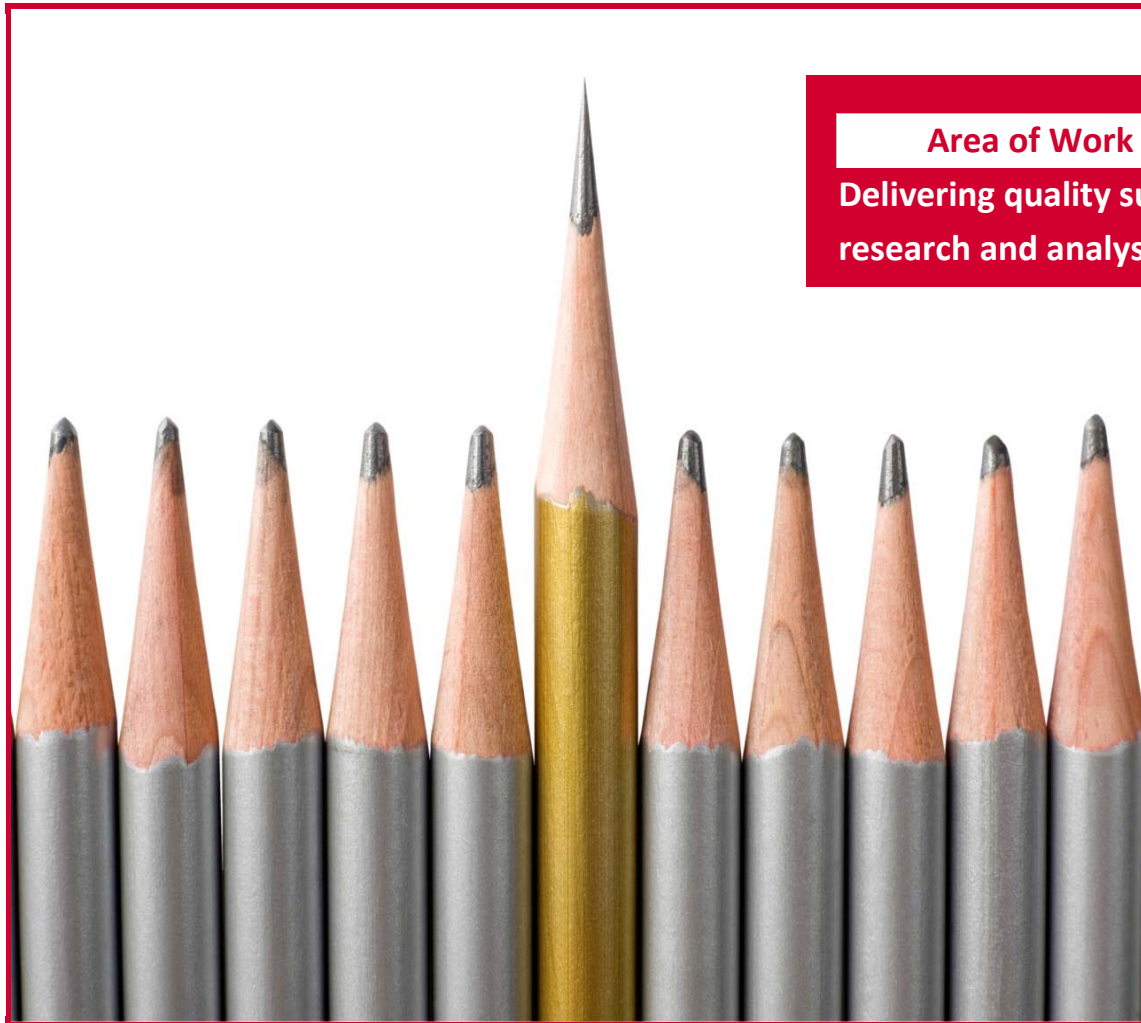


University of Reading



Area of Work Report

Delivering quality survey,
research and analysis solutions.

School of Mathematical Physical & Computational Sciences

Employee Survey 2017

Project Number: 8046

May 2017



Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

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University of Reading - School of Mathematical Physical & Computational 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 50% i.e. 157 of the 313 employees in School of Mathematical Physical & Computational Sciences responded to the survey.

Presentation of results

This report presents a summary of the results for School of Mathematical Physical & Computational 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 Mathematical Physical & Computational 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: 157

Question	AOW %
O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	99
L2 I feel safe and secure in my working environment	98
O6b The University of Reading respects people equally regardless of their nationality / race	98
O6c The University of Reading respects people equally regardless of their disability status	98
O6e The University of Reading respects people equally regardless of their sexual orientation	98
D1d I have a clear understanding about expected standards of behaviour	97
N1 I'm not currently being harassed or bullied at work? *	97
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	97
B3 My work is varied and interesting to me	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	96
O6f The University of Reading respects people equally regardless of their religion or beliefs	96
B2 Generally, I enjoy my work	95
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	95
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	95
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95
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 *	95
O6a The University of Reading respects people equally regardless of their gender	95
O6d The University of Reading respects people equally regardless of their age	95
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	95

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

Part B - Least positive perceptions and areas identified for improvement for School of Mathematical Physical & Computational 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: 157

Question	AOW %
M11 I never feel stressed at work *	3
R2 In my opinion the recent PAS changes were well planned	8
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	10
R1 The current pace of change in the University of Reading is about right	15
R6b Generally, change within the University of Reading is managed well	19
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	20
R3 In my opinion the recent PAS changes were well explained	21
R4 In my opinion other recent changes (not PAS) have been well planned	22
R5 In my opinion other recent changes (not PAS) have been well explained	25
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 *	28
D8 I don't worry about work outside my working hours *	29
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	29
Q6 I feel the University genuinely listens to staff views during consultations	33
N7 Are you aware of the University's Harassment Advisors?	35
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	36
R6c Generally, the process of change does not cause me concern and worry *	36
R6e Generally, I have seen some positive changes in the last 12 months	37
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	41
L7 Are you aware of the Employee Assistance Programme?	42
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	45
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	46
P4 I know where to find information about important decisions made at the University of Reading	48

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

Areas for improvement from the area of work

Total number of responses: 157

Question		AOW %
R6f	Generally, I think things will improve in the next 12 months	48
P3	There are opportunities for me to feed my views upwards in the University of Reading	50

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 Mathematical Physical & Computational 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:	72
	51% - 74% = Opportunity for improvement	No difference:	9
	50% or lower = Needs improvement	Negative difference:	73

