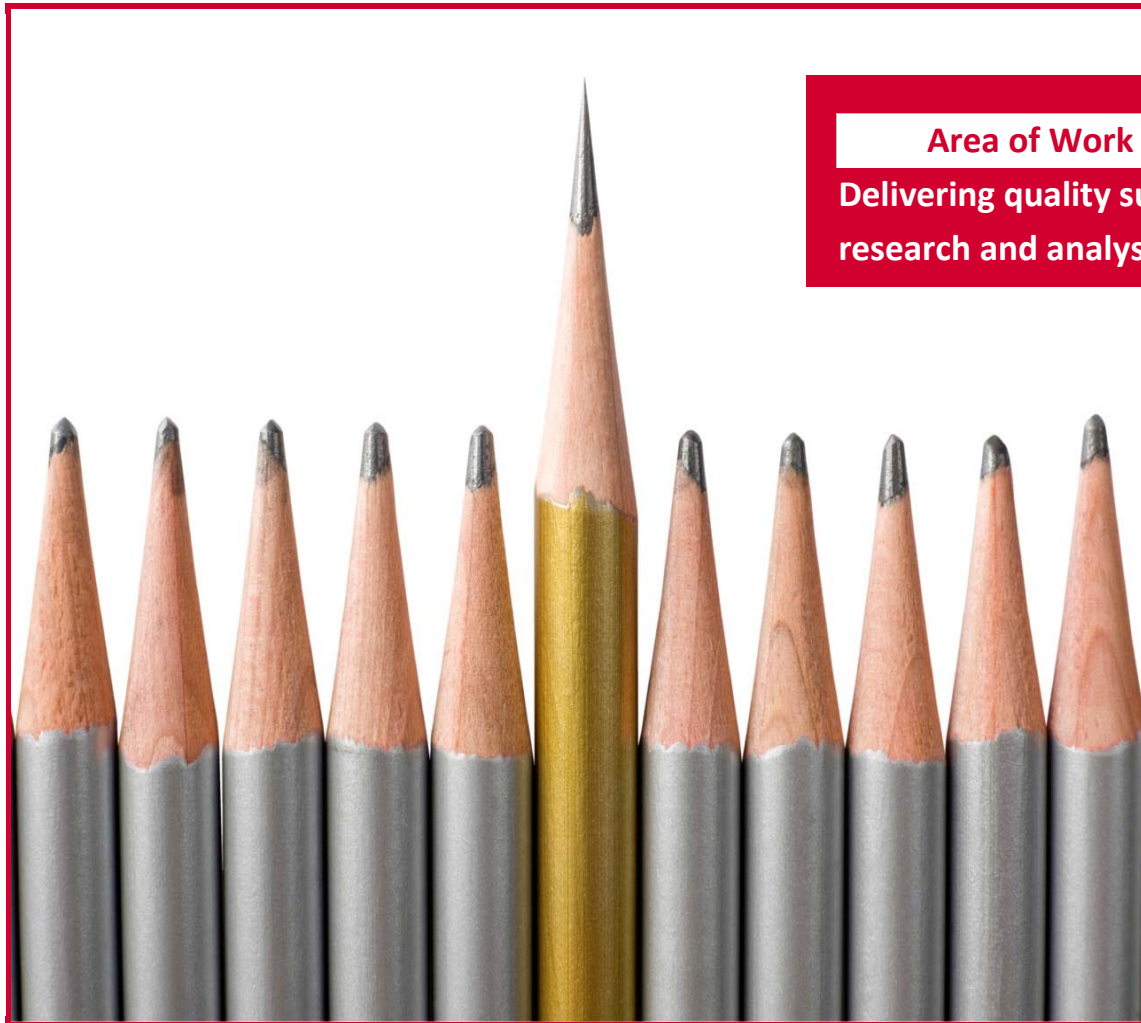


University of Reading



Area of Work Report

Delivering quality survey,
research and analysis solutions.

School of Archaeology, Geography & Environmental Science

Employee Survey 2017

Project Number: 8046

May 2017



Delivering outstanding survey
and research services
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University of Reading - School of Archaeology, Geography & Environmental Science

Background

In March 2017, University of Reading launched its employee survey, to provide an opportunity for employees to feedback on their experiences in working for University of Reading, and to highlight issues they feel should be addressed in the future.

The survey was designed by Capita Surveys and Research (in conjunction with University of Reading) as an e-survey, with an option to complete the survey on paper or over the telephone.

The survey was distributed on 7th March 2017 with a closure date of 7th April 2017. Capita Surveys and Research processed and validated 2,673 completed survey questionnaires from University of Reading employees; this gives a response rate of 64% based on the 4,197 employees invited to participate (includes the 414 sessional staff). When sessional staff are excluded 2,597 survey questionnaires were completed and returned; this gives a response rate of 69%; based on 3,783 staff invited to participate.

Response Rate

The selected area of work achieved a response rate of 67% i.e. 70 of the 105 employees in School of Archaeology, Geography & Environmental Science responded to the survey.

Presentation of results

This report presents a summary of the results for School of Archaeology, Geography & Environmental Science and referred to as the area of work (AOW) throughout this report.

Part A: Most positive perceptions

This part of the report displays the most positive perceptions for the selected area of work which can be identified as areas of strength.

Part B: Least positive perceptions

This part of the report displays the least positive perceptions for the selected area of work which can be identified as areas for improvement.

Parts C: Identifying areas of strength and opportunities for improvement and comparison with the University score

This part of the report displays all primary questions in the survey compared to the results for the University as a whole, but excludes most of the sub set or secondary questions¹ to ensure anonymity is maintained. The area of work question results are presented in a descending ranked order within each section they appear in the questionnaire i.e. the most positive responses appear at the top of the section in list format. All results are colour coded to help to identify areas of strength or opportunities for improvement.

Part D: Frequency Charts report for the selected area of work

This format provides the percentage of respondents who selected each response option for each question presented in a stacked bar chart. Please note some sub-set questions (filtered questions)¹ and the background details of respondents are not included to ensure anonymity is maintained.

¹ except those within 'Section F, Performance Development Review (PDR)', 'Section I: Culture and Values' and question M12 due to the high number of staff that have responded to these questions.

Part E: Comment Themes for the selected area of work

This section of the report includes a count of the themes relating to the comments made by the area of work's staff in relation to *'One thing you feel could be improved at the University of Reading'* and *'One thing you think is good about working for the University of Reading'*. It should be noted these are a count of the number of times a theme is selected rather than a percentage.

Part F: Survey Results Ranked By Degree of Importance to Respondents for selected area of work

This section provides a list of all agree / disagree type questions from the survey, ranked according to values assigned to each question (see Appendix – User Guide for more information) , with those generating the least positive values at the beginning of the list, to those generating the most positive values at the end of the list.

It should be noted that only questions that have the range of Agree to Disagree responses are included in this list e.g. those questions with 'Yes' / 'No' / 'Don't know' responses are not included.

Part G: Internal benchmarking

This section provides an overview of the survey results for the selected area of work as a whole and by any associated teams / departments. The University of Reading as a whole is shown for reference. All results are colour coded to help to identify areas of strength or opportunities for improvement.

Part H: Appendix - User Guide

This section describes the types of questions that were included and highlights any important information that the reader should be aware of.

Part A - Most positive perceptions for School of Archaeology, Geography & Environmental Science

This part of the report displays the most positive perceptions for the area of work which can be identified as areas of strength.

The top 15 most positive perceptions are shown below. The full list can be seen in Part C. Depending on the results there may be more than 15 questions / statements in the list as some questions / statements have the same positive percentage.

The combined positive score is used in this analysis i.e. agree and tend to agree responses. Questions or statements with a combined positive score of 75 or above are considered areas of strength.

Where questions are negatively worded in the questionnaire, the positive perception is shown to enable a ranked order. The questions/statements are marked with an asterisk (*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: *'Are you currently being harassed or bullied at work?'* are displayed for those who said no to this question i.e. the positive perception.

The text has therefore been reworded to *'I'm not currently being harassed or bullied at work*'*

Most positive perceptions from the area of work		Total number of responses:	70
Question		AOW	%
O5b	In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	100	
O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	99	
L2	I feel safe and secure in my working environment	97	
O6e	The University of Reading respects people equally regardless of their sexual orientation	97	
D1a	I have a clear understanding about my role within the University of Reading	96	
K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	96	
K4	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	96	
M1	I can decide on my own how to go about doing my work	96	
F2	Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	95	
O6c	The University of Reading respects people equally regardless of their disability status	95	
B2	Generally, I enjoy my work	94	
B3	My work is varied and interesting to me	94	
B12	I'm interested in the University of Reading, to me it's not just a job *	94	
D1b	I have a clear understanding about what I am expected to achieve in my job	94	
J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	94	
K5	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	94	
L1	I am satisfied that my personal safety is treated seriously at work	94	
N1	I'm not currently being harassed or bullied at work? *	94	
O6b	The University of Reading respects people equally regardless of their nationality / race	94	
O6f	The University of Reading respects people equally regardless of their religion or beliefs	94	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Part B - Least positive perceptions and areas identified for improvement for School of Archaeology, Geography & Environmental Science

This part of the report displays the least positive perceptions and areas identified for improvement for the selected area of work.

The combined positive score is used in this analysis i.e. agree and tend to agree responses. Questions or statements with a combined positive score of 50 or lower are considered areas for improvement and are colour coded red. The areas identified for improvement for the selected area of work are listed below and can also be seen in Part C.

Where questions are negatively worded in the questionnaire, the positive perception is shown to enable a ranked order. The questions/statements are marked with an asterisk (*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: *'I feel stressed at work'* are displayed for those who said tend to disagree and disagree to this question i.e. the positive perceptions

The text has therefore been reworded to *'I never feel stressed at work *'*

Areas for improvement from the area of work	Total number of responses:	70
Question	AOW	%
M11 I never feel stressed at work *	9	
R2 In my opinion the recent PAS changes were well planned	14	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	17	
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	20	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	24	
R3 In my opinion the recent PAS changes were well explained	25	
D8 I don't worry about work outside my working hours *	26	
R1 The current pace of change in the University of Reading is about right	26	
R6b Generally, change within the University of Reading is managed well	26	
L7 Are you aware of the Employee Assistance Programme?	30	
Q6 I feel the University genuinely listens to staff views during consultations	33	
N7 Are you aware of the University's Harassment Advisors?	36	
Q7 I am confident I will get feedback on my ideas or suggestions	36	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	37	
R6c Generally, the process of change does not cause me concern and worry *	42	
R4 In my opinion other recent changes (not PAS) have been well planned	43	
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	44	
R6f Generally, I think things will improve in the next 12 months	44	
R5 In my opinion other recent changes (not PAS) have been well explained	45	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	48	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	49	
P4 I know where to find information about important decisions made at the University of Reading	49	
R7 I feel action will be taken as a result of this survey	50	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Understanding strength analysis

The following pages display analysis of the primary questions in the survey and display the most and least positive perceptions for the selected area of work.

To ensure anonymity is maintained, most sub set or secondary questions are excluded. As a large number of staff have responded to the sub set questions within 'Section F, Performance Development Review (PDR)', 'Section I: Culture and Values' and question M12, these are included in the analysis, these questions are shown in the list with a ^.

The combined positive score is used throughout the analysis. Where a question / statement is positively phrased, agree or tend to agree (or yes) responses are used. Where a question / statement is negatively phrased, disagree and tend to disagree (or no) responses are used.

Where questions are negatively worded in the questionnaire, the positive perception is shown to enable a ranked order. These questions / statements are marked with an asterisk (*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: *'Are you currently being harassed or bullied at work?'* are displayed for those who said no to this question i.e. the positive perception. The text has therefore been reworded to *'I'm not currently being harassed or bullied at work? *'*

The question / statement results are colour coded to help to identify areas of strength or opportunities for improvement. Cells displaying question results are colour coded red, amber or green according to the percentage of respondents giving a positive response.

Understanding and using the comparisons in the tables

The tables in Part C provide comparisons with the area of work score (AOW) and the University as a whole (UoR). The differences shown in the comparisons are a simple mathematical difference but because the numbers of responding staff in each of these comparator groups vary, these simple differences may not be considered a 'real statistically significant difference'.

