CAPITA

University of
Reading

University of Reading

Area of Work Report

Delivering quality survey, research and analysis solutions.

School of Arts and Communication Design

Employee Survey 2017
Project Number: 8046

May 2017

25 YEARS

Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

Organisational Contact Information

Address:
Capita Surveys and Research
Spa House
Hookstone Park
Harrogate
North Yorkshire
HG2 7DB

Tel: 01423 818700
Fax: 01423 818777
Web: www.capitasurveys.co.uk

Contents

University of Reading - School of Arts and Communication Design

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 40% i.e. 42 of the 104 employees in School of Arts and Communication Design responded to the survey.

Presentation of results

This report presents a summary of the results for School of Arts and Communication Design 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 questions[1] 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 Arts and Communication Design

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: 42
Question	AOW %
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	100
N1 I'm not currently being harassed or bullied at work? *	100
D1d I have a clear understanding about expected standards of behaviour	98
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	98
O6c The University of Reading respects people equally regardless of their disability status	98
O6e The University of Reading respects people equally regardless of their sexual orientation	98
O7 I have not felt discriminated against at work in the last 12 months? *	98
O6f The University of Reading respects people equally regardless of their religion or beliefs	97
D1b I have a clear understanding about what I am expected to achieve in my job	95
D1c I have a clear understanding about expected standards of performance	95
D3 I am trusted to do my job	95
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 ^	95
M1 I can decide on my own how to go about doing my work	95
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	95
O6b The University of Reading respects people equally regardless of their nationality / race	95

^ 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 Arts and Communication Design

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: 42
Question	**AOW %**
R2 In my opinion the recent PAS changes were well planned	10
M11 I never feel stressed at work *	14
R3 In my opinion the recent PAS changes were well explained	18
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18
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 *	21
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	21
L7 Are you aware of the Employee Assistance Programme?	29
R1 The current pace of change in the University of Reading is about right	30
Q6 I feel the University genuinely listens to staff views during consultations	31
R4 In my opinion other recent changes (not PAS) have been well planned	33
R5 In my opinion other recent changes (not PAS) have been well explained	34
R6b Generally, change within the University of Reading is managed well	34
D8 I don't worry about work outside my working hours *	38
N7 Are you aware of the University's Harassment Advisors?	38
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	39
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	39
R6f Generally, I think things will improve in the next 12 months	41
C3 I think my pay adequately reflects my performance	43
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	43
R6c Generally, the process of change does not cause me concern and worry *	43
A2 I feel I have a good work-life balance	45
C2 I feel fairly paid for the work I do	45
Q7 I am confident I will get feedback on my ideas or suggestions	45

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

Areas for improvement from the area of work	Total number of responses:	42
Question		**AOW %**
R7 I feel action will be taken as a result of this survey		45
F3 Was your Performance Development Review (PDR) useful for you? ^		47
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing		48
M4 There are usually sufficient people in the team I am working in to handle our workload		48
P6 Communication between senior management and staff is effective		48
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well		49
L4 I feel the University is interested in my mental wellbeing		49
R6e Generally, I have seen some positive changes in the last 12 months		49
D4 The division of responsibilities between staff in my work area feels fair		50
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^		50
I13 Are you aware of the University Values for Working Together and Professional Behaviours?		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 +/-9%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than ten percentage points for this to be considered a real difference between the scores.

Part C - Strength report by section for School of Arts and Communication Design 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: 57
51% - 74% = Opportunity for improvement	No difference: 12
50% or lower = Needs improvement	Negative difference: 85

Question	AOW %	UoR %	+/-
Total number of responses:	42	2673	
Section A: Work-Life Balance			
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	88	82	6
A5 I am able to take advantage of flexible working on an informal basis	80	80	0
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	68	77	-9
A1 The University of Reading provides good support to help me balance my work and personal commitments	54	74	-20
A2 I feel I have a good work-life balance	45	70	-25
Section B: Job Satisfaction			
B3 My work is varied and interesting to me	93	91	2
B10 I feel valued by students / internal customers	93	85	8
B2 Generally, I enjoy my work	88	92	-4
B1 The University of Reading is a good place to work	88	87	1
B9 I feel valued by my colleagues	86	88	-2
B12 I'm interested in the University of Reading, to me it's not just a job *	85	91	-6
B4 My work gives me a sense of personal achievement	83	86	-3
B6 I feel I belong to a team	81	81	0
B5 I feel inspired to do my best work every day	76	80	-4
B7 I feel part of the University of Reading	76	76	0
B11 I feel my job security at the University of Reading is good	74	70	4

^ 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:	57
No difference:	12
Negative difference:	85

Question	AOW %	UoR %	+/-
Total number of responses:	42	2673	
Section B: Job Satisfaction			
B8 I feel valued by the University of Reading	51	59	-8
Section C: Pay and Benefits			
C4 I am aware of the University's arrangements for recognising and rewarding good performance	62	69	-7
C5 I am aware of the benefits offered by the University	57	71	-14
C1 Overall, I feel the University of Reading offers a good pay and benefits package	55	68	-13
C2 I feel fairly paid for the work I do	45	60	-15
C3 I think my pay adequately reflects my performance	43	52	-9
Section D: Your Role			
D1d I have a clear understanding about expected standards of behaviour	98	96	2
D3 I am trusted to do my job	95	93	2
D1c I have a clear understanding about expected standards of performance	95	91	4
D1b I have a clear understanding about what I am expected to achieve in my job	95	89	6
D1a I have a clear understanding about my role within the University of Reading	93	90	3
D6 People are willing to help each other even if it means doing something outside their usual activities	88	82	6
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	76	77	-1
D2 I am satisfied with my current role and level of responsibility	73	76	-3
D10 I have adequate resources to complete my work	57	67	-10
D11 I don't feel priorities are changed too frequently for me to work efficiently *	57	63	-6
D9 I don't find my current workload too much and I am not struggling to cope *	55	61	-6
D4 The division of responsibilities between staff in my work area feels fair	50	68	-18
D8 I don't worry about work outside my working hours *	38	39	-1
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 *	21	33	-12
Section E: Considering Leaving			
E2 I'm not actively seeking to leave my job here at the University *	86	82	4
E1 I don't think about leaving the University *	69	65	4
Section F: Performance Development Review (PDR)			
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	73	85	-12
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	67	74	-7
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	53	64	-11

^ 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:	57
No difference:	12
Negative difference:	85

Total number of responses:	42	2673	
Question	AOW %	UoR %	+/-
Section F: Performance Development Review (PDR)			
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	50	43	7
F3 Was your Performance Development Review (PDR) useful for you? ^	47	68	-21
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	43	75	-32
Section G: Learning and Development			
G3 I have received sufficient training to enable me to do my job well	79	80	-1
G2 I am satisfied with my current level of learning and development	76	75	1
G1 I feel that I am given the same opportunities to develop as other staff	69	78	-9
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	66	77	-11
Section H: University Executive Board (UEB)			
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	71	69	2
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	65	76	-11
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	56	69	-13
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	55	69	-14
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	49	61	-12
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	39	43	-4
Section I: Culture and Values			
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 ^	95	92	3
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	93	92	1
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 ^	90	88	2
I12 Would you recommend the University of Reading to a friend as a place to study?	88	89	-1
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	0
I8 I feel the University of Reading delivers good quality service to students / internal customers	83	83	0
I10 I feel proud to work for the University of Reading	81	85	-4
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	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:	57
No difference:	12
Negative difference:	85

