

JISC LIW For Academics Pilot Project: The Participant and Non-participant Perspective

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SURGE

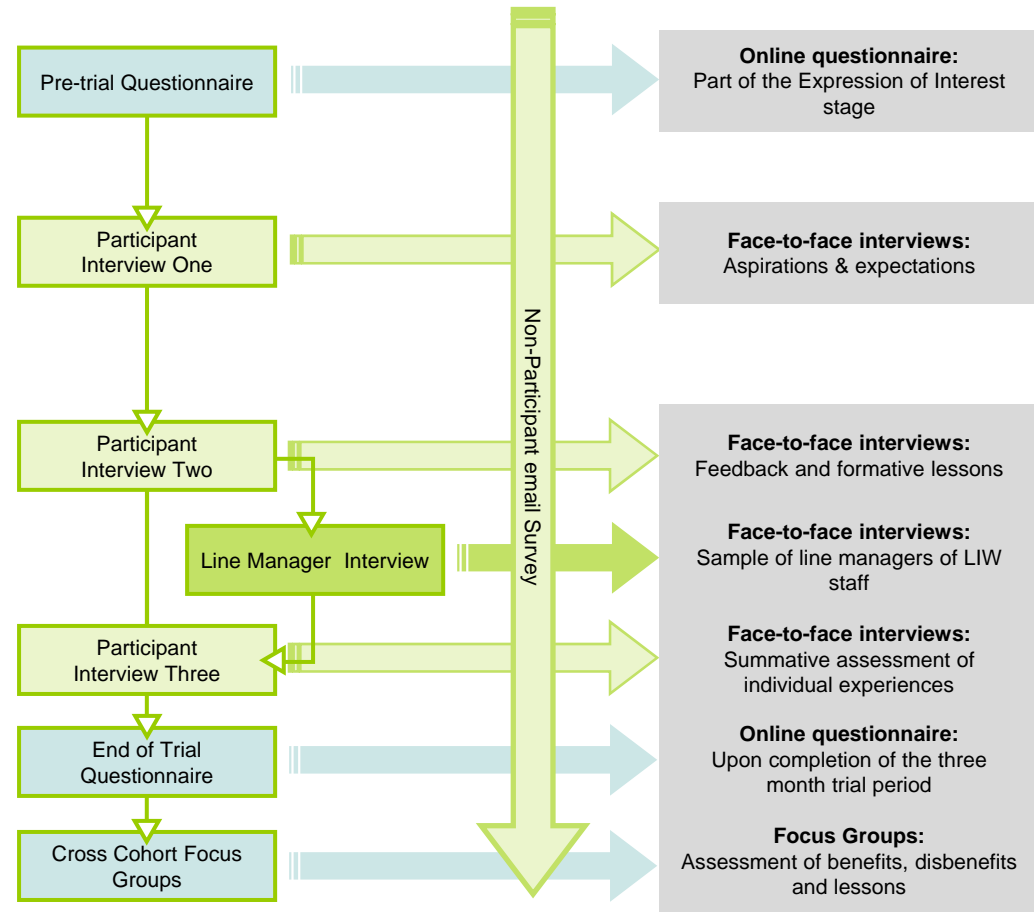
**Applied Research Centre
Sustainable Regeneration**



1. The Evaluation Framework
2. The Participant Perspective
3. The Line Managers' Perspective
4. The Non-participants' Perspective
5. Lessons to take forward
6. Short-Term Implications
7. Long-Term Implications

PRESENTATION STRUCTURE

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Three themes for consideration:

- Expected and realised benefits of LIW
- Issues and concerns
- Impact on travel behaviour

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Expected Benefits that have been realised:

- Improved work-life balance
- Increased flexibility
- Better time management & organisation
- Reduced stress
- Greater sense of control/empowerment
- Improved productivity
- Reduced presentism
- Improved focus on research
- Better working environment for undisturbed time
- Reduced commuting time
- Reduced travel costs

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Unexpected benefits that have been realised:

