

THE UNIVERSITY OF MANCHESTER

Faculty of Humanities Staff Equality and Diversity Working Group

Minutes of the meeting held on 19th October 2017

Present

Professor Andrew Westwood (AW)	Vice Dean for Social Responsibility, Faculty of Humanities
Andrew Mullen (AM)	Deputy Director of HR & Head of Faculty HR (Chair)
Dr Carolyn Abbot (CAB)	Deputy Head of the School of Law and Athena SWAN SAT lead
Professor Claire Alexander (CA)	School of Social Sciences
Professor Helen Beebee (HB)	Director of Social Responsibility, School of Social Sciences
Dr Susie Miles (SM)	Senior Lecturer and Athena SWAN SAT lead, School of Environment, Education & Development
Dr Anindita Ghosh (AG)	Senior Lecturer and Athena SWAN SAT lead, School of Arts, Languages & Cultures
Dr Sarah Mohammad-Qureshi (SM-Q)	Athena SWAN Coordinator, Equality, Diversity and Inclusion Unit
Patrick Johnson (PJ)	Head of Equality, Diversity and Inclusion
Bushra Salmaan (BS)	HR Directorate Support Assistant (Secretary)

Apologies

Professor Helge Hoel (HH)	Athena SWAN SAT lead, Alliance Manchester Business School (People, Management and Organisations Division)
Jared Ruff (JR)	Senior Faculty Research Manager and Faculty PSS E&D lead
Emma Flint (EF)	Interim HR Partner

Enclosures

- i. Terms of reference
- ii. General Action plan-progress log and record of completed actions
- iii. Faculty level Athena SWAN action plan
- iv. Faculty equality and diversity objectives 2016/17-report for HR Sub-Committee
- v. Humanities staff survey 2017
- vi. APR data-separate file

1. Changes to membership and Introductions

Reported: Professor Colette Fagan is now the University's Vice President for Research. Professor Ken McPhail is now Director of Research in AMBS and has been succeeded as Vice Dean Social Responsibility by Professor Andy Westwood. AW was introduced to members of the WG. Dil Sidhu has left the University to take up a role at Columbia University. BS is the new Directorate Support Assistant and was introduced to the group.

2. Minutes of the meeting held on the 17th May 2017 and actions arising

Reported: Progress on **some** Faculty level initiatives has been hampered due to the time commitment of HR colleagues in supporting M2020 projects. AM assured the group that the initiatives will be made a priority and HR now has additional resource to help progress these matters.

Noted: There are no minutes from the last meeting. The historical action plan has been updated and actions grouped into themes for ease of reference and clarity. AM asked SAT leads to let him have any feedback on the need for actions to be added.

2.1 Faculty Athena SWAN (AS) Action plan

Reported: AM has updated those actions that have progressed and/or updated scheduled completion dates. AM will pick up on report items related to representation of gender on senior management teams and school management teams. Other items are reasonably straightforward. AM requested that SAT leads provide updates regarding progress of School level actions.

2.1.1 Promotion criteria

Reported: AM will aim to provide clarity in Faculty promotions guidance to help recognise career breaks. WG members also requested more guidance for colleagues who work part-time basis in time for the next promotion round.

Noted: It was highlighted that there was a lack of clarity associated with treatment of part-time academics and, in particular, whether or not it is expected for them to take longer to be promoted (i.e. are normal expectations about progress recalibrated to take account of their part-time status)? Part time academics can also find it difficult to take on admin roles. This also applies to staff who take career breaks and maternity leave.

Action: AM will take these points to the Dean's Advisory Group (DAG) meeting on the 6th November and then to HPRC in mid-November when the Faculty guidance notes and timetable for the 2017/18 promotions round are due to be considered.

2.1.2 On-going role of School Athena SWAN SATS

Noted: It was noted that once the AS submission has been made, the SATS should still to meet periodically to monitor and discuss progress against the action plan. SALC are already meeting twice a year. There should be a standing working group monitoring progression. What fits best for each School should be applied in terms of membership, format and meeting frequency.

Action: School SATs to discuss and agree approach with their HoS.

2.1.3 UEQ Forms

Reported: Concerns were raised about the use of student feedback given that research shows the process is subject to gender bias. It was felt that this is not being taken on board sufficiently by Schools, the Faculty or at University level. Academics are aware that this could affect promotions. Other feedback shows a bias associated with particularly difficult core course units, age, and appearance. The group felt that students should have a do's and don'ts list on the form to ensure they are aware of the potential for bias and act accordingly.

Action: AM will raise the matter with Teaching and Learning colleagues.

3. Athena SWAN Charter Mark

Reported: The Faculty level action plan document that had been produced to pick up actions from School AS action plans that were best progressed at Faculty /University level would need to be updated to take account of the action plans to be submitted in the SALC and SEED applications.

Agreed: The group agreed that another Faculty Athena Swan meeting should take place following on from the meeting that took place in April 2017. It was agreed to have the meeting in mid-February to incorporate consideration of the action plans from SALC and SEED.

3.1 Law and Social Sciences- follow up actions

Reported: LAW – Awaiting up-to-date staff and student data from EDI Unit, as they have not had anything since making their submission. Would like to use some of the Athena Swan actions data to tackle issues around BME representation and attainment.

Noted: CAB's role as SAT lead will be advertised early next week. The actions will be passed over to ensure a smooth transition.

3.2 AMBS application

Reported: It is now in the public domain that AMBS Bronze application has been unsuccessful. The ECU panel stated that there was a lack of SMART objectives in the application. AMBS are planning to revise and re-submit the application in April 2018. They are one of the three that have been rejected within the University out of five applications submitted in April 2017.

Noted: That given the targets at University and Faculty levels for greater gender balance at SL and professorial level, Schools could use the same approach to produce targets at both School and discipline level. SALC and SEED will take these comments on board and consider including such targets in their applications.

3.3 Update on progress from SALC and SEED

Reported: (i) SEED has had a lot of support in producing its application and it was helpful to have a first stage review process. They have a new Head of School from November and the actions have clear owners. It has been a challenging piece of work because of its labour intensive nature.