Total number of responses:	42	2673	
Question	AOW %	UoR %	+/-
Section I: Culture and Values			
I11 Would you recommend the University of Reading to a friend as a place to work?	76	81	-5
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	71	70	1
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 ^	70	76	-6
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	65	64	1
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 ^	63	69	-6
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 ^	62	64	-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 ^	62	64	-2
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 ^	62	63	-1
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	50	63	-13
Section J: Your School or Function Leadership			
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	88	85	3
J1 My School / Function Leadership Team manage and lead our School / Function well	86	83	3
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	83	81	2
J4 My School / Function Leadership Team listen to and respond to the views of staff	83	75	8
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	74	76	-2
Section K: Your Manager / Supervisor			
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	100	88	12
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	98	93	5
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	88	93	-5
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	88	90	-2
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	86	0
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	86	81	5

^ 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:	57
No difference:	12
Negative difference:	85

	Total number of responses:	42	2673	
Question		AOW %	UoR %	+/-
Section K: Your Manager / Supervisor				
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		83	81	2
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		83	79	4
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		81	84	-3
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		80	74	6
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		79	72	7
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		76	79	-3
Section L: Health, Safety and Wellbeing				
L1 I am satisfied that my personal safety is treated seriously at work		93	95	-2
L2 I feel safe and secure in my working environment		90	96	-6
L3 I feel the University is interested in my physical wellbeing		66	78	-12
L6 The University provides a satisfying work environment		58	79	-21
L4 I feel the University is interested in my mental wellbeing		49	68	-19
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing		48	62	-14
L7 Are you aware of the Employee Assistance Programme?		29	40	-11
Section M: Working at the University				
M1 I can decide on my own how to go about doing my work		95	93	2
M3 I am satisfied with the support I get from my work colleagues		90	90	0
M10 I have a place I can go to take a break at work		88	78	10
M7 I have the right equipment to do my job		85	83	2
M2 I am satisfied with the support I get from my immediate manager		83	86	-3
M5 Relationships at work are not strained *		83	75	8
M6 I am able to handle all the conflicting demands on my time at work *		62	66	-4
M9 I am able to take regular breaks on most days		60	69	-9
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *		55	54	1
M12 Overall, I don't feel unduly stressed at work * ^		53	69	-16
M4 There are usually sufficient people in the team I am working in to handle our workload		48	61	-13
M11 I never feel stressed at work *		14	9	5
Section N: Harassment and Bullying				
N1 I'm not currently being harassed or bullied at work? *		100	97	3

^ 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:	57
No difference:	12
Negative difference:	85

Question	AOW %	UoR %	+/-
Total number of responses:	42	2673	
Section N: Harassment and Bullying			
N7 Are you aware of the University's Harassment Advisors?	38	35	3
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	21	23	-2
Section O: Diversity and Inclusion			
O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	0
O6c The University of Reading respects people equally regardless of their disability status	98	96	2
O7 I have not felt discriminated against at work in the last 12 months? *	98	92	6
O6f The University of Reading respects people equally regardless of their religion or beliefs	97	98	-1
O6b The University of Reading respects people equally regardless of their nationality / race	95	95	0
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	95	94	1
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 *	93	96	-3
O6a The University of Reading respects people equally regardless of their gender	93	92	1
O6d The University of Reading respects people equally regardless of their age	93	92	1
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	93	91	2
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 *	93	90	3
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	90	95	-5
O2 I am aware of the University's priorities for Diversity and Inclusion	90	91	-1
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	80	82	-2
Section P: Communication			
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	86	89	-3
P1a I receive information in a timely way in regard to local issues in my area of work	83	81	2
P1b I receive information in a timely way in regard to wider University issues	79	76	3
P2b The information I receive is straightforward and I understand it in regard to wider University issues	76	80	-4
P3 There are opportunities for me to feed my views upwards in the University of Reading	62	57	5
P4 I know where to find information about important decisions made at the University of Reading	57	56	1
P5 On the whole, communication in the University of Reading is effective	56	60	-4
P6 Communication between senior management and staff is effective	48	54	-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:	57
No difference:	12
Negative difference:	85

Question	AOW %	UoR %	+/-
Total number of responses:	42	2673	
Section P: Communication			
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	39	42	-3
Section Q: Staff Involvement			
Q8a I feel there is good co-operation between teams in my department	93	83	10
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	76	72	4
Q4 I am personally encouraged to look for ways to improve the way we do things	76	69	7
Q2 I feel able to voice my opinions	71	71	0
Q5 I am confident my ideas or suggestions will be listened to	63	60	3
Q1 I feel there are adequate opportunities to raise points of concern	62	64	-2
Q8b I feel there is good co-operation between different departments	55	62	-7
Q7 I am confident I will get feedback on my ideas or suggestions	45	51	-6
Q6 I feel the University genuinely listens to staff views during consultations	31	43	-12
Section R: Managing Change			
R6a Generally, change within my department is managed well	78	72	6
R6e Generally, I have seen some positive changes in the last 12 months	49	55	-6
R7 I feel action will be taken as a result of this survey	45	54	-9
R6c Generally, the process of change does not cause me concern and worry *	43	49	-6
R6f Generally, I think things will improve in the next 12 months	41	61	-20
R5 In my opinion other recent changes (not PAS) have been well explained	34	39	-5
R6b Generally, change within the University of Reading is managed well	34	36	-2
R4 In my opinion other recent changes (not PAS) have been well planned	33	38	-5
R1 The current pace of change in the University of Reading is about right	30	27	3
R3 In my opinion the recent PAS changes were well explained	18	25	-7
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	18	0
R2 In my opinion the recent PAS changes were well planned	10	17	-7

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

Part D - Frequency Charts for School of Arts and Communication Design

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 Arts and Communication Design
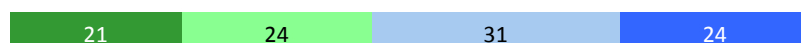
Section A: Work-Life Balance

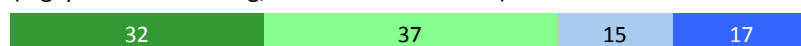**A1 The University of Reading provides good support to help me balance my work and personal commitments**

| 22 | 32 | 24 | 22 |

Total Responses: 41   Positive %: 54

A2 I feel I have a good work-life balance

| 21 | 24 | 31 | 24 |

Total Responses: 42   Positive %: 45

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

| 32 | 37 | 15 | 17 |

Total Responses: 41   Positive %: 68

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

| 32 | 56 | 7 | 5 |

Total Responses: 41   Positive %: 88

A5 I am able to take advantage of flexible working on an informal basis
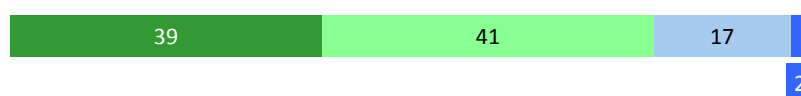
| 39 | 41 | 17 | 2 |

Total Responses: 41   Positive %: 80

Legend:
- Agree
- Tend to Agree
- Tend to Disagree
- Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section B: Job Satisfaction

B1 The University of Reading is a good place to work

45	43	12

0
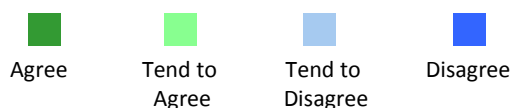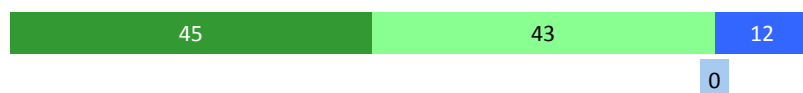
Total Responses: 42

