fixed term contracts

Permanent contract with promotion opportunities

HEFCE [Higher Education Funding Council for England] funding of my contract funded research post

a permanent contract would enable me to feel more confident about challenging the current situation

All contract research staff with more then 4 years service (as I am) to be given an indefinite contract (as per the legislation of a few years ago)

Currently fixed term researchers are in the position where if they get pregnant or become seriously ill, they also could become financially disadvantaged if their contract runs out at the wrong time to allow them sick leave or maternity pay.

Working time

I would also like to be given (explicitly) a proportion of my time to work on the tasks which are outside my duties for the grantholder

when I have six months to go to the end of my contract (given University 3 month notice period), I shall be obliged to devote a constantly increasing proportion of my time and effort to job-hunting.

Opportunity to accrue annual leave and take off up to 3 months to 'recharge' - there are no breaks in contract research work IF you are successful

Management

Much more interest and active involvement by the head of school and his assistants in staff development, appraisal and general management of work undertaken by staff. From my perspective I have seen almost none for several years, a dereliction of duty.

Removal of spurious targets

Senior University management taking seriously Health and Safety legislation and particularly an effort made to understand the nature of mental illness including depression, which in many quarters remains seen as a personal weakness unrelated to structural context arising from poor management. We are still in 1914-18 mindset at ... University

Work culture

Less emphasis on the quantity of publications as a sign of worth

more team work, less being left on own and isolation

Reduced focus on output in terms of number of publications and more focus on quality

Working space

more generous space allowances in offices; more space for informal discussion areas; less use of open plan offices

Open plan offices for staff who are purely researchers (and therefore don't require student-staff confidentiality). It's amazing how much putting people in little boxes can stifle communication

There is also little interaction between the research assistants and the rest of the school. We almost seem to lack a place or sense of belonging

Less crowded office and some peace and quiet to do the job!

My workstation does not meet basic standards of comfort and this interacts with my disability to affect my work rate at times

Support

more support for those on short term contracts

PROVISION OF SKILLED TECHNICAL HELP TO FREE SOME OF THE TIME I SPEND IN THE LAB DOING VERY BASIC TASKS. INSTEAD I COULD BE SITTING AT MY DESK READING PAPERS AND PREPARING MANUSCRIPTS.

I would benefit from having a mentor who is wholly involved in research to help further my career

Career progression

Better career development for research staff and better intergration with other academic staff. We are still too frequently treated as less than full and equal members of staff.

More support from line management to develop career

Research to be seen as a career in its own right and not necessarily as just a stepping stone to other occupations

Higher percentage permanent research staff. It is not right that research staff need to become lecturers to be promoted. There should be parallel paths

Clear guidance about how to achieve promotion based on the quality of my work, not on the number of friends I may have in this and other institutions who might write me a good reference

Esteem

Equal respect and resources for academic research staff compared to academic lecturing staff

More encouragement and recognition of achievement at work by line manager

Recognition of research as a core university activity, rather than a self funded add-on in which staff are expendable

More respect for people who work part time

Positive feedback from management i.e. recognition - interest - praise even!

Job security

More job security

Job security - or at the least longer fixed term contracts

Job security. I suspect many researchers will be coming to the end of their fixed term contracts and out of a job soon, now they've been used to make the depts look good in their RAE submissions

Institutional ethos

less running the university as a money making business but as a centre of learning which is what it was created for initially

I would like ... University to be run less like a business and focus on academic pursuits and research for the betterment of mankind

I would like the University to return to what it was when I joined 22 years ago. It has moved from being a university to being a business and financial affairs seem more important than educational principles.

Bullying and harassment

The University to protect me from bullying and harrassment

Application by managements of bullying and harassment policies - they talk the talk, but often do not walk the walk. In particular, senior male academics who bully colleagues are often protected by their managers, who may themselves be bullies

Equality

More consideration for women who return to work after a period of maternity leave. I got the impression people think I don't care about my job - and I turned into a baby crazed woman!

Fuller explanation of maternity rights for women researchers on 2-3year short term contracts

UCU

As a trade union activist some agreed facilities time would have greatly improved my work-life balance. Trying to balance trade union activities, work and home life has been very stressful at times.

University grievance system does not work as it should. The participation of the third party like UCU is strongly needed

Professional issues

I would like credit for what I do - at present I have 'responsibility without authority', I am in charge of the research, ok if it goes well, looked down on if not. My line manager in the univ was made PI [Principal Investigator] of the funding which I brought in, but makes no contribution to the work. Since we are entirely paid from outside the university our research output could not be entered for RAE, so the univ. dept. does not benefit either - we are out on a limb.

I'm supposed to be 100% research and that's what I'm paid to do. However I'm asked to do lots of other things as well which means I actually spend less than half my time on research, despite the funding body and expectation that I will produce research on a scale consistant with me spending 100% of my time on it. This means I get can't do anything properly and I end up bad at everything. This means I won't get a job at the end of my contract and the research council won't get good value for the money their spending on my research. Students expect me to be there for them all the time - which is understandable from their point of view, but I don't have time to do the stuff I'm paid to do unless I do it in the evening or the weekend which I and my partner hate. I feel pressure to work "normal" hours by my family, but I love research. If I give it up to work in a different area I'll lose a job I love, and waste all my education and training. But sometimes, with the lack of prospects and time to do anything I find it difficult to imagine I'll still be here in a few years. Which is a shame, as I absolutely love my research.

The RAE/REF [Research Assessment Exercise / Research Excellence Framework] causes major strain, needs to be completely overhauled.

It would be useful to recognise more widely that one year research contracts are not really sufficient to enable development of research, when much of that time is necessarily taken up in looking for the next post. I also find that the increasing centralisation of job evaluation is very stressful, as different subjects have very different modes of working. In anthropology for instance, long periods of data collection (of one to several years)in remote and physically challenging locations preclude publication and research grant applications every year, but the current annual staff review forms and probation reports only allow for these 'outcomes'.

Recognition that researchers don't just want to be always seeking the next grant, but want to have time to be reflective and scholarly

It is critical that contract research departments are linked to HEFCE [Higher Education Funding Council for England] funded teaching departments big enough to provide a meaningful financial cushion ... Also, (but we are in cloud cuckoo land now), the preparation of bids and setting up of projects should be funded in some way, as well as some time built in for at least one paper following the final report

Professional development

Study days for professional development

I'd like the opportunity to take a sabbatical

A course on writing academic papers would be very useful, far more so than any of the other training and development courses on offer. It is the most important part of my job, and the one part I have never received training in

Staffing levels

We seriously need full-time, professional grant-writers or else overhaul the national funding system

Employment

I would like the University to find an alternative to the competitive interview process between research associates seeking to avoid redundancy, it is very humiliating to be interviewed for positions with the same responsibilities that you have and then told you haven't got the job.

I would like to see post-doctoral research positions be awarded on an open-ended/permanent basis, with continuing employment based on performance appraisal and the availability of funding, with sufficient notice on the termination of a contract

Longer term contracts for postdoctoral workers, and more support in transitioning from a postdoctoral worker and an academic. No other job requires so much training, has so much insecurity and then so much failure in progression

Intellectual property

Regain my IP [Intellectual property]; commercialise it in way that benefits university and myself.