To identify which of these scores are highly likely to be considered a real difference we use the 95% confidence interval for each comparator group.

- Part C : The AOW has a confidence interval of +/-4%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than five percentage points for this to be considered a real difference between the scores.

Part C - Strength report by section for School of Archaeology, Geography & Environmental Science compared to UoR




The questions results are colour coded Red, Amber or Green:

- **Green** indicates a score of 75% or above and is a strength.
- **Amber** indicates a score of between 51% and 74% and is an opportunity for improvement.
- **Red** indicates a score of 50% or less and is an area for improvement.

The colour coding boundaries described above to identify areas of strength or need for improvement were agreed by the HEI user group of Capita Surveys and Research to offer guidance and focus for action planning. The table below displays each question; the 2017 combined positive percentage for the area of work; UoR; and the percentage difference between the area of work and the University as a whole.

Please note, if there is a high percentage of staff who identify themselves as not being harassed, bullied or discriminated against, and this is identified as a strength in the analysis, these areas should still be considered as areas for improvement as most organisations have a zero tolerance policy regarding these issues.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

	75% or higher = Strength	Positive difference:	65
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	82

Total number of responses:		70	2673	
Question		AOW %	UoR %	+/-
Section A: Work-Life Balance				
A5 I am able to take advantage of flexible working on an informal basis		88	80	8
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)		86	77	9
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly		84	82	2
A1 The University of Reading provides good support to help me balance my work and personal commitments		67	74	-7
A2 I feel I have a good work-life balance		57	70	-13
Section B: Job Satisfaction				
B2 Generally, I enjoy my work		94	92	2
B3 My work is varied and interesting to me		94	91	3
B12 I'm interested in the University of Reading, to me it's not just a job *		94	91	3
B10 I feel valued by students / internal customers		93	85	8
B4 My work gives me a sense of personal achievement		90	86	4
B1 The University of Reading is a good place to work		84	87	-3
B9 I feel valued by my colleagues		83	88	-5
B5 I feel inspired to do my best work every day		80	80	0
B7 I feel part of the University of Reading		77	76	1
B6 I feel I belong to a team		75	81	-6
B8 I feel valued by the University of Reading		61	59	2

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	65
No difference:	7
Negative difference:	82

Total number of responses:		70	2673	
Question	AOW %	UoR %	+/-	
Section B: Job Satisfaction				
B11 I feel my job security at the University of Reading is good	58	70	-12	
Section C: Pay and Benefits				
C1 Overall, I feel the University of Reading offers a good pay and benefits package	84	68	16	
C5 I am aware of the benefits offered by the University	63	71	-8	
C4 I am aware of the University's arrangements for recognising and rewarding good performance	62	69	-7	
C2 I feel fairly paid for the work I do	62	60	2	
C3 I think my pay adequately reflects my performance	57	52	5	
Section D: Your Role				
D1a I have a clear understanding about my role within the University of Reading	96	90	6	
D1b I have a clear understanding about what I am expected to achieve in my job	94	89	5	
D1d I have a clear understanding about expected standards of behaviour	93	96	-3	
D3 I am trusted to do my job	90	93	-3	
D1c I have a clear understanding about expected standards of performance	89	91	-2	
D2 I am satisfied with my current role and level of responsibility	80	76	4	
D6 People are willing to help each other even if it means doing something outside their usual activities	78	82	-4	
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	64	77	-13	
D4 The division of responsibilities between staff in my work area feels fair	62	68	-6	
D10 I have adequate resources to complete my work	61	67	-6	
D9 I don't find my current workload too much and I am not struggling to cope *	56	61	-5	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	37	63	-26	
D8 I don't worry about work outside my working hours *	26	39	-13	
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	20	33	-13	
Section E: Considering Leaving				
E2 I'm not actively seeking to leave my job here at the University *	74	82	-8	
E1 I don't think about leaving the University *	54	65	-11	
Section F: Performance Development Review (PDR)				
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	95	75	20	
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	89	85	4	
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	77	74	3	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	67	43	24	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	65
No difference:	7
Negative difference:	82

Total number of responses:		70	2673	
Question	AOW %	UoR %	+/-	
Section F: Performance Development Review (PDR)				
F3 Was your Performance Development Review (PDR) useful for you? ^	64	68	-4	
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	54	64	-10	
Section G: Learning and Development				
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	87	77	10	
G3 I have received sufficient training to enable me to do my job well	84	80	4	
G1 I feel that I am given the same opportunities to develop as other staff	78	78	0	
G2 I am satisfied with my current level of learning and development	77	75	2	
Section H: University Executive Board (UEB)				
H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	72	76	-4	
H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	72	69	3	
H2 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	70	69	1	
H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	64	69	-5	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	56	61	-5	
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	44	43	1	
Section I: Culture and Values				
I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	91	81	10	
I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	89	88	1	
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	88	92	-4	
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	88	92	-4	
I12 Would you recommend the University of Reading to a friend as a place to study?	87	89	-2	
I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	86	85	1	
I10 I feel proud to work for the University of Reading	84	85	-1	
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	83	63	20	
I11 Would you recommend the University of Reading to a friend as a place to work?	81	81	0	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

■	75% or higher = Strength
■	51% - 74% = Opportunity for improvement
■	50% or lower = Needs improvement

Positive difference:	65
No difference:	7
Negative difference:	82

Total number of responses:		70	2673	
Question	AOW %	UoR %	+/-	
Section I: Culture and Values				
I8 I feel the University of Reading delivers good quality service to students / internal customers	76	83	-7	
I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^	74	64	10	
I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^	72	76	-4	
I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them ^	68	63	5	
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	67	70	-3	
I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	67	69	-2	
I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	65	64	1	
I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026	53	64	-11	
Section J: Your School or Function Leadership				
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	94	85	9	
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	93	81	12	
J1 My School / Function Leadership Team manage and lead our School / Function well	91	83	8	
J4 My School / Function Leadership Team listen to and respond to the views of staff	90	75	15	
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	85	76	9	
Section K: Your Manager / Supervisor				
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	96	93	3	
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	96	93	3	
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	94	90	4	
K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	88	86	2	
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	87	88	-1	
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	86	84	2	
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	83	81	2	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference: **65**
 No difference: **7**
 Negative difference: **82**

Total number of responses:		70	2673	
Question	AOW %	UoR %	+/-	
Section K: Your Manager / Supervisor				
K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	77	79	-2	
K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	74	81	-7	
K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	71	74	-3	
K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	68	79	-11	
K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	54	72	-18	
Section L: Health, Safety and Wellbeing				
L2 I feel safe and secure in my working environment	97	96	1	
L1 I am satisfied that my personal safety is treated seriously at work	94	95	-1	
L6 The University provides a satisfying work environment	75	79	-4	
L3 I feel the University is interested in my physical wellbeing	73	78	-5	
L4 I feel the University is interested in my mental wellbeing	62	68	-6	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	57	62	-5	
L7 Are you aware of the Employee Assistance Programme?	30	40	-10	
Section M: Working at the University				
M1 I can decide on my own how to go about doing my work	96	93	3	
M2 I am satisfied with the support I get from my immediate manager	88	86	2	
M7 I have the right equipment to do my job	88	83	5	
M10 I have a place I can go to take a break at work	85	78	7	
M3 I am satisfied with the support I get from my work colleagues	81	90	-9	
M9 I am able to take regular breaks on most days	67	69	-2	
M12 Overall, I don't feel unduly stressed at work * ^	61	69	-8	
M4 There are usually sufficient people in the team I am working in to handle our workload	59	61	-2	
M6 I am able to handle all the conflicting demands on my time at work *	57	66	-9	
M5 Relationships at work are not strained *	56	75	-19	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	49	54	-5	
M11 I never feel stressed at work *	9	9	0	
Section N: Harassment and Bullying				
N1 I'm not currently being harassed or bullied at work? *	94	97	-3	
N7 Are you aware of the University's Harassment Advisors?	36	35	1	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

■	75% or higher = Strength
■	51% - 74% = Opportunity for improvement
■	50% or lower = Needs improvement

Positive difference:	65
No difference:	7
Negative difference:	82

Total number of responses:		70	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	17	23	-6	
Section O: Diversity and Inclusion				
O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	100	96	4	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	99	95	4	
O6e The University of Reading respects people equally regardless of their sexual orientation	97	98	-1	
O6c The University of Reading respects people equally regardless of their disability status	95	96	-1	
O6f The University of Reading respects people equally regardless of their religion or beliefs	94	98	-4	
O6b The University of Reading respects people equally regardless of their nationality / race	94	95	-1	
O2 I am aware of the University’s priorities for Diversity and Inclusion	93	91	2	
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	91	94	-3	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	91	0	
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	91	90	1	
O7 I have not felt discriminated against at work in the last 12 months? *	90	92	-2	
O6d The University of Reading respects people equally regardless of their age	89	92	-3	
O6a The University of Reading respects people equally regardless of their gender	85	92	-7	
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	79	82	-3	
Section P: Communication				
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	93	89	4	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	90	80	10	
P1a I receive information in a timely way in regard to local issues in my area of work	88	81	7	
P1b I receive information in a timely way in regard to wider University issues	82	76	6	
P5 On the whole, communication in the University of Reading is effective	62	60	2	
P3 There are opportunities for me to feed my views upwards in the University of Reading	54	57	-3	
P6 Communication between senior management and staff is effective	54	54	0	
P4 I know where to find information about important decisions made at the University of Reading	49	56	-7	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	48	42	6	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

	75% or higher = Strength
	51% - 74% = Opportunity for improvement
	50% or lower = Needs improvement

Positive difference:	 65
No difference:	 7
Negative difference:	 82

Total number of responses:		70	2673	
Question	AOW %	UoR %	+/-	
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	78	83	-5	
Q2 I feel able to voice my opinions	69	71	-2	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	65	72	-7	
Q1 I feel there are adequate opportunities to raise points of concern	65	64	1	
Q8b I feel there is good co-operation between different departments	59	62	-3	
Q4 I am personally encouraged to look for ways to improve the way we do things	54	69	-15	
Q5 I am confident my ideas or suggestions will be listened to	51	60	-9	
Q7 I am confident I will get feedback on my ideas or suggestions	36	51	-15	
Q6 I feel the University genuinely listens to staff views during consultations	33	43	-10	
Section R: Managing Change				
R6a Generally, change within my department is managed well	77	72	5	
R6e Generally, I have seen some positive changes in the last 12 months	54	55	-1	
R7 I feel action will be taken as a result of this survey	50	54	-4	
R5 In my opinion other recent changes (not PAS) have been well explained	45	39	6	
R6f Generally, I think things will improve in the next 12 months	44	61	-17	
R4 In my opinion other recent changes (not PAS) have been well planned	43	38	5	
R6c Generally, the process of change does not cause me concern and worry *	42	49	-7	
R6b Generally, change within the University of Reading is managed well	26	36	-10	
R1 The current pace of change in the University of Reading is about right	26	27	-1	
R3 In my opinion the recent PAS changes were well explained	25	25	0	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	24	18	6	
R2 In my opinion the recent PAS changes were well planned	14	17	-3	

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

A presentation of the survey results in chart format in the same order as the questionnaire for ease of reference. All the main results charts (for scale response questions) are structured in a similar way:

1. **Question:** The text of the question that was asked.
2. **Response chart:** The percentage of respondents who selected each response option for each question, rounded to the nearest whole percentage, is presented in a stacked bar chart. It is important to look at this detailed breakdown, not just the percentage of positive responses, when interpreting the survey results. Note that the rounding percentages occasionally results in the total percentage not adding up to exactly 100%.
3. **Total Responses:** The number of valid responses that were received for the question.
4. **Combining the positive responses and the 'rounding effect':** The total percentage of positive responses that were received for each question in 2017 is shown after the stacked bar chart. Where a question is positively phrased the 'Positive' heading shows the total of 'Agree / Tend to agree' or 'Yes' responses. Where the question is negatively phrased the 'Positive' heading shows the 'Disagree / Tend to disagree' or 'No' responses.