Positive %: 88

B2 Generally, I enjoy my work

55	33	10

2

Total Responses: 42

Positive %: 88

B3 My work is varied and interesting to me

55	38	5

2

Total Responses: 42

Positive %: 93

B4 My work gives me a sense of personal achievement

45	38	7	10

Total Responses: 42

Positive %: 83

B5 I feel inspired to do my best work every day

40	36	14	10

Total Responses: 42

Positive %: 76

B6 I feel I belong to a team

52	29	17

2

Total Responses: 42

Positive %: 81

B7 I feel part of the University of Reading

33	43	19	5

Total Responses: 42

Positive %: 76

B8 I feel valued by the University of Reading
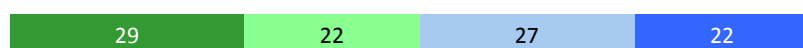
29	22	27	22

Total Responses: 41

Positive %: 51
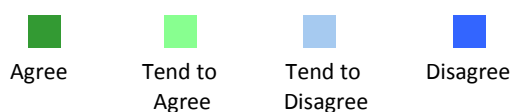
Agree   Tend to Agree   Tend to Disagree   Disagree
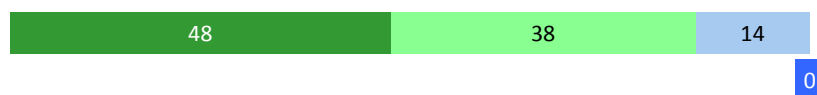
Part D - Frequency Charts for School of Arts and Communication Design

Section B: Job Satisfaction

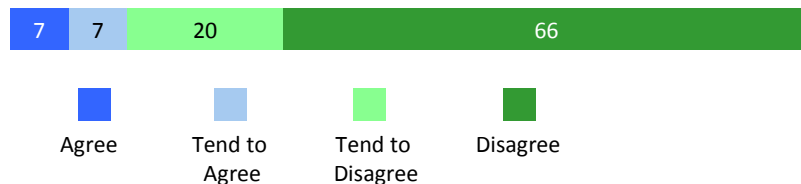### B9 I feel valued by my colleagues

			Total Responses:	Positive %:
			42	86

48	38	14

0

B10 I feel valued by students / internal customers

			Total Responses:	Positive %:
			42	93

43	50	7

0

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

			Total Responses:	Positive %:
			42	74

24	50	7	19

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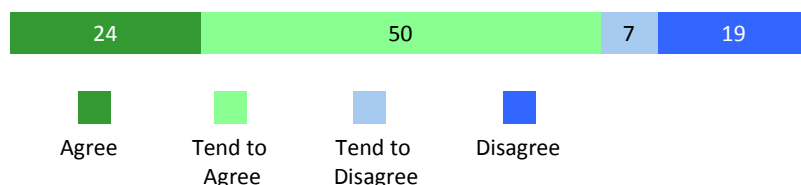
B12 I'm not interested in the University of Reading, to me it's just a job

			Total Responses:	Positive %:
			41	85

7	7	20	66

Agree	Tend to Agree	Tend to Disagree	Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section C: Pay and Benefits

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

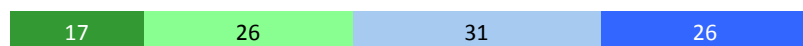| 12 | 43 | 36 | 10 |

Total Responses: 42

Positive %: 55

C2 I feel fairly paid for the work I do

| 17 | 29 | 33 | 21 |

Total Responses: 42

Positive %: 45

C3 I think my pay adequately reflects my performance

| 17 | 26 | 31 | 26 |

Total Responses: 42

Positive %: 43

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

| 38 | 24 | 24 | 14 |
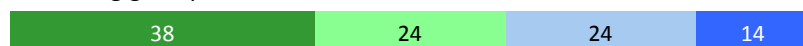
Total Responses: 42

Positive %: 62

C5 I am aware of the benefits offered by the University

| 26 | 31 | 29 | 14 |

Total Responses: 42

Positive %: 57

Agree   Tend to Agree   Tend to Disagree   Disagree
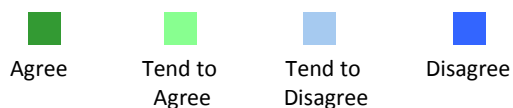
Part D - Frequency Charts for School of Arts and Communication Design

Section D: Your Role

D1a I have a clear understanding about my role within the University of Reading

62	31	5	2

Total Responses: 42

Positive %: 93

D1b I have a clear understanding about what I am expected to achieve in my job

67	29	2	2

Total Responses: 42

Positive %: 95

D1c I have a clear understanding about expected standards of performance

69	26	5	0

Total Responses: 42

Positive %: 95

D1d I have a clear understanding about expected standards of behaviour

73	25	3	0

Total Responses: 40

Positive %: 98

D2 I am satisfied with my current role and level of responsibility

34	39	15	12

Total Responses: 41

Positive %: 73

D3 I am trusted to do my job

74	21	2	2

Total Responses: 42

Positive %: 95

D4 The division of responsibilities between staff in my work area feels fair

21	29	24	26
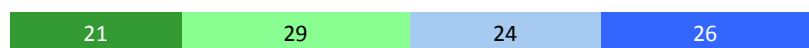
Total Responses: 42

Positive %: 50

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for School of Arts and Communication Design
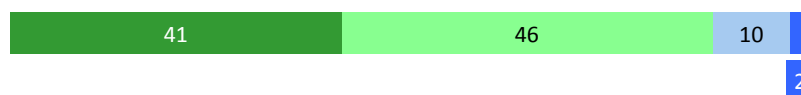
Section D: Your Role

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

| 31 | 45 | 17 | 7 |

Total Responses: 42

Positive %: 76

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

| 41 | 46 | 10 | |
| 2 |

Total Responses: 41

Positive %: 88

| ■ 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

| 50 | 29 | 14 | 7 |

Total Responses: 42

Positive %: 21

D8 I often worry about work outside my working hours

| 48 | 14 | 21 | 17 |

Total Responses: 42

Positive %: 38

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

| 26 | 19 | 31 | 24 |

Total Responses: 42

Positive %: 55

| ■ Agree | ■ Tend to Agree | ■ Tend to Disagree | ■ Disagree |

D10 I have adequate resources to complete my work

| 12 | 45 | 33 | 10 |

Total Responses: 42

Positive %: 57

| ■ Agree | ■ Tend to Agree | ■ Tend to Disagree | ■ Disagree |

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

| 14 | 29 | 45 | 12 |

Total Responses: 42

Positive %: 57

| ■ Agree | ■ Tend to Agree | ■ Tend to Disagree | ■ Disagree |

Part D - Frequency Charts for School of Arts and Communication Design

Section E: Considering Leaving

E1 I often think about leaving the University

	Total Responses:	Positive %:
	42	69

12	19	45	24

E2 I am actively seeking to leave my job here at the University

	Total Responses:	Positive %:
	42	86

7	7	31	55

Agree   Tend to Agree   Tend to Disagree   Disagree
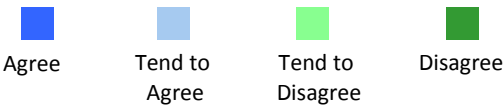
Part D - Frequency Charts for School of Arts and Communication Design

Section F: Performance Development Review (PDR)

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

83	17

Total Responses: 42

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

43	57

Total Responses: 35

Positive %: 43

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

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

47	53

Total Responses: 15

Positive %: 47

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

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

73	27

Total Responses: 15

Positive %: 73

(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?

53	47

Total Responses: 15

Positive %: 53

(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?