Research

recognition and freedom to pursue own research interests (not just a slave to the project)

Decision-making

Greater input into high level decisions or at least communication of what these are and an articulation of how they will be achieved at the local level of delivery

Stress

Employers to recognise stress as their responsibility

On the bright side ...

I am reasonably content with my current working life, perhaps because I have considerable autonomy in the way I work

" "

TEACHING AND RESEARCH STAFF

What measures would you like to see taken to improve your working life?

"   "

Research

More time for research

Less emphasis on research, and real recognition that good teaching is important

all academics who are expected to teach and run a lab should receive a small amount of annual income for research from the University. This amount eg £10000 pa would allow research to continue when funding was difficult for whatever reason.

I've worked incredibly hard to get a permanent job and become a lecturer, only to find that most of my time is spent on an endless search for funding rather than being able to perform or think about research.   If there was a way that research could be better funded, then I would be able to relax a little more

A big shakeup is needed in the HE sector to improve the working life of many academics. New universities who neither have brand nor high quality product place unrealistic demand on research staff to bring funding, that cause frustration among academic staff.

I would like to see an end to the RAE-driven culture which prioritises publication rather than research.

scrapping of the RAE

I firmly believe that the RAE is at the core of all of these issues of stress and negative health impacts.

Colleagues

My incompetent colleagues being forced into competence, or replaced with competent people

Students

The ability to kick-out students who don't work.

I would like stricter codes of conduct in relation to student-staff contact to eliminate the available-at-all-hours culture

I would like time for students again!

Workload

A more realistic expectation of workload, especially teaching commitments within overall expectation of research activity, management roles etc

Realistic expectations from managers on time shared between teaching, research and administration for academics

there should be space in the ebb and flow of the year to accommodate less frantic periods as well as the busy ones. None of us mind the pressure at times but it has built up over the last 7+ years (in my experience) such that there are never quieter periods.

Less admin work so more time can be spent on preparing lessons and evaluating lessons taught

Many fewer meetings, please!

Where bidding for and managing large research projects is an explicit requirement of the job specification, success in these areas ought to be rewarded with proportionate reduction in other loads

Have a workload model and consultancy agreement for academic staff that are agreed with UCU and implemented uniformly throughout the institution. Currently neither exist

Some mechanism whereby when extra work is given a reduction is made to existing work and this is formally recognised.

Greater transparency in workload allocation, and quantification of all workload units. This would need to be realistic, and not occurring on the basis of purely notional time units

responsibilities evenly spread through the dept and enforced

make academics subject to the Working Time Directive to end current practices of exploitation ...

To spread the work load more evenly across the year preventing build ups of excessive workloads at particular high stress times

A more even distribution of teaching and related workload between all colleagues in the school which is overseen by the line-manager or even by someone outside of the school.

Better collection of workload statistics

Employment

Allowing me to hire staff on permanent contracts so I can build up relationships/expertise with them without always knowing I will have to battle to keep hold of them to the end of our project (and contract)

End of uncertainty over the nature of work contracts and of threats of redundancy if I do not constantly raise the whole of my own salary.

Abolish Teaching Assistant position, it is simply a means of exploiting new/young lecturers. We do the same amount or more work as lecturers but for much less pay.

Higher percentage of colleagues employed on permanent contracts. It makes it very difficult to work long term with people who are only paid by the hour and have to deal with real job insecurity

Bullying and harassment

More external controls on heads and senior administrators to deter bullying and harassment at work

Deal with people who "bully up" - i.e. disgruntled staff who target managers

Flexible working

More toleration/encouragement to work at home

The ability to work from home when appropriate

A realisation that when I am working from home, it is not a 'skive' but the only way I can get the peace and quiet free from disturbance required to get my job done.

A reduction of presenteeism

I have a disabled child. I would like my responsibilities as a carer to be recognised in terms of flexible working

Esteem

Greater levels of professional respect not so much from immediate line managers and my Dean, but from the VC [Vice-Chancellor] of the university and other senior managers

respect for the efforts of academics rather than perceiving them as reluctant modernisers

More celebration of what we actually achieve

More respect from students and their parents.

Praise for the effort I make.

VALUING AND APPRECIATING WHAT LECTURERS DO RATHER THAN TAKING US FOR GRANTED

More respect from senior management.

more than anything, I'd like to work with ... colleagues who treat me with respect

I would like to be respected but a lack of respect is endemic, institutional

Research appears to be the only thing that is valued. I would therefore like to see value for the job I perform rather than feeling like a second class citizen for not being the next Nobel prize winner

Work culture

A move away from 'targetology' in order to provide the quality in research and teaching that I am capable of producing

An end to the permanent revolution which seems to dominate every corner of university of life and just makes it more difficult to complete the basic quotidian tasks of teaching and research

Universities should be able to adequately and differentially reward those that are working efficiently and well toward the goals of the organisation. There are too many staff who abuse the freedoms and autonomy of the academic jobs either working to their own selfish ends or not working very much at all ...

A much more realistic view taken by the university of what is reasonable to expect academic staff to do. If high quality research and high quality teaching (plus admin jobs) are required these should not be dependent on the (rather thin) goodwill of staff to sacrifice all personal life/sleep/days off.

Understanding the workload model used - this is known only to the Head of School and it is not clear how this is used to allocate work. This creates friction as some colleagues are perceived as doing less work or able to get away with doing work because they are 'awkward' to ask

Stress

more interaction with line manager and opportunities to discuss stress, ways of planning ahead in order to reduce stress

Recognition and early intervention of stress in the workplace.

No more stess management courses please. This does not solve the basic problem.

stress counselling as a requirement for all senior lecturers and above

Reflection

more time for writing and THINKING (a recognition of how long that takes and the energy required to do good writing that's creative and effective as research)

Substantial time left for free thinking research and development

In my subject, one needs blocks of time to think, interpret data and write good papers. Now I do it in fits and starts, and at weekends. Far less effective, and damaging to family life.

Working space

More staff facilities - we don't have a common room, and this would improve collegiality

fire doors replaced by automatic doors

services on site for stress reduction eg exercise classes

open plan offices severely affect concentration, staff are unable to have essential books and journal articles to hand, access to students is restricted and it is very difficult to find space to meet with students as there are no proper provision for individual tutorials

provision of basic things such as a staff room, water cooler

Parking facilities

Provison of good lighting and ventilation

Showers in the Department so that I can do exercise to reduce stress and my waistline

Equality

Raise awarness among university employers about discrimination against gay employees

racial descrimination should be rooted out or minimized

Cutting back on a lot of the admin duties I have as a senior academic Because I am a female professor in a male-dominated subject, I am pressured/forced to sit on almost every committee to make the figures look good, and so have a much higher admin load than my male colleagues

I would like my employer to comply with the 2005 Disability Act and revise the way it treats disabled employees.

I would like to see legislation, or at any rate a policy by my employer, banning discrimination on the grounds of gender identity or gender presentation. Currently only transsexuals are protected, and of them only those undergoing transition.