To ensure the figures are accurate, rounding is applied at the last stage of the calculation and is rounded to the nearest percentage point. This may mean the total positive percentage displayed can be up to 1% different from simply adding together the two positive percentages. [A more detailed explanation of this and an example can be found at the back this report in the appendix.]

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section A: Work-Life Balance

A1 The University of Reading provides good support to help me balance my work and personal commitments



Total
Responses:
69

Positive %:
67

A2 I feel I have a good work-life balance



Total
Responses:
68

Positive %:
57

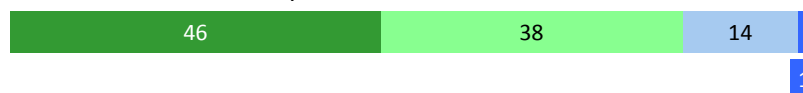
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)



Total
Responses:
69

Positive %:
86

A4 I believe that if I requested flexible working arrangements, my request would be considered fairly



Total
Responses:
69

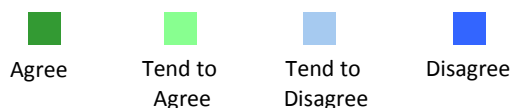
Positive %:
84

A5 I am able to take advantage of flexible working on an informal basis



Total
Responses:
68

Positive %:
88



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section B: Job Satisfaction

B1 The University of Reading is a good place to work



Total
Responses:
69

Positive %:
84

B2 Generally, I enjoy my work



Total
Responses:
70

Positive %:
94

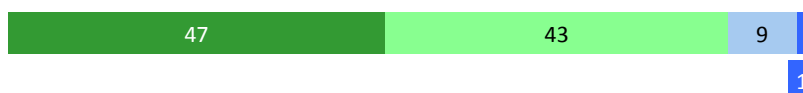
B3 My work is varied and interesting to me



Total
Responses:
70

Positive %:
94

B4 My work gives me a sense of personal achievement



Total
Responses:
70

Positive %:
90

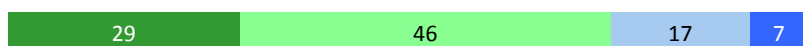
B5 I feel inspired to do my best work every day



Total
Responses:
69

Positive %:
80

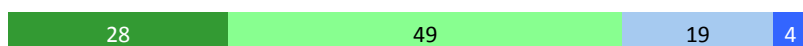
B6 I feel I belong to a team



Total
Responses:
69

Positive %:
75

B7 I feel part of the University of Reading



Total
Responses:
69

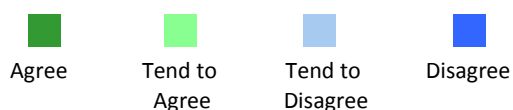
Positive %:
77

B8 I feel valued by the University of Reading



Total
Responses:
69

Positive %:
61



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section B: Job Satisfaction

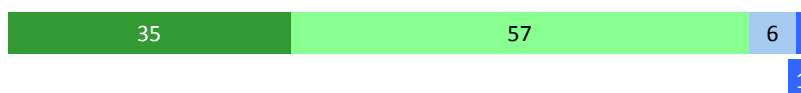
B9 I feel valued by my colleagues



Total
Responses:
70

Positive %:
83

B10 I feel valued by students / internal customers



Total
Responses:
68





Positive %:
93

B11 I feel my job security at the University of Reading is good



Total
Responses:
69

Positive %:
58





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

B12 I'm not interested in the University of Reading, to me it's just a job



Total
Responses:
69

Positive %:
94

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section C: Pay and Benefits

C1 Overall, I feel the University of Reading offers a good pay and benefits package



Total
Responses:
69

Positive %:
84

C2 I feel fairly paid for the work I do



Total
Responses:
69

Positive %:
62

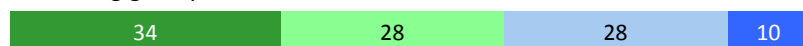
C3 I think my pay adequately reflects my performance



Total
Responses:
68

Positive %:
57

C4 I am aware of the University's arrangements for recognising and rewarding good performance



Total
Responses:
68

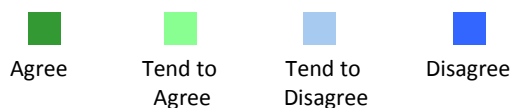
Positive %:
62

C5 I am aware of the benefits offered by the University



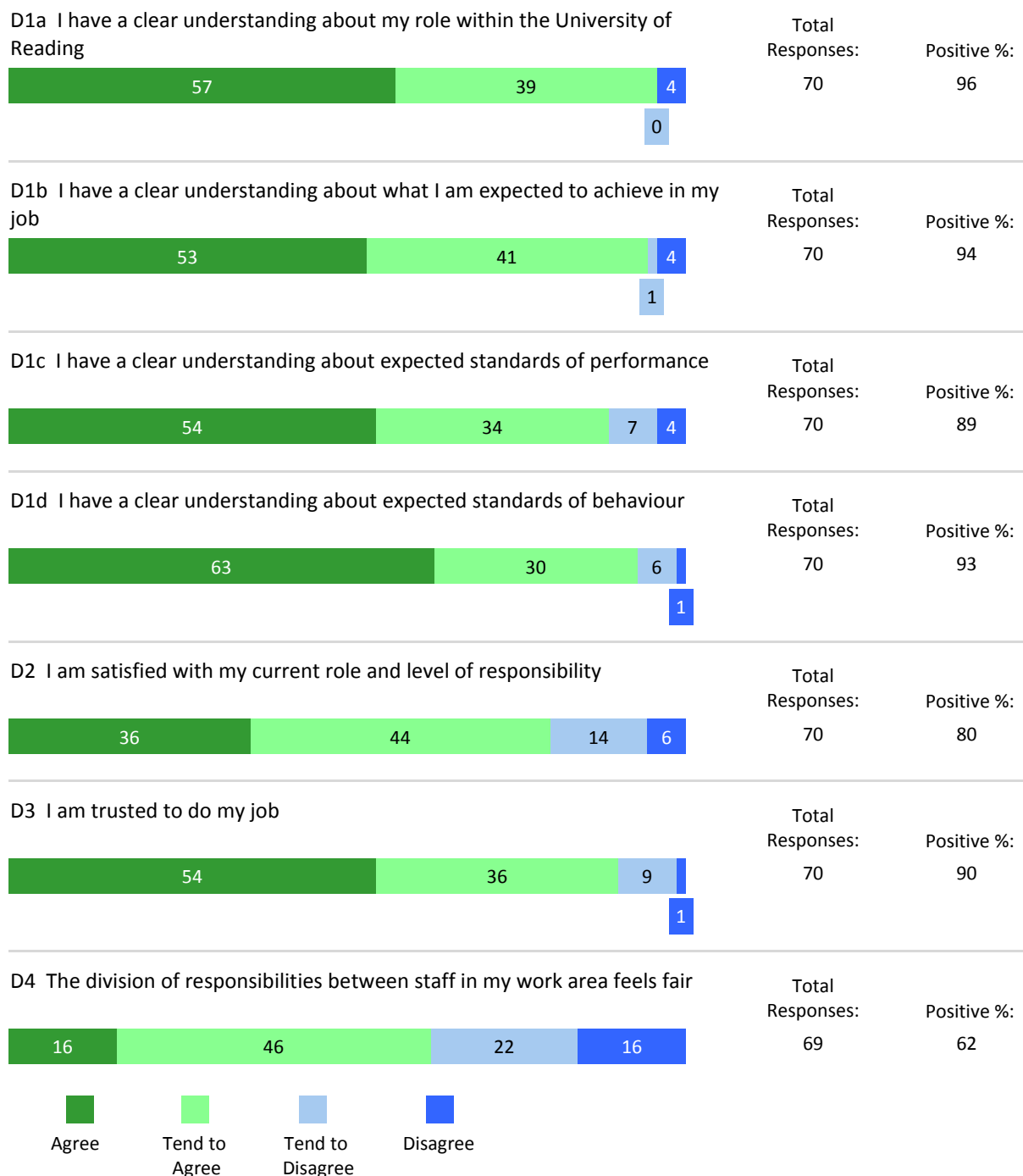
Total
Responses:
70

Positive %:
63



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section D: Your Role



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section D: Your Role

D5 I have enough freedom to do what is necessary to put students / internal customers first every time



Total
Responses:
66





Positive %:
64

D6 People are willing to help each other even if it means doing something outside their usual activities



Total
Responses:
69

Positive %:
78

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

D7 I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload



Total
Responses:
69

Positive %:
20

D8 I often worry about work outside my working hours



Total
Responses:
70





Positive %:
26

D9 I find my current workload too much and I am struggling to cope



Total
Responses:
70

Positive %:
56





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

D10 I have adequate resources to complete my work

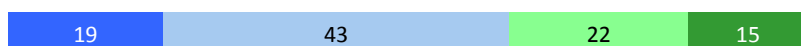


Total
Responses:
69

Positive %:
61





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

D11 I feel priorities are changed too frequently for me to work efficiently



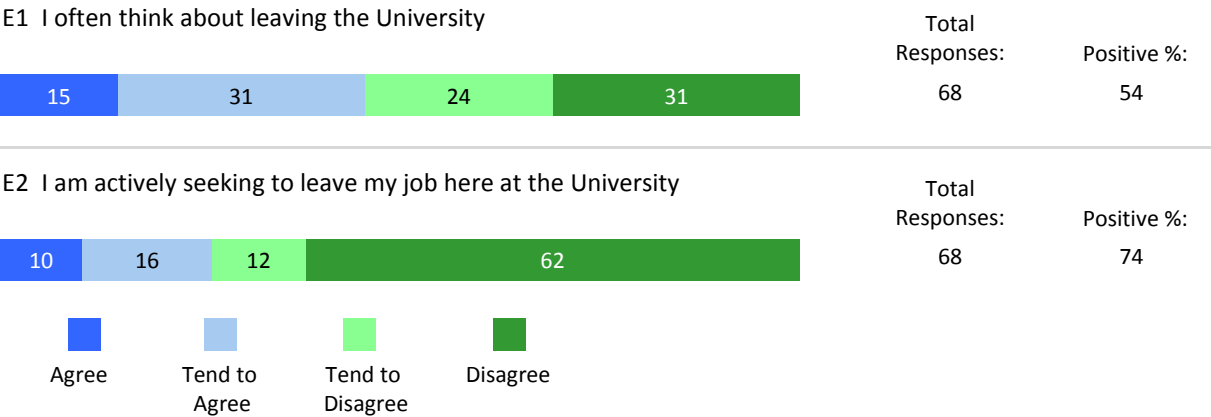
Total
Responses:
67

Positive %:
37

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section E: Considering Leaving



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section F: Performance Development Review (PDR)

F1 Have you been employed by the University of Reading for over a year?



Total
Responses:
70

F2 Have you had an individual Performance Development Review (PDR) in the last 12 months?



Total
Responses: 60
Positive %: 95

(based on the number of respondents answering 'Yes' to F1)

F3 Was your Performance Development Review (PDR) useful for you?



Total
Responses: 56
Positive %: 64

(based on the number of respondents answering 'Yes' to F2)

F4 Did you agree clear objectives as part of your Performance Development Review (PDR)?



Total
Responses: 57
Positive %: 89

(based on the number of respondents answering 'Yes' to F2)

F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading?



Total
Responses: 57
Positive %: 54

(based on the number of respondents answering 'Yes' to F2)

F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs?



Total
Responses: 56
Positive %: 77

(based on the number of respondents answering 'Yes' to F2)

 Yes
  No

F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one?



Total
Responses: 3
Positive %: 67

(based on the number of respondents answering 'No' to F2)

 Yes
  No
  Not Sure

0

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section G: Learning and Development

G1 I feel that I am given the same opportunities to develop as other staff



Total
Responses:
69

Positive %:
78

G2 I am satisfied with my current level of learning and development



Total
Responses:
69

Positive %:
77

G3 I have received sufficient training to enable me to do my job well



Total
Responses:
67

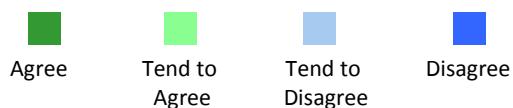
Positive %:
84

G4 Overall, I feel that the University of Reading provides appropriate development opportunities



Total
Responses:
68

Positive %:
87



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section H: University Executive Board (UEB)



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section I: Culture and Values

I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?