67	33

Total Responses: 15

Positive %: 67

(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?

50	20	30

Total Responses: 20

Positive %: 50

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

■ Yes   ■ No   ■ Not Sure

Part D - Frequency Charts for School of Arts and Communication Design

Section G: Learning and Development

G1 I feel that I am given the same opportunities to develop as other staff
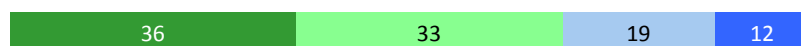
				Total Responses:	Positive %:
36	33	19	12	42	69

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

				Total Responses:	Positive %:
40	36	17	7	42	76

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

				Total Responses:	Positive %:
43	36	12	10	42	79

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

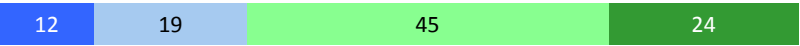|				Total Responses:	Positive %:
32	34	24	10	41	66

Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section H: University Executive Board (UEB)

	Total Responses:	Positive %:
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	41	49

12	37	22	29

	Total Responses:	Positive %:
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	41	71

17	54	15	15

	Total Responses:	Positive %:
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	41	56

10	46	27	17

	Total Responses:	Positive %:
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	41	39

10	29	22	39

	Total Responses:	Positive %:
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	40	55

10	45	25	20

	Total Responses:	Positive %:
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	40	65

8	58	20	15

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section I: Culture and Values

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

| 17 | 55 | 29 |

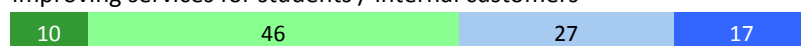Total Responses: 42   Positive %: 71

■ A Lot   ■ A Little   ■ Nothing

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

| 33 | 48 | 15 | 4 |

Total Responses: 27   Positive %: 81

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

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

| 8 | 54 | 23 | 15 |

Total Responses: 26   Positive %: 62

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

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

| 15 | 46 | 27 | 12 |

Total Responses: 26   Positive %: 62

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

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

| 15 | 46 | 27 | 12 |

Total Responses: 26   Positive %: 62

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

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

| 11 | 52 | 22 | 15 |

Total Responses: 27   Positive %: 63

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

■ Agree   ■ Tend to Agree   ■ Tend to Disagree   ■ Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section I: Culture and Values

	Total Responses:	Positive %:
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		
	26	65

Chart: 8 | 58 | 19 | 15

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

	Total Responses:	Positive %:
I8 I feel the University of Reading delivers good quality service to students / internal customers		
	42	83

Chart: 29 | 55 | 12 | 5

	Total Responses:	Positive %:
I9 I feel my Department / School / Function delivers good quality service to students / internal customers		
	42	93

Chart: 55 | 38 | 5 | 2

	Total Responses:	Positive %:
I10 I feel proud to work for the University of Reading		
	42	81

Chart: 36 | 45 | 14 | 5

	Total Responses:	Positive %:
I11 Would you recommend the University of Reading to a friend as a place to work?		
	42	76

Chart: 36 | 40 | 19 | 5

	Total Responses:	Positive %:
I12 Would you recommend the University of Reading to a friend as a place to study?		
	42	88

Chart: 45 | 43 | 10 | 2

Legend: ■ Agree ■ Tend to Agree ■ Tend to Disagree ■ Disagree

	Total Responses:	Positive %:
I13 Are you aware of the University Values for Working Together and Professional Behaviours?		
	42	50

Chart: 50 | 50

Legend: ■ Yes ■ No

Part D - Frequency Charts for School of Arts and Communication Design

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

25	45	20	10
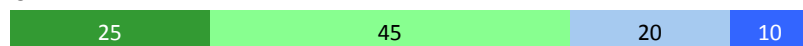
Total Responses: 20

Positive %: 70

(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

45	40	15

0

Total Responses: 20

Positive %: 85

(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

48	43	10

0
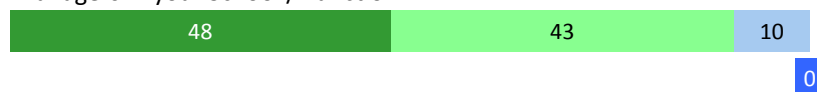
Total Responses: 21

Positive %: 90

(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

52	43	5

0

Total Responses: 21

Positive %: 95

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

Agree   Tend to Agree   Tend to Disagree   Disagree
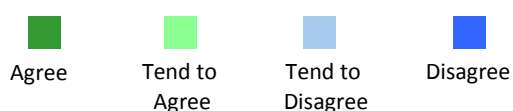
Part D - Frequency Charts for School of Arts and Communication Design

Section J: Your School or Function Leadership

J1 My School / Function Leadership Team manage and lead our School / Function well

| 48 | 38 | 12 | 2 |

Total Responses: 42

Positive %: 86

J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function

| 29 | 45 | 21 | 5 |
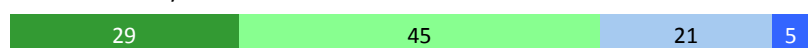
Total Responses: 42

Positive %: 74

J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers

| 43 | 45 | 10 | 2 |

Total Responses: 42

Positive %: 88

J4 My School / Function Leadership Team listen to and respond to the views of staff

| 45 | 38 | 10 | 7 |

Total Responses: 42

Positive %: 83

J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions

| 39 | 44 | 12 | 5 |

Total Responses: 41

Positive %: 83

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section K: 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

50	36	12	2

Total Responses: 42

Positive %: 86

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

69	31	0	0

Total Responses: 42

Positive %: 100

K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable

74	24	2	0

Total Responses: 42

Positive %: 98

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

64	24	10	2

Total Responses: 42

Positive %: 88

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

67	21	7	5

Total Responses: 42

Positive %: 88

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

55	26	10	10

Total Responses: 42

Positive %: 81

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

54	22	17	7

Total Responses: 41

Positive %: 76

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

46	34	7	12

Total Responses: 41

Positive %: 80

Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section K: Your Manager / Supervisor

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

Total Responses:	Positive %:
42	86

55	31	7	7

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

Total Responses:	Positive %:
38	79

53	26	5	16

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

Total Responses:	Positive %:
42	83

62	21	10	7

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

Total Responses:	Positive %:
42	83

74	10	14	2

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section L: Health, Safety and Wellbeing

L1 I am satisfied that my personal safety is treated seriously at work

67	26	7
0		

Total Responses: 42   Positive %: 93

L2 I feel safe and secure in my working environment

71	19	10
0		

Total Responses: 42   Positive %: 90

L3 I feel the University is interested in my physical wellbeing

24	41	27	7

Total Responses: 41   Positive %: 66

L4 I feel the University is interested in my mental wellbeing

15	34	37	15
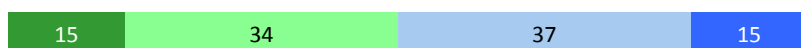
Total Responses: 41   Positive %: 49

L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing

17	31	38	14
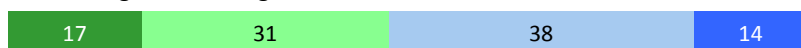
Total Responses: 42   Positive %: 48

L6 The University provides a satisfying work environment

23	35	35	8

Total Responses: 40   Positive %: 58

Agree   Tend to Agree   Tend to Disagree   Disagree

L7 Are you aware of the Employee Assistance Programme?
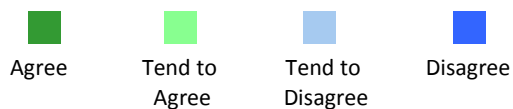
29	71