Support

Opportunity to evaluate support services eg domestics, reprographics, admin, teaching assistants, common room, parking, personal to the same level as students evaluate modules

Universities are VERY badly resourced re. support staff - hence the academics do all the support.

An increasing amount of the work done by academic staff should be done by administrative or clerical staff.

I would like to feel that there were people in my institution with whom I could talk openly about how very near to quitting I currently feel

More support from secretarial staff with admistrative duties would be a good start, and fewer emails ... on questions that could be dealt with by administrators and secretaries. In other words, I would like someone to act as a filter to save time and energy.

Proper admin support: 2 hours every day would be great

I have over 100 personal tutees and could do with this load being more equitably shared.

more support for management activities

Better mentoring of junior lecturing staff

The need for far more administrative staff to reduce the day to day administrative so that the academic staff can concentrate on being academics rather than writing letters to students and wading through 100 student emails per day during term time

Teaching

Better staff/student ratios.   Smaller classes

Measures taken to change the expectations of students- students should be encouraged to take control of their own independent learning experience, and make use of research active lecturers to guide their learning

5 or 6 hours teaching back to back should be recognised as being impossible

a published staff student ratio

A return to semester-based module delivery

I would like to see teaching regaining its value. While I appreciate that good teaching is research-based and informed by current thinking, I think the relationship between tutor and student has been devalued and marginalised.

Resolution of tension between research and teaching through better management and disciplining of colleagues who ignore their teaching responsibilities

I'm all for staff having opportunities to go off and do research but there needs to be equal value and recognition given to those who continue with our primary goal of encouraging student learning and overall development

I think that the issue of the relative importance of teaching versus research has contributed a number of current 'problems' with staff groups. teaching is often regarded as an inferior activity and those who wish to pursue their personal agenda of developing a research profile spend a great deal of time and effort trying to get out of teaching (and administration) completely

one-hour tutorials each week, with 22 students in them, are a waste of everyone's time and make teaching a blind rush

clearer systems to support teachers when there is cheating and plagiarism. Cheating is increasing in past 4-5 years and the systems fail to support staff. Students complain of harassment and this takes a large amount of time usually dedicated to teaching and research

Career progression

I would like more information regarding my current grade/level and what steps I need to take or additional roles in order to progress my career

I would like to see promotion on proven ability.

Possibility of career development, difficult for a teacher of vocational subject (journalism) in a university where only research counts.

I have been turned down for promotion twice even though I am good enough to have served as the head of my department for three years running now ... Something should be done to overhaul this system. It is unfair, it is unjust, it is scandalous

Bullying and harassment

Greater understanding of occupational aggression and how to deal with it, at individual, social and institutional levels

I would like the University of ... to tackle the problem of bullying and harasssment ... In my department 26% of respondents say they have been bullied or harassed in the last twelve months.

I would like bullying and harassment to be taken seriously. I work in a culture of bullying and a very sexist and racist environment. People are scared to speak out

Pay

improved salary: the London Allowance is totally insufficient

A realisation that you cannot expect 100% dedication and performance by staff if you pay them peanuts

GPs now average £110,000 p.a. with five years training, what about University academics with 6-7 years training on an average of just above a third of this salary!

I don't want more money, I want more colleagues

Management

a move away from the management-by-numbers culture which simply counts amount of funding obtained and number of papers published, and more value given to teaching

If my employer gives me new tasks to do they should tell me what tasks they want me to do less of.

Trust academics to use their own (academic) judgement.

overturn the pyramidal management structures in universities

More training given to line managers to prepare them for a management role

if all activities were planned well in advance staff could plan their teaching, research

Greater clarity in the role of academics and senior departmental administrators in relation to administrative tasks

facilitating the time/role allocation more efficiently could be a reward. Managers should be able to allocate time to staff in areas where they excel more judiciously.

Stronger and clearer line management who are willing to deal definitively with the dead wood in the department and make lazy staff WORK!

Management should hire good people, support them, consult with them and let them get on with their jobs!

An attempt by senior individuals to manage effectively rather than pretend to be Sir Alan in the Apprentice.

Scrap the 'active management' model that is being increasingly implemented in universities including my own - it is authoritarian but doesn't work and encourages bullying ... A better model would be to encourage professional partnerships akin to those used to run architects offices and GP practices.

Public policy

Recognise that universities are by their very nature elite institutions and not machines for social engineering

More Government financial support for HE institutions (especially research), so that Universities are not pushing their academics beyond what is humanly acceptable

Work/life balance

Meetings, guest speakers, book launches,etc. held during normal working hours, and not during dinner hour, i.e., after 5 pm. I cannot attend these events because I need/want to be with my child, and childcare is difficult to access during these hours

Serious attention to be paid to the impossibility of achieving the work in the hours that academic staff are paid to work and the effect of this on young mothers

Childcare available on site

recognition of family demands in timetabling SOME extra curricular academic events, or financial support with childcare when expected to attend events outside working hours

I'd love the opportunity to switch to part-time when my children are very young, if I could be guaranteed I'd return to my full-time job after a period of 3/5 years.

The discussions around my request to go part-time were farcical and I suspect not within legislation!! There needs to be a way for women to progress in their academic career, and also be able to spend time with their families.

Renumeration for additonal child care costs when working non standard hours.

Serious commitment to promoting work-life balance and reducing hours expected by recognition that research is not a "hobby" that people should be expected to undertake in their own time.

Communication

More true, rather than token, consultation about change

Willingness to consult and listen from senior univesity staff

More interest by senior management in the views of its staff at all levels

more restrictions over emails - both length and response time expected

That someone shared the grand plan with me and that I felt we were working to the same objectives.

Proper discussion and consultation about issues at all levels, the ability for everyone to contribute to this discussion and the feeling that we are thinking together about the 'wider picture' not carrying on in a 'knee jerk' kind of way to whatever the latest fad is over at senior management

Introduce clear guideline for students and staff regarding expectations of the e-mail culture

UCU

The Union needs to take a very firm line on stress and on the sources of stress.

I'd like to see UCU take a more conciliatory and supportive role, rather than an antagonistic one.

A working UCU legal service re-established (I realise the problems of the lawyers being swamped by equal pay cases and that this is beyond the control of UCU, but maybe we could allow branches money to fund their own cases locally) in order that we have better tools to prevent flagrant breaches of university Statutes and employment law

The most stressful experience of my tenure as HoD [Head of Department] was the action short of a strike in 2006 - I participated in it as a loyal union member but I didn't agree with it and it was an awful experience which I never wish to repeat.

Proper recognition by my university of the amount of my time spent on UCU work.

We need paid UCU casework officers or para-legals on campus - there is so much stress and bullying in this place that the voluntary UCU casework officers can't cope, and end up suffering from stress themselves!

UCU should tackle conditions - more important than pay.

The UCU was, in my view, mistaken to campaign over pay. The really problem is working conditions: too few staff, lack of cover, no benefits (like private health care), people using their own salaries to fund research activities, everything done 'on the cheap'

Bureaucracy

Less paper work to allow me to get on with my teaching and research

value given to academic staff time instead of wasting it on excessive meetings and form filling

reduction in the immense amount of paperwork associated with all aspects of university teaching, research administration, grant application, RAEs [Research Assessment Exercises] and degree accrediation processes

Scholarship

Scholarly activity recognised in the work allocation schedule.