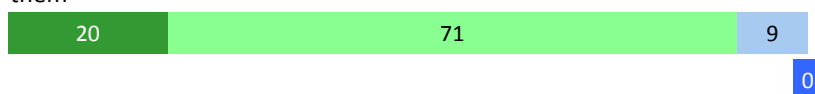


 A Lot
  A Little
  Nothing

Total
Responses:
70

Positive %:
67

I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them

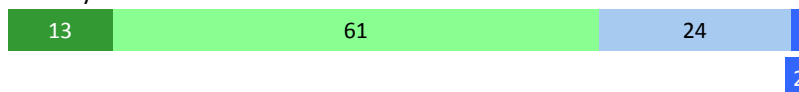


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
45

Positive %:
91

I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them

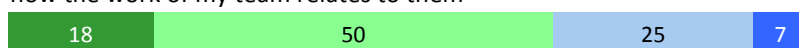


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
46

Positive %:
74

I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
44

Positive %:
68

I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
46

Positive %:
65





I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
45

Positive %:
67

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section I: Culture and Values

I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026

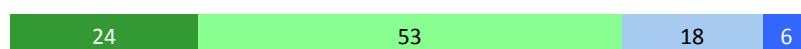


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total Responses: Positive %:

45 53

I8 I feel the University of Reading delivers good quality service to students / internal customers



Total Responses: Positive %:

68 76

I9 I feel my Department / School / Function delivers good quality service to students / internal customers



Total Responses: Positive %:

69 88

I10 I feel proud to work for the University of Reading



Total Responses: Positive %:

68 84

I11 Would you recommend the University of Reading to a friend as a place to work?



Total Responses: Positive %:





68 81

I12 Would you recommend the University of Reading to a friend as a place to study?



Total Responses: Positive %:

67 87

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

I13 Are you aware of the University Values for Working Together and Professional Behaviours?



Total Responses: Positive %:

70 83

 Yes
  No

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section I: Culture and Values

I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB



Total
Responses:

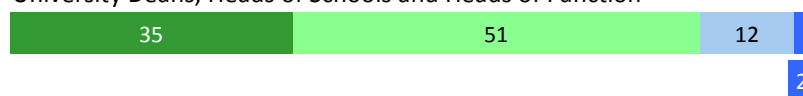
Positive %:

50

72

(based on the number of respondents answering 'Yes' to I13)

I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function



Total
Responses:

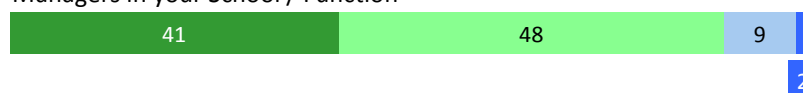
Positive %:

51

86

(based on the number of respondents answering 'Yes' to I13)

I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function



Total
Responses:

Positive %:

56

89

(based on the number of respondents answering 'Yes' to I13)

I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues



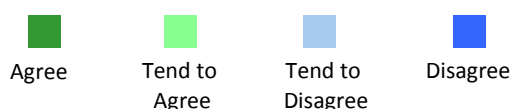
Total
Responses:

Positive %:

57

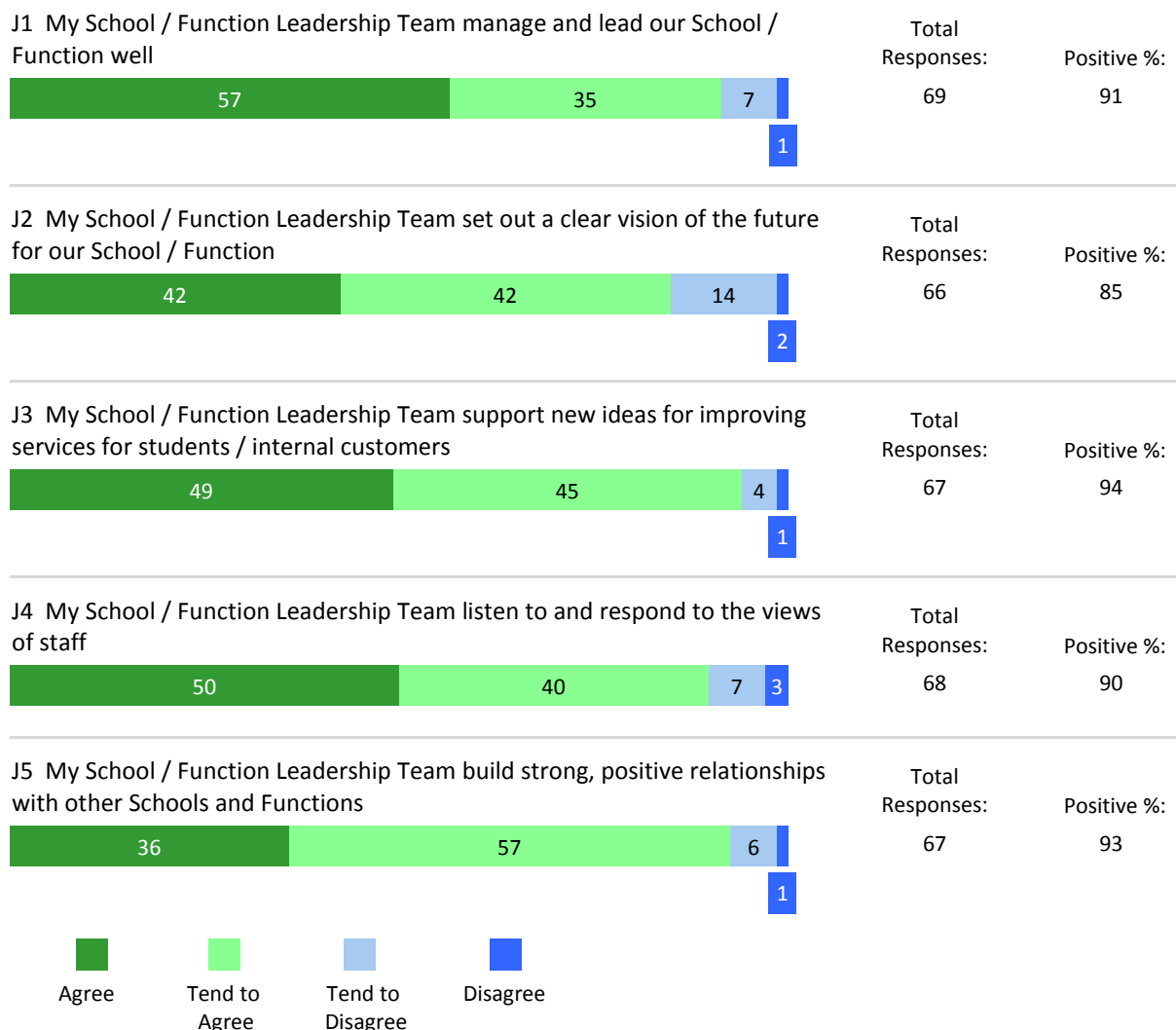
88

(based on the number of respondents answering 'Yes' to I13)



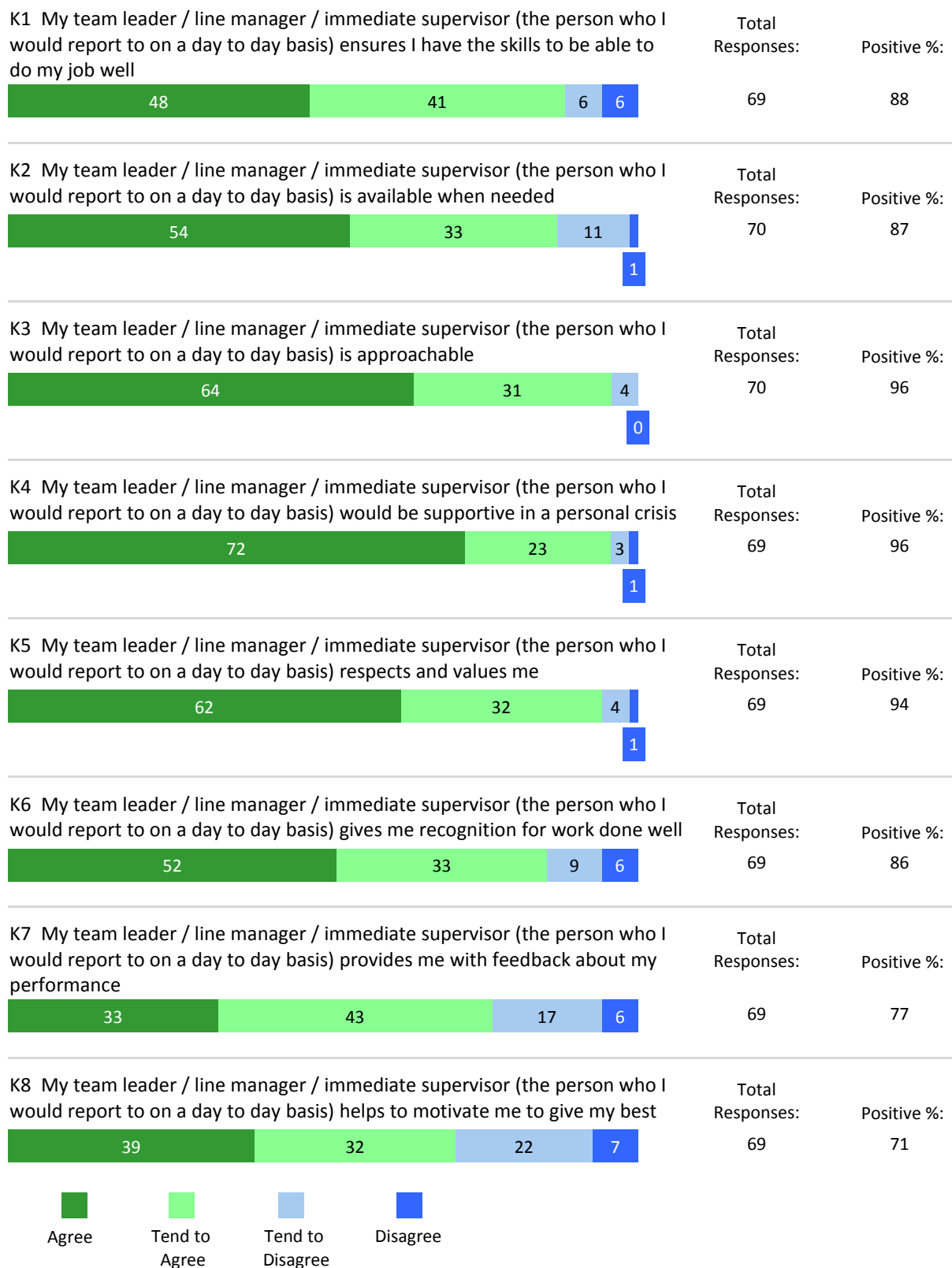
Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section J: Your School or Function Leadership