Total number of responses:		157	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	94	82	12	
A5 I am able to take advantage of flexible working on an informal basis	92	80	12	
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	90	77	13	
A1 The University of Reading provides good support to help me balance my work and personal commitments	77	74	3	
A2 I feel I have a good work-life balance	65	70	-5	
Section B: Job Satisfaction				
B3 My work is varied and interesting to me	96	91	5	
B2 Generally, I enjoy my work	95	92	3	
B12 I'm interested in the University of Reading, to me it's not just a job *	94	91	3	
B4 My work gives me a sense of personal achievement	90	86	4	
B10 I feel valued by students / internal customers	88	85	3	
B9 I feel valued by my colleagues	86	88	-2	
B1 The University of Reading is a good place to work	84	87	-3	
B5 I feel inspired to do my best work every day	79	80	-1	
B6 I feel I belong to a team	76	81	-5	
B7 I feel part of the University of Reading	69	76	-7	
B11 I feel my job security at the University of Reading is good	57	70	-13	

^ 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:	72
No difference:	9
Negative difference:	73

Total number of responses:		157	2673	
Question	AOW %	UoR %	+/-	
Section B: Job Satisfaction				
B8 I feel valued by the University of Reading	52	59	-7	
Section C: Pay and Benefits				
C4 I am aware of the University's arrangements for recognising and rewarding good performance	90	69	21	
C5 I am aware of the benefits offered by the University	83	71	12	
C1 Overall, I feel the University of Reading offers a good pay and benefits package	75	68	7	
C2 I feel fairly paid for the work I do	74	60	14	
C3 I think my pay adequately reflects my performance	69	52	17	
Section D: Your Role				
D1d I have a clear understanding about expected standards of behaviour	97	96	1	
D1c I have a clear understanding about expected standards of performance	92	91	1	
D3 I am trusted to do my job	90	93	-3	
D1b I have a clear understanding about what I am expected to achieve in my job	87	89	-2	
D1a I have a clear understanding about my role within the University of Reading	85	90	-5	
D2 I am satisfied with my current role and level of responsibility	85	76	9	
D6 People are willing to help each other even if it means doing something outside their usual activities	83	82	1	
D4 The division of responsibilities between staff in my work area feels fair	78	68	10	
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	71	77	-6	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	69	63	6	
D10 I have adequate resources to complete my work	66	67	-1	
D9 I don't find my current workload too much and I am not struggling to cope *	56	61	-5	
D8 I don't worry about work outside my working hours *	29	39	-10	
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 *	28	33	-5	
Section E: Considering Leaving				
E2 I'm not actively seeking to leave my job here at the University *	88	82	6	
E1 I don't think about leaving the University *	61	65	-4	
Section F: Performance Development Review (PDR)				
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	0	
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	84	75	9	
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	80	74	6	
F3 Was your Performance Development Review (PDR) useful for you? ^	69	68	1	

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

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

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

Positive difference:	72
No difference:	9
Negative difference:	73

Total number of responses:		157	2673	
Question	AOW %	UoR %	+/-	
Section F: Performance Development Review (PDR)				
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	54	64	-10	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	36	43	-7	
Section G: Learning and Development				
G3 I have received sufficient training to enable me to do my job well	81	80	1	
G2 I am satisfied with my current level of learning and development	81	75	6	
G1 I feel that I am given the same opportunities to develop as other staff	80	78	2	
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	78	77	1	
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	70	76	-6	
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	65	69	-4	
H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	62	69	-7	
H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	61	69	-8	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	46	61	-15	
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	29	43	-14	
Section I: Culture and Values				
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	95	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 ^	95	92	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 ^	92	88	4	
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 ^	90	85	5	
I12 Would you recommend the University of Reading to a friend as a place to study?	83	89	-6	
I11 Would you recommend the University of Reading to a friend as a place to work?	82	81	1	
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 ^	79	81	-2	
I8 I feel the University of Reading delivers good quality service to students / internal customers	77	83	-6	
I10 I feel proud to work for the University of Reading	75	85	-10	

^ 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: **72**
 No difference: **9**
 Negative difference: **73**

Total number of responses:		157	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 ^	71	76	-5	
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 ^	68	64	4	
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	60	63	-3	
I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	58	69	-11	
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 ^	58	63	-5	
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 ^	57	64	-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	54	64	-10	
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	53	70	-17	
Section J: Your School or Function Leadership				
J1 My School / Function Leadership Team manage and lead our School / Function well	93	83	10	
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	91	85	6	
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	90	81	9	
J4 My School / Function Leadership Team listen to and respond to the views of staff	84	75	9	
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	82	76	6	
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	94	93	1	
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	94	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	93	90	3	
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	86	81	5	
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	85	88	-3	
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	84	0	
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	81	86	-5	

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

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

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

Positive difference: **72**
 No difference: **9**
 Negative difference: **73**

Total number of responses:		157	2673	
Question	AOW %	UoR %	+/-	
Section K: Your Manager / Supervisor				
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	81	79	2	
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	79	0	
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	77	81	-4	
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	76	74	2	
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	76	72	4	
Section L: Health, Safety and Wellbeing				
L2 I feel safe and secure in my working environment	98	96	2	
L1 I am satisfied that my personal safety is treated seriously at work	96	95	1	
L6 The University provides a satisfying work environment	76	79	-3	
L3 I feel the University is interested in my physical wellbeing	76	78	-2	
L4 I feel the University is interested in my mental wellbeing	60	68	-8	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	59	62	-3	
L7 Are you aware of the Employee Assistance Programme?	42	40	2	
Section M: Working at the University				
M1 I can decide on my own how to go about doing my work	96	93	3	
M3 I am satisfied with the support I get from my work colleagues	93	90	3	
M2 I am satisfied with the support I get from my immediate manager	88	86	2	
M7 I have the right equipment to do my job	83	83	0	
M10 I have a place I can go to take a break at work	83	78	5	
M5 Relationships at work are not strained *	83	75	8	
M9 I am able to take regular breaks on most days	70	69	1	
M12 Overall, I don't feel unduly stressed at work * ^	64	69	-5	
M4 There are usually sufficient people in the team I am working in to handle our workload	64	61	3	
M6 I am able to handle all the conflicting demands on my time at work *	60	66	-6	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	45	54	-9	
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? *	97	97	0	
N7 Are you aware of the University's Harassment Advisors?	35	35	0	