Quality assurance

Reduction in QA tasks

less "Quality Assurance" style investigations/visits which mean I have to invent a virtual reality about what I do to fit in with what these organisations expect I should be doing

Decision-making

increase staff morale by having transparency in decision making processes and consultation with staff at earlier stage in process

More employee involvment in changes which are proposed which impact on work intensification. Senior academic staff have lost all control of this to senior managers and administrators.

Professional development

Greater consideration by line managers particularly regarding the development of the individual lecturer and the different facets of their role.

I would like to receive more feedback on my work

A system of regular funded sabbaticals to allow research and teaching development

More robust staff review procedures - at present this is not done by one's line manager

many junior colleagues are crying out for some sort of positive feedback which they don't get

Better support in developing management skills, work relationship skills and time-management skills, FOR ACADEMICS too

Contract

A fairer contract which gives genuine recognition for the many tasks undertaken as well as meeting 550 hours of teaching activities

Students

End to student fees as this has changed the relationship with students.

more time to interact with students in educational contexts outside formal lecture and seminars

Encouragement to students to be more polite to academic staff.

Students to take more responsibility for their own learning

Institutional ethos

change of branding of university from "business" back to "community of scholars"

Accept that universities cannot be run as businesses, and that profits in education cannot only be accounted financially

A genuine transparency in the culture of the institution at all levels

We need to demand a return to the belief that higher education is a fundamental right which benefits both the individual and society in intellectual, artistic, moral and economic ways while the move to reduce HE to training will actually be self defeating as it stifles creativity

Monitoring

Leave the NSS [National Student Survey] - would improve the atmosphere enormously

Closer monitoring of workload & protection by managers from overwork

Bureaucracy

Greatly reduce administrative paperwork enabling time to be spent on teaching and research.

Staffing levels

More staff resources in proportion to the increase in students, especially at post-graduate level.

Higher staff-student ratio

The main problem/stress point in HE, i think, is that it is barely possible to advance your own research career given high teaching loads and increasingly demanding students. I would like to see national teacher/student ratios set to prevent universities from over-loading academic staff in the name of budgetary constraints

Professional issues

Greater clarity around roles and responsibilities of the work

Removal of grant income as a criterion of achievement. It is an input measure not an output measure ...

I would like to see disciplinary issues and complaints procedures handled by educational professionals that do not work for the University in question, to mitigate against the corruption of these proceduers by the powerful.

Working life can be affected by outside and internal demands (eg grant reviews, journal work etc.) often these activities are voluntary but provide esteem. The voluntary nature of these activities places time pressures which impact on all aspects of work life balance. How can you opt out without affecting your career in academia!

Quality assurance

Less continual change in modes of quality assurance and curriculum monitoring.

Resources

A main stress for me is computers that are out of date and constantly crash, with programs so old, I can't even open student work

A huge amount of my time is spent on administrative matters outwith the job spec of a research fellow ... The only solution for this is for the University to devote more funding for infrastructure ...

A computer system that could be relied upon with access to all systems from home and not just e-mail

Working time

research time should be automatically factored in to hours not just when and if you can fit it in

Clearly defined holiday entitlements

Ability to take annual leave (never possible due to work pressure)

Training

Provide a good standard of training for academic staff in management of students ... some student problems escalate and seem to require knowledge of legal issues which the average member of academic staff does not know about

On the bright side ...

In general, I am extremely fortunate in working in a very pleasant and supportive environment; my institution is aware of stress problems and has made great improvements in recent years

I'm happy with my working life

I'm quite happy with it really!

I have good control of my working life. Happy doing what I do - research, admin, teaching. Ambitions lie outside work life

" "

TEACHING-ONLY ACADEMICS

What measures would you like to see taken to improve your working life?

" "

Decision-making

Staff participation in strategic decision-making.

Scholarship

more (realistic) time for scholarly activity other than research

Staffing levels

More academic staff for teaching and dealing with increasing student numbers.

Esteem

To be treated with respect.

Teaching fellows treated as full members of their institution, rather than de facto second-class citizens.

Teaching staff being treated with respect and valued. Here we are resented and individuals are treated unfairly which demoralised the rest of the staff

I would very much like to be respected once again for what I stand for and not to be made to feel like a second class citizen because ... the vice chancellor wants all members of staff to have a PhD and I haven't got one.

Management

For things not to come in a lump, when they clearly could be avoided by better planning by HOD [Head of Department]

Working time

Statutory break for lunch to prevent not taking the necessary break. I have no doubt that this is a main cause of high levels of stress amongst colleagues in our institution

The right to study leave to improve / refresh teaching skills and materials ... I see no reason (other than financial) why non-researchers with heavy workloads should not be entitled to leave on professional grounds

Support

proper admin support so that I can do my academic job better and find time to attend training

Decision-making

Consultation re change & what is being discussed before decisions are made

More consultation and inclusion in decision making

Teaching

Student numbers being reduced to a reasonable level to ensure a quality teaching experience for both student and staff

Time being allowed for marking of work

Fewer contact hours with students to allow greater time for preparation to give students better quality

Smaller student lecture classes and bring back the tutorials with <20 students so that we can interact with them and enhance their experience of studying

Job security

Greater job security through longer contracts

Bullying and harassment

Stronger practical support for helping remove bullying and harassment from the workplace - the job is stressful enough without such unhappiness

closer monitoring of bullying

Communication

Use informal printed school staff and student newsletters instead of electronic distribution for corporate. Creation of an unbiased university newspaper, written by staff and students without recrimination by administration for voicing personal opinion or point of view

Employment/research

I would like a permanent contract; more say in what I teach and some designated time for research

introduction of a career path, research time, facility to be able to attend conferences, reduction in teaching hours from over 700 a year to a reasonable number

A proper contract, fractional or otherwise, with clear working hours and time for development in research and at a personal level

However, I am still on a teaching-only, part time contract, whilst expected to undertake research. Paid time to do research would be good

Workload

I would like some extra recognition within the university that nursing courses are 42 weeks long as opposed to 32 for other courses. This means that nursing lecturers have less time for research, writing and other scholarly activities, as we are too busy with teaching and teaching- related activites

I would appreciate more heed being paid to the distribution of workload, as some team members carrry a much heavier load than others.

Workload Management System to truly reflect the work tasks we undertake ... as opposed to the minimum/or at time less than the minimum ...

Employment

A secure pro rata contract with all the hours I work off-site recognised

Management

Training of leaders to have better interpersonal skills development and a more caring (rather than an institutional one) attitude towards staff

I think that there should be methods by which staff can make clear problems at a management level without feeling they will be penalised

Increased understanding by senior managers of what makes a successful college - beyond the financial bottom line. Courses, departments, colleges need to be built over time. This means long term investment and support by senior managers ...

Properly trained senior managers who knew what they were doing

Training of line managers in departments in personnel management so that they understand how to get the most out of thier staff, how to implement family friendly policies and how to stay within the law when advertising and recruiting to posts

Wouldn't it be luverly if the senior management taught then they might appreciate the huge change in students that has taken place over the past 3-5 years!!!