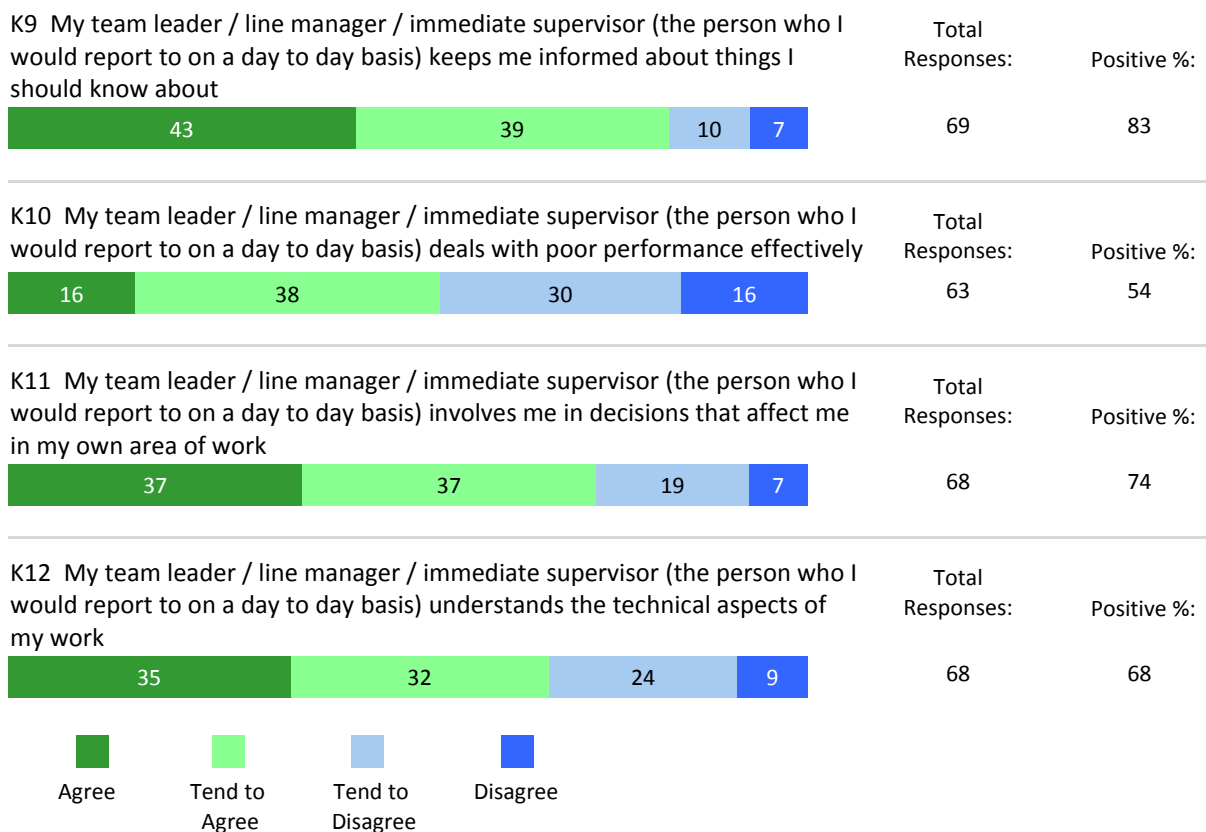
Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section K: Your Manager / Supervisor



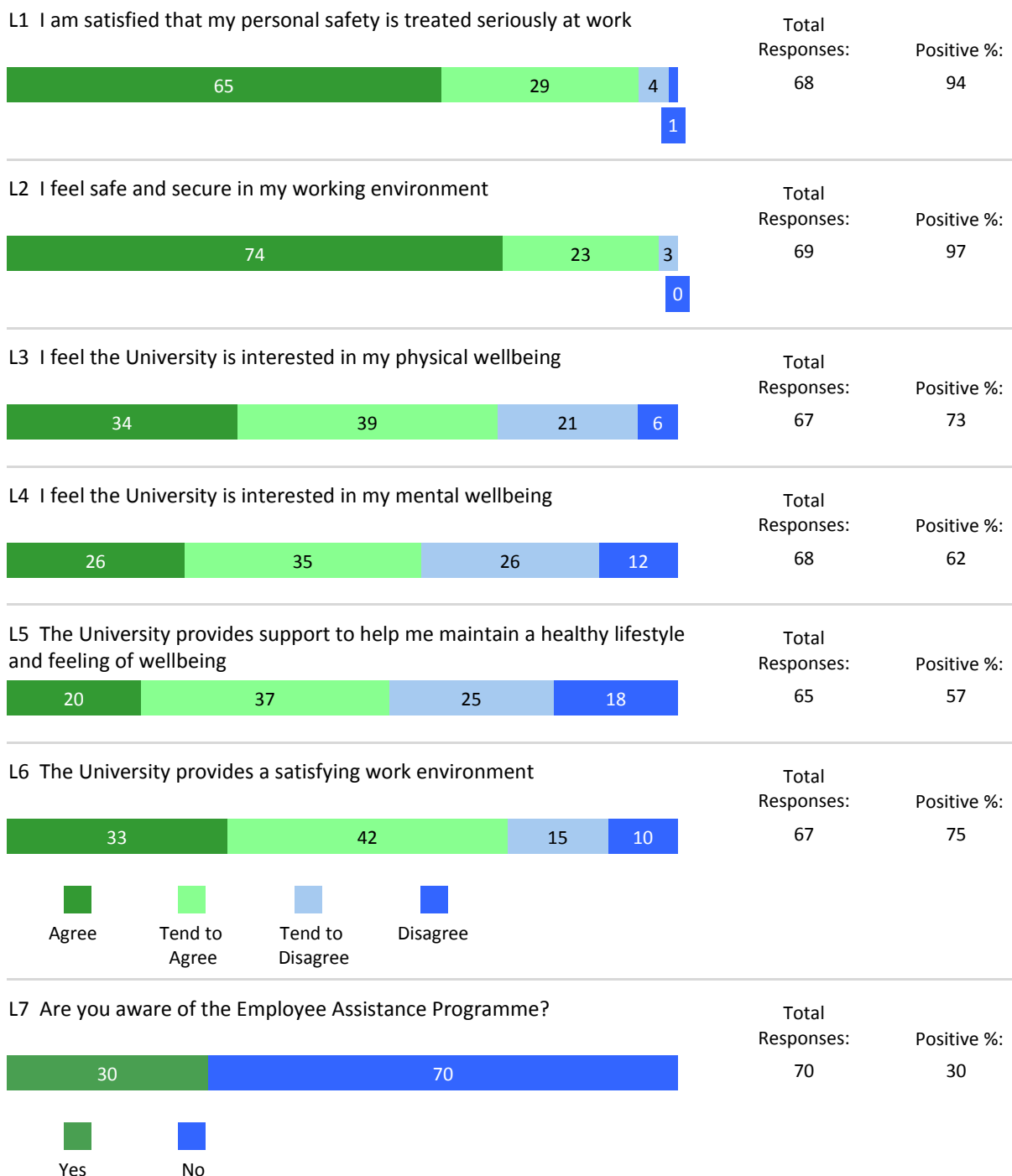
Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section K: Your Manager / Supervisor



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section L: Health, Safety and Wellbeing



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section M: Working at the University

M1 I can decide on my own how to go about doing my work



Total
Responses:
69

Positive %:
96

M2 I am satisfied with the support I get from my immediate manager



Total
Responses:
68

Positive %:
88

M3 I am satisfied with the support I get from my work colleagues



Total
Responses:
69





Positive %:
81

M4 There are usually sufficient people in the team I am working in to handle our workload

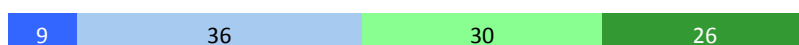


Total
Responses:
68

Positive %:
59

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M5 Relationships at work are strained



Total
Responses:
70

Positive %:
56

M6 I am unable to handle all the conflicting demands on my time at work

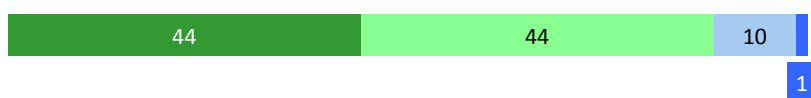


Total
Responses:
68

Positive %:
57





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M7 I have the right equipment to do my job



Total
Responses:
68

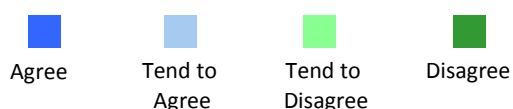
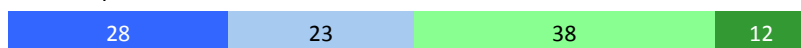
Positive %:
88

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section M: Working at the University

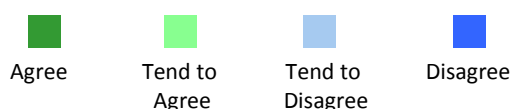
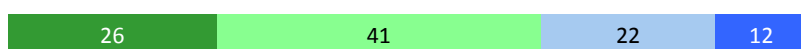
M8 I am required to do unimportant tasks which prevent me completing more important ones



Total
Responses:
69

Positive %:
49

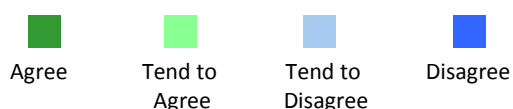
M9 I am able to take regular breaks on most days



Total
Responses:
69

Positive %:
67

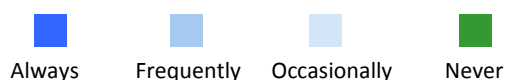
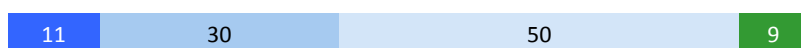
M10 I have a place I can go to take a break at work



Total
Responses:
68

Positive %:
85

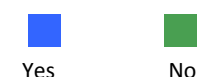
M11 I feel stressed at work



Total
Responses:
70

Positive %:
9

M12 Overall, I feel unduly stressed at work



Total
Responses:
62

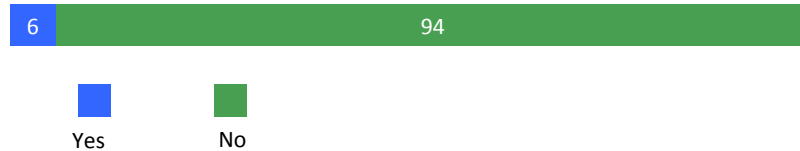
Positive %:
61

(based on the number of respondents answering 'Always', 'Frequently' or 'Occasionally' to M11)

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



Total
Responses:
70

Positive %:
94

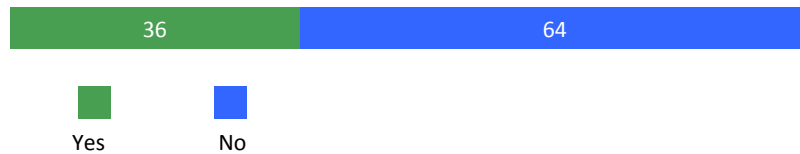
N6 Are you aware of the Health Advocacy Respect and Care Advisors?



Total
Responses:
70

Positive %:
17

N7 Are you aware of the University's Harassment Advisors?



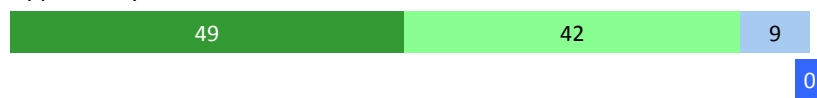
Total
Responses:
69

Positive %:
36

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section O: Diversity and Inclusion

O1 I believe the University of Reading is committed to equality of opportunity for all of its staff



Total
Responses:
69

Positive %:
91

O2 I am aware of the University's priorities for Diversity and Inclusion



Total
Responses:
68

Positive %:
93

O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students



Total
Responses:
68

Positive %:
99

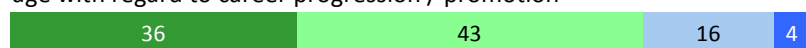
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment



Total
Responses:
64





Positive %:
91

O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion



Total
Responses:
67

Positive %:
79

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

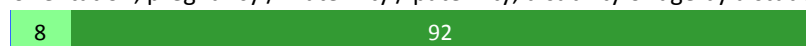
O5a In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff



Total
Responses:
69

Positive %:
91





O5b In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student



Total
Responses:
66

Positive %:
100

0 0

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section O: Diversity and Inclusion

O6a The University of Reading respects people equally regardless of their gender



Total
Responses:
67

Positive %:
85

O6b The University of Reading respects people equally regardless of their nationality / race



Total
Responses:
67

Positive %:
94

O6c The University of Reading respects people equally regardless of their disability status



Total
Responses:
66

Positive %:
95

O6d The University of Reading respects people equally regardless of their age



Total
Responses:
66

Positive %:
89

O6e The University of Reading respects people equally regardless of their sexual orientation



Total
Responses:
64





Positive %:
97

O6f The University of Reading respects people equally regardless of their religion or beliefs



Total
Responses:
67

Positive %:
94

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

O7 Have you felt discriminated against at work in the last 12 months?