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

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

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

Positive difference:	72
No difference:	9
Negative difference:	73

Total number of responses:		157	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	20	23	-3	
Section O: Diversity and Inclusion				
O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	99	96	3	
O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	0	
O6c The University of Reading respects people equally regardless of their disability status	98	96	2	
O6b The University of Reading respects people equally regardless of their nationality / race	98	95	3	
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	97	94	3	
O6f The University of Reading respects people equally regardless of their religion or beliefs	96	98	-2	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	95	0	
O6a The University of Reading respects people equally regardless of their gender	95	92	3	
O6d The University of Reading respects people equally regardless of their age	95	92	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 *	95	90	5	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	94	91	3	
O7 I have not felt discriminated against at work in the last 12 months? *	93	92	1	
O2 I am aware of the University’s priorities for Diversity and Inclusion	92	91	1	
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	90	82	8	
Section P: Communication				
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	95	89	6	
P1a I receive information in a timely way in regard to local issues in my area of work	86	81	5	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	78	80	-2	
P1b I receive information in a timely way in regard to wider University issues	75	76	-1	
P5 On the whole, communication in the University of Reading is effective	56	60	-4	
P6 Communication between senior management and staff is effective	51	54	-3	
P3 There are opportunities for me to feed my views upwards in the University of Reading	50	57	-7	
P4 I know where to find information about important decisions made at the University of Reading	48	56	-8	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	41	42	-1	

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

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

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

Positive difference: **72**
 No difference: **9**
 Negative difference: **73**

Total number of responses:		157	2673	
Question	AOW %	UoR %	+/-	
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	89	83	6	
Q2 I feel able to voice my opinions	63	71	-8	
Q8b I feel there is good co-operation between different departments	63	62	1	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	59	72	-13	
Q4 I am personally encouraged to look for ways to improve the way we do things	54	69	-15	
Q1 I feel there are adequate opportunities to raise points of concern	53	64	-11	
Q5 I am confident my ideas or suggestions will be listened to	51	60	-9	
Q7 I am confident I will get feedback on my ideas or suggestions	51	51	0	
Q6 I feel the University genuinely listens to staff views during consultations	33	43	-10	
Section R: Managing Change				
R6a Generally, change within my department is managed well	84	72	12	
R7 I feel action will be taken as a result of this survey	52	54	-2	
R6f Generally, I think things will improve in the next 12 months	48	61	-13	
R6e Generally, I have seen some positive changes in the last 12 months	37	55	-18	
R6c Generally, the process of change does not cause me concern and worry *	36	49	-13	
R5 In my opinion other recent changes (not PAS) have been well explained	25	39	-14	
R4 In my opinion other recent changes (not PAS) have been well planned	22	38	-16	
R3 In my opinion the recent PAS changes were well explained	21	25	-4	
R6b Generally, change within the University of Reading is managed well	19	36	-17	
R1 The current pace of change in the University of Reading is about right	15	27	-12	
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	8	17	-9	

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

Part D - Frequency Charts for School of Mathematical Physical & Computational 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 Mathematical Physical & Computational 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:
154

Positive %:
77

A2 I feel I have a good work-life balance



Total
Responses:
156

Positive %:
65

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



Total
Responses:
155

Positive %:
90

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



Total
Responses:
154

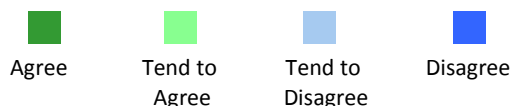
Positive %:
94

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



Total
Responses:
157

Positive %:
92



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section B: Job Satisfaction

B1 The University of Reading is a good place to work



Total
Responses:
156

Positive %:
84

B2 Generally, I enjoy my work



Total
Responses:
156

Positive %:
95

B3 My work is varied and interesting to me



Total
Responses:
157

Positive %:
96

B4 My work gives me a sense of personal achievement



Total
Responses:
157

Positive %:
90

B5 I feel inspired to do my best work every day



Total
Responses:
157

Positive %:
79

B6 I feel I belong to a team



Total
Responses:
156

Positive %:
76

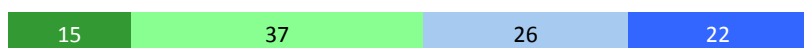
B7 I feel part of the University of Reading



Total
Responses:
157





Positive %:
69

B8 I feel valued by the University of Reading



Total
Responses:
156

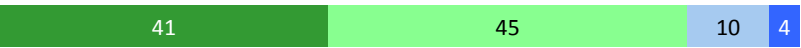
Positive %:
52

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section B: Job Satisfaction

B9 I feel valued by my colleagues



Total
Responses:
156

Positive %:
86

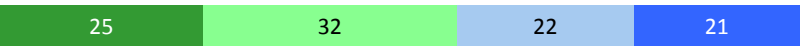
B10 I feel valued by students / internal customers



Total
Responses:
152





Positive %:
88

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



Total
Responses:
154

Positive %:
57

 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:
156

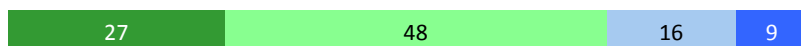
Positive %:
94

 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section C: Pay and Benefits

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



Total
Responses:
155

Positive %:
75

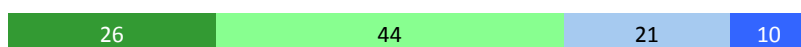
C2 I feel fairly paid for the work I do



Total
Responses:
155

Positive %:
74

C3 I think my pay adequately reflects my performance



Total
Responses:
154

Positive %:
69

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



Total
Responses:
157

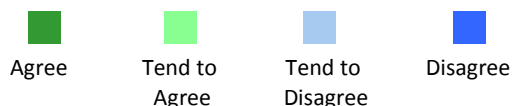
Positive %:
90

C5 I am aware of the benefits offered by the University



Total
Responses:
157

Positive %:
83



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section D: Your Role

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



Total
Responses:
157

Positive %:
85

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



Total
Responses:
156

Positive %:
87

D1c I have a clear understanding about expected standards of performance



Total
Responses:
157

Positive %:
92

D1d I have a clear understanding about expected standards of behaviour



Total
Responses:
157

Positive %:
97

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



Total
Responses:
156

Positive %:
85

D3 I am trusted to do my job



Total
Responses:
155





Positive %:
90

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



Total
Responses:
153

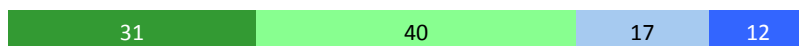
Positive %:
78

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational 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:
145





Positive %:
71

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

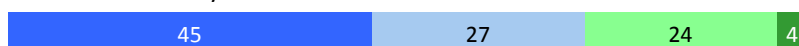


Total
Responses:
156

Positive %:
83

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

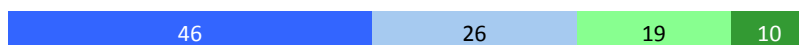
D7 I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload



Total
Responses:
154

Positive %:
28

D8 I often worry about work outside my working hours



Total
Responses:
156





Positive %:
29

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



Total
Responses:
154

Positive %:
56





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

D10 I have adequate resources to complete my work



Total
Responses:
153

Positive %:
66





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
154

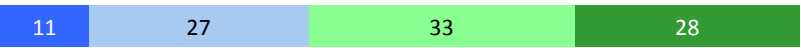
Positive %:
69

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section E: Considering Leaving

