

Timestamp	Feedback on the first Draft Charter	As members of staff we are expected to...	As members of staff we can expect...
4/21/2012 10:21:54	testing this	and this	and this too
4/23/2012 10:34:07	Looks good (Board Member!)		
4/23/2012 10:40:29	The first section should be inspirational	Recognise that our most valuable resource is our colleagues, to support and cherish each other.	The university to recognise us as their important resource, to retain and develop us.
4/23/2012 10:40:58			
4/23/2012 10:42:22	<p>What is completely missing is research and contribution of new insights and discoveries for society. In fact, there is nothing to distinguish this institution as a university (rather than a 6th form or further education college)</p> <p>Very disappointing. Not measurable or enforceable. In general, the charter is quite bland, lacking any real commitment or straightforward statement of what parties should expect. Many phrases are indirect, and lead the reader back to "strategic aims" and "wider goals" or the university. If these are the basis then there is no point in the charter too, and we are left with an exercise in marketing/relations.</p> <p>"Diversity": mentions staff can expected to be trusted. This should be in "Openness" section, and should be less vague.</p> <p>"Responsibility": it a circular argument for the staff charter to say that the staff charter should be practised and upheld.</p> <p>"Collaboration": the words "our department" are meaningless (faculty? subject area?) and the words "as appropriate" are too vague.</p> <p>etc.</p>	<p>investigate and research urgent questions in the academic community as well as in the society/nation as a whole</p> <p>to publish regularly in peer-reviewed journals and to engage in scholarly activities</p> <p>to review regularly for peer-reviewed journals, and to belong to Editorial boards</p> <p>to develop research plans, to write competitive funding proposals</p>	<p>to be supported in investigation and research in terms of time set aside for research besides teaching, and be given start-up financial resources as well as basic laboratory equipment</p> <p>to be financially supported when publishing in open-access journals</p>
4/23/2012 10:48:22			to be trusted and allowed to carry out our duties as professionals without excessive interference or micro-management

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4/23/2012 10:50:16	<p>Thoughts on following section of charter: Responsibility to a socially inclusive world, to the environment and to ourselves -</p> <p>One of the tenets that draw many staff and students to London Metropolitan University is its historic and current commitment to social justice. Indeed, we are known internationally for this as a trademark exemplifying our focus on social justice in our teaching, research, training and other activities. The charter should have an additional bullet point explaining our commitment to social justice, particularly with the existing subheading describing our responsibility to a socially inclusive world...</p>		
4/23/2012 10:58:25	<p>It would be good to have a higher level bite-sized version similar to the student charter, that could then be drilled down to the level of detail shown in the draft.</p>	<p>Communicate clearly and concisely in a timely fashion to all relevant parties.</p>	<p>Students and colleagues to take reasonable steps to find their own answers before seeking answers or assistance from others and to ensure that where communication is necessary, it is clear and concise with no superfluous addressees.</p>
4/23/2012 11:16:56	<p>I would like to see two things added: Possibly in quality, Seeking excellence: A much stronger comment like, 'The University shows a demonstrable commitment to enhancement and scholarly updating of their academics' careers. That the university listen to the opinions of their subject experts and recognises them as such.</p> <p>The aim of this is to ensure that after a number of years working for LondonMet an academic, or indeed anyone else is a stronger more employable individual.</p>	<p>Promise to stay at the cutting edge of current thinking and give the students the benefit of this scholarship.</p> <p>Deliver an appropriate number of small classes, supporting a specific lecture series, so that each student can get enough personal guidance to enable them to perform to the best of their ability.</p>	<p>The University shows a demonstrable commitment to enhancement and scholarly updating of their academics' careers. That the university listen to the opinions of their subject experts and recognises them as such.</p> <p>That the University regularly reviews and balances SSRs so that quality can be maintained.</p>
4/23/2012 11:23:50	<p>Oh dear. This is way too long and wordy. I was hoping for something far more accessible. I fear that this will be filed away next to the mission statement never to be seen again until it is reviewed</p>		
4/23/2012 11:54:41	<p>I do not get the sense that this is reciprocal, as the majority of it reflects a mix of what I would consider my professional responsibilities coupled with management objectives. In return there are minimal obligations that are loosely enough written to not mean very much over what an employer is already obligated to do. To make matters worse, this is a major change and only subject to consultation, thus decision-making on this issue is controlled ultimately by management. My current terms and conditions of employment are collectively negotiated recognising the power imbalance that exists between employer/employee. As such, I resent this whole project and find it very demoralising - especially given the current context and challenges the university is facing. If there is a genuine wish to engage staff in building a genuine reciprocal 'rights and responsibilities' then this should have been done in partnership with the recognised trade unions.</p>		