(ii) SALC – everyone has supported the application which is evidenced by the scale of divisional level activities that are taking place. Given the size of the School and breadth of academic disciplines, work was not cascaded to subject level. They are modelling around SoSS application although SALC's application includes quite a lot on culture and leadership. The application has gone into the internal review process and there are a few action points that are yet to be included.

Noted: SoSS and Law submitted their applications a week before the deadline date. The most important aspect is to have the time and opportunity to get feedback and make the necessary changes to the application before submission. Closing date for submission is the 30th November.

4. Faculty equality and diversity objectives 2016/17 – end of year review

Report attached for reference

5. Faculty equality and diversity objectives 2017/18

Reported: AM and AW are in the process of finalising the equality and diversity objectives for 2017/18. Various objectives will be carried forward from 2016/17. The APR on staff data and E&D issues had been separated from the main APR process in recent years to ensure it got necessary attention. This now took place at HR Sub-Committee in late November. Once the 2017/18 objectives are finalised they will be circulated and added to the Faculty e&d web pages.

6. Faculty level APR E&D data-staff profile, academic promotions and recruitment data

Reported: AM noted that the APR data which had been circulated relating to Current staff profile; protected characteristics; promotions data; staff recruitment information data and degree attainment data from last year, which was submitted to the HR Sub-Committee. Main headlines noted:

- Staff profiles: women remain at 48 percent of lecture population, same as last year. SL and Readers showed a reduction of 1 per cent, however, if the Readers were removed than SL's are at 40 percent across. The Professoriate remains at 30 percent, same as last year. BME representations show 17 percent at lectureship level, 10 percent at Chair level (1 percent increase from last year) and 21 percent for Research staff an increase from the 15 percent last year.
- Academic promotions for male and female candidates had similar application and success rates. Very similar application rates for white and BME staff which was around 4 percent in both cases though the numbers of BME were quite low. However, success rates for BME were lower and will therefore be kept under close review.
- Recruitment of academics and researchers – there was no heading for SL in the report which will need to be looked into. The main issues that arose were women seemed to be unrepresented at application stage, but do better at the shortlisting stage and are not far behind at the interview stage. Attracting BME applicants to apply for academic roles was not an issue and they represented 33 per cent in total. Progression to shortlisting was 8 percent for BME and 15 percent for white. Interview stages were similar for both.

AM encouraged the group to look at APR data which will be sent around and can be broken down to school level.

Noted: Concerns raised over the drop in success rates of BME candidates at shortlisting stages. AM confirmed that shortlisting guidance is made available to the panel members. AM will look

into whether non-EU candidates need to demonstrate at shortlisting level if they require a visa and if the candidates can be broken down into to EU and non-EU BME categories as there was a sense that the representation of UK/EU BME amongst our staff is worse than for non-EU BME colleagues. It was suggested that the Job Train recruitment system has such an identifier.

Action: (i) AM to send the APR data to the group. (ii) AM will look into whether a candidate needs to demonstrate at shortlisting level if they require a Visa and if the candidates can be broken down of EU and non-EU BME categories.

7. 2017 Equal Pay Audit-production of information by School

Reported: The institutional equal pay audit is looking at pay gaps within grade by gender and ethnicity to determine whether there are any significant gaps and, where they exist, to develop actions to address them. The production of data at School level is in hand and will be a matter of a few days before the reports are sent to the schools. The data is being looked at by HR Systems and PJ's team. The report will show gaps (if any) at grades throughout the pay structure. The gender pay gap, for which there are now statutory reporting requirement, reflects gender and BME underrepresentation at higher levels of a pay structure but this is not the same as an equal pay audit which aims to identify where, for example, men and women are paid differently to do work judged to be at the same level. The institutional pay audit report will be by finalised by the end of November for publication early in 2018 and the gender pay gap required reporting for large organisations will come into force in March 2018. There will be a lot attention in the coming months on the gender pay gap, as employers will have to report on this and it is expected that unofficial league tables will be produced from the data.

Noted: It was asked if the equal pay audit will show if women are appointed at lower levels than men. AM confirmed the report will not show this. The group also wanted to know if the report will show if there are any differences in pay from School to School. AM will look into the report to see if this is feasible-notwithstanding it does not relate to a protected characteristic.

Action: AM to look into 2017 equal pay audit report to see if departmental difference in pay will be publicised.

8. Staff survey 2017 findings in relation to workload/work-life balance

Reported: Staff survey findings have been broken down by school for gender and ethnicity, ensuring anonymity of other characteristics. Headlines show the main adverse finding for protected characteristic at University level is once again disability and although there are pockets of adverse difference for other characteristics, they are not significant. The presentation given at the recent Dean and DOFO core brief meeting by AM and Vikki Goddard highlighted that one of the main themes that emerged from the survey related to workload and work-life balance. Interestingly, when the findings were broken down by occupational category, 80 per cent of PSS staff felt they had a good work-life balance compared to 42 per cent of academics. The headline data also showed women reported having a better work-life balance than men. This data will be looked in more detail. Collette Fagan has proposed a project to defragment the workload of academics looking to offer tips and advice on managing priorities. The Faculty has proposed that this is taken forward at University level as part of the institutional staff survey action plan.

Noted: The women's workshop held within SEED was very successful. The workshop suggested colleagues place an inordinate amount of pressure on themselves. The main focus of the workshop was to provide support and to give advice on mentoring and coaching.

9. Working Families-Employer Benchmarking

Reported: The Working Families initiative helps organisations set up policies allowing flexible working environments and they have a yearly benchmarking survey to identify exemplar organisations and to help them gauge their progress. The UoM is currently in its second year working with working families and are some way from being in the top 30 employers. We have received some really positive feedback about our practices and policies, include maternity leave enhancements; right to request better working patterns from day one; flexible working; right to have time off for family occasions and better recruitment and advertisements of vacancies. The vast majority of vacancies advertise full-time working hours but there is not much mention of job sharing.