Total Responses: 42   Positive %: 29

Yes   No

Part D - Frequency Charts for School of Arts and Communication Design

Section M: Working at the University

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

Total Responses: 42	Positive %: 95

Bar: 55 | 40 | 2 | 2

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

Total Responses: 42	Positive %: 83

Bar: 62 | 21 | 14 | 2

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

Total Responses: 42	Positive %: 90

Bar: 55 | 36 | 10 | 0

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

Total Responses: 42	Positive %: 48

Bar: 29 | 19 | 24 | 29
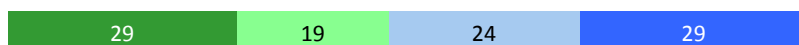
Legend: Agree | Tend to Agree | Tend to Disagree | Disagree

M5 Relationships at work are strained

Total Responses: 41	Positive %: 83

Bar: 5 | 12 | 32 | 51

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

Total Responses: 42	Positive %: 62

Bar: 12 | 26 | 38 | 24

Legend: Agree | Tend to Agree | Tend to Disagree | Disagree

M7 I have the right equipment to do my job

Total Responses: 41	Positive %: 85

Bar: 34 | 51 | 12 | 2

Legend: Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section M: Working at the University

M8 I am required to do unimportant tasks which prevent me completing more important ones
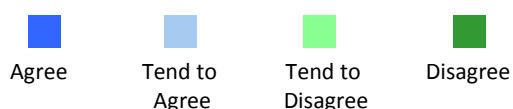
29	17	38	17

Total Responses: 42

Positive %: 55

Agree	Tend to Agree	Tend to Disagree	Disagree

M9 I am able to take regular breaks on most days

31	29	14	26

Total Responses: 42

Positive %: 60

M10 I have a place I can go to take a break at work
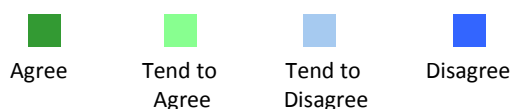
64	24	12	0

Total Responses: 42

Positive %: 88

Agree	Tend to Agree	Tend to Disagree	Disagree

M11 I feel stressed at work

17	26	43	14

Total Responses: 42

Positive %: 14
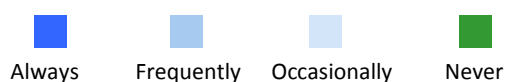
Always	Frequently	Occasionally	Never

M12 Overall, I feel unduly stressed at work

47	53

Total Responses: 36

Positive %: 53

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

Yes	No

Part D - Frequency Charts for School of Arts and Communication Design

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?

	Total Responses:	Positive %:
	41	100

100
0

Yes   No

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

	Total Responses:	Positive %:
	42	21

21	79
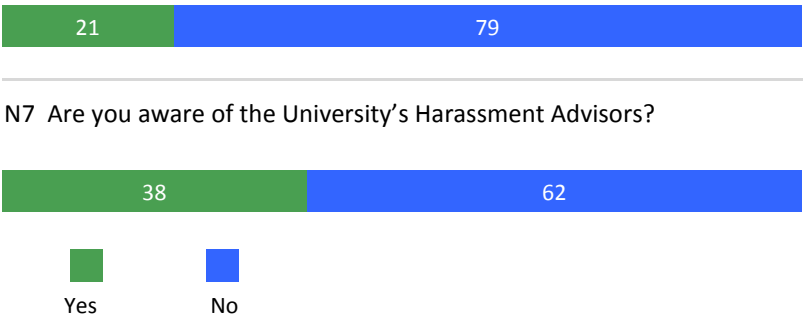
N7 Are you aware of the University's Harassment Advisors?

	Total Responses:	Positive %:
	42	38

38	62

Yes   No
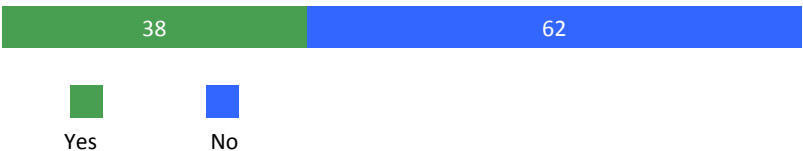
Part D - Frequency Charts for School of Arts and Communication Design

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: 42	Positive %: 93

| 48 | 45 | 5 | |
2

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

Total Responses: 41	Positive %: 90

| 68 | 22 | 5 | 5 |

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

Total Responses: 41	Positive %: 90

| 66 | 24 | 10 |
0

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: 40	Positive %: 95

| 60 | 35 | 3 | 3 |

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: 41	Positive %: 80

| 41 | 39 | 15 | 5 |

■ 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: 42	Positive %: 93

| 7 | 12 | 81 |
0

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: 42	Positive %: 93

| 5 | 10 | 83 |
2

■ Agree   ■ Tend to Agree   ■ Tend to Disagree   ■ Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section O: Diversity and Inclusion

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

	Total Responses:	Positive %:
Agree: 59, Tend to Agree: 34, Tend to Disagree: 7, Disagree: 0	41	93

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

	Total Responses:	Positive %:
Agree: 54, Tend to Agree: 41, Tend to Disagree: 2, Disagree: 2	41	95

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

	Total Responses:	Positive %:
Agree: 59, Tend to Agree: 39, Tend to Disagree: 2, Disagree: 0	41	98

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

	Total Responses:	Positive %:
Agree: 59, Tend to Agree: 34, Tend to Disagree: 7, Disagree: 0	41	93

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

	Total Responses:	Positive %:
Agree: 63, Tend to Agree: 34, Tend to Disagree: 2, Disagree: 0	41	98

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

	Total Responses:	Positive %:
Agree: 62, Tend to Agree: 36, Tend to Disagree: 3, Disagree: 0	39	97

Agree | Tend to Agree | Tend to Disagree | Disagree

O7 Have you felt discriminated against at work in the last 12 months?
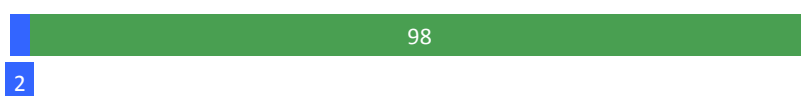
	Total Responses:	Positive %:
Yes: 2, No: 98	41	98

Yes | No

Part D - Frequency Charts for School of Arts and Communication Design

Section P: Communication

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

34	49	17
0		

Total Responses: 41

Positive %: 83

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

24	55	19	2
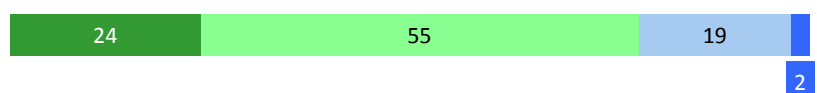
Total Responses: 42

Positive %: 79

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

38	48	14
0		

Total Responses: 42

Positive %: 86

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

26	50	21	2
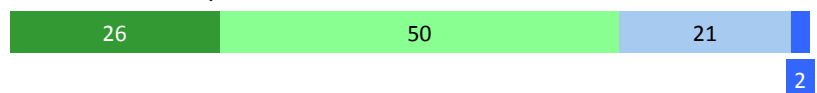
Total Responses: 42

Positive %: 76

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

24	38	24	14

Total Responses: 42

Positive %: 62

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

21	36	36	7

Total Responses: 42

Positive %: 57

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

17	39	24	20

Total Responses: 41

Positive %: 56

P6 Communication between senior management and staff is effective

17	31	26	26
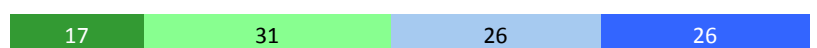
Total Responses: 42

Positive %: 48

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

15	24	37	24

Total Responses: 41

Positive %: 39

Agree   Tend to Agree   Tend to Disagree   Disagree
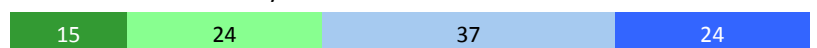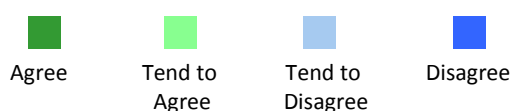
Part D - Frequency Charts for School of Arts and Communication Design