Total
Responses:
68

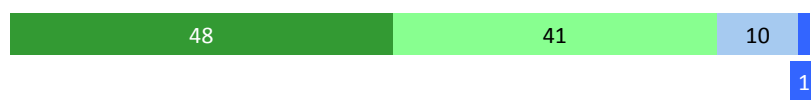
Positive %:
90

 Yes
  No

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section P: Communication

P1a I receive information in a timely way in regard to local issues in my area of work



Total
Responses:
69

Positive %:
88

P1b I receive information in a timely way in regard to wider University issues



Total
Responses:
68

Positive %:
82

P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work



Total
Responses:
67

Positive %:
93

P2b The information I receive is straightforward and I understand it in regard to wider University issues



Total
Responses:
67

Positive %:
90

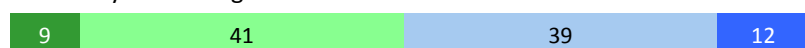
P3 There are opportunities for me to feed my views upwards in the University of Reading



Total
Responses:
68

Positive %:
54

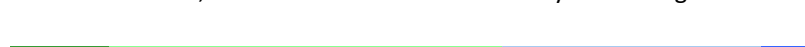
P4 I know where to find information about important decisions made at the University of Reading



Total
Responses:
69

Positive %:
49

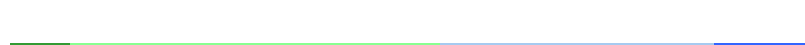
P5 On the whole, communication in the University of Reading is effective



Total
Responses:
65

Positive %:
62

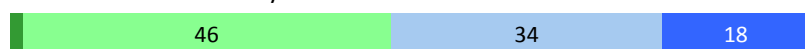
P6 Communication between senior management and staff is effective



Total
Responses:
67

Positive %:
54

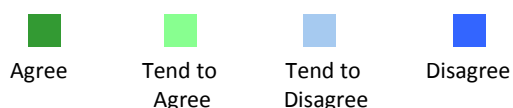
P7 On the whole, the different parts of the University of Reading communicate effectively with each other



Total
Responses:
65

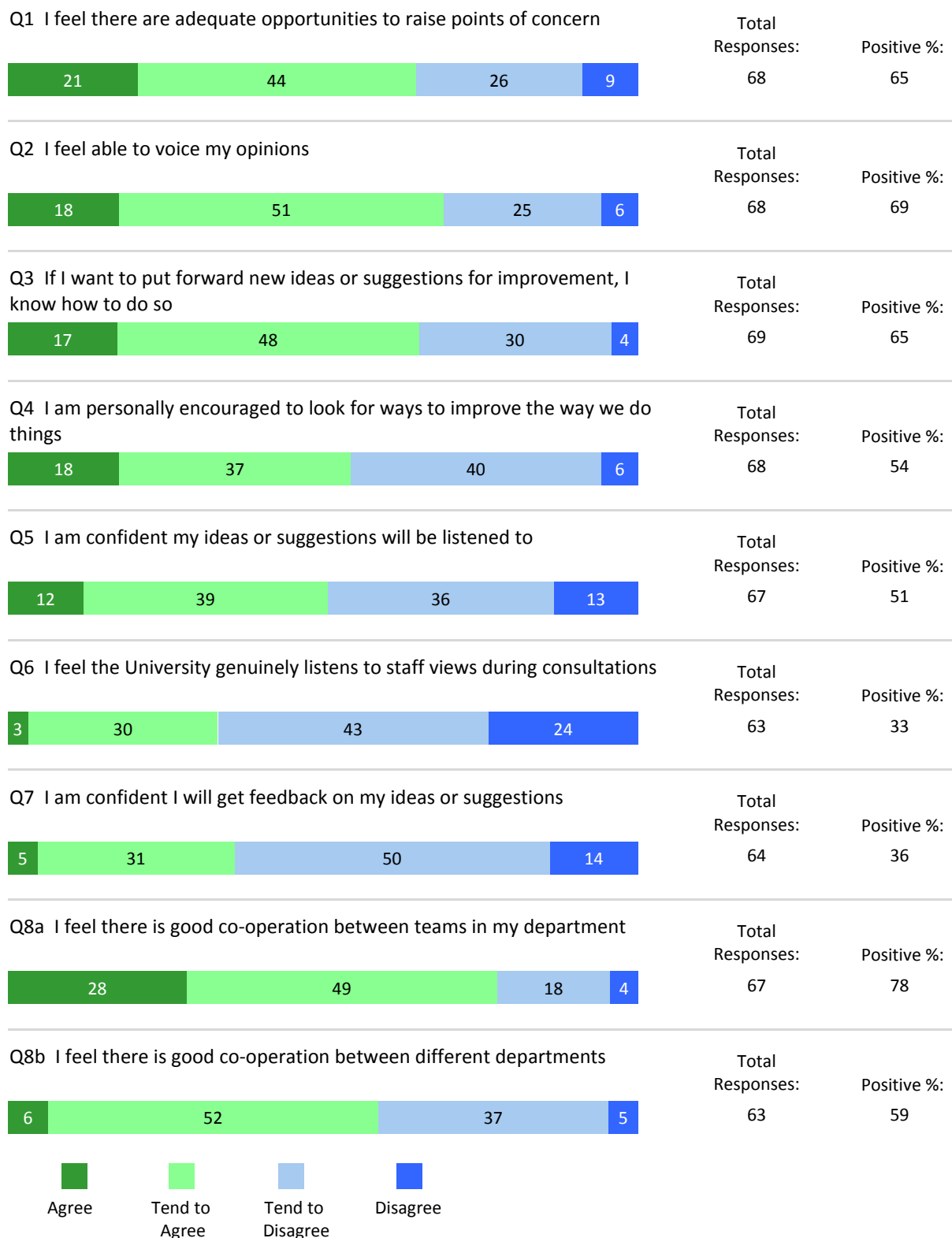
Positive %:
48

2



Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section Q: Staff Involvement







Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section R: Managing Change

R1 The current pace of change in the University of Reading is about right



 About Right
  Too Fast
  Too Slow
  No Opinion

Total
Responses:
68

Positive %:
26

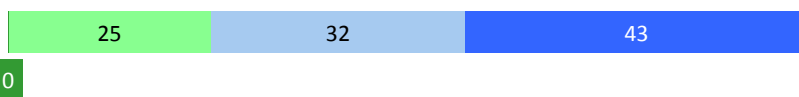
R2 In my opinion the recent PAS changes were well planned



Total
Responses:
63

Positive %:
14

R3 In my opinion the recent PAS changes were well explained



Total
Responses:
63

Positive %:
25

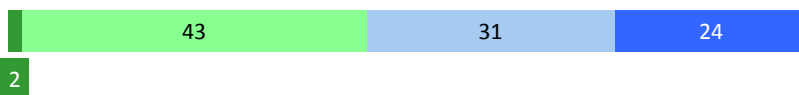
R4 In my opinion other recent changes (not PAS) have been well planned



Total
Responses:
58

Positive %:
43

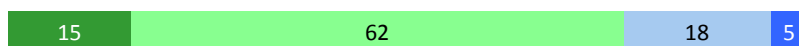
R5 In my opinion other recent changes (not PAS) have been well explained



Total
Responses:
58

Positive %:
45

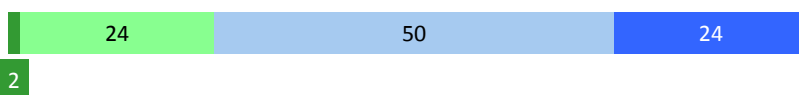
R6a Generally, change within my department is managed well



Total
Responses:
65





Positive %:
77

R6b Generally, change within the University of Reading is managed well



Total
Responses:
66

Positive %:
26

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Archaeology, Geography & Environmental Science

Section R: Managing Change

R6c Generally, the process of change causes me concern and worry



Total
Responses:
67



Positive %:
42

R6d Generally, more could be done to help staff prepare for and cope with change



Total
Responses:
63

Positive %:
24





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

R6e Generally, I have seen some positive changes in the last 12 months



Total
Responses:
63

Positive %:
54

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

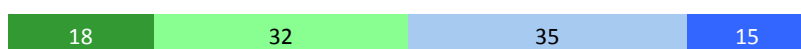
R6f Generally, I think things will improve in the next 12 months



Total
Responses:
62





Positive %:
44

R7 I feel action will be taken as a result of this survey



Total
Responses:
66

Positive %:
50

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part E - Comment Themes for School of Archaeology, Geography & Environmental

The question below relates to the themes selected for '**S1 Please note below one thing that you feel could be improved at the University of Reading**'.

Comment Theme	Count of theme
Being Treated Fairly / Diversity & Inclusion	4
Communication	3
Facilities / Environment	4
Feeling Valued / Supported	2
Health and Wellbeing	4
Job Security	3
Management – Immediate / Local	1
Pay & Benefits	2
PAS / Re-organisation	14
Role & Responsibilities	4
Student / Internal Customer Satisfaction	4
Senior Management	4
Systems / Processes	3

The question below relates to the themes selected for '**S2 Please note below one thing that you think is good about working for the University of Reading**'.

Comment Theme	Count of theme
Being Treated Fairly / Diversity & Inclusion	3
Communication	1
Facilities / Environment	5
Feeling Valued / Supported	6
Health and Wellbeing	3
Job Satisfaction	6
Job Security	2
Management – Immediate / Local	3
Pay & Benefits	2
Relationships / Co-operation	10
Role & Responsibilities	1
Student / Internal Customer Satisfaction	2
Senior Management	1
Systems / Processes	1
Training, Development & Progression	1
Other	3

Part F - Survey Results Ranked By Degree of Importance to Respondents for School of Archaeology, Geography & Environmental Science

To further identify the areas of strength and areas for improvement in the selected area of work, all the agree/disagree questions are ranked according to the values assigned to each question. Values are assigned to each response i.e. Agree = 4; Tend to Agree = 3; Tend to Disagree = 2; Disagree = 1 (scores are reversed for negatively phrased questions). Values for each participant's response are added together to generate an overall question score. It is possible that two questions with the same aggregate percentage may have different question scores, so one may appear as an area of strength or improvement while the other does not.

This list shows those questions in the survey that measure perception or awareness in a ranked order. Those questions appearing at the top of the list and appearing red in the average question score column have generated the most negative responses from participants i.e. with a score below 2.50.

Questions appearing at the bottom of the list and highlighted green are the most positive responses from participants i.e. with a score above 3.00.