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4/23/2012 12:01:45	<p>I think the use of 'quality' with incorrect grammar is poor (something is always of some quality - I think it should be that we are striving for high, good, excellent etc. quality [rather than poor, bad etc. as it currently is not specific).</p> <p>The sections for what the staff can expect are a little vague in places and do not specify where perhaps they should - such as under the quality section where-by I think that for the course and module levels to be of higher quality etc. the university should be committing to an SSR that enables this to be possible, the sceptic in me says that the university will never commit to this though which is what then makes the document worthless to many of the staff.</p> <p>For environmental factors I think that the university is moving in the right direction but could add to this by looking further at paperless systems by giving tablets to staff members and imposing print limits.</p>		<p>The university to ensure appropriate SSR's for a high quality delivery at module and course level.</p>
4/23/2012 14:20:56		<p>deliver a quality learning experience for students, with appropriate preparation, delivery and feedback</p>	<p>realistic time limits, staff development training and support, ICT and print resources and levels of remuneration to achieve this</p>
4/24/2012 10:56:17	<p>The point of 'Be responsive to the needs of students in relation to their retention' and the corresponding 'Support and guidance on the most effective approaches to enhancing student progression and achievement' would perhaps go better in the 'value' category of quality rather than sustainability.</p> <p>'Meaningful partnerships with local & international communities' - perhaps more detail as what this means in real terms. I would like the University to encourage and facilitate staff volunteering programmes as many other large employers do.</p> <p>To 'safe and secure environment in which to work' I would like to add words such as clean, healthy or hygienic, which i do believe is a reasonable expectation in the contemporary workplace.</p> <p>Perhaps something more about staff development, which is only briefly touched on.</p>	<p>Participate actively in our own CPD and make suggestions how this can be incorporated into our current job roles.</p>	<p>Be supported in our aims to develop and learn new skills which are relevant to the role we hold but also prepare us for future opportunities.</p>

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4/24/2012 14:34:29	<p>I came across this summary of BT business principles recently. Could we include something similar for londonMet, perhaps in a pre-amble? BT's business principles</p> <ul style="list-style-type: none"> • Legal We will act within the law, our licensing/authorisations obligations and any other regulations. • Compete fairly Compete vigorously but fairly in our markets, being honest and trustworthy in all our dealings. • Inducements Not offer or accept gifts, hospitality or other inducements which encourage or reward a decision, or engage in any form of bribery. Report and record any incident. • Conflicts Avoid or declare conflicts of interest that may lead (or be seen to lead) to divided personal loyalties. • Commitments Ensure others have confidence in the commitments we make on behalf of BT, and that agreements are suitably authorised. • Risks Assess and manage risks to our business. • Assets Protect our brand, physical, financial and intellectual assets. • Information Protect the confidentiality of company, employee and customer information. • Communication Be truthful, helpful and accurate in our communication. • Diversity Treat all individuals fairly and impartially, without prejudice, and never tolerate harassment in any form. • Health and safety Care for the health and safety of each other, our products and our operations. • Environment Minimise the potential harmful effects of our activities on the environment. <p>Reproduced with kind permission of BT</p>	<p>Quality points address academic activity but not support. A similar point needs to be introduced for support activity. The expectation from these staff with regard to their professional development is the same as for academic staff</p> <p>Under flexibility, add "to work from time to time on secondment in other areas in the university, on areas outside my core job description"</p>	<p>First bullet point should read "Individual managers will seek to optimise their USE OF resources in line with the University's mission and strategic objectives?"</p> <p>Under flexibility, perhaps add "expect opportunities for secondment to other areas in the university, to gain a fuller understanding of the breadth of university activity"</p>

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4/24/2012 15:54:09	It feels a bit empty - nice words but no real substance. I asked for two things specifically during the review. The first was a commitment to encourage and support staff in advancing their own academic studies - everyone should have the opportunity to be a 'student' and take advantage of the fact that we work at a university. There are some great courses - such as the Diploma in Management Studies that help to develop people's confidence and management skills, that give people a real insight into what it is like to be a student, that encourage life long learning (practice what we preach) and have lots of practical assessments and projects that have genuine workplace benefits e.g. reviewing local service quality. There are not many perks of working here but that is one that should be grown not withdrawn. The other is an Employee Satisfaction Survey - it doesn't have to be huge and expensive but something that will highlight where there are genuine and pressing issues with the way people work and are managed. Poor staff morale has an impact on student morale but it's hard to tackle if you don't have some hard evidence of where the problems are.		
4/26/2012 9:36:51	Like it. Seems to cover every aspect. Some adjustments might be necessary to have one format (full sentence/continue sentence 'as members of staff we can expect').		
4/26/2012 17:07:23	It is a bit waffly for example what does the following mean in practice?- Individual managers will seek to optimise their resources in line with the University's mission and strategic objectives. Also, I have been very surprised since joining about the lack of training. There should be a commitment to training, and to a thorough induction	use a range of ways of teaching to promote student learning, including where appropriate IT based teaching	provide training in teaching, particularly related to widening teaching methods and delivery of IT based learning