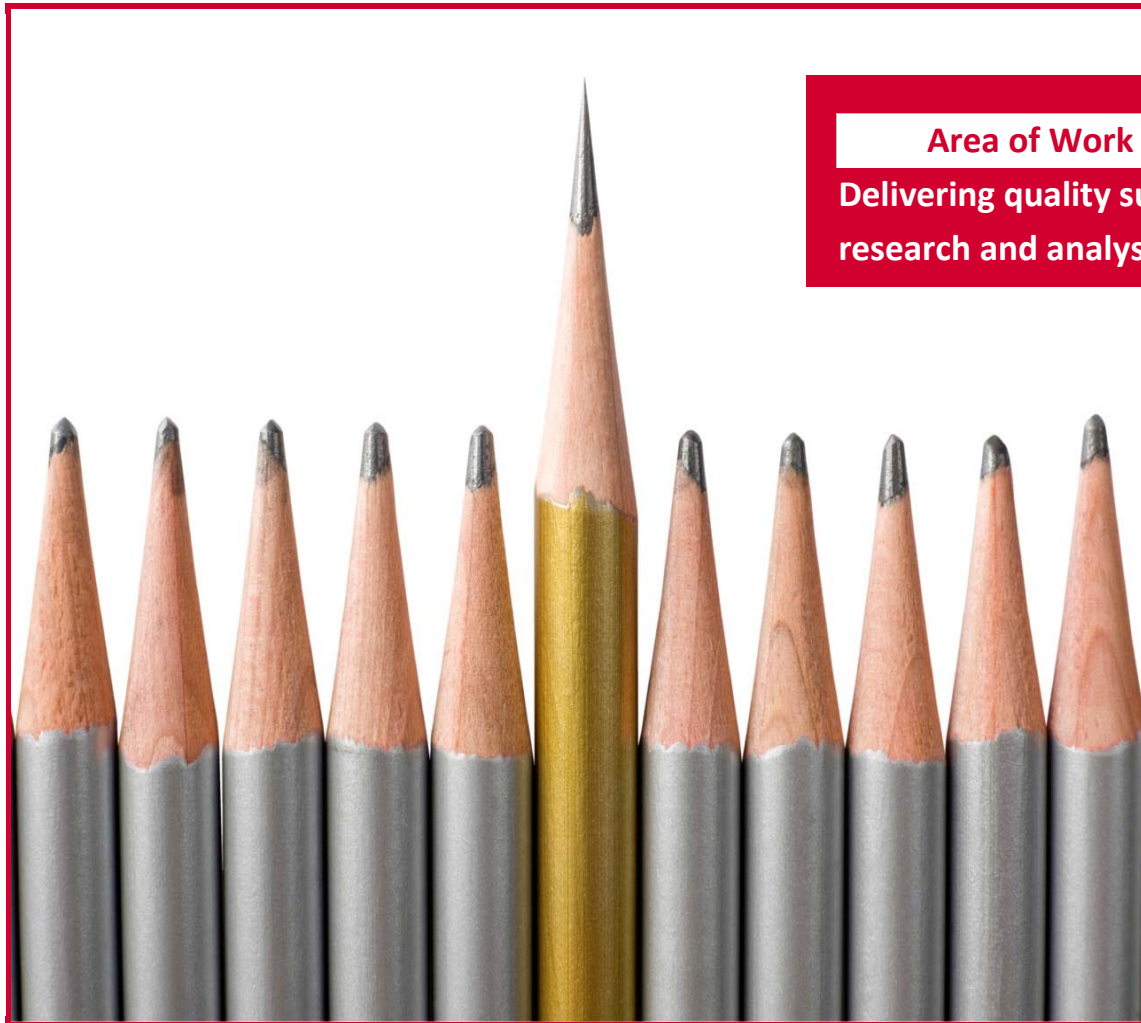


University of Reading



Area of Work Report

Delivering quality survey,
research and analysis solutions.

School of Biological Sciences

Employee Survey 2017

Project Number: 8046

May 2017



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

Background	4
Part A - Most positive perceptions	6
Part B - Least positive perceptions	7
Understanding strength analysis	9
Part C - Identifying areas of strength and opportunities and comparison with the University score	10
Part D - Frequency Charts	17
Part E - Comment themes	44
Part F - Survey Results Ranked By Degree of Importance to Respondents	45
Part G - Internal benchmarking	50
Part H - Appendix - User Guide	62

University of Reading - School of Biological Sciences

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 60% i.e. 75 of the 124 employees in School of Biological Sciences responded to the survey.

Presentation of results

This report presents a summary of the results for School of Biological Sciences and referred to as the area of work (AOW) throughout this report.

Part A: Most positive perceptions

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

Part B: Least positive perceptions

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

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

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

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

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

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

Part E: Comment Themes for the selected area of work

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

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

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

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

Part G: Internal benchmarking

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

Part H: Appendix - User Guide

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

Part A - Most positive perceptions for School of Biological Sciences

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:	75
Question		AOW	%
O6c	The University of Reading respects people equally regardless of their disability status	100	
O6e	The University of Reading respects people equally regardless of their sexual orientation	100	
O6f	The University of Reading respects people equally regardless of their religion or beliefs	100	
D1d	I have a clear understanding about expected standards of behaviour	96	
L1	I am satisfied that my personal safety is treated seriously at work	96	
M1	I can decide on my own how to go about doing my work	95	
N1	I'm not currently being harassed or bullied at work? *	95	
O6b	The University of Reading respects people equally regardless of their nationality / race	95	
B2	Generally, I enjoy my work	93	
K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	93	
L2	I feel safe and secure in my working environment	93	
O7	I have not felt discriminated against at work in the last 12 months? *	93	
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	92	
O6a	The University of Reading respects people equally regardless of their gender	92	
B3	My work is varied and interesting to me	91	
B12	I'm interested in the University of Reading, to me it's not just a job *	91	
D3	I am trusted to do my job	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	91	

^ 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 Biological Sciences

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: 75

Question	AOW %
M11 I never feel stressed at work *	3
R1 The current pace of change in the University of Reading is about right	8
R2 In my opinion the recent PAS changes were well planned	9
R3 In my opinion the recent PAS changes were well explained	10
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	10
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	19
Q6 I feel the University genuinely listens to staff views during consultations	19
R6b Generally, change within the University of Reading is managed well	19
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
D8 I don't worry about work outside my working hours *	21
R5 In my opinion other recent changes (not PAS) have been well explained	21
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	23
L7 Are you aware of the Employee Assistance Programme?	25
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	26
R4 In my opinion other recent changes (not PAS) have been well planned	27
Q7 I am confident I will get feedback on my ideas or suggestions	29
P4 I know where to find information about important decisions made at the University of Reading	32
N7 Are you aware of the University's Harassment Advisors?	33
P6 Communication between senior management and staff is effective	33
R6c Generally, the process of change does not cause me concern and worry *	33
C3 I think my pay adequately reflects my performance	35
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	38
B8 I feel valued by the University of Reading	39