Consultation

Our working life would be improved by being genuinely consulted and listened to

Public policy

an end to fees so my students (at least some of them) don't think I should provide them with a qualification without any work on their part and should be available to them 24/7

Students

We need to tone down the social engineering concerning recruitment of students with non-standard background until and unless we can offer the level of support they need to succeed

Equality

This is the first university job I have been in, and the first time I have observed sexism at work with women being encouraged to take the less valued teaching route, and men being unquestionably researchers

Contracts

Less casualisation and as such more commitment to staff members.

Quality assurance

Simplification of QAA [Quality Assurance Agency] directives and attempts to express learning outcomes in an equivalent way for all subjects and all levels

Colleagues

Also there are a number of colleagues with hardly any timetabled teaching, whose lack of contribution in teaching costs the rest of us doing excessive amount in teaching

I would like my line manager and department director to feel they had more power to deal with those of my colleagues who don't pull their weight

Work/life balance

Better appreciation for how long tasks take and the work/life balance

UCU

As many members feel the union is largely ineffectual in so many areas, UCU should finally get a grip on unnecessary and unreasonable stress in the workplace and take valid incidences [sic] reported to them more seriously rather than let them slide to crisis point, isn't that the UCU's raison d' etre & the reason we pay our dues?

Speaking to a union Representative has been the most supportive move I have every made ... I would suggest that new teachers and non-union teachers are

encouraged to attend Union meetings so that they understand from the beginning the role and importance of their union.

I have already sought assistance from my UCU rep (who was very helpful and supportive) and my work load has been lessened to make up for all the extra hours I have done during the first two terms

Professional development

Training courses should be paid for both time spent and travel costs.

Staff development time allocated for scholarship related to our role as a Lecturer/Tutor even if we do not do research.

Training

To be fully informed about the disabilities of students before the commencement of the course in any new academic year and to be offered appropriate training in advance.

On the bright side ...

My working life is excellent. My employer is the best I've ever had. The management and efficiency are very good even though the O.U. is a large organisation.

" "

7 Conclusion, recommendations, action

There was a high level of agreement among respondents in higher education with the statement 'I find my job stressful'. Nearly half the respondents in higher education said their general or average level of stress was high or very high. Nearly one third of higher education respondents said they often experienced levels of stress they found unacceptable, and 5% said this was always the case.

The results of occupational stress surveys of higher education academic and academic-related staff over the past decade in terms of response to the statement 'I find my job stressful' are broadly similar, though with possible evidence of a slight uplift in stress levels in 2008 compared with earlier studies in 1998 and 2004.

'Lack of time to undertake research' was the factor the highest number of respondents in higher education said made a very high contribution to unacceptable levels of stress or frustration. Next came 'Excessive workloads', then 'Lack of resources to undertake research, including problems in obtaining funding'.

UCU members in higher education consistently reported lower well-being than the average for the target group (which included the education sector) in the HSE's survey 'Psychosocial Working Conditions in Britain in 2008'. The biggest 'well-being gap' to the detriment of UCU members in higher education was in the area of change, followed by role, then equally demands and managerial support. Only in the area of control was there a gap in favour of staff working in higher education.

1=low well-being; 5=high well-being	Demands	Control	Managerial support	Peer support	Relationships	Role	Change
HSE 2008 survey target group average	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in higher education	2.61	3.75	2.94	3.4	3.57	3.72	2.54
'Well-being gap' for UCU members in HE	-0.83	0.43	-0.83	-0.63	-0.56	-0.89	-1.00

In higher education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. In higher education, for academic grades, job demands were the most powerful predictor of perceived stress and work-life conflict. For academic-related staff, while job demands were strong predictors, relationship stressors were also significant in a positive direction (see Appendix 1). Analysis of the sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a high strain job on well-being. Separate analyses of the HE sector, and of academic and academic-

related grades within HE, were carried out, with similar findings to the whole sample, indicating that social support to some degree offset the negative impact of low control (see Appendix 1 & 2).

The findings of this survey clearly indicate that occupational stress continues to be a problem in higher education institutions in the UK. In accordance with several surveys conducted in the sector over the last decade or so, academic and academic-related employees continue to work long hours and have difficulty fulfilling the demands made upon them. Reflecting the findings of previous research in the sector discussed in the introduction, job insecurity, job control and relationships are considerable sources of strain. Obtaining research funding and conducting high quality were powerful stressors in this sector.

Tackling occupational stress

To tackle these problems, our members working in higher education would like:

In general

- greater esteem and appreciation
- greater staffing resources to cope with increased student numbers
- quieter working spaces
- effective institutional action on bullying and harassment
- more mentoring and support
- a more collegial work culture
- research opportunities for academic-related and teaching-only academics
- a complete overhaul of the Research Assessment Exercise / Research Excellence Framework

Management

- less bureaucracy
- better management of change
- improved planning
- more inclusion in decision-making
- more communication with management
- more training for managers

Employment

- more flexible working patterns
- workload control and guidelines

- greater job security
- an end to fixed-term contracts
- proper reward and removal of the gender pay gap
- greater equality in employment
- UCU to take more action on stress and workload

Career

- more opportunity for career progression
- more worthwhile opportunities for professional development

In addition, UCU members who are teachers in higher education would like:

Teaching

- smaller classes
- greater recognition for teaching

The findings of this survey suggest that support from managers and peers may help to offset the negative impact of low levels of control at work and high levels of demand. Interventions should be developed that enhance support from these sources. In addition, the use of temporary or permanent contracts emerged in the analysis as an important predictor of stress: we strongly urge use of permanent contracts as good practice in employment policy throughout the sector.

University and College Union, and its predecessor unions AUT and NATFHE, is aware of the problem of occupational stress in post-16 education in the UK, and is committed to taking action to tackle this situation. This survey of occupational stress was undertaken by UCU with the intention of gathering data leading to recommendations to inform local and national negotiations. UCU provides support at a national and local level to inform members of the nature of occupational stress, and of their employer's responsibility to ensure that workloads and working hours are such that employees do not become at risk of stress or stress-related illness.

UCU has produced a stress toolkit, with guidelines for UCU officers at branch or local association level on how to deal with stress and on supporting individual cases. There is also information on treating occupational stress as a health and safety issue, undertaking a risk assessment and monitoring hours of work. UCU has also produced a model questionnaire for local use. This toolkit is available at: http://www.ucu.org.uk/index.cfm?articleid=2562.

UCU's website provides links to other organisations such as the College and University Support Network, which is supported by UCU, and the Health and Safety Executive. UCU also works together with employer bodies, such as the Association of Colleges and the Universities and Colleges Employers Association, to tackle occupational stress.