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
1	R2	In my opinion the recent PAS changes were well planned	63	1.49
2	D7	I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	69	1.72
3	R3	In my opinion the recent PAS changes were well explained	63	1.83
4	D8	I often worry about work outside my working hours	70	1.91
5	R6d	Generally, more could be done to help staff prepare for and cope with change	63	2.00
6	R6b	Generally, change within the University of Reading is managed well	66	2.03
7	Q6	I feel the University genuinely listens to staff views during consultations	63	2.13
8	R4	In my opinion other recent changes (not PAS) have been well planned	58	2.19
9	R5	In my opinion other recent changes (not PAS) have been well explained	58	2.22
10	H4	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	64	2.25
11	Q7	I am confident I will get feedback on my ideas or suggestions	64	2.27
12	R6c	Generally, the process of change causes me concern and worry	67	2.27
13	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	65	2.31
14	D11	I feel priorities are changed too frequently for me to work efficiently	67	2.33
15	M8	I am required to do unimportant tasks which prevent me completing more important ones	69	2.33
16	R6f	Generally, I think things will improve in the next 12 months	62	2.40
17	I7	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026	45	2.44
18	P4	I know where to find information about important decisions made at the University of Reading	69	2.46
19	P6	Communication between senior management and staff is effective	67	2.49
20	Q5	I am confident my ideas or suggestions will be listened to	67	2.49
21	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	66	2.53
22	R7	I feel action will be taken as a result of this survey	66	2.53

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
23	K10	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	63	2.54
24	R6e	Generally, I have seen some positive changes in the last 12 months	63	2.56
25	D9	I find my current workload too much and I am struggling to cope	70	2.56
26	C3	I think my pay adequately reflects my performance	68	2.56
27	P3	There are opportunities for me to feed my views upwards in the University of Reading	68	2.56
28	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	65	2.58
29	M6	I am unable to handle all the conflicting demands on my time at work	68	2.59
30	H5	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	61	2.59
31	M4	There are usually sufficient people in the team I am working in to handle our workload	68	2.60
32	Q8b	I feel there is good co-operation between different departments	63	2.60
33	D4	The division of responsibilities between staff in my work area feels fair	69	2.62
34	D10	I have adequate resources to complete my work	69	2.64
35	A2	I feel I have a good work-life balance	68	2.66
36	Q4	I am personally encouraged to look for ways to improve the way we do things	68	2.66
37	B8	I feel valued by the University of Reading	69	2.67
38	P5	On the whole, communication in the University of Reading is effective	65	2.68
39	H2	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	66	2.70
40	E1	I often think about leaving the University	68	2.71
41	B11	I feel my job security at the University of Reading is good	69	2.71
42	C2	I feel fairly paid for the work I do	69	2.72
43	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	66	2.73
44	C5	I am aware of the benefits offered by the University	70	2.73
45	M5	Relationships at work are strained	70	2.73
46	H6	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	60	2.73
47	I6	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support	45	2.73
48	I5	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them	46	2.74
49	H3	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	65	2.75
50	L4	I feel the University is interested in my mental wellbeing	68	2.76
51	Q1	I feel there are adequate opportunities to raise points of concern	68	2.76
52	A1	The University of Reading provides good support to help me balance my work and personal commitments	69	2.77
53	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	69	2.78

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
54	I4	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them	44	2.80
55	I14	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB	50	2.80
56	Q2	I feel able to voice my opinions	68	2.81
57	M9	I am able to take regular breaks on most days	69	2.81
58	I3	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them	46	2.85
59	C4	I am aware of the University's arrangements for recognising and rewarding good performance	68	2.85
60	R6a	Generally, change within my department is managed well	65	2.88
61	I8	I feel the University of Reading delivers good quality service to students / internal customers	68	2.94
62	K12	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	68	2.94
63	L6	The University provides a satisfying work environment	67	2.97
64	B6	I feel I belong to a team	69	2.97
65	B7	I feel part of the University of Reading	69	3.00
66	C1	Overall, I feel the University of Reading offers a good pay and benefits package	69	3.00
67	D6	People are willing to help each other even if it means doing something outside their usual activities	69	3.00
68	L3	I feel the University is interested in my physical wellbeing	67	3.01
69	Q8a	I feel there is good co-operation between teams in my department	67	3.01
70	K8	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	69	3.03
71	K11	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	68	3.03
72	K7	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	69	3.04
73	B5	I feel inspired to do my best work every day	69	3.07
74	G2	I am satisfied with my current level of learning and development	69	3.07
75	P1b	I receive information in a timely way in regard to wider University issues	68	3.07
76	G1	I feel that I am given the same opportunities to develop as other staff	69	3.09
77	D2	I am satisfied with my current role and level of responsibility	70	3.10
78	I10	I feel proud to work for the University of Reading	68	3.10
79	O4b	I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	67	3.10
80	I2	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them	45	3.11
81	M3	I am satisfied with the support I get from my work colleagues	69	3.13
82	I11	Would you recommend the University of Reading to a friend as a place to work?	68	3.13
83	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	67	3.16

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
84	B9	I feel valued by my colleagues	70	3.17
85	B1	The University of Reading is a good place to work	69	3.17
86	K9	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	69	3.19
87	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	68	3.19
88	I17	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues	57	3.19
89	I15	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function	51	3.20
90	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	69	3.20
91	G3	I have received sufficient training to enable me to do my job well	67	3.21
92	E2	I am actively seeking to leave my job here at the University	68	3.25
93	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	66	3.26
94	B10	I feel valued by students / internal customers	68	3.26
95	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	67	3.27
96	I16	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function	56	3.29
97	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	69	3.29
98	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	69	3.29
99	K1	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	69	3.30
100	M7	I have the right equipment to do my job	68	3.31
101	I12	Would you recommend the University of Reading to a friend as a place to study?	67	3.31
102	K6	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	69	3.32
103	A5	I am able to take advantage of flexible working on an informal basis	68	3.32
104	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	67	3.33
105	M10	I have a place I can go to take a break at work	68	3.34
106	P1a	I receive information in a timely way in regard to local issues in my area of work	69	3.35
107	B4	My work gives me a sense of personal achievement	70	3.36
108	J4	My School / Function Leadership Team listen to and respond to the views of staff	68	3.37
109	B2	Generally, I enjoy my work	70	3.37
110	D1c	I have a clear understanding about expected standards of performance	70	3.39
111	O6a	The University of Reading respects people equally regardless of their gender	67	3.39
112	K2	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	70	3.40

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
113	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	69	3.41
114	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	67	3.42
115	D1b	I have a clear understanding about what I am expected to achieve in my job	70	3.43
116	D3	I am trusted to do my job	70	3.43
117	O4a	I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	64	3.44
118	M2	I am satisfied with the support I get from my immediate manager	68	3.44
119	B3	My work is varied and interesting to me	70	3.46
120	J1	My School / Function Leadership Team manage and lead our School / Function well	69	3.46
121	O6d	The University of Reading respects people equally regardless of their age	66	3.47
122	O2	I am aware of the University's priorities for Diversity and Inclusion	68	3.49
123	D1a	I have a clear understanding about my role within the University of Reading	70	3.49
124	M1	I can decide on my own how to go about doing my work	69	3.52
125	D1d	I have a clear understanding about expected standards of behaviour	70	3.54
126	B12	I'm not interested in the University of Reading, to me it's just a job	69	3.55
127	K5	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	69	3.55
128	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	68	3.56
129	O6b	The University of Reading respects people equally regardless of their nationality / race	67	3.57
130	L1	I am satisfied that my personal safety is treated seriously at work	68	3.57
131	O6f	The University of Reading respects people equally regardless of their religion or beliefs	67	3.58
132	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	70	3.60
133	O6c	The University of Reading respects people equally regardless of their disability status	66	3.61
134	O6e	The University of Reading respects people equally regardless of their sexual orientation	64	3.66
135	K4	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	69	3.67
136	O5a	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff	69	3.68
137	L2	I feel safe and secure in my working environment	69	3.71
138	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	66	3.92
			<u>Average:</u>	<u>2.96</u>

Part G - Internal benchmarking for School of Archaeology, Geography & Environmental Science

An overview of the survey results for selected area of work and by the associated departments / teams. Results for the University of Reading as a whole are shown for reference.

Each question is listed in the order it appears in the survey. The combined positive score is used throughout the analysis. Where a question / statement is positively phrased, agree and tend to agree (or yes) responses are used. Where a question / statement is negatively phrased, disagree and tend to disagree (or no) responses are used unless otherwise stated.

To ensure anonymity is maintained, most sub set or secondary questions are excluded. As a large number of staff have responded to the sub set questions within 'Section F, Performance Development Review (PDR)', 'Section I: Culture and Values' and question M12, these are included in the analysis, these questions are shown in the list with a ^.

Where questions are negatively worded in the questionnaire, the positive perception is shown. These questions / statements are marked with an asterisk (*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: *'Are you currently being harassed or bullied at work?'* are displayed for those who said no to this question i.e. the positive perception (95%).

The text has therefore been reworded to *'I'm not currently being harassed or bullied at work*'*

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:



indicates 'strength' = agreement from 75% or more of employees.



indicates 'areas for improvement' = agreement from 50% or fewer employees.

At the top of the sheet is a count of the reds and greens each group achieves.

Question F1 'Have you been employed by the University of Reading for over a year?' is considered neutral and has neither a positive nor negative response so, while included in the table and the 'yes' response is shown, the colour code is not applied.

The report is designed to aid local action planning by understanding whether different groups of respondents have more or less positive views.

To ensure the figures are accurate, rounding is applied at the last stage of the calculation and is rounded to the nearest percentage point. This may mean the total positive percentage displayed can be up to 1% different from simply adding together the two positive percentages shown in the charts in part D.

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

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 indicates 'areas for improvement' = agreement from 50% or fewer employees.

		Total Reds	18	24	23	24	30		
		Total Greens	84	79	80	83	78		
		Total number of respondents	2673	1280	70	29	33	<10	<10
Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	67	71	64			
	A2 I feel I have a good work-life balance	70	59	57	64	53			
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	86	82	88			
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	84	79	85			
	A5 I am able to take advantage of flexible working on an informal basis	80	83	88	89	88			
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	84	86	81			
	B2 Generally, I enjoy my work	92	92	94	97	91			
	B3 My work is varied and interesting to me	91	92	94	97	91			
	B4 My work gives me a sense of personal achievement	86	87	90	93	88			
	B5 I feel inspired to do my best work every day	80	79	80	86	73			
	B6 I feel I belong to a team	81	78	75	75	73			
	B7 I feel part of the University of Reading	76	73	77	79	76			
	B8 I feel valued by the University of Reading	59	55	61	57	64			
	B9 I feel valued by my colleagues	88	87	83	83	79			
	B10 I feel valued by students / internal customers	85	87	93	93	91			
	B11 I feel my job security at the University of Reading is good	70	65	58	54	67			
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	94	93	94			
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	84	86	82			
	C2 I feel fairly paid for the work I do	60	57	62	57	67			
	C3 I think my pay adequately reflects my performance	52	50	57	59	55			
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	62	59	61			
	C5 I am aware of the benefits offered by the University	71	67	63	62	64			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	96	97	94			
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	94	93	94			
	D1c I have a clear understanding about expected standards of performance	91	90	89	90	85			
	D1d I have a clear understanding about expected standards of behaviour	96	95	93	90	94			
	D2 I am satisfied with my current role and level of responsibility	76	76	80	79	79			
	D3 I am trusted to do my job	93	92	90	90	88			
	D4 The division of responsibilities between staff in my work area feels fair	68	65	62	68	55			
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	64	69	58			
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	78	82	73			
	D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	33	24	20	21	16			
	D8 I don't worry about work outside my working hours *	39	29	26	34	15			
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	56	66	48			
	D10 I have adequate resources to complete my work	67	61	61	64	58			
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	37	46	27			
Considering Leaving	E1 I don't think about leaving the University *	65	63	54	46	59			
	E2 I'm not actively seeking to leave my job here at the University *	82	82	74	61	84			
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	86	90	85			
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	95	100	89			
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	64	72	56			
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	89	92	88			
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	54	54	56			
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	77	68	80			
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	38	67	0	67			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	78	75	85			
	G2 I am satisfied with my current level of learning and development	75	78	77	83	75			
	G3 I have received sufficient training to enable me to do my job well	80	79	84	96	69			
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	87	89	84			
University Executive Board (UEB)	H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	61	54	56	54	60			
	H2 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	69	66	70	61	77			
	H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	69	65	72	64	79			
	H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	43	36	44	30	53			
	H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	69	63	64	68	64			
	H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	76	71	72	75	68			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	67	55	76			
	I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	81	81	91	100	83			
	I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^	64	62	74	81	75			
	I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them ^	63	60	68	87	65			
	I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	64	62	65	75	67			
	I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	69	61	67	63	70			
	I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026' ^	64	55	53	63	48			
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	76	79	78			
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	88	97	84			
	I10 I feel proud to work for the University of Reading	85	81	84	86	82			
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	81	85	79			
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	87	93	84			
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	83	86	79			
	I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^	76	73	72	73	68			
	I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	85	85	86	91	78			
	I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	88	88	89	92	84			
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	92	91	88	96	77			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	91	96	88			
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	85	88	81			
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	94	96	91			
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	90	96	84			
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	93	96	88			
Your Manager / Supervisor	K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	86	84	88	93	82			
	K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	88	88	87	79	91			
	K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	93	93	96	97	94			
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	93	96	93	97			
	K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	90	90	94	96	91			
	K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	84	83	86	79	91			
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	79	78	77	75	79			
	K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	74	73	71	68	73			
	K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	81	80	83	79	82			
	K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	72	70	54	50	52			
	K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	81	80	74	70	73			
	K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	79	78	68	68	66			
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	94	97	90			
	L2 I feel safe and secure in my working environment	96	95	97	100	94			
	L3 I feel the University is interested in my physical wellbeing	78	74	73	75	71			
	L4 I feel the University is interested in my mental wellbeing	68	62	62	69	55			
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	57	62	52			
	L6 The University provides a satisfying work environment	79	77	75	72	77			
	L7 Are you aware of the Employee Assistance Programme?	40	34	30	24	30			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Prepared by Capita Surveys and Research