E1 I often think about leaving the University



Total
Responses:
153

Positive %:
61

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



Total
Responses:
154

Positive %:
88



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section F: Performance Development Review (PDR)

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



Total
Responses:
157

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



Total
Responses:
137

Positive %:
84

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

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



Total
Responses:
115

Positive %:
69

(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:
115

Positive %:
85

(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:
114

Positive %:
54

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

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



Total
Responses:
110

Positive %:
80

(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:
22

Positive %:
36

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



Yes



No



Not Sure

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section G: Learning and Development

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



Total
Responses:
156

Positive %:
80

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



Total
Responses:
156

Positive %:
81

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



Total
Responses:
156

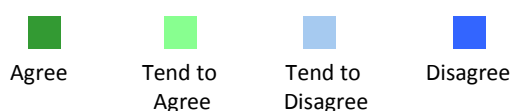
Positive %:
81

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



Total
Responses:
156

Positive %:
78



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section H: 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	Total Responses: 147	Positive %: 46
		
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	Total Responses: 147	Positive %: 65
		
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	Total Responses: 138	Positive %: 62
		
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	Total Responses: 143	Positive %: 29
		
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	Total Responses: 137	Positive %: 61
		
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	Total Responses: 135	Positive %: 70
		
		

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section I: Culture and Values

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

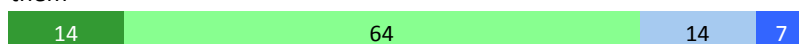


 A Lot
  A Little
  Nothing

Total
Responses:
155

Positive %:
53

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:
76

Positive %:
79

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:
74

Positive %:
57

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:
73

Positive %:
58

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:
74

Positive %:
68





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:
73

Positive %:
58

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section I: Culture and Values

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



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

Total Responses:	Positive %:
72	54

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



Total Responses:	Positive %:
146	77

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



Total Responses:	Positive %:
148	95

I10 I feel proud to work for the University of Reading



Total Responses:	Positive %:
151	75

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







Total Responses:	Positive %:
153	82

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




Total Responses:	Positive %:
151	83

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total Responses:	Positive %:
156	60

 Yes
  No

Part D - Frequency Charts for School of Mathematical Physical & Computational 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:

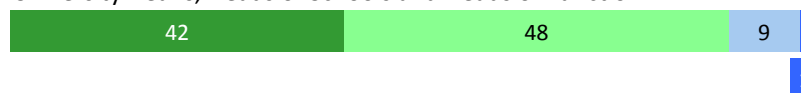
Positive %:

75

71

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

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



Total
Responses:

Positive %:

79

90

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

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



Total
Responses:

Positive %:

90

92

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

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



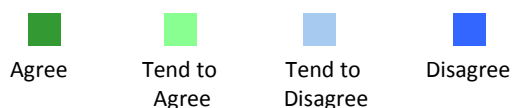
Total
Responses:

Positive %:

91

95

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



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section J: Your School or Function Leadership

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



Total
Responses:
154

Positive %:
93

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



Total
Responses:
150

Positive %:
82

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



Total
Responses:
143

Positive %:
91

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



Total
Responses:
152

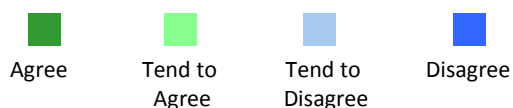
Positive %:
84

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



Total
Responses:
145

Positive %:
90



Part D - Frequency Charts for School of Mathematical Physical & Computational 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: 154	Positive %: 81
		
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: 156	Positive %: 85
		
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: 155	Positive %: 94
		
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	Total Responses: 151	Positive %: 94
		
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	Total Responses: 156	Positive %: 93
		
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: 154	Positive %: 84
		
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: 154	Positive %: 79
		
K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	Total Responses: 152	Positive %: 76
		
		

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section K: Your Manager / Supervisor

K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about



Total
Responses:

155

Positive %:

77

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:

137

Positive %:

76

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:

155

Positive %:

86

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

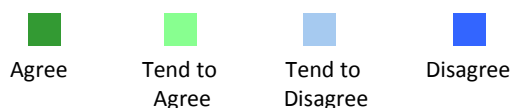


Total
Responses:

153

Positive %:

81



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section L: Health, Safety and Wellbeing

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



Total
Responses:
154

Positive %:
96

L2 I feel safe and secure in my working environment



Total
Responses:
155

Positive %:
98

L3 I feel the University is interested in my physical wellbeing



Total
Responses:
153

Positive %:
76

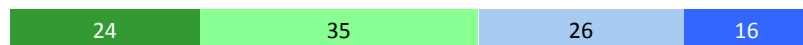
L4 I feel the University is interested in my mental wellbeing



Total
Responses:
153

Positive %:
60

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



Total
Responses:
152





Positive %:
59

L6 The University provides a satisfying work environment



Total
Responses:
154

Positive %:
76

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

L7 Are you aware of the Employee Assistance Programme?



Total
Responses:
156

Positive %:
42

 Yes
  No

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section M: Working at the University

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



Total
Responses:
156

Positive %:
96

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



Total
Responses:
155

Positive %:
88

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



Total
Responses:
154





Positive %:
93

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



Total
Responses:
152

Positive %:
64

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M5 Relationships at work are strained



Total
Responses:
152





Positive %:
83

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



Total
Responses:
153

Positive %:
60





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

M7 I have the right equipment to do my job



Total
Responses:
156

Positive %:
83





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section M: Working at the University

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



 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Total
Responses:
154

Positive %:
45

M9 I am able to take regular breaks on most days







Total
Responses:
155

Positive %:
70

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







 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Total
Responses:
156

Positive %:
83

M11 I feel stressed at work



 Always
  Frequently
  Occasionally
  Never

Total
Responses:
156

Positive %:
3

M12 Overall, I feel unduly stressed at work



Total
Responses:
148

Positive %:
64

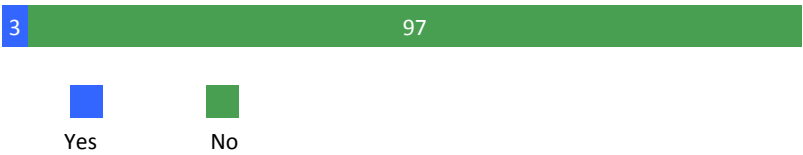
(based on the number of respondents answering 'Always', 'Frequently' or 'Occasionally' to M11)