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

Areas for improvement from the area of work**Total number of responses:** 75

Question	AOW
	%
Q1 I feel there are adequate opportunities to raise points of concern	39
C4 I am aware of the University's arrangements for recognising and rewarding good performance	42
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	42
P3 There are opportunities for me to feed my views upwards in the University of Reading	42
P5 On the whole, communication in the University of Reading is effective	43
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	45
Q5 I am confident my ideas or suggestions will be listened to	45
R6e Generally, I have seen some positive changes in the last 12 months	46
C2 I feel fairly paid for the work I do	47
D10 I have adequate resources to complete my work	47
B11 I feel my job security at the University of Reading is good	48
C5 I am aware of the benefits offered by the University	48
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	48
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	48
D9 I don't find my current workload too much and I am not struggling to cope *	49
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	50

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

Understanding strength analysis

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

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

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

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

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

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

Understanding and using the comparisons in the tables

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

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

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

Part C - Strength report by section for School of Biological Sciences 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:	12
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	135

Total number of responses:		75	2673	
Question	AOW %	UoR %	+/-	
Section A: Work-Life Balance				
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	75	82	-7	
A5 I am able to take advantage of flexible working on an informal basis	73	80	-7	
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	64	77	-13	
A1 The University of Reading provides good support to help me balance my work and personal commitments	61	74	-13	
A2 I feel I have a good work-life balance	54	70	-16	
Section B: Job Satisfaction				
B2 Generally, I enjoy my work	93	92	1	
B3 My work is varied and interesting to me	91	91	0	
B12 I'm interested in the University of Reading, to me it's not just a job *	91	91	0	
B9 I feel valued by my colleagues	83	88	-5	
B4 My work gives me a sense of personal achievement	81	86	-5	
B1 The University of Reading is a good place to work	76	87	-11	
B5 I feel inspired to do my best work every day	76	80	-4	
B6 I feel I belong to a team	73	81	-8	
B10 I feel valued by students / internal customers	65	85	-20	
B7 I feel part of the University of Reading	63	76	-13	
B11 I feel my job security at the University of Reading is good	48	70	-22	

^ 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:	12
No difference:	7
Negative difference:	135

Total number of responses:		75	2673	
Question	AOW %	UoR %	+/-	
Section B: Job Satisfaction				
B8 I feel valued by the University of Reading	39	59	-20	
Section C: Pay and Benefits				
C1 Overall, I feel the University of Reading offers a good pay and benefits package	61	68	-7	
C5 I am aware of the benefits offered by the University	48	71	-23	
C2 I feel fairly paid for the work I do	47	60	-13	
C4 I am aware of the University's arrangements for recognising and rewarding good performance	42	69	-27	
C3 I think my pay adequately reflects my performance	35	52	-17	
Section D: Your Role				
D1d I have a clear understanding about expected standards of behaviour	96	96	0	
D3 I am trusted to do my job	91	93	-2	
D1a I have a clear understanding about my role within the University of Reading	88	90	-2	
D1b I have a clear understanding about what I am expected to achieve in my job	85	89	-4	
D1c I have a clear understanding about expected standards of performance	84	91	-7	
D6 People are willing to help each other even if it means doing something outside their usual activities	73	82	-9	
D2 I am satisfied with my current role and level of responsibility	73	76	-3	
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	62	77	-15	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	57	63	-6	
D4 The division of responsibilities between staff in my work area feels fair	55	68	-13	
D9 I don't find my current workload too much and I am not struggling to cope *	49	61	-12	
D10 I have adequate resources to complete my work	47	67	-20	
D8 I don't worry about work outside my working hours *	21	39	-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	33	-12	
Section E: Considering Leaving				
E2 I'm not actively seeking to leave my job here at the University *	76	82	-6	
E1 I don't think about leaving the University *	57	65	-8	
Section F: Performance Development Review (PDR)				
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	83	85	-2	
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	71	74	-3	
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	61	64	-3	
F3 Was your Performance Development Review (PDR) useful for you? ^	59	68	-9	

^ 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:	12
No difference:	7
Negative difference:	135

Total number of responses:		75	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? ^	56	43	13	
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	48	75	-27	
Section G: Learning and Development				
G3 I have received sufficient training to enable me to do my job well	75	80	-5	
G1 I feel that I am given the same opportunities to develop as other staff	68	78	-10	
G2 I am satisfied with my current level of learning and development	68	75	-7	
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	66	77	-11	
Section H: University Executive Board (UEB)				
H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	62	76	-14	
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	61	69	-8	
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	51	69	-18	
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	48	69	-21	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	38	61	-23	
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	23	43	-20	
Section I: Culture and Values				
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	89	92	-3	
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 ^	86	92	-6	
I12 Would you recommend the University of Reading to a friend as a place to study?	86	89	-3	
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 ^	86	88	-2	
I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	85	85	0	
I8 I feel the University of Reading delivers good quality service to students / internal customers	79	83	-4	
I10 I feel proud to work for the University of Reading	76	85	-9	
I11 Would you recommend the University of Reading to a friend as a place to work?	76	81	-5	
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 ^	73	81	-8	

^ 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: 12
 No difference: 7
 Negative difference: 135

Total number of responses:		75	2673	
Question	AOW %	UoR %	+/-	
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 ^	72	76	-4	
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 ^	66	69	-3	
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	64	63	1	
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	63	70	-7	
I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^	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 ^	56	63	-7	
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	50	64	-14	
Section J: Your School or Function Leadership				
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	80	85	-5	
J1 My School / Function Leadership Team manage and lead our School / Function well	78	83	-5	
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	71	76	-5	
J4 My School / Function Leadership Team listen to and respond to the views of staff	65	75	-10	
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	60	81	-21	
Section K: Your Manager / Supervisor				
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	93	93	0	
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	92	93	-1	
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	91	90	1	
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	85	84	1	
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	78	88	-10	
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	76	81	-5	
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	75	81	-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: **12**
 No difference: **7**
 Negative difference: **135**

Total number of responses:		75	2673	
Question	AOW %	UoR %	+/-	
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	74	86	-12	
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	72	79	-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	70	79	-9	
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	68	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	66	72	-6	
Section L: Health, Safety and Wellbeing				
L1 I am satisfied that my personal safety is treated seriously at work	96	95	1	
L2 I feel safe and secure in my working environment	93	96	-3	
L6 The University provides a satisfying work environment	73	79	-6	
L3 I feel the University is interested in my physical wellbeing	69	78	-9	
L4 I feel the University is interested in my mental wellbeing	51	68	-17	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	45	62	-17	
L7 Are you aware of the Employee Assistance Programme?	25	40	-15	
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	89	90	-1	
M2 I am satisfied with the support I get from my immediate manager	85	86	-1	
M5 Relationships at work are not strained *	78	75	3	
M10 I have a place I can go to take a break at work	77	78	-1	
M6 I am able to handle all the conflicting demands on my time at work *	62	66	-4	
M7 I have the right equipment to do my job	61	83	-22	
M12 Overall, I don't feel unduly stressed at work * ^	61	69	-8	
M9 I am able to take regular breaks on most days	56	69	-13	
M4 There are usually sufficient people in the team I am working in to handle our workload	52	61	-9	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	42	54	-12	
M11 I never feel stressed at work *	3	9	-6	
Section N: Harassment and Bullying				
N1 I'm not currently being harassed or bullied at work? *	95	97	-2	
N7 Are you aware of the University's Harassment Advisors?	33	35	-2	