Section Q: Staff Involvement

Q1 I feel there are adequate opportunities to raise points of concern

19	43	29	10

Total Responses: 42

Positive %: 62

Q2 I feel able to voice my opinions

24	48	24	5

Total Responses: 42

Positive %: 71

Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so

31	45	19	5

Total Responses: 42

Positive %: 76

Q4 I am personally encouraged to look for ways to improve the way we do things

34	41	20	5

Total Responses: 41

Positive %: 76

Q5 I am confident my ideas or suggestions will be listened to

25	38	23	15

Total Responses: 40

Positive %: 63

Q6 I feel the University genuinely listens to staff views during consultations

15	15	33	36

Total Responses: 39

Positive %: 31

Q7 I am confident I will get feedback on my ideas or suggestions

18	28	35	20

Total Responses: 40

Positive %: 45

Q8a I feel there is good co-operation between teams in my department

49	44	5	2

Total Responses: 41

Positive %: 93

Q8b I feel there is good co-operation between different departments

13	43	35	10

Total Responses: 40

Positive %: 55

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section R: Managing Change

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

30	40	3	28

Total Responses: 40

Positive %: 30

About Right	Too Fast	Too Slow	No Opinion

R2 In my opinion the recent PAS changes were well planned

10	18	72

0

Total Responses: 39

Positive %: 10

R3 In my opinion the recent PAS changes were well explained

18	11	71

0

Total Responses: 38

Positive %: 18

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

33	21	45

0

Total Responses: 33

Positive %: 33

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

3	31	22	44
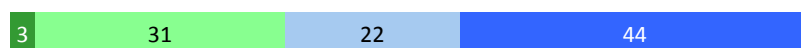
Total Responses: 32

Positive %: 34

R6a Generally, change within my department is managed well

30	48	20	3

Total Responses: 40

Positive %: 78

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

10	24	32	34

Total Responses: 41

Positive %: 34

Agree	Tend to Agree	Tend to Disagree	Disagree

Part D - Frequency Charts for School of Arts and Communication Design

Section R: Managing Change

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

23	35	13	30

Total Responses: 40

Positive %: 43

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

30	53	10	8

Total Responses: 40

Positive %: 18

Agree	Tend to Agree	Tend to Disagree	Disagree

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

15	33	15	36
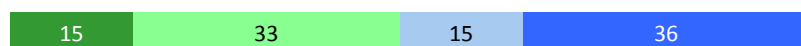
Total Responses: 39

Positive %: 49

Agree	Tend to Agree	Tend to Disagree	Disagree

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

8	32	24	35

Total Responses: 37

Positive %: 41

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

10	36	26	29

Total Responses: 42

Positive %: 45

Agree	Tend to Agree	Tend to Disagree	Disagree

Part E - Comment Themes for School of Arts and Communication Design

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	2
Communication	1
Facilities / Environment	1
Feeling Valued / Supported	2
Managing Change	1
Management – Immediate / Local	1
Pay & Benefits	4
PAS / Re-organisation	10
Role & Responsibilities	2
Student / Internal Customer Satisfaction	2
Senior Management	3
Systems / Processes	1
Training, Development & Progression	1

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	2
Facilities / Environment	4
Feeling Valued / Supported	3
Health and Wellbeing	3
Job Satisfaction	7
Job Security	2
Pay & Benefits	1
PAS / Re-organisation	1
Relationships / Co-operation	7
Role & Responsibilities	1
Student / Internal Customer Satisfaction	2
Other	1

Part F - Survey Results Ranked By Degree of Importance to Respondents for School of Arts and Communication Design

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	39	1.38
2	R3	In my opinion the recent PAS changes were well explained	38	1.47
3	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	42	1.79
4	R4	In my opinion other recent changes (not PAS) have been well planned	33	1.88
5	R5	In my opinion other recent changes (not PAS) have been well explained	32	1.94
6	R6d	Generally, more could be done to help staff prepare for and cope with change	40	1.95
7	D8	I often worry about work outside my working hours	42	2.07
8	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	41	2.10
9	R6b	Generally, change within the University of Reading is managed well	41	2.10
10	Q6	I feel the University genuinely listens to staff views during consultations	39	2.10
11	R6f	Generally, I think things will improve in the next 12 months	37	2.14
12	R7	I feel action will be taken as a result of this survey	42	2.26
13	R6e	Generally, I have seen some positive changes in the last 12 months	39	2.28
14	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	41	2.29
15	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	41	2.32
16	C3	I think my pay adequately reflects my performance	42	2.33
17	P6	Communication between senior management and staff is effective	42	2.38
18	C2	I feel fairly paid for the work I do	42	2.40
19	Q7	I am confident I will get feedback on my ideas or suggestions	40	2.43
20	A2	I feel I have a good work-life balance	42	2.43
21	M8	I am required to do unimportant tasks which prevent me completing more important ones	42	2.43
22	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	40	2.45
23	D4	The division of responsibilities between staff in my work area feels fair	42	2.45
24	M4	There are usually sufficient people in the team I am working in to handle our workload	42	2.48

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
25	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	41	2.49
26	L4	I feel the University is interested in my mental wellbeing	41	2.49
27	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	42	2.50
28	R6c	Generally, the process of change causes me concern and worry	40	2.50
29	D9	I find my current workload too much and I am struggling to cope	42	2.52
30	A1	The University of Reading provides good support to help me balance my work and personal commitments	41	2.54
31	P5	On the whole, communication in the University of Reading is effective	41	2.54
32	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	26	2.54
33	D11	I feel priorities are changed too frequently for me to work efficiently	42	2.55
34	C1	Overall, I feel the University of Reading offers a good pay and benefits package	42	2.57
35	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	40	2.58
36	Q8b	I feel there is good co-operation between different departments	40	2.58
37	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	26	2.58
38	B8	I feel valued by the University of Reading	41	2.59
39	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	27	2.59
40	D10	I have adequate resources to complete my work	42	2.60
41	M9	I am able to take regular breaks on most days	42	2.64
42	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	26	2.65
43	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	26	2.65
44	C5	I am aware of the benefits offered by the University	42	2.69
45	P3	There are opportunities for me to feed my views upwards in the University of Reading	42	2.71
46	P4	I know where to find information about important decisions made at the University of Reading	42	2.71
47	Q1	I feel there are adequate opportunities to raise points of concern	42	2.71
48	L6	The University provides a satisfying work environment	40	2.73
49	Q5	I am confident my ideas or suggestions will be listened to	40	2.73
50	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	41	2.73
51	M6	I am unable to handle all the conflicting demands on my time at work	42	2.74
52	B11	I feel my job security at the University of Reading is good	42	2.79
53	E1	I often think about leaving the University	42	2.81
54	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	41	2.83