Noted: It was asked if the Working Families survey looks into nursery provisions for staff and students at the UoM. Concerns have been raised that the waiting lists are too long and not enough spaces are available. AM confirmed that senior management looked into a report early last year and the waiting lists were not too long, however, AM will look into the current positions for both nurseries. It has been fed-back that most people prefer to have a nursery closer to home than work. There are also private nurseries close to the University that offer discounts to staff and students.

Action: AM to look into the latest positions on waiting lists for both Dryden Street and Echoes Day nurseries.

10. Race Equality Charter Mark renewal application

Reported: Application is being renewed and currently working towards July for submission. Data is being collated from the staff and student surveys. All staff and students are being encouraged to take the survey regardless of ethnicity. It can be found on StaffNet and online student channels. The group felt that the survey should also be emailed to the leads so they can encourage staff within their respective schools to complete the survey.

Action: PJ to send the link for the survey to the group members.

11. “Joint recruitment” pilot

Reported: AM and PJ are currently talking to an external consultant regarding a possible pilot process to anonymise CV's/applications for a small number of PSS and academic vacancies with the aim of removing the bias from the process. The organisation is co-owned by Simon Fanshawe who was Chair of Council at Sussex; he was the co-founder of Stonewall and is also a broadcaster. He has an excellent understanding of the sector and has done some similar work with Sheffield and Cardiff. The University is looking to pilot this with some PSS vacancies and possibly with an academic role. AM wanted the group to be aware of this as it will involve a departure from our normal procedures. Should the University run pilots, it would evaluate the impact before making any decisions about wider use,

12. Launch of Work and Equalities Institute

Reported: Formally launched in September. Jill Rubery from AMBS is the Institute Director and Damien Grimshaw is Deputy Director. This is a merger of the former Fairness at Work and European Work and Employment Research Centres,

Action: AM will send the link for the website to the group.

13. Reporting to HPRC

Reported: AM is planning to produce a report to HPRC in December. The report will be looking to communicate progress made, work planned and identify challenges. Greater awareness should increase the profile of, and engagement with, the agenda.

Agreed: PJ suggested inviting Vikki Goddard to future E&D meetings. Vikki is the lead for PSS E&D working group and was asked and agreed to chair the PSS matters at the University level. All agreed it would be good to have Vikki on board.

Action: AM to raise with VG,

14. Date of next meeting

Action: (i) Group leads will meet in early February to look at ongoing action points. (ii) Next meeting will be held in late February. BS to organise.

Summary of actions

Minute	Action	Owner
2.1.1	AM will raise issues associated with treatment of part-time staff at the Dean's Advisory Group (DAG) meeting on the 6 th November when the Faculty guidance notes and timetable for the 2017/18 promotions round are due to be considered. The matter will then go to HPRC in mid-November.	AM
2.1.3	AM will raise the matter of student feedback bias with Teaching and Learning colleagues.	AM
6.0	(i) AM to send the APR data to the group. (ii) AM will look into whether a candidate needs to demonstrate at shortlisting level if they require a visa and if the BME applicant profile can be broken down by EU and non-EU BME categories.	AM
8.0	AM to examine whether equal pay data will. show if there are any differences in average pay at the same level from School to School.	AM
10.0	AM to look into the latest positions on waiting lists for both Dryden Street and Echoes Day nurseries.	AM
11.0	PJ to send the link for the Race Equality Charter Mark survey to the group.	PJ
13.0	AM will send the link for the Work Equalities Institute website to the group.	AM
14.0	AM to ask Vikki Goddard if she is able to join the WG.	AM
16.0	(i) Group leads will meet in early February to look at ongoing action points. (ii) Next meeting will be held in late February. BS to organise.	BS

Faculty of Humanities Equality and Diversity Working Group

Terms of Reference

The Faculty's Equality and Diversity Working Group's (WG) role is to:

1. Promote equality and diversity within the Faculty, advancing equality of opportunity for all, including all groups with protected characteristics.
2. Devise and recommend measures in support of the University's Equality and Diversity objectives and the Faculty 2020 targets for gender and BME representation (below).

To increase / achieve a minimum of 47% of female staff at senior lecturer / professorial level / PSS leadership and management roles.

To increase / achieve a minimum of 15% of BME staff at senior lecturer / professorial level / PSS leadership and management roles.
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3. In support of 2 above, oversee the development of a comprehensive Faculty Equality and Diversity Action Plan.
4. Support Schools in making applications for Athena SWAN accreditation.

The WG will aim to do this by:

- Analysing Faculty staff recruitment data from the University eRecruitment system to check progress of under-represented groups.
- Regularly reviewing our staff profile to check progress towards toward targets.
- Continuing to explore the perceptions and experiences of organisational cultural barriers which obstruct progress towards diversity to inform development of additional measures in pursuit of targets.
- Exploring the issues identified from the staff recruitment and academic promotions data; propose, implement, monitor and report on impact of positive action interventions and other measures to be taken in response.
- Monitoring, reviewing and evaluating initiatives developed as part of Faculty Equality and Diversity Action plans as well as actions developed as part of the Athena SWAN applications submitted by Schools.
- Scrutinising and keeping under review University and Faculty policies and procedures to ensure the need to eliminate discrimination and promote equality.
- Consulting with staff.
- Receiving and considering issues identified as part of the Athena SWAN process.
- Implementing the ECU Race Charter Mark action plan as appropriate in the Faculty.

Humanities Equality and Diversity Action Log-Progress as at 12 October 2017

- A. Policy and procedure provisions
- B. Training
- C. Athena SWAN
- D. Data and monitoring
- E. Staff engagement
- F. Positive action initiatives
- G. External events, speakers and activities
- H. Teaching, Learning and/or student related
- I. Governance

Action	Time scale	Owner(s)	Progress/Outcome ¹
A. Policy and Procedure provisions			
1. Children on campus policy provisions as set out in the University's Child Protection Policy and Guidance (link to news item below). http://www.staffnet.manchester.ac.uk/news/display/?id=15163	March 2016	AM	Completed. Matter to appear on future agenda of the WG to allow consideration and discussion of any further reflections. Matter discussed again on 3 March 2016.
		AM	Completed. When the revised policy is posted on StaffNet that it includes a url link to the University's "Family friendly" support at: http://www.staffnet.manchester.ac.uk/employment/leave-work-arrangements/family-friendly/
	June 2016	AM	Completed. As WG members believed that communications to staff about the policy still places was too great an emphasis on children as a risk. AM has convey this view to the Director of Compliance and Risk and provided a suggested form of words to incorporate into future communications.