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

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

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

Positive difference: **12**
 No difference: **7**
 Negative difference: **135**

Total number of responses:		75	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	19	23	-4	
Section O: Diversity and Inclusion				
O6e The University of Reading respects people equally regardless of their sexual orientation	100	98	2	
O6f The University of Reading respects people equally regardless of their religion or beliefs	100	98	2	
O6c The University of Reading respects people equally regardless of their disability status	100	96	4	
O6b The University of Reading respects people equally regardless of their nationality / race	95	95	0	
O7 I have not felt discriminated against at work in the last 12 months? *	93	92	1	
O6a The University of Reading respects people equally regardless of their gender	92	92	0	
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 *	90	96	-6	
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	90	94	-4	
O6d The University of Reading respects people equally regardless of their age	90	92	-2	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	88	95	-7	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	88	91	-3	
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 *	86	90	-4	
O2 I am aware of the University's priorities for Diversity and Inclusion	85	91	-6	
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	70	82	-12	
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	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	73	80	-7	
P1a I receive information in a timely way in regard to local issues in my area of work	71	81	-10	
P1b I receive information in a timely way in regard to wider University issues	64	76	-12	
P5 On the whole, communication in the University of Reading is effective	43	60	-17	
P3 There are opportunities for me to feed my views upwards in the University of Reading	42	57	-15	
P6 Communication between senior management and staff is effective	33	54	-21	
P4 I know where to find information about important decisions made at the University of Reading	32	56	-24	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	26	42	-16	

^ 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: 12
 No difference: 7
 Negative difference: 135

Total number of responses:		75	2673	
Question	AOW %	UoR %	+/-	
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	66	83	-17	
Q4 I am personally encouraged to look for ways to improve the way we do things	57	69	-12	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	56	72	-16	
Q2 I feel able to voice my opinions	53	71	-18	
Q8b I feel there is good co-operation between different departments	52	62	-10	
Q5 I am confident my ideas or suggestions will be listened to	45	60	-15	
Q1 I feel there are adequate opportunities to raise points of concern	39	64	-25	
Q7 I am confident I will get feedback on my ideas or suggestions	29	51	-22	
Q6 I feel the University genuinely listens to staff views during consultations	19	43	-24	
Section R: Managing Change				
R6a Generally, change within my department is managed well	64	72	-8	
R6f Generally, I think things will improve in the next 12 months	56	61	-5	
R7 I feel action will be taken as a result of this survey	51	54	-3	
R6e Generally, I have seen some positive changes in the last 12 months	46	55	-9	
R6c Generally, the process of change does not cause me concern and worry *	33	49	-16	
R4 In my opinion other recent changes (not PAS) have been well planned	27	38	-11	
R5 In my opinion other recent changes (not PAS) have been well explained	21	39	-18	
R6b Generally, change within the University of Reading is managed well	19	36	-17	
R3 In my opinion the recent PAS changes were well explained	10	25	-15	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	10	18	-8	
R2 In my opinion the recent PAS changes were well planned	9	17	-8	
R1 The current pace of change in the University of Reading is about right	8	27	-19	

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

Part D - Frequency Charts for School of Biological Sciences

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 Biological Sciences

Section A: Work-Life Balance

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



Total
Responses:
74

Positive %:
61

A2 I feel I have a good work-life balance



Total
Responses:
74

Positive %:
54

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



Total
Responses:
73

Positive %:
64

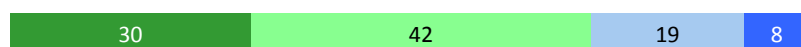
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly



Total
Responses:
73

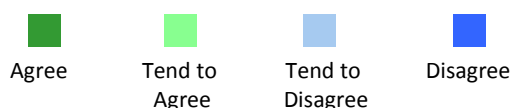
Positive %:
75

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



Total
Responses:
73

Positive %:
73



Part D - Frequency Charts for School of Biological Sciences

Section B: Job Satisfaction

B1 The University of Reading is a good place to work



Total
Responses:
75

Positive %:
76

B2 Generally, I enjoy my work



Total
Responses:
75

Positive %:
93

B3 My work is varied and interesting to me



Total
Responses:
75

Positive %:
91

B4 My work gives me a sense of personal achievement



Total
Responses:
74

Positive %:
81

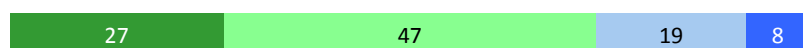
B5 I feel inspired to do my best work every day



Total
Responses:
74

Positive %:
76

B6 I feel I belong to a team



Total
Responses:
75

Positive %:
73

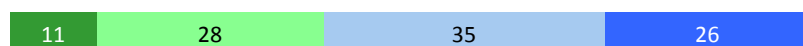
B7 I feel part of the University of Reading



Total
Responses:
75

Positive %:
63

B8 I feel valued by the University of Reading



Total
Responses:
74

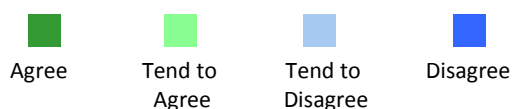
Positive %:
39

B9 I feel valued by my colleagues



Total
Responses:
75

Positive %:
83



Part D - Frequency Charts for School of Biological Sciences

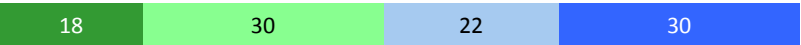
Section B: Job Satisfaction

B10 I feel valued by students / internal customers







Total Responses: 72
Positive %: 65

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



Total Responses: 73
Positive %: 48



 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: 75
Positive %: 91

1

 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

Part D - Frequency Charts for School of Biological Sciences

Section C: Pay and Benefits

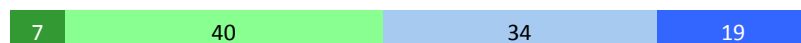
C1 Overall, I feel the University of Reading offers a good pay and benefits package



Total
Responses:
74

Positive %:
61

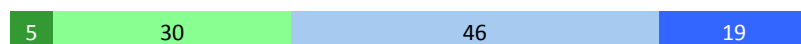
C2 I feel fairly paid for the work I do



Total
Responses:
73

Positive %:
47

C3 I think my pay adequately reflects my performance



Total
Responses:
74

Positive %:
35

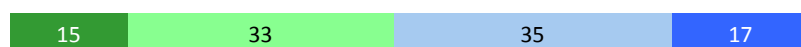
C4 I am aware of the University's arrangements for recognising and rewarding good performance



Total
Responses:
74

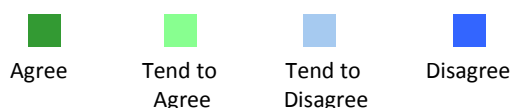
Positive %:
42

C5 I am aware of the benefits offered by the University



Total
Responses:
75

Positive %:
48



Part D - Frequency Charts for School of Biological Sciences

Section D: Your Role

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



Total
Responses:
75

Positive %:
88

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



Total
Responses:
74

Positive %:
85

D1c I have a clear understanding about expected standards of performance



Total
Responses:
75

Positive %:
84

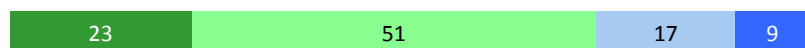
D1d I have a clear understanding about expected standards of behaviour