- Ease of adaptation to new ways of working
- Improved working relationships with colleagues
- Breaking down of silo working
- Improved level of service to students
- Scope for off-site delivery of teaching
- Scale of flexibility enjoyed
- Greater job-satisfaction
- Positive health benefits
- Reduced dependency on paper documents
- Reduced Carbon Footprint

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Issue/Concern	Anticipated	Realised
Storage space	✓	✓
Effect of giving up office on academic status	✓	
Guilt about working off-campus	✓	
Functionality of 'hot-desk' space	✓	
Dislocation from colleagues/students	✓	
Fears over ability to use enabling technology	✓	
Functionality of enabling technology		✓
Greater monitoring / scrutiny	✓	✓
Flexibility of non-LIW colleagues		✓
Negative attitude from colleagues/managers		✓

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- Some examples of good practice have emerged e.g. reduced number of car journeys to and from the University
- But for most of the participants there was negligible change in travel behaviour (i.e. few examples of mode switching)
- Substitution effects unclear given the short time scale of the pilot and difficulties of measurement
- Participants report that increased domestic utilities bills would not deter them from continuing with LIW

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- Supportive of concept with some reservations
- Positive surprises have emerged around: time management; possibilities offered by technology, and the effect on 're-energising' staff
- Positive and negative effects on teams/departments as a whole e.g. broadened interest in LIW versus jealousy factor
- Step in the right direction BUT needs to be part of longer-term strategy to re-organise space and ways of working
- Should be viewed in the context of the parallel Nigel Briggs report of the views of all Faculty middle managers

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Factors deterring Participation in LIW:

- Loss of personal office space
- Lack of additional benefits
- Threat to collegiate environment
- Managing work-life boundaries
- Perceived visibility of LIW colleagues
- Perceived incompatibility of LIW with management roles
- Effect on Student experience
- Appropriateness of LIW to customer facing job roles
- Exacerbation of academic – professional service tensions
- Infrastructure

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- Bespoke training on LIW equipment should be offered to new participants
- Additional training around the cultural and psychological aspects of working independently (e.g. a mentoring service during the early weeks of participants' transition)
- Consideration needs to be given to the capacity of Faculty/Team level IT support to deal with wider roll out of LIW. Should there be more dedicated 'centralised' support (including IT) for LIW staff at the University level?

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- Clear and slick communication/information channels across the Faculty are required to ensure that the LIW concept is fully understood
- As far as is practically possible, decisions about the provision of LIW equipment should be tailored towards the individual participant's need (i.e. according to job role)
- Flexibility should be provided to enable staff to change/adapt equipment according to changing circumstances
- Arrangements for the storage of university materials such as course files, marking and key text books need to be considered fully

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- Timetabling of student contact hours needs to be joined up with the concept of LIW
- Cross-departmental hot-desking has proven advantageous in breaking down departmental and functional silos, and ought to be a central component of any further LIW provision
- Mechanisms to ensure that the departmental colleagues of LIW staff fully understand LIW, and are able to create a supportive environment for location independent working where staff are not disadvantaged by negative attitudes towards the concept

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- Consideration of the extent to which non-LIW staff need to be provided with supporting technology such as web-cams to truly enable remote working
- Faculty managers need to carefully assess the potential for conflict created by the flexibility of LIW alongside the fixed hours contracts of office-based professional/support staff
- The flexibility offered by LIW provides a unique opportunity to promote the university as an employer of choice, enabling recruitment of staff from a broader geographical area
- In a higher education context, the implementation of LIW needs to be accompanied by wider changes in the cultural mindset of academic staff

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- At an individual level, the need to improve:
 - communication and dissemination within the Faculty concerning the concept and reality of LIW
 - the efficiency of training to enable participants to make the most of the LIW opportunities provided
- Other lessons relating to:
 - the availability and use of technology
 - timetabling of contact hours
 - fitness of the hot-desk environment
 - secure storage

have resource implications for the Faculty if the scheme is made more widely available

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- If LIW is adopted more widely, longer term implications relate to ensuring that the Faculty gains the maximum benefit from having a large body of staff working LIW. This will require:
 - Reorganisation of space,
 - Change in mindset of academic staff
 - A strategy to develop a more open plan working environment that combines academic and professional service job roles

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