And finally …

Here are some comments by Philip Burgess, a member of UCU National Executive Committee, and of the NEC's stress and bullying working group, on the results of the survey and the next steps for UCU:

> *"If we take each of the Health and Safety Executive factors in turn, and examine the data, we can see how UCU might act to improve the well-being of our members on each one:*
>
> *Demands: Institutions have allowed demands to escalate and have failed to introduce mechanisms to control them. By giving staff resources a status equivalent to that which money has come to enjoy, we can ensure that those finite personal resources are husbanded. UCU should propose that innovations which increase workload in one area must be balanced by reductions elsewhere, or by increases in staff.*
>
> *Control: This aspect of our work is already worse in FE than in the HSE norm. Arguably, HE is heading in the same direction. The climate of managerialism which has siphoned off the powers of elected academic governing bodies, academic departmental boards and individual academics and deposited those powers in bureaucratic structures of appointed 'managers' is responsible for this erosion of control by our members over their own work. We have become, in effect, de-professionalised. UCU must try to reverse these trends by using what democratic mechanisms remain open to us.*
>
> *Managerial Support: We must expose the failure of the managerialist philosophy. We must press each institution to collect the relevant data each year, and to allow discussion of them in their governing bodies. UCU must engage with those bodies in order to ameliorate the problems revealed.*
>
> *Peer support: Support for trade union values is a major factor in persuading people to join UCU. We must work hard to recruit a much bigger membership base and explain to members that mutual support in stressful situations is a core trade union value. We must counter the dog-eat-dog values of managerialism.*
>
> *Relationships: The same argument applies. In addition, we must continue to emphasise (as expressed in several motions*

adopted by Congress) that harassment and bullying can play no part in academic life. In addition, we must uphold the values of academic freedom, and expose those institutions which restrict it.

Role: We need to clarify to our members what education is, and what their roles in education are. We must continue to resist the restrictions imposed by managerialism. In particular, we must remind our members, and institutions, that education is a transformation and not a commodity, and that students are not customers awaiting delivery of a product.

Change: We must continue to scrutinise how institutions and their educational processes are changing, and how successfully institutional changes are implemented. We will welcome change for the better, particularly when staff are fully consulted, but we must oppose and reverse changes for the worse since it is clear that institutions are failing to do this.

Overall, an important factor contributing to stress among our members is a mismatch between demands and control. Those members who entered the profession some decades ago often remark that demands have always been high, but that this was compensated at the time by the high levels of personal control enjoyed over work and working practices. In the present climate of managerialism, control appears to be gravitating from academic staff to managers. We must investigate this phenomenon in further research.

More specifically, we must measure how stress levels, demands and controls are changing over time and how they impinge on the different sectors and groups within sectors. If, as I suspect, the advance of managerialism will continue to erode the control that our members used to have (and which made academic life so attractive, in spite of the demands), we must devise ways to shake the complacency of institutional governing bodies so that this erosion can be halted and reversed. Otherwise, staff will be subject to burn-out at earlier stages in their careers, and the most talented and dedicated staff will never be attracted in the first place.'

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Appendix 1

Multiple regressions predicting perceived stress and work-life conflict for further and higher education and academic and academic-related staff

A series of hierarchical multiple regression equations was conducted in order to examine the job stressor factors that made the strongest contribution to perceived stress and work-life conflict. As working conditions differ in further and higher education, and between academic and academic-related staff within higher education, different regressions were conducted for these four groups. The first and second step of each equation controlled for sex and mode of employment (temporary/permanent contract).

Predictors of perceived stress and work-life conflict: further education

In the further education sector, the most powerful predictor of perceived stress was job demands and, to a lesser extent, relationship stressors. Job control, peer support and management of change also made a significant contribution to the incremental variance in a negative direction, but managerial support and role clarity failed to reach significance. Temporary status was also a strong significant predictor of perceived stress in this sector. The model explained a total of 42% of variance in perceived stress.

Female sex and temporary employment were significant predictors of work-life conflict. Of the stressor categories, the only significant contributions were made by job demands and, to a lesser extent, lack of job control. The model accounted for 35% of variance in work-life conflict.

Perceived stress

	R^2	beta
Step 1		
Sex	.001	.028
Step 2		
Temporary/permanent	.013***	-.114***
Step 3		
Demands		.480***
Control		-.082***
Managerial Support		-.039
Peer Support		-.041*
Relationship stressors		.106***
Role clarity		.006
Change		-.056**
	.409***	
Total R^2	·422***	

Work-life conflict

	R^2	beta
Step 1		
Sex	.004	-.062**
Step 2		
Temporary/permanent	.023***	-.154***
Step 3		
Demands		.486***
Control		-.116***
Managerial Support		.002
Peer Support		-.033
Relationship stressors		-.007
Role clarity		-.034
Change		-.004
	.320***	
Total R^2	.347***	

* = p<.05; ** = p<.01; *** = p<.001

Predictors of perceived stress and work-life conflict: higher education

Similar to further education, the strongest predictors of perceived stress in the higher education sector were job demands and relationship stressors. Low job control and peer support were also significant predictors in this sector but, unlike further education, poor managerial support and lack of role clarity also made contributions to the incremental variance. As with further education, female sex and temporary status were also significant predictors of perceived stress. The model contributed a total of 45% of variance in perceived stress.

Similar to further education, female sex and temporary employment made significant contributions to the variance in work-life conflict. Job demands and low job control were powerful predictors of variance but, in contrast to further education, low levels of peer support also made a significant contribution. The model accounted for a total of 35% in work-life conflict.

Perceived stress

	R^2	beta
Step 1		
Sex	.001*	-.024*

Step 2
Temporary/permanent   .007***   -.087***

Step 3
Demands   .496***
Control   -.039***
Managerial Support   -.050***
Peer Support   -.049***
Relationship stressors   .181***
Role clarity   -.055***
Change   -.017

                             .444***

Total R^2 .452***

* = p<.05; ** = p<.01; *** = p<.001

Work-life conflict

                             R^2 beta
Step 1
Gender   .004***   -.062**

Step 2
Temporary/permanent   .012***   -.110***

Step 3
Demands   .522***
Control   -.077***
Managerial Support   -.011
Peer Support   -.036**
Relationship stressors   .016
Role clarity   -.021
Change   -.014

                             .335***

Total R^2 .351***

* = p<.05; ** = p<.01; *** = p<.001

Predictors of perceived stress and work-life conflict: academic and academic-related grades

Academic grades

For the academic grades, female sex and temporary status were significant predictors of perceived stress. With the exception of change management, all stressor categories made significant contributions to the variance with the strongest contributions made by job demands and relationship stressors. The model accounted for a total of 44% of variance in perceived stress.

For work-life conflict, the most powerful predictor was job demands, although female sex, temporary status, and low job control, peer support and role clarity all made significant contributions. Manager support, relationship stressors and change management were all non significant. The model accounted for a total of 34% of variance in work-life conflict.

Perceived stress

	R^2	beta
Step 1		
Sex	.001**	-.031**
Step 2		
Temporary/permanent	.007***	-.088***
Step 3		
Demands		.496***
Control		-.066***
Managerial Support		-.044***
Peer Support		-.046***
Relationship stressors		-.155***
Role clarity		-.032**
Change		.003
	.428***	
Total R^2	.436***	

*= p<.05; ** = p<.01; *** = p<.001

Work-life conflict

	R^2	beta
Step 1		
Sex	.004***	-.063**
Step 2		
Temporary/permanent	.013***	-.116***
Step 3		
Demands		.517***
Control		-.087***
Managerial Support		-.001
Peer Support		-.037**

Relationship stressors		.015
Role clarity		-.029**
Change		-.005
	.327***	
Total R^2	.344***	

* = p<.05; ** = p<.01; *** = p<.001

Academic-related grades

As with the academic grades, female sex and temporary status were significant predictors of perceived stress. Again, similar to the academic grades, job demands and relationship stressors made the strongest contribution to stress perceptions, but job control, managerial support and role clarity were also significant in a negative direction. Neither change management nor peer support made significant contributions. The model accounted for a total of 47% of variance in perceived stress.