Total
Responses:
75

Positive %:
96

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



Total
Responses:
75

Positive %:
73

D3 I am trusted to do my job



Total
Responses:
75

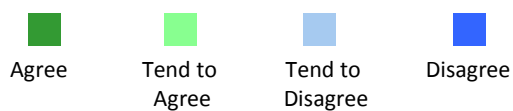
Positive %:
91

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



Total
Responses:
73

Positive %:
55



Part D - Frequency Charts for School of Biological Sciences

Section D: Your Role

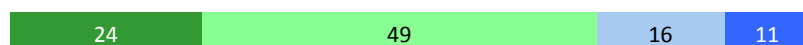
D5 I have enough freedom to do what is necessary to put students / internal customers first every time



Total
Responses:
71





Positive %:
62

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



Total
Responses:
75

Positive %:
73

 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

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



Total
Responses:
75

Positive %:
21

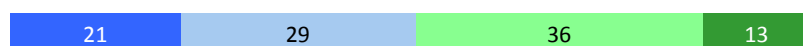
D8 I often worry about work outside my working hours



Total
Responses:
75





Positive %:
21

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

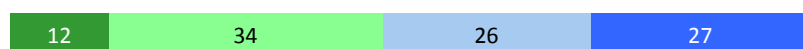


Total
Responses:
75

Positive %:
49





 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

D10 I have adequate resources to complete my work



Total
Responses:
73

Positive %:
47





 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

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



Total
Responses:
75

Positive %:
57

 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

Part D - Frequency Charts for School of Biological Sciences

Section E: Considering Leaving

E1 I often think about leaving the University

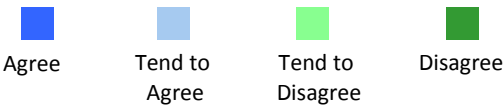


Total Responses: 72
Positive %: 57

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



Total Responses: 72
Positive %: 76



Part D - Frequency Charts for School of Biological Sciences

Section F: Performance Development Review (PDR)

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



Total
Responses:
75

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



Total
Responses:
61

Positive %:
48

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

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



Total
Responses:
29

Positive %:
59

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

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



Total
Responses:
29

Positive %:
83

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

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



Total
Responses:
28

Positive %:
61

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


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



Total
Responses:
28

Positive %:
71

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

 Yes

 No

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



Total
Responses:
32

Positive %:
56

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

 Yes

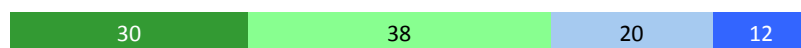
 No

 Not Sure

Part D - Frequency Charts for School of Biological Sciences

Section G: Learning and Development

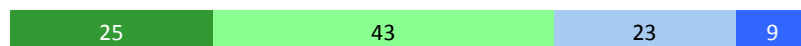
G1 I feel that I am given the same opportunities to develop as other staff



Total
Responses:
74

Positive %:
68

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



Total
Responses:
75

Positive %:
68

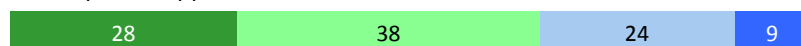
G3 I have received sufficient training to enable me to do my job well



Total
Responses:
75





Positive %:
75

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



Total
Responses:
74

Positive %:
66

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Biological Sciences

Section H: University Executive Board (UEB)



Part D - Frequency Charts for School of Biological Sciences

Section I: Culture and Values

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

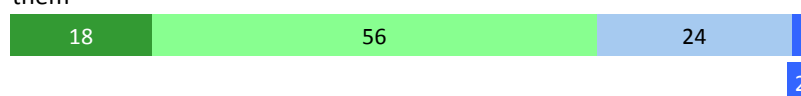


 A Lot
  A Little
  Nothing

Total
Responses:
75

Positive %:
63

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



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

Total
Responses:
45

Positive %:
73

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



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

Total
Responses:
45

Positive %:
62

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



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

Total
Responses:
45

Positive %:
56

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

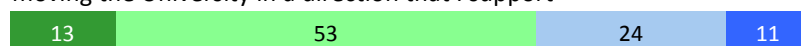


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
45

Positive %:
62





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



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

Total
Responses:
38

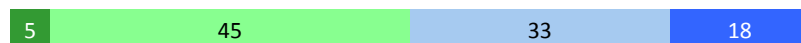
Positive %:
66

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Biological Sciences

Section I: Culture and Values

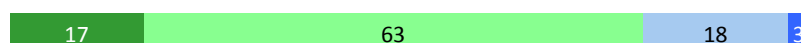
I17 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026



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

Total Responses:	Positive %:
40	50

I18 I feel the University of Reading delivers good quality service to students / internal customers



Total Responses:	Positive %:
72	79

I19 I feel my Department / School / Function delivers good quality service to students / internal customers



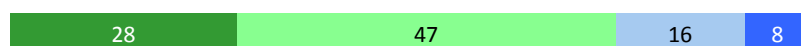
Total Responses:	Positive %:
73	89

I10 I feel proud to work for the University of Reading



Total Responses:	Positive %:
74	76

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

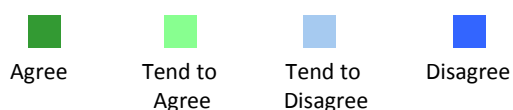


Total Responses:	Positive %:
74	76

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



Total Responses:	Positive %:
73	86



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



Total Responses:	Positive %:
74	64



Part D - Frequency Charts for School of Biological Sciences

Section I: Culture and Values

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



Total
Responses:

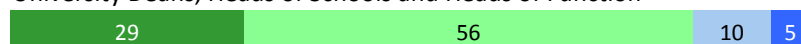
39

Positive %:

72

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

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



Total
Responses:

41

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



Total
Responses:

44

Positive %:

86

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

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



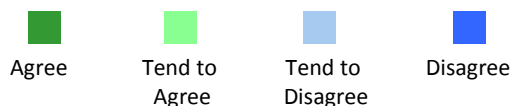
Total
Responses:

44

Positive %:

86

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



Part D - Frequency Charts for School of Biological Sciences

Section J: Your School or Function Leadership

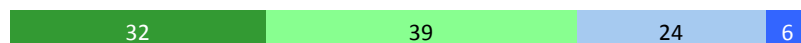
J1 My School / Function Leadership Team manage and lead our School / Function well



Total
Responses:
73

Positive %:
78

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



Total
Responses:
72

Positive %:
71

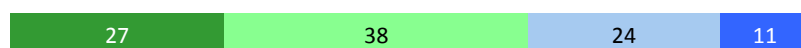
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers



Total
Responses:
70

Positive %:
80

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



Total
Responses:
71

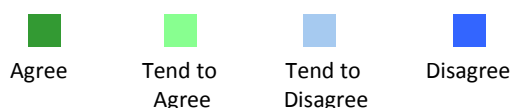
Positive %:
65

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
















Total
Responses:
67

Positive %:
60



Part D - Frequency Charts for School of Biological Sciences

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	Total Responses: 74	Positive %: 74
		
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	Total Responses: 74	Positive %: 78
		
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	Total Responses: 75	Positive %: 93
		
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	Total Responses: 74	Positive %: 92
		
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	Total Responses: 74	Positive %: 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	Total Responses: 75	Positive %: 85
		
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	Total Responses: 74	Positive %: 72
		