¹ Red denotes action outstanding or not possible, amber denotes action in hand, and green denotes action completed.

2. Policy review Progression and completion of changes to University policies recommended by WG.	October 2017	AM	In hand. Proposed revisions to go to meeting of the Trade Union Negotiating Group (TUNG).
3. Academic Promotions <ul style="list-style-type: none"> The production of key messages about academic promotion to potential candidates which Schools can use as the basis of workshop and/or as a written message to ensure clear and consistent advice goes to all candidates. The incorporation of stronger references to E&D and associated targets into Faculty promotion documentation. 	November 2015	CF/AM	Completed
4. Further exploration of initiative requiring interview panels to report on and consider profile of applicants and shortlists (by gender and ethnicity) as part of recruitment process.	June 2016	AM	Completed. It is possible to use existing procedures to review gender profile of candidates and for panels to review current staff profiles by ethnicity and gender. HR will consider how best to encourage this approach. However, it is not possible for panels to receive information about the ethnic profile of applicants at the interview stage.
B. Training and Development			
5. Commence work on assessing and stimulating cultural change (building on the roll out of unconscious bias training and taking into account qualitative data gathered by Schools through Athena SWAN process).	To commence in September 2016	CF/AM/PJ / KMCP	In hand Athena SWAN applications and action plans to inform this work. Law and SOSS applications reviewed at the meeting of WG on 16 February 2017. Sub-Group of SAT leads and AM met on to review common themes on 28 April 2017. Faculty-wide approach and actions being developed to issues discussed.
6. Unconscious bias training: Arrangements to be made for training of Working Group.	By July 2015	AM/PJ	Completed. Workshop conducted by Dr Pete Jones, Shire Professional Chartered Psychologists for Working Group members and HR Partners on 1 July 2015. AM and CF also attended training delivered by Pearn Kandola on 1 June 2015 for the University PSS Leadership Team.

7. Unconscious bias-roll out of training to senior managers	By March 2016	AM/PJ	Completed on 8 March 2016. Half-day training sessions run by Dr Pete Jones for 100 senior Faculty staff who are most involved in recruitment, selection and promotions decisions between January and March 2016.
	tba	PJ	Plans for future provision to be handled via Staff Learning and Development.
8. Details of Harvard Project Implicit online unconscious bias tests to be circulated to WG members for information.	October 2016	AM	Completed Link: https://implicit.harvard.edu/implicit/selectatest.html
C. Athena SWAN related			
9. At Faculty level data showing gender/ethnicity profile of academic staff on fixed term/permanent contracts and teaching/teaching and research contracts.	29 May 2015	AM	Completed. Included in mid-year report to HPRC.
10. WG members to be sent details of how to apply to be an ECU Charter Mark panellist.	November 2015	AM	Completed Dil Sidhu and Andrew Mullen have been appointed as panellists.
11. Athena SWAN Bronze Applications to be submitted by Schools	November 2016/April 2017	School leads/CAB	Completed. Details circulated on 11 March 2016 of staff questionnaires devised by Law's SAT to support process and of role description for Research Assistant assigned to support the work.
12. A summary of common learning points and actions arising from a University Athena SWAN Steering Group event held on 7 November 2016 for all SAT team members across the institution.	February 2017	S M-Q	In hand
D. Data and Monitoring			
13. Update on progress on School/Faculty Admin. plans required for inclusion in the mid-year report to HPRC. Representatives to submit an up-to-date version of their action plans in a tabular form with a description of actions and	By 29 May 2015	School/Faculty Admin. reps	Completed

progress to date.			
14. Annual data review- APR Data monitoring and target setting. WG to receive data on an annual basis relating to (i) recruitment and promotions; (ii) use of fixed term/open-ended contracts (iii) use of teaching/teaching and research contracts (iv) leadership positions (SMT and Research Institutes) (iv) Equal Pay audit of PSS and academic staff (biennially)(v) Professorial pay (vi) Biennial staff survey data (E&D section, also work life balance and other pertinent working conditions items).	October 2016	AM	<p>Completed. Academic promotions, staff profile and recruitment data analyses received by WG on 23 June 2016. Contracts data reviewed in October 2016. Data on leadership positions by gender and updated following changes in personnel from August/September 2016 and received by Working Group in October 2016. Data on staff turnover rates by gender and ethnicity received by WG in October 2016.</p> <p>Completed Minutes of discussion of APR data circulated to WG members for meeting on 16 February 2017.</p>
15. Report back on plans to audit staff disability	May 2015	AM/PJ	Completed
16. Equal Pay Audit 2015-Update on findings at meeting of WG	March 2016	AM	Completed Matter on agenda for meeting on 3 March 2016
17. The need for more effective applicant tracking report software to be fed into review process for contract of current staff recruitment software, which is due to take place by June 2017.	February 2017	AM	In hand
18. Obtain RAE data from 2008 from University Research Office to inform Athena SWAN applications.	February 2017	JR	In hand
E. Staff engagement			
19. Staff Survey-Slides to be circulated from the August meeting of the University Staff Survey Steering group showing the headline findings on gender, ethnicity and disability.	December 2015	PJ	Completed Included with the WG papers for meeting on 3 March 2016.
20. Staff Survey- Obtain via Director of Planning more granular Staff Survey results by gender/ethnicity at Faculty and/or School level.	January 2016	AM	Closed Not possible to obtain the necessary granularity of information.