Internal benchmarking for School of Archeology, Geography & Environmental Science

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	96	97	94			
	M2 I am satisfied with the support I get from my immediate manager	86	86	88	89	85			
	M3 I am satisfied with the support I get from my work colleagues	90	90	81	79	79			
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	59	68	50			
	M5 Relationships at work are not strained *	75	75	56	66	42			
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	57	71	47			
	M7 I have the right equipment to do my job	83	80	88	93	88			
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	49	61	39			
	M9 I am able to take regular breaks on most days	69	64	67	72	63			
	M10 I have a place I can go to take a break at work	78	81	85	82	88			
	M11 I never feel stressed at work *	9	6	9	7	6			
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	61	69	60			
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	94	100	88			
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	17	10	21			
	N7 Are you aware of the University's Harassment Advisors?	35	31	36	29	42			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	91	90	91			
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	93	90	94			
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	99	100	97			
	O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	94	94	91	93	87			
	O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	82	80	79	85	72			
	O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	90	91	91	100	81			
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	96	95	100	100	100			
	O6a The University of Reading respects people equally regardless of their gender	92	90	85	93	78			
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	94	100	88			
	O6c The University of Reading respects people equally regardless of their disability status	96	96	95	100	90			
	O6d The University of Reading respects people equally regardless of their age	92	91	89	93	84			
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	97	100	93			
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	94	100	88			
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	90	93	84			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

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Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES		
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	88	93	85			
	P1b I receive information in a timely way in regard to wider University issues	76	75	82	82	88			
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	93	93	91			
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	90	93	88			
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	54	63	48			
	P4 I know where to find information about important decisions made at the University of Reading	56	51	49	57	48			
	P5 On the whole, communication in the University of Reading is effective	60	57	62	69	59			
	P6 Communication between senior management and staff is effective	54	50	54	59	50			
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	48	54	41			
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	65	70	67			
	Q2 I feel able to voice my opinions	71	67	69	70	70			
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	65	71	67			
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	54	48	58			
	Q5 I am confident my ideas or suggestions will be listened to	60	55	51	61	45			
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	33	35	34			
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	36	48	34			
	Q8a I feel there is good co-operation between teams in my department	83	83	78	81	69			
	Q8b I feel there is good co-operation between different departments	62	60	59	56	58			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:

 indicates 'strength' = agreement from 75% or more of employees.

 indicates 'areas for improvement' = agreement from 50% or fewer employees.

		Total Reds	18	24	23	24	30		
		Total Greens	84	79	80	83	78		
		Total number of respondents	2673	1280	70	29	33	<10	<10
Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	26	28	29			
	R2 In my opinion the recent PAS changes were well planned	17	13	14	7	24			
	R3 In my opinion the recent PAS changes were well explained	25	21	25	19	31			
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	43	46	46			
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	45	50	42			
	R6a Generally, change within my department is managed well	72	74	77	85	65			
	R6b Generally, change within the University of Reading is managed well	36	30	26	25	23			
	R6c Generally, the process of change does not cause me concern and worry *	49	43	42	43	32			
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	24	22	23			
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	54	42	63			
	R6f Generally, I think things will improve in the next 12 months	61	52	44	43	43			
	R7 I feel action will be taken as a result of this survey	54	49	50	57	45			

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

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		Total Reds	18	24	23	24	30		
		Total Greens	84	79	80	83	78		
		Total number of respondents	2673	1280	70	29	33	<10	<10
Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES		
Comment Themes	S1 Please note below one thing that you feel could be improved at the University of Reading. Which main theme would you say your comment is related to?								
	Being Treated Fairly / Diversity & Inclusion	4	4	8	0	19			
	Communication	10	16	6	4	5			
	Facilities / Environment	7	5	8	4	10			
	Feeling Valued / Supported	7	6	4	4	5			
	Health and Wellbeing	4	5	8	8	10			
	Job Satisfaction	1	1	0	0	0			
	Job Security	3	1	6	8	0			
	Managing Change	3	5	0	0	0			
	Management – Immediate / Local	3	2	2	4	0			
	Pay & Benefits	9	10	4	8	0			
	PAS / Re-organisation	15	11	27	24	24			
	Relationships / Co-operation	3	4	0	0	0			
	Role & Responsibilities	4	3	8	12	5			
	Student / Internal Customer Satisfaction	2	1	8	12	5			
	Senior Management	9	9	8	8	10			
	Systems / Processes	8	6	6	4	10			
	Training, Development & Progression	5	7	0	0	0			
	Other	4	4	0	0	0			

Internal benchmarking for School of Archeology, Geography & Environmental Science

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:

■ indicates 'strength' = agreement from 75% or more of employees.

■ indicates 'areas for improvement' = agreement from 50% or fewer employees.

		Total Reds	18	24	23	24	30		
		Total Greens	84	79	80	83	78		
		Total number of respondents	2673	1280	70	29	33	<10	<10
Section	Question	University of Reading	Academic School	School of Archaeology, Geography & Environmental	Archaeology	Geography & Environmental Science	SAGES Support	All other SAGES	
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?								
	Being Treated Fairly / Diversity & Inclusion	6	6	6	4	10			
	Communication	1	1	2	4	0			
	Facilities / Environment	12	13	10	9	10			
	Feeling Valued / Supported	12	12	12	4	14			
	Health and Wellbeing	5	5	6	9	5			
	Job Satisfaction	14	13	12	13	14			
	Job Security	3	3	4	0	5			
	Managing Change	0	1	0	0	0			
	Management – Immediate / Local	5	4	6	4	10			
	Pay & Benefits	4	5	4	9	0			
	PAS / Re-organisation	1	1	0	0	0			
	Relationships / Co-operation	16	15	20	26	10			
	Role & Responsibilities	3	3	2	4	0			
	Student / Internal Customer Satisfaction	3	3	4	0	10			
	Senior Management	2	1	2	0	5			
	Systems / Processes	1	1	2	4	0			
	Training, Development & Progression	6	6	2	4	0			
	Other	7	7	6	4	10			

Appendix - User Guide

Types of survey questions

There were various types of questions used in the University of Reading 2017 Employee Survey questionnaire. This section describes the types of questions that were included and highlights any important information that the reader should be aware of in relation to each question type.

'Primary' and 'sub' questions

'Primary' questions are defined as questions to which all respondents were expected to provide an answer.

Example:

I have a clear understanding about my role within the University of Reading

'Sub-questions' are questions that respondents were expected to answer only where relevant to a previous response.

Example:

Did you agree clear objectives as part of your Performance Development Review (PDR)?

This means that the number of responses received for sub-questions will always be much lower than that received for primary questions as only a sub-set of respondents will have provided an answer to each sub-question.

Questions on a four point scale

Many of the survey questions were designed to capture the views of respondents in relation to a particular statement. These questions were mostly phrased positively and invited participants to respond on a scale between one and four, four being the most positive response and one being the least positive.

Example:

To what extent do you agree or disagree with the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
I am satisfied with my current role and level of responsibility	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

The main unit of measurement is the percentage of staff who answered positively to each question. For example, for positively worded questions where respondents were asked to indicate their level of agreement or disagreement, responses of 'Agree' and 'Tend to Agree' were considered positive. Negatively worded questions responses 'Disagree' and 'Tend to Disagree' were considered positive and are explained more fully later under sub heading 'negatively worded questions'.

Non-scale questions

There were a number of non-scale questions in the survey where respondents were invited to respond either 'Yes' or 'No' (as well as one sub question that had an additional option such as 'Not sure'). Where the question was positive, 'Yes' was considered to be a positive response.

Example:

	Yes	No
<i>Are you aware of the University Values for Working Together and Professional Behaviours?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Please note that there were two non-scale primary questions in the survey where the question was negatively worded (as well as one sub question). For these questions, 'No' was considered to be a positive response and they are discussed later under sub heading 'negatively worded questions'.

There were two survey questions that had four options available for respondents to choose but only one option can be considered positive, they were:

	Always	Frequently	Occasionally	Never
<i>I feel stressed at work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

'Never' is considered the positive response.

	About right	Too fast	Too slow	No opinion
<i>The current pace of change in the University of Reading is</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

'About right' is considered the positive response.

There was one primary question that was a non-scale question with three options and two responses are considered positive:

	A Lot	A Little	Nothing
<i>How much do you feel you know about the University's strategic objectives i.e. Vision 2026?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

'A lot' and 'A Little' are considered the positive response.

There was one primary question in the survey where the response could not be considered as positive or negative.

	Yes	No
<i>Have you been employed by the University of Reading for over a year?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Negatively worded questions

There are 17 primary survey questions that are considered negatively worded. Where the positive perception is used, the questions / statements are marked with an asterisk (*) and the text has been reworded to ensure ease of understanding.

Example:

	Yes	No
Are you currently being harassed or bullied at work?	<input type="checkbox"/>	<input type="checkbox"/>

'No' is considered the positive response and the text has been reworded to 'I'm not currently being harassed or bullied at work*'

Where the analysis does not state that the positive perceptions are used, the questions / statements appear as they do in the questionnaire and the 'agree' or 'yes' responses are used.

Understanding the effect of rounding

Figures throughout this report are displayed as whole numbers for the ease of reading. To ensure the figures are as accurate as possible we apply rounding to the figures to the nearest percentage point. Sometimes this will mean that the figures shown may not be identical if calculations are performed using the figures displayed in the report, however any difference would not be larger than ± 1 percentage point.

Therefore, if you sum the percentages for all the response options to a question the figure may not sum to 100%, but may sum to 99% or 101%.

When combining the total positive responses we first combine the number of responses and then calculate a combined percentage, rather than simply adding the two individual response percentages together.

In the example shown below if we sum the displayed percentages for *agree* and *tend to agree* to calculate the percentage positive response it would be 69%, however, by using raw figures we calculate the result more accurately to 69.5338% which is rounded up to 70%.

EXAMPLE:

	Agree	Tend to Agree	Tend to Disagree	Disagree	Total	Total Positive responses calculation
	(A)	(B)	(C)	(D)	A+B+C+D	A+B
Number of responses	909	926	507	297	2,639	1,835
Percent of responses	34.4448%	35.0890%	19.2118%	11.2543%	99.9999%	69.5338% (rounds to 70%)
Rounds to	34%	35%	19%	11%	99%	69%

Values assigned to questions in order to rank responses

In order to establish which issues are most important to employees, a simple arithmetical format was designed to show the strength of feeling associated with statements and issues covered in the survey. Within the questionnaire, statements were made which required the employees to agree, tend to agree, tend to disagree or disagree. Depending on the construction of each statement the following values were assigned to the responses to the statements where *agree* was the preferred answer, but the values were *inverted* where *disagree* was the preferred answer:

Agree	4
Tend to agree	3
Tend to disagree	2
Disagree	1

For each perceptive question in the survey a total value based on the responses received has been generated. An average question score is then calculated based on the number of responses to a particular question. In simple terms, the lower the average score a question generates the more negative the perceptions of respondents.

For example:

The University of Reading is a good place to work

Response	Number of respondents choosing this response	Multiply by value assigned to response	Total value
Agree	1286	x 4	5,144
Tend to agree	1026	x 3	3,078
Tend to disagree	226	x 2	452
Disagree	108	x 1	108
Total	2,646		8,782

Calculation for average question score:

8,782 [Total value of responses to question]

2,646 [Number of employees responding to question]

3.32 = [Average Question Score]

The average values for each statement are shown in the appendix data with the lowest scores at the top. An average score for all ranked survey questions appears at the bottom of the list.

Average question values below 2.50 indicate a high proportion of employees have a negative view about the question and are highlighted in **red** in the list, whereas average question values of over 3.00 indicate a high proportion of employees have a positive view of the question and are highlighted in **green**.