 Yes
  No

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



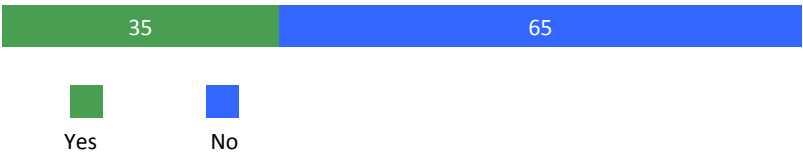
Total Responses: 155
Positive %: 97

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



Total Responses: 156
Positive %: 20

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



Total Responses: 156
Positive %: 35

Part D - Frequency Charts for School of Mathematical Physical & Computational 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:
156

Positive %:
94

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



Total
Responses:
154

Positive %:
92

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



Total
Responses:
155

Positive %:
95

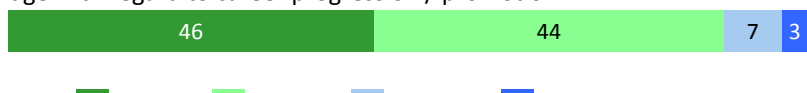
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment



Total
Responses:
154





Positive %:
97

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:
153

Positive %:
90

 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:
154





Positive %:
95

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:
153

Positive %:
99

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section O: Diversity and Inclusion

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



Total
Responses:
154

Positive %:
95

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



Total
Responses:
154

Positive %:
98

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



Total
Responses:
152

Positive %:
98

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



Total
Responses:
151

Positive %:
95

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



Total
Responses:
154

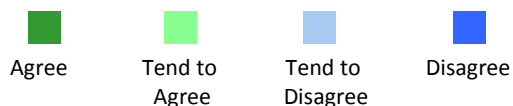
Positive %:
98

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



Total
Responses:
153

Positive %:
96



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



Total
Responses:
155

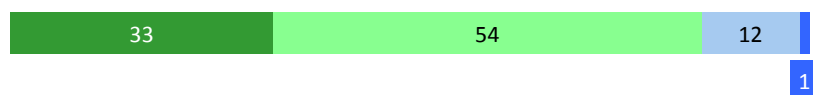
Positive %:
93



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section P: Communication

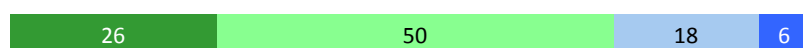
P1a I receive information in a timely way in regard to local issues in my area of work



Total
Responses:
155

Positive %:
86

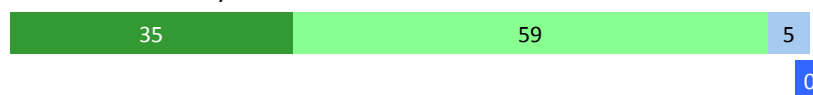
P1b I receive information in a timely way in regard to wider University issues



Total
Responses:
155

Positive %:
75

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



Total
Responses:
153

Positive %:
95

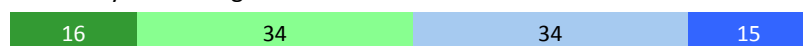
P2b The information I receive is straightforward and I understand it in regard to wider University issues



Total
Responses:
153

Positive %:
78

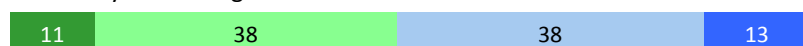
P3 There are opportunities for me to feed my views upwards in the University of Reading



Total
Responses:
151

Positive %:
50

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



Total
Responses:
151

Positive %:
48

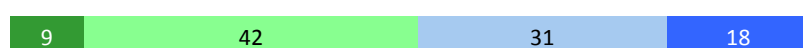
P5 On the whole, communication in the University of Reading is effective



Total
Responses:
153

Positive %:
56

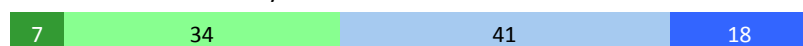
P6 Communication between senior management and staff is effective



Total
Responses:
151

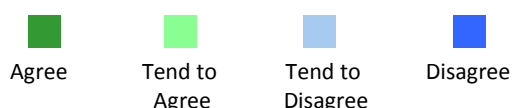
Positive %:
51

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



Total
Responses:
148

Positive %:
41



Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section Q: Staff Involvement

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



Total
Responses:
150

Positive %:
53

Q2 I feel able to voice my opinions



Total
Responses:
153

Positive %:
63

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



Total
Responses:
150

Positive %:
59

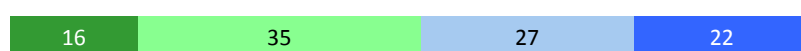
Q4 I am personally encouraged to look for ways to improve the way we do things



Total
Responses:
151

Positive %:
54

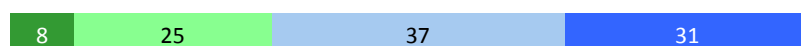
Q5 I am confident my ideas or suggestions will be listened to



Total
Responses:
150

Positive %:
51

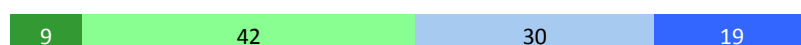
Q6 I feel the University genuinely listens to staff views during consultations



Total
Responses:
150

Positive %:
33

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



Total
Responses:
144

Positive %:
51

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



Total
Responses:
157

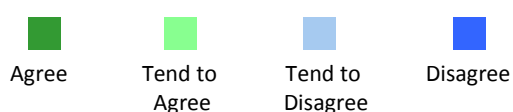
Positive %:
89

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



Total
Responses:
147

Positive %:
63





Part D - Frequency Charts for School of Mathematical Physical & Computational 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:
156

Positive %:
15

R2 In my opinion the recent PAS changes were well planned



1

Total
Responses:
141

Positive %:
8

R3 In my opinion the recent PAS changes were well explained



Total
Responses:
141

Positive %:
21

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



2

Total
Responses:
132

Positive %:
22

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



Total
Responses:
132

Positive %:
25

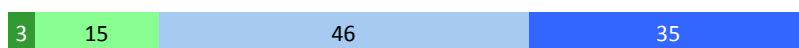
R6a Generally, change within my department is managed well



Total
Responses:
153





Positive %:
84

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



Total
Responses:
149

Positive %:
19

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for School of Mathematical Physical & Computational Sciences

Section R: Managing Change

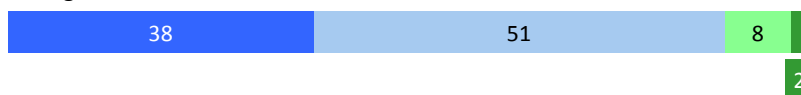
R6c Generally, the process of change causes me concern and worry



Total
Responses:
149





Positive %:
36

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



Total
Responses:
144

Positive %:
10





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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