<p>21. Communications, including website update to include following:</p> <ul style="list-style-type: none"> • The E&D text from the Staff induction booklet to be used refresh the E&D home page (either on the existing University page or a new one created at Faculty level). http://documents.manchester.ac.uk/display.aspx?DocID=21130 • List of the relevant HR policies related to E&D (with embedded url links) – as per the list developed by the WG in 2014 (see 6 above) • Relevant online training and in-house training for E&D, including unconscious bias training • E&D Working Group for, meeting dates, membership and minutes (minutes on Faculty intranet only) • The communications undertaken to date and planned at Faculty and School level: Regular reporting cycle on WG activity and progress against targets to Faculty Senior Management which are then cascaded within Schools (HPRC mid-year and year-end commenced in 2014); Faculty Core brief (Feb 2014, Feb 2015), <i>Humanities eNews</i> updates, communications plan of progress against target and our priorities (including Athena SWAN submission), including launch of new web site in April 2016. 	April 2016	CF/AM/PJ	<p>Completed-see link http://www.humanities.manchester.ac.uk/connect/equality-and-diversity/</p>
F. Positive action initiatives			
22. Introduction of positive action pilot to provide support to PSS BME applicants in Humanities	September 2015	AM	Completed Commenced for a one year period on 5 October 2015.
23. Positive action pilot to be evaluated and report submitted to HR Sub-Committee with recommendations in relation to extension, roll out and refinement.	November 2016	AM	Completed. Deputy Director of HR submitted a report to HR Sub-Committee on 22 November 2016. It was agreed that written guidance on the completion of applications was developed for applicants to access, to continue the pilot in the Faculty of Humanities for a

			further year, but not to extend it to other Faculties, and that the Head of Equality, Diversity and Inclusion should continue to work with senior HR colleagues to explore novel initiatives.
24. Academic promotions-Consideration of “tariff reduction” provision based on defined personal circumstances arrangements used at Monash University, Melbourne.	September 2016	AM/CF	Incomplete
G. External events, speakers and activities			
25. WG members to be added to mail list of <i>Diversity in focus</i> newsletter	asap	PJ	Completed
26. Professor Jill Blackmore, Simon Visiting Professor-Visit in April/May 2016 To circulate publicity for any relevant events being arranged in connection with her visit and to organise a meeting to discuss the WG’s agenda.	March 2016	AM/HG	Completed Professor Blackmore met with members of the WG and colleagues from HR and the University Race Equality Charter Mark WG on 28 April 2016 to discuss how to promote cultural change in support of the equality and diversity agenda.
27. BSI Code of Practice on Diversity and Inclusion-HH to provide details of work in which he has been involved.	June 2016	HH	Completed. HH reported on work at the June 2016 meeting of the WG.
28. BSI Code of Practice on Diversity and Inclusion-HH to invite WG members to a workshop (date tbc).	February 2017	HH	Completed
29. Draft University level E&D objectives for 2016-2020. Any comments to be submitted to PJ by 11 March.	11 March 2016	All	Completed Final version at link. http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/equalityobjectives/
30. Information to be circulated regarding a seminar taking place on campus on Monday 6 March 2017, which will be led by Shamus Khan, Professor of Sociology at Columbia University who has been running a major project on sexual violence on University campuses.	February 2017	HB	Completed
H. Teaching, Learning and/or student related			
31. Highlight to Professors James Thompson and Clive Agnew and Dr Fiona Smyth	Tbc	CF	Completed CF to report on outcome at future meeting of WG.

recommendations on social responsibility in the curriculum.			
I. Governance			
32. Revise terms of reference of Working Group to better reflect progress and plans.	October 2016	AM	Completed. Final revised terms of reference agreed at WG meeting on 16 February 2017 and placed on Faculty equality and diversity web pages.

Key to initials:

AM-Andrew Mullen, Deputy Director of HR and Head of Faculty HR

PJ-Patrick Johnson-Head of Equality, Diversity and Inclusion

S M-Q-Dr Sarah Mohammad-Qureshi, Athena SWAN Coordinator

CF-Professor Colette Fagan, Deputy Dean, Research

K McP-Professor Ken McPhail, Vice Dean for Social Responsibility

C Ab-Dr Carolyn Abbot, Senior Lecturer in Law and School Athena SWAN lead

HH-Professor Helge Hoel, School Athena SWAN Self-Assessment Team lead, Alliance Manchester Business School

HB-Professor Helen Beebee, School of Social Sciences

JR-Jared Ruff, Senior Faculty Research Manager

Faculty of Humanities-Athena SWAN action plan¹ as at October 2017

Theme/issues	For wider adoption or referral to Faculty/University	Proposed action	Lead/timescale
Role of SAT			
1. Future role of the School's Equality and Diversity Working Group –clear terms of reference, membership and frequency of meetings?	Wider adoption.	Post-submission, all Schools to retain a standing School level committee with published terms of reference which reports into School PRC or equivalent and Faculty Working Group.	SAT leads following submission.
Data			
2. Data on profile of TAs by gender and ethnicity.	Wider adoption.	To be supplied and examined as part of wider profile data (see 3 below).	HR-November 2017
3. Recruitment data-annual and automatic reporting requirements.	Referral to Faculty/University.	<ul style="list-style-type: none"> Data to be provided annually by Equality, Diversity and Inclusion Unit as part of a suite of reports including staff profile and promotions data. Measures to be taken to ensure recruiting managers complete actions in Jobtrain to enable candidate tracking through process. 	HR-November 2017
4. Examination and publication of gender representation on School management team and major committees.	For wider adoption.	To be reported at School and Faculty level annually.	HR-November2017
Maternity/Adoption/Long term parental leave and support for carers/parents			
5. Guidance for supporting staff returning from maternity, adoption, long term parental leave leave. (e.g. reduction in	Referral to Faculty/University.	Appropriate policy statement to be drafted and considered for inclusion in	HR-November 2017

¹ i.e. actions from School plans that might most appropriately picked up and progressed at Faculty/University level and actions that might be considered as having wider application and therefore be taken forward by all Schools.