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
55	L3	I feel the University is interested in my physical wellbeing	41	2.83
56	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	20	2.85
57	C4	I am aware of the University's arrangements for recognising and rewarding good performance	42	2.86
58	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	41	2.88
59	Q2	I feel able to voice my opinions	42	2.90
60	G1	I feel that I am given the same opportunities to develop as other staff	42	2.93
61	D2	I am satisfied with my current role and level of responsibility	41	2.95
62	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	42	2.98
63	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	42	3.00
64	P1b	I receive information in a timely way in regard to wider University issues	42	3.00
65	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	42	3.00
66	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	42	3.02
67	B7	I feel part of the University of Reading	42	3.05
68	Q4	I am personally encouraged to look for ways to improve the way we do things	41	3.05
69	R6a	Generally, change within my department is managed well	40	3.05
70	B5	I feel inspired to do my best work every day	42	3.07
71	I8	I feel the University of Reading delivers good quality service to students / internal customers	42	3.07
72	I11	Would you recommend the University of Reading to a friend as a place to work?	42	3.07
73	G2	I am satisfied with my current level of learning and development	42	3.10
74	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	27	3.11
75	G3	I have received sufficient training to enable me to do my job well	42	3.12
76	I10	I feel proud to work for the University of Reading	42	3.12
77	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	41	3.15
78	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	41	3.15
79	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	38	3.16
80	A5	I am able to take advantage of flexible working on an informal basis	41	3.17
81	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	41	3.17
82	M7	I have the right equipment to do my job	41	3.17
83	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	41	3.17
84	P1a	I receive information in a timely way in regard to local issues in my area of work	41	3.17
85	B4	My work gives me a sense of personal achievement	42	3.19
86	B1	The University of Reading is a good place to work	42	3.21

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
87	J4	My School / Function Leadership Team listen to and respond to the views of staff	42	3.21
88	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	41	3.22
89	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	42	3.24
90	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	42	3.26
91	D6	People are willing to help each other even if it means doing something outside their usual activities	41	3.27
92	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	42	3.29
93	M5	Relationships at work are strained	41	3.29
94	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	20	3.30
95	B6	I feel I belong to a team	42	3.31
96	I12	Would you recommend the University of Reading to a friend as a place to study?	42	3.31
97	J1	My School / Function Leadership Team manage and lead our School / Function well	42	3.31
98	B9	I feel valued by my colleagues	42	3.33
99	E2	I am actively seeking to leave my job here at the University	42	3.33
100	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	42	3.33
101	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	42	3.33
102	B10	I feel valued by students / internal customers	42	3.36
103	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	21	3.38
104	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	42	3.38
105	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	42	3.38
106	Q8a	I feel there is good co-operation between teams in my department	41	3.39
107	B2	Generally, I enjoy my work	42	3.40
108	M2	I am satisfied with the support I get from my immediate manager	42	3.43
109	B12	I'm not interested in the University of Reading, to me it's just a job	41	3.44
110	B3	My work is varied and interesting to me	42	3.45
111	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	42	3.45
112	M3	I am satisfied with the support I get from my work colleagues	42	3.45
113	O6b	The University of Reading respects people equally regardless of their nationality / race	41	3.46
114	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	21	3.48
115	M1	I can decide on my own how to go about doing my work	42	3.48

Rank-ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
116	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	42	3.50
117	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	42	3.50
118	O6a	The University of Reading respects people equally regardless of their gender	41	3.51
119	O6d	The University of Reading respects people equally regardless of their age	41	3.51
120	D1a	I have a clear understanding about my role within the University of Reading	42	3.52
121	M10	I have a place I can go to take a break at work	42	3.52
122	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	40	3.53
123	O2	I am aware of the University's priorities for Diversity and Inclusion	41	3.54
124	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	42	3.55
125	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	41	3.56
126	O6c	The University of Reading respects people equally regardless of their disability status	41	3.56
127	O6f	The University of Reading respects people equally regardless of their religion or beliefs	39	3.59
128	D1b	I have a clear understanding about what I am expected to achieve in my job	42	3.60
129	D1c	I have a clear understanding about expected standards of performance	42	3.60
130	L1	I am satisfied that my personal safety is treated seriously at work	42	3.60
131	O6e	The University of Reading respects people equally regardless of their sexual orientation	41	3.61
132	L2	I feel safe and secure in my working environment	42	3.62
133	D3	I am trusted to do my job	42	3.67
134	D1d	I have a clear understanding about expected standards of behaviour	40	3.68
135	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	42	3.69
136	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	42	3.71
137	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	42	3.74
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	42	3.74
			Average:	*2.96*

Part G - Internal benchmarking for School of Arts and Communication Design

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 Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	**Question**						
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	54	42	60	60
	A2 I feel I have a good work-life balance	70	59	45	33	47	55
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	68	67	73	70
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	88	83	93	100
	A5 I am able to take advantage of flexible working on an informal basis	80	83	80	75	87	80
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	88	92	100	82
	B2 Generally, I enjoy my work	92	92	88	92	100	82
	B3 My work is varied and interesting to me	91	92	93	92	100	100
	B4 My work gives me a sense of personal achievement	86	87	83	75	100	82
	B5 I feel inspired to do my best work every day	80	79	76	75	87	73
	B6 I feel I belong to a team	81	78	81	83	87	82
	B7 I feel part of the University of Reading	76	73	76	58	93	82
	B8 I feel valued by the University of Reading	59	55	51	50	67	36
	B9 I feel valued by my colleagues	88	87	86	75	93	91
	B10 I feel valued by students / internal customers	85	87	93	83	93	100
	B11 I feel my job security at the University of Reading is good	70	65	74	75	87	73
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	85	82	87	91
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	55	42	73	45
	C2 I feel fairly paid for the work I do	60	57	45	42	53	36
	C3 I think my pay adequately reflects my performance	52	50	43	42	47	36
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	62	50	60	73
	C5 I am aware of the benefits offered by the University	71	67	57	50	60	64

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	**Question**						
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	93	75	100	100
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	95	83	100	100
	D1c I have a clear understanding about expected standards of performance	91	90	95	92	100	100
	D1d I have a clear understanding about expected standards of behaviour	96	95	98	91	100	100
	D2 I am satisfied with my current role and level of responsibility	76	76	73	67	93	50
	D3 I am trusted to do my job	93	92	95	100	100	82
	D4 The division of responsibilities between staff in my work area feels fair	68	65	50	25	80	36
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	76	75	80	73
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	88	100	80	82
	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	21	25	20	18
	D8 I don't worry about work outside my working hours *	39	29	38	33	53	27
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	55	50	73	36
	D10 I have adequate resources to complete my work	67	61	57	42	73	55
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	57	58	60	64
Considering Leaving	E1 I don't think about leaving the University *	65	63	69	67	87	55
	E2 I'm not actively seeking to leave my job here at the University *	82	82	86	83	93	82
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	83	100	67	91
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	43	25	50	50
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	47	0	60	60
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	73	0	100	100
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	53	0	80	60
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	67	33	80	100
	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	50	67	20	40

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	**Question**						
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	69	58	93	55
	G2 I am satisfied with my current level of learning and development	75	78	76	58	100	73
	G3 I have received sufficient training to enable me to do my job well	80	79	79	67	100	73
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	66	45	93	55
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	49	33	64	55
	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	71	50	93	73
	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	56	33	79	64
	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	39	17	50	55
	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	55	42	71	60
	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	65	58	79	60

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Page 53

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	Question						
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	71	58	87	73
	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	81	83	85	67
	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	62	50	69	60
	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	62	50	69	60
	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	62	50	69	60
	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	63	50	69	67
	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	65	33	85	60
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	83	83	87	73
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	93	92	100	82
	I10 I feel proud to work for the University of Reading	85	81	81	67	93	91
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	76	83	87	64
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	88	75	100	82
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	50	42	60	45
	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	70	75	67	80
	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	85	80	89	75
	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	90	80	100	80
	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	95	100	100	80