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	Total Responses: 74	Positive %: 68
		
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: 75	Positive %: 75
		
 Agree  Tend to Agree  Tend to Disagree  Disagree		

Part D - Frequency Charts for School of Biological Sciences

Section K: Your Manager / Supervisor

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:
70

Positive %:
66

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:
75

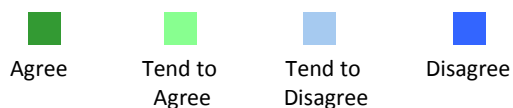
Positive %:
76

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:
73

Positive %:
70



Part D - Frequency Charts for School of Biological Sciences

Section L: Health, Safety and Wellbeing

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



Total
Responses:
75

Positive %:
96

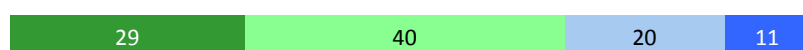
L2 I feel safe and secure in my working environment



Total
Responses:
75

Positive %:
93

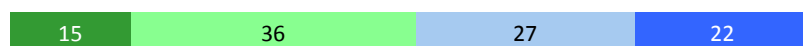
L3 I feel the University is interested in my physical wellbeing



Total
Responses:
75

Positive %:
69

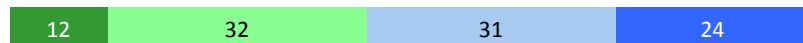
L4 I feel the University is interested in my mental wellbeing



Total
Responses:
73

Positive %:
51

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



Total
Responses:
74





Positive %:
45

L6 The University provides a satisfying work environment



Total
Responses:
74

Positive %:
73

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

L7 Are you aware of the Employee Assistance Programme?



Total
Responses:
75

Positive %:
25

 Yes
  No

Part D - Frequency Charts for School of Biological Sciences

Section M: Working at the University

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



Total
Responses:
75

Positive %:
95

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



Total
Responses:
74

Positive %:
85

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



Total
Responses:
75





Positive %:
89

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

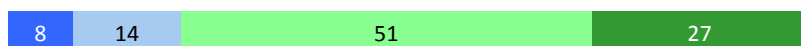


Total
Responses:
73

Positive %:
52

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M5 Relationships at work are strained



Total
Responses:
74





Positive %:
78

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



Total
Responses:
73

Positive %:
62





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M7 I have the right equipment to do my job



Total
Responses:
72

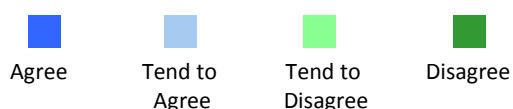
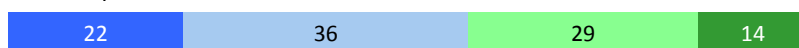
Positive %:
61

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Biological Sciences

Section M: Working at the University

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



Total
Responses:
73

Positive %:
42

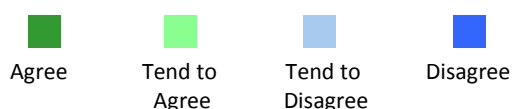
M9 I am able to take regular breaks on most days



Total
Responses:
75

Positive %:
56

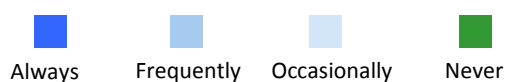
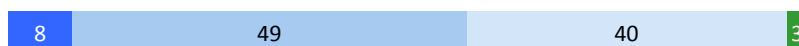
M10 I have a place I can go to take a break at work



Total
Responses:
75

Positive %:
77

M11 I feel stressed at work



Total
Responses:
75

Positive %:
3

M12 Overall, I feel unduly stressed at work



Total
Responses:
70

Positive %:
61

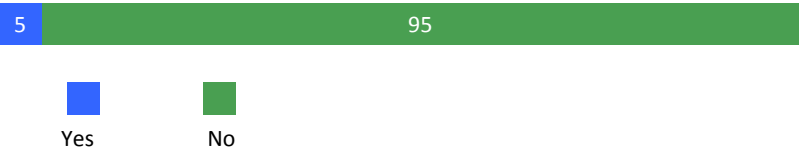
(based on the number of respondents answering 'Always', 'Frequently' or 'Occasionally' to M11)



Part D - Frequency Charts for School of Biological Sciences

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



Total Responses: 75
Positive %: 95

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



Total Responses: 73
Positive %: 19

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



Total Responses: 73
Positive %: 33

Part D - Frequency Charts for School of Biological Sciences

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:
75

Positive %:
88

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



Total
Responses:
75

Positive %:
85

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



Total
Responses:
75

Positive %:
88

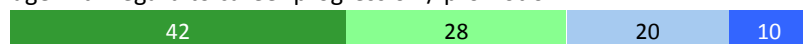
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment



Total
Responses:
71





Positive %:
90

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:
69

Positive %:
70

 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:
72


Positive %:
86

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:
72

Positive %:
90

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Biological Sciences

Section O: Diversity and Inclusion

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



Total
Responses:
72

Positive %:
92

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



Total
Responses:
73

Positive %:
95

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



Total
Responses:
71

Positive %:
100

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



Total
Responses:
71

Positive %:
90

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



Total
Responses:
71





Positive %:
100

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



Total
Responses:
71

Positive %:
100


 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
75

Positive %:
93

 Yes
  No

Part D - Frequency Charts for School of Biological Sciences

Section P: Communication

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



Total
Responses:
73

Positive %:
71

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



Total
Responses:
72

Positive %:
64

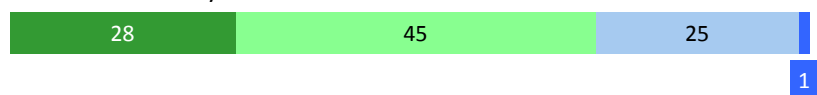
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work



Total
Responses:
71

Positive %:
86

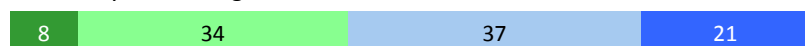
P2b The information I receive is straightforward and I understand it in regard to wider University issues



Total
Responses:
71

Positive %:
73

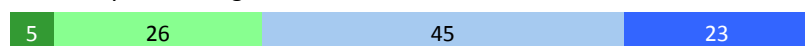
P3 There are opportunities for me to feed my views upwards in the University of Reading



Total
Responses:
71

Positive %:
42

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



Total
Responses:
73

Positive %:
32

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



Total
Responses:
72

Positive %:
43

P6 Communication between senior management and staff is effective



Total
Responses:
73

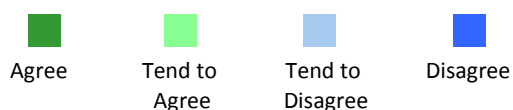
Positive %:
33

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



Total
Responses:
70

Positive %:
26



Part D - Frequency Charts for School of Biological Sciences

Section Q: Staff Involvement

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



Total
Responses:
72

Positive %:
39

Q2 I feel able to voice my opinions



Total
Responses:
72

Positive %:
53

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



Total
Responses:
71

Positive %:
56

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



Total
Responses:
70

Positive %:
57

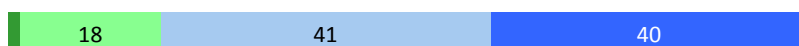
Q5 I am confident my ideas or suggestions will be listened to