teaching/admin duties).		School Academic Workload Management Schemes. This should be informed by Working Families advice and their sector best practice case studies.	
6. School's policy on children being present at PGR supervision-to raise this with the Faculty Equality and Diversity Committee in light of the University's Children at Work policy.	Referral to Faculty/University.	Further discussion.	
7. Adoption of a scheme providing a contribution to child-care costs associated with conference attendance. (See link to Warwick scheme below). https://www2.warwick.ac.uk/services/equalops/athena/warwickconferencesupportawards/	Referral to Faculty	Development of a proposal for a Faculty scheme.	HR-November 2017
Staff turnover			
8. Implement policy to use exit interview questionnaire for those leaving the University. In particular explore if there are any equality issues influencing decision to leave.	Wider adoption.	Development of pilot proposal for adoption in Law and Social Sciences.	HR-November 2017
Workload			
9. Conduct a gender audit of WAM, and address any gender inequalities, particularly in relation to allocation of service and leadership roles-publish details on intranet.	For wider adoption.	Adoption by all Schools.	SATs to oversee proposals. Tbc
Promotion			
10. Review and strengthen academic promotion criteria and procedures to recognise maternity leave considerations. Address any perception about gender bias in process/criteria.	Referral to Faculty/University.	<ul style="list-style-type: none"> Review arrangements for recognising career breaks in academic promotions. Review School promotion workshop materials. Publicise data on application and success rates by gender. 	HR-November 2017
11. Provision of written feedback to be provided to unsuccessful promotion applicants after FPC, with comments on the key areas of research, teaching, S&L and Knowledge transfer & engagement (as applicable)	Referral to Faculty	Consider recommendations.	HR-November 2017

Recruitment and selection to management roles			
12. Adoption of 4 th tier review recommendations on appointment to/selection for academic management roles.	Implementation arrangements to be discussed at Faculty PRC on 27 April 2017.	Recommendations to be implemented.	Completed
Staff engagement, satisfaction and awareness			
13. Staff survey-responses broken down by gender and any necessary actions.	Referral to Faculty /University.	In hand.	HR-June 2017
14. E&D presence and content on School web site to raise awareness of issues and relevant employment policies.	For discussion.	School sites to link to Faculty and University pages.	SAT leads-tbc
Training			
15. Arrangements and provision for mandatory training of new staff in equality and diversity matters.	Referral to Faculty.	Use of pilot process for compulsory completion of Equality and Diversity	HR-tbc
Race/ethnicity matters			
16. Evaluate equality and diversity from a BME perspective and expand the School's Action Plan to incorporate BME initiatives.	Wider adoption.	To be referred to Race Equality Charter Action Plan Implementation Group.	HR-May 2017