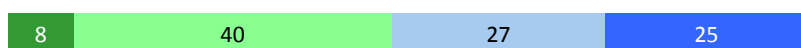


Total
Responses:
147

Positive %:
37

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
146





Positive %:
48

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



Total
Responses:
151

Positive %:
52

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part E - Comment Themes for School of Mathematical Physical & Computational

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	9
Communication	3
Facilities / Environment	17
Feeling Valued / Supported	7
Health and Wellbeing	6
Job Security	6
Managing Change	5
Management – Immediate / Local	3
Pay & Benefits	4
PAS / Re-organisation	23
Role & Responsibilities	4
Student / Internal Customer Satisfaction	1
Senior Management	11
Systems / Processes	18
Training, Development & Progression	3
Other	5

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	12
Communication	3
Facilities / Environment	23
Feeling Valued / Supported	13
Health and Wellbeing	7
Job Satisfaction	9
Management – Immediate / Local	5
Pay & Benefits	4
PAS / Re-organisation	2
Relationships / Co-operation	13
Role & Responsibilities	6
Student / Internal Customer Satisfaction	2
Senior Management	1
Systems / Processes	1
Training, Development & Progression	3
Other	12

Part F - Survey Results Ranked By Degree of Importance to Respondents for School of Mathematical Physical & Computational 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	141	1.44
2	R6d	Generally, more could be done to help staff prepare for and cope with change	144	1.74
3	R3	In my opinion the recent PAS changes were well explained	141	1.76
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	154	1.86
5	R4	In my opinion other recent changes (not PAS) have been well planned	132	1.87
6	R6b	Generally, change within the University of Reading is managed well	149	1.87
7	D8	I often worry about work outside my working hours	156	1.93
8	R5	In my opinion other recent changes (not PAS) have been well explained	132	1.98
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	143	2.01
10	Q6	I feel the University genuinely listens to staff views during consultations	150	2.10
11	R6c	Generally, the process of change causes me concern and worry	149	2.11
12	R6e	Generally, I have seen some positive changes in the last 12 months	147	2.16
13	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	147	2.25
14	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	148	2.30
15	R6f	Generally, I think things will improve in the next 12 months	146	2.31
16	M8	I am required to do unimportant tasks which prevent me completing more important ones	154	2.32
17	Q7	I am confident I will get feedback on my ideas or suggestions	144	2.40
18	P6	Communication between senior management and staff is effective	151	2.42
19	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	73	2.44
20	B8	I feel valued by the University of Reading	156	2.45
21	R7	I feel action will be taken as a result of this survey	151	2.45
22	Q5	I am confident my ideas or suggestions will be listened to	150	2.45
23	P4	I know where to find information about important decisions made at the University of Reading	151	2.46

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
24	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	72	2.46
25	P3	There are opportunities for me to feed my views upwards in the University of Reading	151	2.51
26	I3	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them	74	2.51
27	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	137	2.53
28	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	73	2.55
29	D9	I find my current workload too much and I am struggling to cope	154	2.56
30	P5	On the whole, communication in the University of Reading is effective	153	2.57
31	Q4	I am personally encouraged to look for ways to improve the way we do things	151	2.58
32	Q1	I feel there are adequate opportunities to raise points of concern	150	2.58
33	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	138	2.60
34	B11	I feel my job security at the University of Reading is good	154	2.62
35	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	150	2.64
36	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	147	2.66
37	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	152	2.66
38	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	74	2.69
39	M6	I am unable to handle all the conflicting demands on my time at work	153	2.71
40	Q2	I feel able to voice my opinions	153	2.72
41	L4	I feel the University is interested in my mental wellbeing	153	2.73
42	Q8b	I feel there is good co-operation between different departments	147	2.73
43	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	135	2.74
44	D10	I have adequate resources to complete my work	153	2.75
45	M4	There are usually sufficient people in the team I am working in to handle our workload	152	2.78
46	E1	I often think about leaving the University	153	2.78
47	D11	I feel priorities are changed too frequently for me to work efficiently	154	2.81
48	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	75	2.81
49	C3	I think my pay adequately reflects my performance	154	2.86
50	A2	I feel I have a good work-life balance	156	2.87
51	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	76	2.87
52	B7	I feel part of the University of Reading	157	2.89

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
53	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	145	2.90
54	I8	I feel the University of Reading delivers good quality service to students / internal customers	146	2.90
55	C1	Overall, I feel the University of Reading offers a good pay and benefits package	155	2.93
56	C2	I feel fairly paid for the work I do	155	2.94
57	M9	I am able to take regular breaks on most days	155	2.94
58	P1b	I receive information in a timely way in regard to wider University issues	155	2.95
59	I10	I feel proud to work for the University of Reading	151	2.98
60	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	153	2.99
61	B6	I feel I belong to a team	156	3.00
62	L6	The University provides a satisfying work environment	154	3.02
63	L3	I feel the University is interested in my physical wellbeing	153	3.05
64	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	156	3.08
65	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	137	3.09
66	M7	I have the right equipment to do my job	156	3.09
67	R6a	Generally, change within my department is managed well	153	3.09
68	A1	The University of Reading provides good support to help me balance my work and personal commitments	154	3.10
69	B5	I feel inspired to do my best work every day	157	3.10
70	D4	The division of responsibilities between staff in my work area feels fair	153	3.10
71	I11	Would you recommend the University of Reading to a friend as a place to work?	153	3.10
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	152	3.13
73	I12	Would you recommend the University of Reading to a friend as a place to study?	151	3.13
74	G2	I am satisfied with my current level of learning and development	156	3.13
75	C5	I am aware of the benefits offered by the University	157	3.15
76	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	150	3.15
77	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	155	3.15
78	D6	People are willing to help each other even if it means doing something outside their usual activities	156	3.16
79	B10	I feel valued by students / internal customers	152	3.16
80	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	153	3.17
81	P1a	I receive information in a timely way in regard to local issues in my area of work	155	3.18
82	G1	I feel that I am given the same opportunities to develop as other staff	156	3.19
83	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	145	3.20
84	G3	I have received sufficient training to enable me to do my job well	156	3.21
85	M5	Relationships at work are strained	152	3.23