The significant predictors of work-life conflict were job demands, job control and, to a lesser extent, peer support and relationship stressors. Female sex and temporary status also accounted for a significant proportion of variance in work-life conflict. The model explained a total of 34% of variance.

Perceived stress

	R^2	beta
Step 1		
Sex	.003**	-.054**
Step 2		
Temporary/permanent	.007***	-.086***
Step 3		
Demands		.471***
Control		-.050**
Managerial Support		-.059**
Peer Support		-.023
Relationship stressors		.204***
Role clarity		-.065**
Change		-.007
	.455***	
Total R^2	.465***	

* = p<.05; ** = p<.01; *** = p<.001

Work-life conflict

	R^2	beta
Step 1		
Gender	.011***	-.107***
Step 2		
Temporary/permanent	.019***	-.141***
Step 3		
Demands		.471***
Control		-.099***
Managerial Support		-.009
Peer Support		-.044*
Relationship stressors		.045*
Role clarity		-.012
Change		.018
	.307***	
Total R^2	.337***	

* = p<.05; ** = p<.01; *** = p<.001

Appendix 2

Testing the job demand-control-support (JDCS) model

Hierarchical multiple regression analyses were computed in which the dimensions of the JDCS model were regressed on perceived stress. The independent variables were entered into the equation in five steps. At the first step, sex was entered to control for its effects. At the second step, the job-related variables job status (temporary/permanent), sector (further/higher education) and job type (academic/academic-related. At the third step, job demands, job control and social support (a variable that combined peer support and management support – Cronbach's alpha for composite variable = .91) were entered simultaneously in order to examine their main effects. At the fourth step, the two-way interaction terms (a) demands x control, b) demands x social support, c) control x social support) were entered to examine whether a) control moderated the negative impact of high demands; b) social support moderated the negative impact of job demands; c) social support moderated the negative impact of low control. In the fifth and final step, the three-way interaction term (demands x control x support) was entered in order to examine whether support moderated the negative impact of a job high in demands and low in control. Because findings are very similar for further education and higher education, and for academic and academic related grades (the total r square is almost identical and the effects of the interactions are similar), the findings for the sample as a whole are reported, while controlling for sector and job type.

<u>Sample as a whole</u>

Female sex and temporary employment, entered in Steps 1 and 2, were significant predictors of perceived stress for the sample as a whole. The job-related variables also accounted for additional variance, with temporary status, working in further education and an academic job being significant predictors of stress. Significant main effects were found for all three components of the JDCS model entered in Step 3, with particularly strong effects found for job demands. The two-way interaction between control and support entered in Step 4 made a significant contribution to the variance in perceived stress, but the other interactions did not. This suggests that social support from managers and peers to some degree offsets the negative impact of low control. Evidence for a significant three-way interaction was also found, indicating that support may moderate the negative impact of a high strain job on wellbeing.

Perceived stress

	R^2	beta
Step 1		
Sex	.001***	-.031***
Step 2		
Temporary/permanent		-.080***
Sector		-.060***

Job-type		-.100***
	.020***	
Step 3		
Demands		.511***
Control		-.094***
Support		-.186***
	.407***	
Step 4		
Demand x Control		.021
Demand x Support		.023***
Control x Support		.255***
	.004***	
Step 5		
Demand x Control x Support	.001***	.180***
Total R^2	.433***	

* = p<.05; ** = p<.01; *** = p<.001

Appendix 3

Reliability scores for responses in UCU survey relating to HSE stressors

These scores describe the extent to which respondents answered questions relating to the HSE stressors consistently. Chronbach's alpha can take values between negative infinity and 1; the nearer to 1, the more consistent the responses are considered to be. The scores below indicate a high level of consistency in the survey responses.

Reliability - role clarity

Reliability Statistics

Cronbach's Alpha	N of Items
.834	5

Reliability - demands

Reliability Statistics

Cronbach's Alpha	N of Items
.873	8

Reliability - control

Reliability Statistics

Cronbach's Alpha	N of Items
.864	6

Reliability - managerial support

Reliability Statistics

Cronbach's Alpha	N of Items
.897	5

Reliability - peer support

Reliability Statistics

Cronbach's Alpha	N of Items
.848	4

Reliability - relationship stress

Reliability Statistics

Cronbach's Alpha	N of Items
.837	4

Reliability - management of change

Reliability Statistics

Cronbach's Alpha	N of Items
.819	3

Appendix 4

The questionnaire

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University and College Union

Occupational stress survey 2008

Introduction

This questionnaire about your experience of occupational stress is anonymous, and all information will be treated with confidentiality.

If you have any enquiries, please contact UCU senior research officer Stephen Court at scourt@ucu.org.uk

If you have more than one employer, please refer where possible to your principal employer.

Questions 1-35 are from the Health and Safety Executive's Management Standards Indicator Tool.

Please respond to closed questions by putting an 'x' in the appropriate box.

Questions 5 and 21 refer to harassment and bullying. Bullying is not against the law, but is understood as a form of harassment. ACAS definition: 'Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour'. Harassment is legally defined as violating a person's dignity or creating a hostile working environment. It is illegal when on grounds of sex, race, disability, sexual orientation, gender reassignment, religion/belief or age.

Question 52 asks about your socio-economic background. There is currently very little data on the socio-economic background of staff in FE and HE; it would be very helpful, in the interests of promoting widening participation, to know something about this.

The survey should take 10-15 minutes to complete.

Please respond by Friday 2 May 2008.

		Never	Seldom	Sometimes	Often	Always
1	I am clear what is expected of me at work	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
2	I can decide when to take a break	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
3	Different groups at work demand things from me that are hard to combine	5		4	3	
		2	1			

		Never	Seldom	Sometimes	Often	Always
4	I know how to go about getting my job done	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
5	I am subject to personal harassment at work (see definition in introduction)	5		4	3	
		2	1			

		Never	Seldom	Sometimes	Often	Always
6	I have unachievable deadlines	5		4	3	
		2	1			

		Never	Seldom	Sometimes	Often	Always
7	If work gets difficult, my colleagues will help me	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
8	I am given supportive feedback on the work I do	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
9	I have to work very intensively	5		4	3	
		2	1			

		Never	Seldom	Sometimes	Often	Always
10	I have a say in my own work speed	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
11	I am clear what my duties and responsibilities are	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
12	I have to neglect some tasks because I have too much to do	5		4	3	
		2	1			

		Never	Seldom	Sometimes	Often	Always
13	I am clear about the goals and objectives for my department	1		2	3	
		4	5			

		Never	Seldom	Sometimes	Often	Always
14	There is friction or anger between colleagues	5		4	3	