Total
Responses:
71

Positive %:
45

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



Total
Responses:
68

Positive %:
19

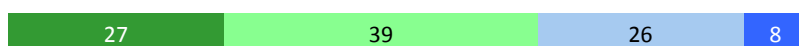
Q7 I am confident I will get feedback on my ideas or suggestions



Total
Responses:
70

Positive %:
29

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



Total
Responses:
74

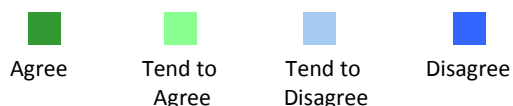
Positive %:
66

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



Total
Responses:
69

Positive %:
52







Part D - Frequency Charts for School of Biological Sciences

Section R: Managing Change

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



 About Right
  Too Fast
  Too Slow
  No Opinion

Total
Responses:
73

Positive %:
8

R2 In my opinion the recent PAS changes were well planned



1

Total
Responses:
67

Positive %:
9

R3 In my opinion the recent PAS changes were well explained



1

Total
Responses:
68

Positive %:
10

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



Total
Responses:
55

Positive %:
27

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



Total
Responses:
56

Positive %:
21

R6a Generally, change within my department is managed well



Total
Responses:
73

Positive %:
64





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



0

Total
Responses:
68

Positive %:
19

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Biological Sciences

Section R: Managing Change

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



Total
Responses:
73





Positive %:
33

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



Total
Responses:
68

Positive %:
10





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
67

Positive %:
46

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

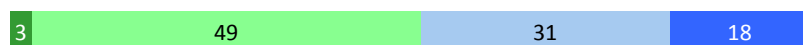
R6f Generally, I think things will improve in the next 12 months



Total
Responses:
68





Positive %:
56

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



Total
Responses:
74

Positive %:
51

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part E - Comment Themes for School of Biological Sciences

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	1
Communication	4
Facilities / Environment	4
Feeling Valued / Supported	4
Health and Wellbeing	3
Job Satisfaction	1
Job Security	3
Managing Change	2
Management – Immediate / Local	1
Pay & Benefits	3
PAS / Re-organisation	9
Relationships / Co-operation	3
Role & Responsibilities	3
Senior Management	8
Systems / Processes	7
Training, Development & Progression	1
Other	2

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	6
Feeling Valued / Supported	4
Health and Wellbeing	5
Job Satisfaction	8
Job Security	1
Management – Immediate / Local	4
PAS / Re-organisation	2
Relationships / Co-operation	9
Role & Responsibilities	1
Training, Development & Progression	2
Other	5

Part F - Survey Results Ranked By Degree of Importance to Respondents for School of Biological Sciences

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	67	1.37
2	R3	In my opinion the recent PAS changes were well explained	68	1.47
3	R6d	Generally, more could be done to help staff prepare for and cope with change	68	1.53
4	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	75	1.75
5	D8	I often worry about work outside my working hours	75	1.75
6	R5	In my opinion other recent changes (not PAS) have been well explained	56	1.80
7	Q6	I feel the University genuinely listens to staff views during consultations	68	1.81
8	R6b	Generally, change within the University of Reading is managed well	68	1.82
9	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	70	1.83
10	R4	In my opinion other recent changes (not PAS) have been well planned	55	1.87
11	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	70	1.97
12	Q7	I am confident I will get feedback on my ideas or suggestions	70	1.99
13	P6	Communication between senior management and staff is effective	73	2.11
14	P4	I know where to find information about important decisions made at the University of Reading	73	2.14
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	68	2.16
16	R6c	Generally, the process of change causes me concern and worry	73	2.16
17	R6e	Generally, I have seen some positive changes in the last 12 months	67	2.21
18	C3	I think my pay adequately reflects my performance	74	2.22
19	B8	I feel valued by the University of Reading	74	2.24
20	Q1	I feel there are adequate opportunities to raise points of concern	72	2.26
21	Q5	I am confident my ideas or suggestions will be listened to	71	2.28
22	P3	There are opportunities for me to feed my views upwards in the University of Reading	71	2.30
23	C4	I am aware of the University's arrangements for recognising and rewarding good performance	74	2.30
24	D10	I have adequate resources to complete my work	73	2.32

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
25	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	66	2.32
26	P5	On the whole, communication in the University of Reading is effective	72	2.32
27	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	74	2.32
28	C2	I feel fairly paid for the work I do	73	2.34
29	M8	I am required to do unimportant tasks which prevent me completing more important ones	73	2.34
30	B11	I feel my job security at the University of Reading is good	73	2.36
31	R7	I feel action will be taken as a result of this survey	74	2.36
32	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	40	2.38
33	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	2.38
34	A2	I feel I have a good work-life balance	74	2.41
35	D9	I find my current workload too much and I am struggling to cope	75	2.41
36	Q2	I feel able to voice my opinions	72	2.43
37	L4	I feel the University is interested in my mental wellbeing	73	2.44
38	C5	I am aware of the benefits offered by the University	75	2.45
39	Q4	I am personally encouraged to look for ways to improve the way we do things	70	2.47
40	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	45	2.49
41	Q8b	I feel there is good co-operation between different departments	69	2.49
42	H6	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	60	2.52
43	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	71	2.52
44	R6f	Generally, I think things will improve in the next 12 months	68	2.53
45	A1	The University of Reading provides good support to help me balance my work and personal commitments	74	2.54
46	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	66	2.55
47	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	45	2.56
48	M4	There are usually sufficient people in the team I am working in to handle our workload	73	2.56
49	C1	Overall, I feel the University of Reading offers a good pay and benefits package	74	2.61
50	D11	I feel priorities are changed too frequently for me to work efficiently	75	2.61
51	M7	I have the right equipment to do my job	72	2.63
52	D4	The division of responsibilities between staff in my work area feels fair	73	2.63
53	R6a	Generally, change within my department is managed well	73	2.63
54	E1	I often think about leaving the University	72	2.65
55	M9	I am able to take regular breaks on most days	75	2.65

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
56	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	45	2.67
57	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	38	2.68
58	B7	I feel part of the University of Reading	75	2.69
59	M6	I am unable to handle all the conflicting demands on my time at work	73	2.73
60	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	67	2.73
61	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	73	2.75
62	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	71	2.76
63	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	70	2.77
64	B10	I feel valued by students / internal customers	72	2.79
65	J4	My School / Function Leadership Team listen to and respond to the views of staff	71	2.80
66	P1b	I receive information in a timely way in regard to wider University issues	72	2.82
67	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	39	2.82
68	G2	I am satisfied with my current level of learning and development	75	2.84
69	G1	I feel that I am given the same opportunities to develop as other staff	74	2.85
70	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	74	2.85
71	Q8a	I feel there is good co-operation between teams in my department	74	2.85
72	D2	I am satisfied with my current role and level of responsibility	75	2.87
73	D6	People are willing to help each other even if it means doing something outside their usual activities	75	2.87
74	L3	I feel the University is interested in my physical wellbeing	75	2.88
75	I2	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them	45	2.89
76	B6	I feel I belong to a team	75	2.92
77	I8	I feel the University of Reading delivers good quality service to students / internal customers	72	2.93
78	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	73	2.93
79	L6	The University provides a satisfying work environment	74	2.93
80	A5	I am able to take advantage of flexible working on an informal basis	73	2.95
81	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	2.95
82	I11	Would you recommend the University of Reading to a friend as a place to work?	74	2.96
83	G3	I have received sufficient training to enable me to do my job well	75	2.96
84	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	72	2.97
85	M5	Relationships at work are strained	74	2.97
86	P1a	I receive information in a timely way in regard to local issues in my area of work	73	2.99