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
86	B9	I feel valued by my colleagues	156	3.23
87	J4	My School / Function Leadership Team listen to and respond to the views of staff	152	3.24
88	D2	I am satisfied with my current role and level of responsibility	156	3.24
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	154	3.24
90	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	154	3.27
91	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	143	3.29
92	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	153	3.30
93	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	79	3.30
94	B1	The University of Reading is a good place to work	156	3.31
95	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	156	3.31
96	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	153	3.32
97	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	155	3.33
98	M10	I have a place I can go to take a break at work	156	3.33
99	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	154	3.34
100	Q8a	I feel there is good co-operation between teams in my department	157	3.36
101	D1a	I have a clear understanding about my role within the University of Reading	157	3.37
102	C4	I am aware of the University's arrangements for recognising and rewarding good performance	157	3.38
103	D1b	I have a clear understanding about what I am expected to achieve in my job	156	3.38
104	E2	I am actively seeking to leave my job here at the University	154	3.38
105	J1	My School / Function Leadership Team manage and lead our School / Function well	154	3.40
106	M2	I am satisfied with the support I get from my immediate manager	155	3.41
107	A5	I am able to take advantage of flexible working on an informal basis	157	3.43
108	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	155	3.44
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	90	3.46
110	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	154	3.47
111	B12	I'm not interested in the University of Reading, to me it's just a job	156	3.47
112	B4	My work gives me a sense of personal achievement	157	3.47
113	D1c	I have a clear understanding about expected standards of performance	157	3.48
114	B2	Generally, I enjoy my work	156	3.50
115	M3	I am satisfied with the support I get from my work colleagues	154	3.51

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
116	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	154	3.51
117	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	148	3.51
118	D3	I am trusted to do my job	155	3.52
119	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	91	3.52
120	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	155	3.55
121	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	156	3.55
122	O2	I am aware of the University's priorities for Diversity and Inclusion	154	3.55
123	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	156	3.56
124	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	151	3.58
125	O6d	The University of Reading respects people equally regardless of their age	151	3.59
126	B3	My work is varied and interesting to me	157	3.59
127	M1	I can decide on my own how to go about doing my work	156	3.61
128	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	155	3.62
129	O6a	The University of Reading respects people equally regardless of their gender	154	3.62
130	O6f	The University of Reading respects people equally regardless of their religion or beliefs	153	3.65
131	O6b	The University of Reading respects people equally regardless of their nationality / race	154	3.65
132	D1d	I have a clear understanding about expected standards of behaviour	157	3.66
133	L1	I am satisfied that my personal safety is treated seriously at work	154	3.68
134	O6c	The University of Reading respects people equally regardless of their disability status	152	3.68
135	O6e	The University of Reading respects people equally regardless of their sexual orientation	154	3.72
136	L2	I feel safe and secure in my working environment	155	3.73
137	O5a	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff	154	3.77
138	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	153	3.88
			<u>Average:</u>	<u>2.99</u>

Part G - Internal benchmarking for School of Mathematical Physical & Computational 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 Mathematical Physical & Computational 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.

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		Total Reds	18	24	24	57	26	26	
		Total Greens	84	79	89	57	86	92	
		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	77	50	82	79		
	A2 I feel I have a good work-life balance	70	59	65	58	68	65		
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	90	75	86	95		
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	94	83	96	95		
	A5 I am able to take advantage of flexible working on an informal basis	80	83	92	92	82	94		
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	84	58	86	89		
	B2 Generally, I enjoy my work	92	92	95	92	89	97		
	B3 My work is varied and interesting to me	91	92	96	92	96	97		
	B4 My work gives me a sense of personal achievement	86	87	90	92	86	93		
	B5 I feel inspired to do my best work every day	80	79	79	58	71	84		
	B6 I feel I belong to a team	81	78	76	67	71	78		
	B7 I feel part of the University of Reading	76	73	69	42	71	71		
	B8 I feel valued by the University of Reading	59	55	52	33	54	55		
	B9 I feel valued by my colleagues	88	87	86	75	79	90		
	B10 I feel valued by students / internal customers	85	87	88	91	77	92		
	B11 I feel my job security at the University of Reading is good	70	65	57	33	64	61		
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	94	100	89	95		
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	75	50	71	79		
	C2 I feel fairly paid for the work I do	60	57	74	42	71	79		
	C3 I think my pay adequately reflects my performance	52	50	69	42	64	74		
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	90	67	96	93		
	C5 I am aware of the benefits offered by the University	71	67	83	83	79	87		

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

Internal benchmarking for School of Mathematical Physical & Computational 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.

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		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	85	92	89	86		
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	87	83	89	89		
	D1c I have a clear understanding about expected standards of performance	91	90	92	100	96	93		
	D1d I have a clear understanding about expected standards of behaviour	96	95	97	100	96	97		
	D2 I am satisfied with my current role and level of responsibility	76	76	85	42	86	90		
	D3 I am trusted to do my job	93	92	90	92	96	90		
	D4 The division of responsibilities between staff in my work area feels fair	68	65	78	67	82	80		
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	71	83	73	70		
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	83	75	82	86		
	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	28	17	14	32		
	D8 I don't worry about work outside my working hours *	39	29	29	50	25	27		
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	56	50	56	56		
	D10 I have adequate resources to complete my work	67	61	66	58	61	67		
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	69	67	56	75		
Considering Leaving	E1 I don't think about leaving the University *	65	63	61	45	57	65		
	E2 I'm not actively seeking to leave my job here at the University *	82	82	88	75	82	91		
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	88	83	86	90		
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	84	90	100	79		
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	69	44	74	70		
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	85	78	96	84		
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	54	33	52	57		
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	80	50	78	84		
	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	36	100	0	35		

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Mathematical Physical & Computational Sciences

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Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	80	50	82	84		
	G2 I am satisfied with my current level of learning and development	75	78	81	67	89	81		
	G3 I have received sufficient training to enable me to do my job well	80	79	81	58	82	84		
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	78	58	82	79		
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	46	36	54	47		
	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	65	36	64	68		
	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	62	55	58	65		
	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	29	18	25	30		
	H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	69	63	61	55	54	66		
	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	70	55	70	75		

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

Internal benchmarking for School of Mathematical Physical & Computational 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.

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		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	53	50	64	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	79	83	76	79		
	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	57	67	65	58		
	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	58	50	69	53		
	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	68	67	76	64		
	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	58	40	53	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	54	33	56	57		
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	77	67	78	82		
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	95	75	93	98		
	I10 I feel proud to work for the University of Reading	85	81	75	42	68	82		
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	82	42	85	88		
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	83	58	81	88		
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	60	67	46	62		
	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	71	50	90	72		
	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	90	83	100	90		
	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	92	63	100	95		
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	92	91	95	100	85	95		

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

Internal benchmarking for School of Mathematical Physical & Computational 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.