		Never	Seldom	Sometimes	Often	Always
				2	1	

15	I have a choice in deciding how I do my work	Never	Seldom	Sometimes	Often	Always
		1		2	3	
		4	5			

16	I am unable to take sufficient breaks	Never	Seldom	Sometimes	Often	Always
		5		4	3	
		2	1			

17	I understand how my work fits into the overall aim of the organisation	Never	Seldom	Sometimes	Often	Always
		1		2	3	
		4	5			

18	I am pressured to work long hours	Never	Seldom	Sometimes	Often	Always
		5		4	3	
		2	1			

19	I have a choice in deciding what I do at work	Never	Seldom	Sometimes	Often	Always
		1		2	3	
		4	5			

20	I have to work very fast	Never	Seldom	Sometimes	Often	Always
		5		4	3	
		2	1			

21	I am subject to bullying at work (see definition in introduction)	Never	Seldom	Sometimes	Often	Always
		5		4	3	
		2	1			

22	I have unrealistic time pressures	Never	Seldom	Sometimes	Often	Always
		5		4	3	
		2	1			

23	I can rely on my line manager to help me out with a work problem	Never	Seldom	Sometimes	Often	Always
		1		2	3	
		4	5			

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24	I get help and support I need from colleagues	1	2		3	4
		5				
25	I have some say over the way I work	1	2		3	4
		5				
26	I have sufficient opportunities to question managers about change at work	1	2		3	4
		5				
27	I receive the respect at work I deserve from my colleagues	1	2		3	4
		5				
28	Staff are always consulted about change at work	1	2		3	4
		5				
29	I can talk to my line manager about something that has upset or annoyed me about work	1	2		3	4
		5				
30	My working time can be flexible	1	2		3	4
		5				
31	My colleagues are willing to listen to my work-related problems	1	2		3	4
		5				
32	When changes are made at work, I am clear about how they will work out in practice	1	2		3	4
		5				
33	I am supported through emotionally demanding work	1	2		3	4
		5				
34	Relationships at work are strained	1	2		3	4
		5				
35	My line manager encourages me at work	1	2		3	4
		5				

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
36a	I find my job stressful	1	2	3	4	
		5				

		Very low	Low	Moderate	High	Very high
36b	How would you characterise your general or average level of stress?	5	4	3	2	
		1				

		Never	Seldom	Sometimes	Often	Always
37	Do you experience levels of stress that you find unacceptable?	5	4	3	2	
		1				

38 For each of the following factors, please indicate the extent to which they contribute to unacceptable levels of stress or frustration by marking them 0 to 5, with 5 indicating a very high contribution (items which may not be applicable to all UCU members have a n/a response category):

(a) Job insecurity	0	1	2	3	4	5
(b) Lack of promotion opportunities	0	1	2	3	4	5
(c) Discrimination	0	1	2	3	4	5
(d) Bullying (see definition in introduction)	0	1	2	3	4	5
(e) Complaints by other members of staff	0	1	2	3	4	5
(f) Excessive workloads	0	1	2	3	4	5
(g) Unreasonable expectations from colleagues, students or your head of department	0	1	2	3	4	5
(h) Lack of opportunities for training and career development	0	1	2	3	4	5
(i) Poor work-life balance	0	1	2	3	4	5
(j) Harassment (see definition in introduction)	0	1	2	3	4	5
(k) Complaints by students	0	1	2	3	4	5
	n/a					
(l) Lack of time to undertake research	0	1	2	3	4	5
	n/a					
(m) Lack of resources to undertake research, including problems in obtaining funding	0	1	2	3	4	5
	n/a					

(n) Lack of time or opportunities to develop your teaching	0	1	2	3	4	5	
	n/a						
(o) Insufficient time to respond to student queries	0	1	2	3	4	5	
	n/a						
(p) Teaching large classes	0	1	2	3	4	5	
	n/a						
(q) Lack of choice in the subjects you teach or carry out research on	0	1	2	3	4	5	
	n/a						
(r) Other, please provide details:	0	1	2	3	4	5	

(r) Other details:

39 Please provide brief details of any of the above factors in question 38 which make a significant contribution to stress or frustration:

		Further education	Higher education
40	(a) Which sector do you (principally) work in?	1	2
	(b) What is the name of the FE or	_____	

HE institution where you (principally) work:

_____

41	Your gender	Female	Male	Transgender/ Transsexual	
		1	2	3	

42	Your sexual orientation	Bisexual	Heterosexual	Lesbian or gay	
		1	2	3	

43	If you are lesbian, gay, bisexual or trans, does your employer know?	Yes	No	Not sure	
		1	2	3	

44   Your ethnicity

(a) Black or Black British – Caribbean	1
(b) Black or Black British – African	1
(c) Other Black background	1
(d) Asian or Asian British – Indian	1
(e) Asian or Asian British – Pakistani	1
(f) Asian or Asian British – Bangladeshi	1

(g) Chinese				
	1			

(h) Other Asian background				
	1			

(i) Other (including mixed)				
	1			

(j) White				
	1			

45   Disability

	Yes	No	Not sure	
(a) Do you consider yourself disabled?	1	2	3	
(b) If yes, does your employer know you are disabled?	Yes	No	Not sure	
	1	2	3	

46   Your job

Academic function

(a) Teaching or teaching-only		
	1	

(b) Research-only		
	1	

(c) Teaching-and-research		
	1	

Academic-related/support occupation

(d) Manager		
	1	

(e) Administrator		
	1	

(f) Computing staff		
	1	

(g) Librarian		
	1	

(h) Other		
	1	

(i) Not applicable		
	1	

47   Title of your department: _____

_____

48	Your mode of employment	
	(a) Full-time	1
	(b) Part-time	1
	(c) Hourly-paid	1
	(d) Other	1
49	Your terms of employment	
	(a) Open-ended/permanent contract	1
	(b) Fixed-term contract	1
	(c) Zero hours contract	1
	(d) Variable hours contract	1
	(e) Other	1
50	Current job grade or main pay level	
	(a) job or grade title:	_____
	(b) spine point:	
	(c) hourly-paid, usual hourly rate:	£
	(d) other:	
51	The average number of hours you work per week (on/off site) during term-time (work means any task related to your contract of employment)	
	(a) 0-10	1
	(b) 11-15	1
	(c) 16-20	1
	(d) 21-25	1
	(e) 26-30	1
	(f) 31-35	1

(g) 36-40	1
(h) 41-45	1
(i) 46-50	1
(j) 51-55	1
(k) 56-60	1
(l) Over 60	1

52	Socio-economic background	

Please indicate the occupation of your father, mother, carer or guardian (whoever was the main income earner) when you were a teenager:

(a) manager or senior official	1
(b) professional occupation	1
(c) associate professional or technical occupation	1
(d) administrative or secretarial occupation	1
(e) skilled trades occupation	1
(f) personal service occupation	1
(g) sales or customer service occupation	1
(h) process, plant or machine operative	1
(i) elementary occupation	1
(j) not known/applicable	1

53   What measures would you like to see taken
     to improve your working life?

Follow-up

54   If you would be happy to take part in
     follow-up research about employment in UK   _____
     further or higher education, please provide
     your email address:

Thank you for completing this questionnaire