Rank	Qn	Question	Number of staff expressing an opinion	Average question score
-ing	No.			
87	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	71	3.00
88	B1	The University of Reading is a good place to work	75	3.01
89	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	74	3.01
90	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	69	3.01
91	I10	I feel proud to work for the University of Reading	74	3.04
92	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	75	3.05
93	B5	I feel inspired to do my best work every day	74	3.07
94	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	73	3.07
95	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	75	3.08
96	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	70	3.09
97	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	41	3.10
98	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	74	3.11
99	M10	I have a place I can go to take a break at work	75	3.12
100	B9	I feel valued by my colleagues	75	3.15
101	J1	My School / Function Leadership Team manage and lead our School / Function well	73	3.18
102	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	74	3.19
103	E2	I am actively seeking to leave my job here at the University	72	3.19
104	M3	I am satisfied with the support I get from my work colleagues	75	3.20
105	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	44	3.20
106	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	73	3.21
107	I12	Would you recommend the University of Reading to a friend as a place to study?	73	3.21
108	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	71	3.21
109	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	44	3.23
110	M2	I am satisfied with the support I get from my immediate manager	74	3.30
111	O2	I am aware of the University's priorities for Diversity and Inclusion	75	3.31
112	D1a	I have a clear understanding about my role within the University of Reading	75	3.33
113	B4	My work gives me a sense of personal achievement	74	3.35
114	D1b	I have a clear understanding about what I am expected to achieve in my job	74	3.35

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
115	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	75	3.36
116	D1c	I have a clear understanding about expected standards of performance	75	3.40
117	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	75	3.41
118	B2	Generally, I enjoy my work	75	3.43
119	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	75	3.43
120	O6d	The University of Reading respects people equally regardless of their age	71	3.44
121	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	71	3.49
122	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	74	3.50
123	O6a	The University of Reading respects people equally regardless of their gender	72	3.50
124	D3	I am trusted to do my job	75	3.51
125	B12	I'm not interested in the University of Reading, to me it's just a job	75	3.52
126	B3	My work is varied and interesting to me	75	3.53
127	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	72	3.56
128	M1	I can decide on my own how to go about doing my work	75	3.57
129	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	74	3.61
130	L1	I am satisfied that my personal safety is treated seriously at work	75	3.63
131	D1d	I have a clear understanding about expected standards of behaviour	75	3.64
132	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	75	3.65
133	L2	I feel safe and secure in my working environment	75	3.65
134	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	72	3.67
135	O6b	The University of Reading respects people equally regardless of their nationality / race	73	3.68
136	O6f	The University of Reading respects people equally regardless of their religion or beliefs	71	3.72
137	O6c	The University of Reading respects people equally regardless of their disability status	71	3.75
138	O6e	The University of Reading respects people equally regardless of their sexual orientation	71	3.82
			<u>Average:</u>	<u>2.80</u>

Part G - Internal benchmarking for School of Biological Sciences

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 Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	61	54	65	56		
	A2 I feel I have a good work-life balance	70	59	54	46	57	41		
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	64	45	74	56		
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	75	67	74	82		
	A5 I am able to take advantage of flexible working on an informal basis	80	83	73	50	77	78		
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	76	69	71	83		
	B2 Generally, I enjoy my work	92	92	93	100	91	94		
	B3 My work is varied and interesting to me	91	92	91	100	91	89		
	B4 My work gives me a sense of personal achievement	86	87	81	100	86	76		
	B5 I feel inspired to do my best work every day	80	79	76	85	74	78		
	B6 I feel I belong to a team	81	78	73	62	80	72		
	B7 I feel part of the University of Reading	76	73	63	69	63	72		
	B8 I feel valued by the University of Reading	59	55	39	31	41	50		
	B9 I feel valued by my colleagues	88	87	83	92	83	83		
	B10 I feel valued by students / internal customers	85	87	65	92	59	71		
	B11 I feel my job security at the University of Reading is good	70	65	48	33	51	59		
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	91	100	89	89		
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	61	69	60	59		
	C2 I feel fairly paid for the work I do	60	57	47	31	47	53		
	C3 I think my pay adequately reflects my performance	52	50	35	31	32	39		
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	42	58	40	28		
	C5 I am aware of the benefits offered by the University	71	67	48	46	51	39		

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

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	88	92	83	94		
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	85	92	86	78		
	D1c I have a clear understanding about expected standards of performance	91	90	84	85	80	89		
	D1d I have a clear understanding about expected standards of behaviour	96	95	96	100	91	100		
	D2 I am satisfied with my current role and level of responsibility	76	76	73	85	74	61		
	D3 I am trusted to do my job	93	92	91	92	89	89		
	D4 The division of responsibilities between staff in my work area feels fair	68	65	55	58	53	50		
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	62	67	65	63		
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	73	92	71	72		
	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	8	17	28		
	D8 I don't worry about work outside my working hours *	39	29	21	15	14	33		
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	49	15	51	56		
	D10 I have adequate resources to complete my work	67	61	47	23	46	63		
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	57	38	60	61		
Considering Leaving	E1 I don't think about leaving the University *	65	63	57	58	54	63		
	E2 I'm not actively seeking to leave my job here at the University *	82	82	76	82	71	82		
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	81	85	83	83		
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	48	18	55	47		
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	59	50	56	71		
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	83	100	88	71		
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	61	50	53	86		
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	71	50	67	71		
	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	56	33	69	75		

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Biological Sciences

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.

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

		Total number of respondents		Total Reds	24	39	53	41	41	
				Total Greens	84	79	55	63	50	62
Section	Question	University of Reading	Academic School							
				School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS		
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	68	92	66	59			
	G2 I am satisfied with my current level of learning and development	75	78	68	77	71	67			
	G3 I have received sufficient training to enable me to do my job well	80	79	75	69	74	78			
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	66	62	74	65			
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	38	31	42	44			
	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	51	55	50	56			
	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	61	44	58	83			
	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	23	20	29	17			
	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	48	42	44	56			
	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	62	50	57	75			

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

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	63	77	60	50		
	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	73	78	70	78		
	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	67	55	78		
	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	56	56	50	78		
	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	78	55	78		
	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	66	63	59	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	50	50	40	71		
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	79	69	79	88		
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	89	92	89	88		
	I10 I feel proud to work for the University of Reading	85	81	76	62	71	89		
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	76	69	77	78		
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	86	85	83	94		
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	64	67	69	50		
	I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^	76	73	72	43	71	100		
	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	86	86	88		
	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	86	86	87	88		
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	92	91	86	86	83	88		