Staff Equality, Diversity and Inclusion-End of year review October 2017

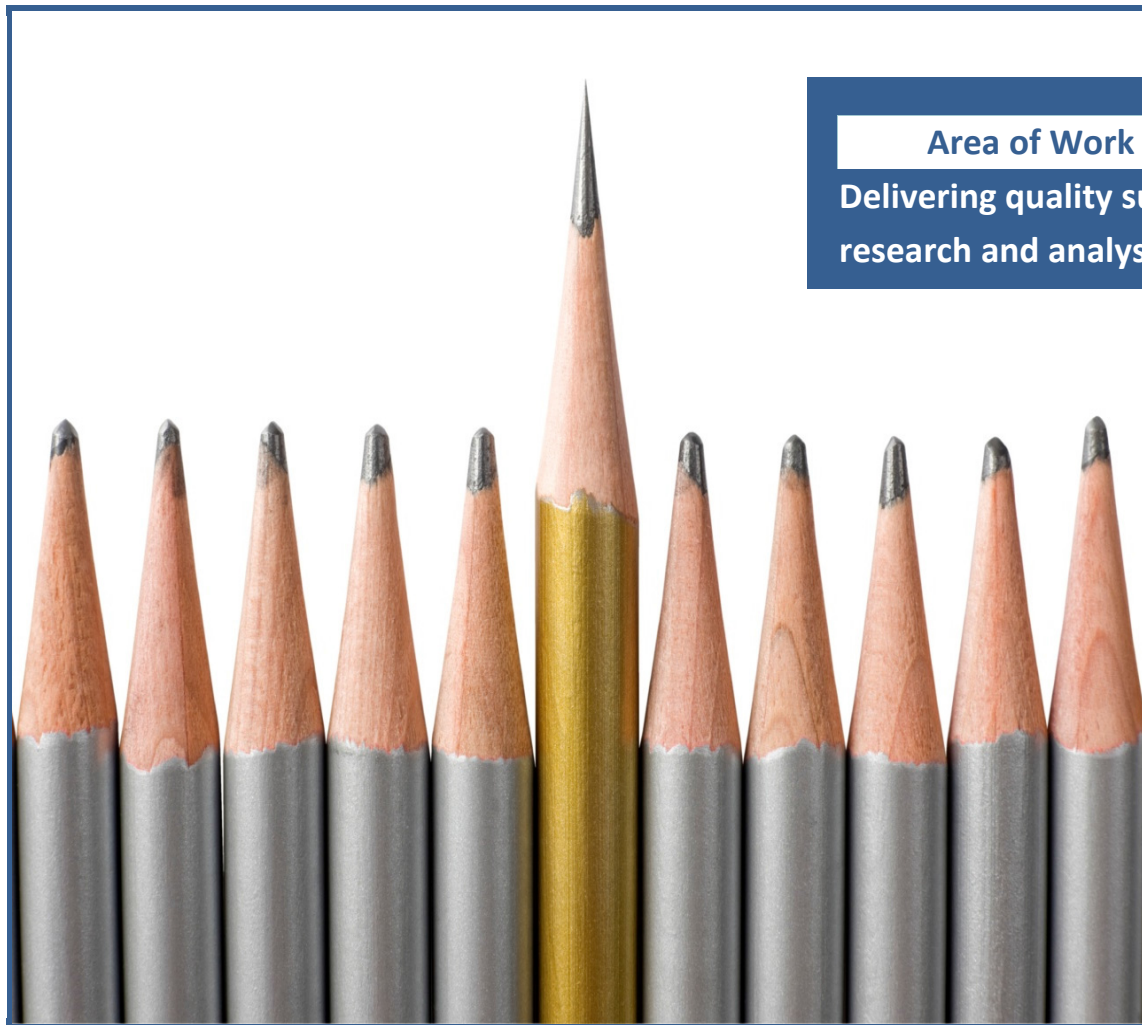
HR Sub-Committee

Faculty of Humanities

Objectives	Progress as at 12 October 2017
1. The successful submission by the Faculty's Schools of applications for Athena SWAN Charter Mark Bronze award accreditation.	Law and Social Sciences successfully achieved Bronze Award. AMBS was notified in October that its application in April had been unsuccessful. The SAT has reviewing the feedback and plans to re-submit in April 2018. The School of Arts, Languages and Cultures and School of Environment, Education and Development will submit applications in November 2017.
2. In Law and SoSS, to commence preparation for Silver awards by progressing and developing the action plans formed as part of their Bronze award preparation.	The Bronze award action plans are being progressed. Timetables for commencing and progressing preparation for Silver awards have yet to be determined, though applications will not be submitted until at least 2019.
3. Extension of the current positive action initiative and development of new initiatives to address success rates of BAME applicants for PSS jobs in order to make progress towards the Faculty's target of 12% (from 8%) BAME representation amongst this occupational group.	After receiving a report from the Humanities Head of HR in November 2016, HR Sub-Committee agreed that the current pilot project in the Faculty of Humanities should continue for a further year and that further consideration would be given to extending it in November 2017. The message to candidates has been modified and additional online written guidance for candidates is being developed.
4. Through examining the qualitative data gathered by Schools through the Athena SWAN process and considering the associated action plans, developing further Faculty-wide initiatives to stimulate cultural change.	School Self-Assessment Team leads met with the Faculty Head of HR on 28 April and Faculty wide actions are being developed to (a) address matters escalated by Schools as part of Athena SWAN action plans and/or (b) where common issues mean a Faculty level approach is appropriate in the interests of efficiency.
5. Supporting measures introduced as part of the University's Race Equality Charter Mark Action Plan (e.g. positive action initiatives).	To be progressed as and when initiatives are cascaded as part of the University level plan.
6. Supporting measures introduced as part of the University's institutional ATHENA Swan submission - as and when provided ¹ .	tba

¹ N.B. New action.

The University of Manchester



Area of Work Report
Delivering quality survey,
research and analysis solutions.

Faculty of Humanities

Staff Survey 2017
Project Number: 8010

May 2017



Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

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The University of Manchester - Faculty of Humanities

Background

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

The survey was designed by Capita Surveys and Research (in conjunction with The University of Manchester) 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 14th April 2017. Capita Surveys and Research processed and validated 7,658 completed survey questionnaires from The University of Manchester employees; this gives a response rate of 72% based on the 10,584 employees invited to participate (includes the 414 sessional staff).

Response Rate

The selected area of work achieved a response rate of 68% i.e. 1388 of the 2027 employees in the Faculty of Humanities responded to the survey.

Presentation of results

This report presents a summary of the results for the Faculty of Humanities and referred to as the Area of Work throughout this report.

Part A: Traffic Light Dashboard - Areas of Strength and Areas for Improvement

This table format presents the results of the survey for the Faculty of Humanities in a ranked order of positive perception. A comparison to the 2015 results is included.

Part B: Area of Work Results compared to the University Results

This RAG (Red, Amber, Green) part of the report is designed to give an overview of the survey results at University level and by Area of Work.

Part C: Area of Work Results in Frequency Data Format

This format provides figures for the number and percentage of respondents to each individual question, encompassing all response options, for example a count and percentage would be given for each of 'Agree', 'Tend to agree', 'Tend to disagree' and 'Disagree'.

Notes on this report

1. The demographic profile of respondents is excluded to ensure anonymity of those responding or not responding.
2. Some sub-set or secondary questions are also excluded to ensure anonymity.
3. It should be noted the sum of the total responses throughout this report may not be exactly equal to 100%

Reliability of results

The accuracy of survey results is related to the size of the responding sample, not the whole organisation from which it is drawn. Very low response rates run the risk of non-response bias, e.g. if only 30% of an organisation participate can you be sure that the views of the 30% who responded are the same as the 70% who didn't respond? As a rule of thumb a sample size of 200 responses or a 50% response rate is considered the minimum for opinion research whatever the organisation size, and will overcome any non-response bias. When considering a sub-group of a total survey population, 50 responses or a 50% response rate is considered the minimum for results to be reliable.

Confidence intervals and statistical reliability

The respondents to the questionnaire are only a sample of the total population, so we cannot be 100% certain that the figures obtained are exactly those we would have if everybody had returned their questionnaires, i.e. the 'true values'. We can, however, predict the variation between the sample results and the 'true' values from the knowledge of the size of the samples on which the results are based, the 'confidence level'.

In social research, the most common measure of confidence for this prediction is the 95% confidence interval - where the chances are 95 out of 100 that the true value would be within a specified range - i.e. if everyone had responded. As a general guide it is calculated that the results for the Faculty of Humanities are within +/- 1% (the confidence interval), for each question.

PART A - Traffic Light Dashboard - Areas of Strength and Areas for Improvement

This part of the report displays all the primary questions in the survey for the Area of Work compared to the results in 2015. Some sub set or secondary questions are excluded.

The 2017 question results for the Area of Work are in a descending ranked order i.e. the most positive responses appear at the top of the list. The 2017 results are displayed alongside the 2015 rankings and both sets of results are colour coded.

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

GREEN indicates a score of 75% and over 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 third column highlights where there has been a change in perception between the years. The summary table of improvements, no change or deteriorations between the years shown below is shown at the top of each page.

Improvements:	21
No change:	15
Deteriorations:	46

Where questions are negatively worded in the questionnaire the positive perception is shown to enable the ranked order e.g. The question: 'Q8-6 Are you currently being harassed or bullied?' is displayed as 'Q8-6 I do not believe I am currently being harassed or bullied at work'. Results are shown for those who said NO to this question i.e. 6% of staff in the faculty said they felt currently harassed or bullied therefore this is displayed as 94%.