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	**Question**						
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	86	67	100	82
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	74	50	93	73
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	88	67	100	91
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	83	67	100	82
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	83	67	100	70
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	86	75	93	91
	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	100	100	100	100
	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	98	100	100	100
	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	88	75	100	91
	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	88	75	100	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	81	75	93	73
	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	76	50	93	80
	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	80	58	100	80
	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	86	67	100	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	79	64	93	88
	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	83	58	100	91
	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	83	58	100	91
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	93	83	100	100
	L2 I feel safe and secure in my working environment	96	95	90	75	100	100
	L3 I feel the University is interested in my physical wellbeing	78	74	66	42	73	90
	L4 I feel the University is interested in my mental wellbeing	68	62	49	25	60	60
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	48	33	60	45
	L6 The University provides a satisfying work environment	79	77	58	55	73	50
	L7 Are you aware of the Employee Assistance Programme?	40	34	29	33	33	18

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

			University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds			18	24	34	61	19	33
Total Greens			84	79	78	59	97	66
Total number of respondents			2673	1280	42	12	15	11
Section	**Question**							
Working at the University	M1	I can decide on my own how to go about doing my work	93	94	95	100	100	91
	M2	I am satisfied with the support I get from my immediate manager	86	86	83	58	100	91
	M3	I am satisfied with the support I get from my work colleagues	90	90	90	92	100	82
	M4	There are usually sufficient people in the team I am working in to handle our workload	61	55	48	33	67	36
	M5	Relationships at work are not strained *	75	75	83	67	100	80
	M6	I am able to handle all the conflicting demands on my time at work *	66	62	62	58	67	55
	M7	I have the right equipment to do my job	83	80	85	73	100	82
	M8	I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	55	42	67	55
	M9	I am able to take regular breaks on most days	69	64	60	67	67	55
	M10	I have a place I can go to take a break at work	78	81	88	100	93	73
	M11	I never feel stressed at work *	9	6	14	8	27	9
	M12	Overall, I don't feel unduly stressed at work * ^	69	64	53	55	45	60
Harassment and Bullying	N1	I'm not currently being harassed or bullied at work? *	97	97	100	100	100	100
	N6	Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	21	17	20	27
	N7	Are you aware of the University's Harassment Advisors?	35	31	38	25	40	36

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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	34	61	19	33
		Total Greens	84	79	78	59	97	66
		Total number of respondents	2673	1280	42	12	15	11

Section	Question	University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	93	83	100	100
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	90	92	93	90
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	90	83	93	90
	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	95	92	93	100
	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	80	75	93	73
	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	93	92	93	91
	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	93	92	87	100
	O6a The University of Reading respects people equally regardless of their gender	92	90	93	92	87	100
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	95	92	93	100
	O6c The University of Reading respects people equally regardless of their disability status	96	96	98	100	100	100
	O6d The University of Reading respects people equally regardless of their age	92	91	93	100	87	100
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	98	100	93	100
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	97	100	100	100
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	98	100	100	100

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	Question						
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	83	67	100	73
	P1b I receive information in a timely way in regard to wider University issues	76	75	79	75	87	73
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	86	75	100	73
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	76	67	93	64
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	62	50	80	64
	P4 I know where to find information about important decisions made at the University of Reading	56	51	57	42	80	55
	P5 On the whole, communication in the University of Reading is effective	60	57	56	42	80	60
	P6 Communication between senior management and staff is effective	54	50	48	33	60	55
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	39	25	47	40
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	62	50	73	64
	Q2 I feel able to voice my opinions	71	67	71	58	93	73
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	76	67	87	82
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	76	92	73	60
	Q5 I am confident my ideas or suggestions will be listened to	60	55	63	67	73	67
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	31	17	36	50
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	45	17	73	50
	Q8a I feel there is good co-operation between teams in my department	83	83	93	75	100	100
	Q8b I feel there is good co-operation between different departments	62	60	55	25	86	45

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	**Question**						
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	30	17	29	50
	R2 In my opinion the recent PAS changes were well planned	17	13	10	0	14	18
	R3 In my opinion the recent PAS changes were well explained	25	21	18	9	14	40
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	33	0	62	33
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	34	0	54	50
	R6a Generally, change within my department is managed well	72	74	78	67	93	80
	R6b Generally, change within the University of Reading is managed well	36	30	34	17	50	36
	R6c Generally, the process of change does not cause me concern and worry *	49	43	43	42	43	50
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	18	25	21	10
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	49	25	62	70
	R6f Generally, I think things will improve in the next 12 months	61	52	41	27	62	40
	R7 I feel action will be taken as a result of this survey	54	49	45	17	73	45

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Page 59

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11

Section	Question	University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
	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	6	0	10	0
	Communication	10	16	3	0	10	0
	Facilities / Environment	7	5	3	0	10	0
	Feeling Valued / Supported	7	6	6	10	0	13
	Health and Wellbeing	4	5	0	0	0	0
	Job Satisfaction	1	1	0	0	0	0
	Job Security	3	1	0	0	0	0
	Managing Change	3	5	3	0	0	13
Comment Themes	Management – Immediate / Local	3	2	3	10	0	0
	Pay & Benefits	9	10	13	10	0	25
	PAS / Re-organisation	15	11	32	40	40	13
	Relationships / Co-operation	3	4	0	0	0	0
	Role & Responsibilities	4	3	6	0	20	0
	Student / Internal Customer Satisfaction	2	1	6	10	10	0
	Senior Management	9	9	10	0	0	38
	Systems / Processes	8	6	3	10	0	0
	Training, Development & Progression	5	7	3	10	0	0
	Other	4	4	0	0	0	0

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

Internal benchmarking for School of Arts and Communication Design

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.

		University of Reading	Academic School	School of Arts and Communication Design	Art & All other SACD	Film, Theatre & Television	Typography & Graphic Communication
Total Reds		18	24	34	61	19	33
Total Greens		84	79	78	59	97	66
Total number of respondents		2673	1280	42	12	15	11
Section	Question						
	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	0	8	10
	Communication	1	1	0	0	0	0
	Facilities / Environment	12	13	12	11	17	0
	Feeling Valued / Supported	12	12	9	0	8	0
	Health and Wellbeing	5	5	9	0	8	20
	Job Satisfaction	14	13	21	33	25	10
	Job Security	3	3	6	22	0	0
	Managing Change	0	1	0	0	0	0
Comment Themes (Continued)	Management – Immediate / Local	5	4	0	0	0	0
	Pay & Benefits	4	5	3	11	0	0
	PAS / Re-organisation	1	1	3	0	0	10
	Relationships / Co-operation	16	15	21	22	25	20
	Role & Responsibilities	3	3	3	0	8	0
	Student / Internal Customer Satisfaction	3	3	6	0	0	20
	Senior Management	2	1	0	0	0	0
	Systems / Processes	1	1	0	0	0	0
	Training, Development & Progression	6	6	0	0	0	0
	Other	7	7	3	0	0	10

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

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	$\square_4$	$\square_3$	$\square_2$	$\square_1$

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

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 feel stressed at work	☐	☐	☐	☐

'Never' is considered the positive response.

	About right	Too fast	Too slow	No opinion
The current pace of change in the University of Reading is	☐	☐	☐	☐

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

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

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?	☐	☐

'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:

$$\frac{8,782}{2,646} \quad \begin{array}{l}\text{[Total value of responses to question]}\\[6pt]\text{[Number of employees responding to question]}\end{array}$$

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**.