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

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	78	69	85	67		
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	71	67	76	61		
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	80	92	82	72		
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	65	91	65	61		
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	60	80	61	44		
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	74	69	74	67		
	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	78	85	80	59		
	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	93	100	94	83		
	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	92	100	91	82		
	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	91	100	86	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	84	83	85	92	86	72		
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	79	78	72	85	69	65		
	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	68	85	65	56		
	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	75	92	77	50		
	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	66	69	63	53		
	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	76	100	69	67		
	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	70	69	63	71		
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	96	100	94	94		
	L2 I feel safe and secure in my working environment	96	95	93	100	91	94		
	L3 I feel the University is interested in my physical wellbeing	78	74	69	77	71	61		
	L4 I feel the University is interested in my mental wellbeing	68	62	51	42	49	56		
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	45	62	35	50		
	L6 The University provides a satisfying work environment	79	77	73	62	69	88		
	L7 Are you aware of the Employee Assistance Programme?	40	34	25	8	23	28		

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	95	100	94	94		
	M2 I am satisfied with the support I get from my immediate manager	86	86	85	92	85	72		
	M3 I am satisfied with the support I get from my work colleagues	90	90	89	92	91	78		
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	52	50	53	39		
	M5 Relationships at work are not strained *	75	75	78	85	77	71		
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	62	42	68	56		
	M7 I have the right equipment to do my job	83	80	61	46	53	88		
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	42	23	42	44		
	M9 I am able to take regular breaks on most days	69	64	56	62	43	72		
	M10 I have a place I can go to take a break at work	78	81	77	62	74	89		
	M11 I never feel stressed at work *	9	6	3	0	0	6		
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	61	42	63	69		
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	95	100	91	94		
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	19	15	18	18		
	N7 Are you aware of the University's Harassment Advisors?	35	31	33	31	29	24		

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

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	88	100	80	89		
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	85	77	83	94		
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	88	69	89	94		
	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	90	92	91	94		
	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	70	82	67	75		
	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	86	92	82	88		
	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	90	100	82	94		
	O6a The University of Reading respects people equally regardless of their gender	92	90	92	100	88	94		
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	95	92	94	100		
	O6c The University of Reading respects people equally regardless of their disability status	96	96	100	100	100	100		
	O6d The University of Reading respects people equally regardless of their age	92	91	90	92	85	94		
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	100	100	100	100		
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	100	100	100	100		
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	93	92	91	94		

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

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	71	77	60	81		
	P1b I receive information in a timely way in regard to wider University issues	76	75	64	62	60	80		
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	86	100	85	82		
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	73	91	74	71		
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	42	46	38	59		
	P4 I know where to find information about important decisions made at the University of Reading	56	51	32	31	30	33		
	P5 On the whole, communication in the University of Reading is effective	60	57	43	54	41	44		
	P6 Communication between senior management and staff is effective	54	50	33	25	38	33		
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	26	25	30	24		
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	39	31	42	35		
	Q2 I feel able to voice my opinions	71	67	53	46	59	50		
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	56	58	53	63		
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	57	58	58	50		
	Q5 I am confident my ideas or suggestions will be listened to	60	55	45	36	50	47		
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	19	17	23	19		
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	29	50	24	31		
	Q8a I feel there is good co-operation between teams in my department	83	83	66	77	65	61		
	Q8b I feel there is good co-operation between different departments	62	60	52	69	53	40		

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

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	8	0	9	12		
	R2 In my opinion the recent PAS changes were well planned	17	13	9	9	12	0		
	R3 In my opinion the recent PAS changes were well explained	25	21	10	8	12	6		
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	27	9	27	33		
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	21	8	23	25		
	R6a Generally, change within my department is managed well	72	74	64	54	62	76		
	R6b Generally, change within the University of Reading is managed well	36	30	19	17	18	27		
	R6c Generally, the process of change does not cause me concern and worry *	49	43	33	8	43	41		
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	10	8	17	6		
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	46	50	44	53		
	R6f Generally, I think things will improve in the next 12 months	61	52	56	55	50	73		
	R7 I feel action will be taken as a result of this survey	54	49	51	54	46	65		

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

Internal benchmarking for School of Biological Sciences

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.

Section	Question	Total number of respondents						
		University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS
Comment Themes	S1 Please note below one thing that you feel could be improved at the University of Reading. Which main theme would you say your comment is related to?	2673	1280	75	13	35	18	<10
	Being Treated Fairly / Diversity & Inclusion	4	4	2	0	0	0	
	Communication	10	16	7	0	7	7	
	Facilities / Environment	7	5	7	10	4	7	
	Feeling Valued / Supported	7	6	7	20	4	7	
	Health and Wellbeing	4	5	5	10	4	7	
	Job Satisfaction	1	1	2	0	0	7	
	Job Security	3	1	5	0	7	7	
	Managing Change	3	5	3	0	7	0	
	Management – Immediate / Local	3	2	2	0	4	0	
	Pay & Benefits	9	10	5	10	4	7	
	PAS / Re-organisation	15	11	15	10	19	13	
	Relationships / Co-operation	3	4	5	0	4	13	
	Role & Responsibilities	4	3	5	10	7	0	
	Student / Internal Customer Satisfaction	2	1	0	0	0	0	
	Senior Management	9	9	14	10	22	7	
	Systems / Processes	8	6	12	10	4	13	
	Training, Development & Progression	5	7	2	0	0	7	
	Other	4	4	3	10	4	0	

Internal benchmarking for School of Biological Sciences

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	39	53	41	41	
		Total Greens	84	79	55	63	50	62	
		Total number of respondents	2673	1280	75	13	35	18	<10
Section	Question	University of Reading	Academic School	School of Biological Sciences	Biomedical Engineering	Biomedical Sciences	Ecology and Evolutionary Biology	All other SBS	
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?								
	Being Treated Fairly / Diversity & Inclusion	6	6	4	10	0	8		
	Communication	1	1	0	0	0	0		
	Facilities / Environment	12	13	12	10	10	15		
	Feeling Valued / Supported	12	12	8	0	10	15		
	Health and Wellbeing	5	5	10	20	5	15		
	Job Satisfaction	14	13	16	10	24	8		
	Job Security	3	3	2	0	0	0		
	Managing Change	0	1	0	0	0	0		
	Management – Immediate / Local	5	4	8	20	10	0		
	Pay & Benefits	4	5	0	0	0	0		
	PAS / Re-organisation	1	1	4	0	5	0		
	Relationships / Co-operation	16	15	18	10	24	15		
	Role & Responsibilities	3	3	2	0	0	8		
	Student / Internal Customer Satisfaction	3	3	0	0	0	0		
	Senior Management	2	1	0	0	0	0		
	Systems / Processes	1	1	0	0	0	0		
	Training, Development & Progression	6	6	4	10	0	8		
	Other	7	7	10	10	14	8		

Appendix - User Guide

Types of survey questions

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

'Primary' and 'sub' questions

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

Example:

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

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

Example:

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

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

Questions on a four point scale

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

Example:

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

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

Non-scale questions

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

Example:

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

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

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

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

'Never' is considered the positive response.

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

'About right' is considered the positive response.

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

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

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

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

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

Negatively worded questions

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

Example:

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

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

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

Understanding the effect of rounding

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

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

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

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

EXAMPLE:

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

Values assigned to questions in order to rank responses

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

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

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

For example:

The University of Reading is a good place to work

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

Calculation for average question score:

8,782 [Total value of responses to question]

2,646 [Number of employees responding to question]

3.32 = [Average Question Score]

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

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