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Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	93	75	100	94		
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	82	50	88	86		
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	91	67	96	94		
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	84	55	85	88		
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	90	67	92	93		
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	81	75	96	78		
	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	85	67	96	85		
	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	94	92	93	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	93	93	94	91	93	95		
	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	93	92	93	93		
	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	84	75	93	82		
	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	79	58	86	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	73	76	67	88	76		
	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	77	67	93	75		
	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	76	64	77	76		
	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	86	83	100	83		
	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	81	67	71	88		
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	96	92	93	99		
	L2 I feel safe and secure in my working environment	96	95	98	92	100	99		
	L3 I feel the University is interested in my physical wellbeing	78	74	76	55	75	80		
	L4 I feel the University is interested in my mental wellbeing	68	62	60	55	68	60		
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	59	55	64	59		
	L6 The University provides a satisfying work environment	79	77	76	50	75	82		
	L7 Are you aware of the Employee Assistance Programme?	40	34	42	42	50	41		

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Mathematical Physical & Computational Sciences

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Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	96	83	96	97		
	M2 I am satisfied with the support I get from my immediate manager	86	86	88	83	93	90		
	M3 I am satisfied with the support I get from my work colleagues	90	90	93	92	82	96		
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	64	50	59	67		
	M5 Relationships at work are not strained *	75	75	83	75	74	85		
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	60	50	59	61		
	M7 I have the right equipment to do my job	83	80	83	75	86	82		
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	45	50	25	49		
	M9 I am able to take regular breaks on most days	69	64	70	75	75	69		
	M10 I have a place I can go to take a break at work	78	81	83	67	75	88		
	M11 I never feel stressed at work *	9	6	3	0	4	3		
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	64	58	70	64		
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	97	92	93	98		
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	20	17	29	17		
	N7 Are you aware of the University's Harassment Advisors?	35	31	35	42	29	35		

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

Internal benchmarking for School of Mathematical Physical & Computational Sciences

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 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		Total Reds	Total Greens						
		University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS			
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	94	100	93	96		18	24	24
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	92	100	93	91		84	79	57
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	95	92	93	95		89	57	26
	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	97	100	93	97		26	26	
	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	90	83	86	93		92		
	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	95	92	100	95				
	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	99	100	96	100				
	O6a The University of Reading respects people equally regardless of their gender	92	90	95	100	93	95				
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	98	100	100	97				
	O6c The University of Reading respects people equally regardless of their disability status	96	96	98	100	100	98				
	O6d The University of Reading respects people equally regardless of their age	92	91	95	100	100	93				
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	98	100	100	97				
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	96	100	96	97				
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	93	92	93	93				

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

Internal benchmarking for School of Mathematical Physical & Computational 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	24	57	26	26	
		Total Greens	84	79	89	57	86	92	
		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	86	58	89	91		
	P1b I receive information in a timely way in regard to wider University issues	76	75	75	50	78	79		
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	95	92	100	94		
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	78	67	80	80		
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	50	33	50	54		
	P4 I know where to find information about important decisions made at the University of Reading	56	51	48	67	42	50		
	P5 On the whole, communication in the University of Reading is effective	60	57	56	50	50	62		
	P6 Communication between senior management and staff is effective	54	50	51	50	43	55		
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	41	50	40	44		
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	53	42	56	55		
	Q2 I feel able to voice my opinions	71	67	63	50	63	67		
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	59	58	65	60		
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	54	50	67	50		
	Q5 I am confident my ideas or suggestions will be listened to	60	55	51	50	52	50		
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	33	25	41	33		
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	51	50	52	53		
	Q8a I feel there is good co-operation between teams in my department	83	83	89	83	86	92		
	Q8b I feel there is good co-operation between different departments	62	60	63	67	67	63		

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

Internal benchmarking for School of Mathematical Physical & Computational 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.

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		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	15	0	18	15		
	R2 In my opinion the recent PAS changes were well planned	17	13	8	0	4	8		
	R3 In my opinion the recent PAS changes were well explained	25	21	21	30	12	22		
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	22	10	25	22		
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	25	20	21	27		
	R6a Generally, change within my department is managed well	72	74	84	58	93	87		
	R6b Generally, change within the University of Reading is managed well	36	30	19	9	26	19		
	R6c Generally, the process of change does not cause me concern and worry *	49	43	36	25	30	39		
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	10	9	7	13		
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	37	36	44	34		
	R6f Generally, I think things will improve in the next 12 months	61	52	48	45	42	49		
	R7 I feel action will be taken as a result of this survey	54	49	52	42	52	52		

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

Internal benchmarking for School of Mathematical Physical & Computational 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:

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		Total Greens	84	79	89	57	86	92	
		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
Comment Themes	S1 Please note below one thing that you feel could be improved at the University of Reading. Which main theme would you say your comment is related to?								
	Being Treated Fairly / Diversity & Inclusion	4	4	7	33	5	6		
	Communication	10	16	2	0	5	2		
	Facilities / Environment	7	5	14	11	10	15		
	Feeling Valued / Supported	7	6	6	0	10	4		
	Health and Wellbeing	4	5	5	0	10	4		
	Job Satisfaction	1	1	0	0	0	0		
	Job Security	3	1	5	0	0	7		
	Managing Change	3	5	4	11	15	1		
	Management – Immediate / Local	3	2	2	0	0	3		
	Pay & Benefits	9	10	3	0	0	4		
	PAS / Re-organisation	15	11	18	22	20	18		
	Relationships / Co-operation	3	4	0	0	0	0		
	Role & Responsibilities	4	3	3	0	0	3		
	Student / Internal Customer Satisfaction	2	1	1	0	0	1		
	Senior Management	9	9	9	0	10	8		
	Systems / Processes	8	6	14	22	10	15		
	Training, Development & Progression	5	7	2	0	0	3		
	Other	4	4	4	0	5	4		

Internal benchmarking for School of Mathematical Physical & Computational 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.

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		Total Reds	18	24	24	57	26	26	
		Total Greens	84	79	89	57	86	92	
		Total number of respondents	2673	1280	157	12	28	107	<10
Section	Question	University of Reading	Academic School	School of Mathematical Physical & Computational Sciences	Computer Science	Mathematics & Statistics	Meteorology	All other SMPCS	
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	10	0	11	12		
	Communication	1	1	3	0	6	2		
	Facilities / Environment	12	13	20	22	11	22		
	Feeling Valued / Supported	12	12	11	22	17	7		
	Health and Wellbeing	5	5	6	0	6	6		
	Job Satisfaction	14	13	8	22	6	6		
	Job Security	3	3	0	0	0	0		
	Managing Change	0	1	0	0	0	0		
	Management – Immediate / Local	5	4	4	0	11	4		
	Pay & Benefits	4	5	3	0	0	5		
	PAS / Re-organisation	1	1	2	0	6	0		
	Relationships / Co-operation	16	15	11	11	11	12		
	Role & Responsibilities	3	3	5	0	0	7		
	Student / Internal Customer Satisfaction	3	3	2	0	6	1		
	Senior Management	2	1	1	0	0	1		
	Systems / Processes	1	1	1	0	0	1		
	Training, Development & Progression	6	6	3	0	0	2		
	Other	7	7	10	22	11	9		

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**.