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

Improvements:	21
No change:	15
Deteriorations:	46

Total number of responses:			
Question	2017 %	2015 %	+/-
Q2-4 I agree with the University Core Goal to make a positive contribution to society	98%	98%	0%
Q2-3 I agree with the University Core Goal to deliver outstanding teaching, learning and student experience	98%	98%	0%
Q2-2 I agree with the University Core Goal to support world-leading research	96%	97%	-1%
Q6-1d I have a clear understanding about expected standards of behaviour	95%	93%	2%
Q8-6 I do not believe I am currently being harassed or bullied at work	94%	95%	-1%
Q9-1 I feel safe and secure at the University	94%	95%	-1%
Q6-1a I have a clear understanding about my role within the University	90%	89%	1%
Q2-1 I understand what the core goals of the University are	90%	89%	1%
Q7-1 I can decide on my own how to go about doing my work	89%	89%	0%
Q1-6 I am interested in the University; to me it's not just a job	89%	90%	-1%
Q8-11 I have not felt discriminated against at work in the last 12 months	89%	91%	-2%
Q6-1c I have a clear understanding about expected standards of performance	89%	87%	2%
Q1-1 The University is a good place to work	88%	90%	-2%
Q2-5 I feel proud to work for the University	87%	89%	-2%
Q5-2 Did you agree clear objectives as part of your performance and development review / probation review? (Based on respondents who answered "Yes" to Q5-1)	87%	87%	0%
Q6-1b I have a clear understanding about what I am expected to achieve in my job	87%	86%	1%
Q7-3 I am satisfied with the support I get from my work colleagues	87%	87%	0%
Q1-8 Research staff are valued as part of the University community	85%	86%	-1%
Q9-5 Facilities for research are good	84%	84%	0%
Q5-3 As part of your performance and development review, did you agree personal development objectives? (Based on respondents who answered "Yes" to Q5-1)	82%	79%	3%
Q8-5d I feel the University acts fairly with regard to training and development	82%	83%	-1%
Q6-2 I have the information I need to do my job well	81%	81%	0%
Q7-2 I am satisfied with the support I get from my immediate manager	81%	79%	2%
Q8-4 I believe the University is committed to equality of opportunity for all of its staff	80%	84%	-4%
Q1-2 I feel part of the University	80%	81%	-1%
Q5-7 I am satisfied with my current level of learning and development	80%	79%	1%
Q8-5a I feel the University acts fairly with regard to recruitment	80%	82%	-2%
Q1-4 I feel valued by the people I work with	80%	79%	1%
Q11-2 I am not actively seeking to leave the employment of the University	79%	83%	-4%
Q5-1 Have you had an individual performance and development review or probation review in the last 12 months?	79%	80%	-1%
Q1-3 I feel part of my School / PSS Directorate / other Organisational Unit	79%	78%	1%
Q9-2 I have a comfortable work space (including temperature, lighting, etc.)	79%	81%	-2%
Q9-6 I am aware of the services the University provides to support my well-being	79%	78%	1%
Q4-3 My immediate line manager keeps me informed about things I should know about	78%	77%	1%
Q1-10 Overall, I am satisfied with my job	77%	77%	0%
Q5-8 Overall, I feel there are sufficient training and development opportunities available to me to do my job more effectively	77%	78%	-1%

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

Improvements:	21
No change:	15
Deteriorations:	46

Total number of responses:		1388	1323	
Question		2017 %	2015 %	+/-
Q8-3 I am aware of my responsibilities within the University's Dignity at Work and Study Policy on bullying, harassment and discrimination		76%	73%	3%
Q4-1 My immediate line manager gives me recognition for work done well		75%	75%	0%
Q4-4 My immediate line manager communicates effectively with me and my team		75%	75%	0%
Q6-3 I am well informed about what is happening in the team / section I work in		75%	77%	-2%
Q4-2 My immediate line manager provides me with feedback about my performance		74%	72%	2%
Q7-7 Relationships at work are not strained		72%	75%	-3%
Q9-4 Facilities for teaching students are good		71%	73%	-2%
Q9-3 I have a place I can go for a break at work		71%	73%	-2%
Q5-6 Overall , my performance and development review / probation review was useful (Based on respondents who answered "Yes" to Q5-3)		71%	71%	0%
Q1-9 Support staff are valued as part of the University community		71%	73%	-2%
Q8-2 Are you aware of the 'We Get it' zero tolerance to bullying and harassment campaign?		71%	65%	6%
Q6-6 Overall, I feel the University offers a good pay and benefits package		71%	75%	-4%
Q2-8 Would you recommend the University to a friend as a place to work?		71%	74%	-3%
Q4-5 My immediate line manager involves me in decisions that affect me or my area of work		70%	72%	-2%
Q1-7 Teaching staff are valued as part of the University community		67%	67%	0%
Q3-2 To what extent do you agree the President's Senior Leadership Team set out a clear vision of where the organisation is headed		67%	71%	-4%
Q6-5 My job security at the University is good		67%	75%	-8%
Q8-1 Are you aware of the University's Dignity at Work and Study Policy?		66%	62%	4%
Q4-7 My immediate line manager deals with poor performance effectively		64%	63%	1%
Q7-10 Has your stress had an impact on your ability to cope with the work demands placed on you? (Based on respondents who answered "Always", "Frequently" and "Occasionally" to Q7-9)		63%	66%	-3%
Q4-6 My immediate line manager helps me find a good work-life balance		62%	61%	1%
Q6-4 I feel fairly paid for the work I do		62%	64%	-2%
Q5-5 Has your line manager supported you in accessing the training, learning and development identified? (Based on respondents who answered "Yes" to Q5-3)		61%	65%	-4%
Q11-1 I do not often think about leaving the University		61%	65%	-4%
Q7-4 Communications between teams / sections are effective		60%	61%	-1%
Q7-8 I am able to take regular breaks on most days		59%	57%	2%
Q5-9 In the past 12 months, have you taken part in any type of training, learning or development (including mentoring and coaching) paid for or provided by the University?		59%	65%	-6%
Q3-1 To what extent do you agree the President's Senior Leadership Team manage and lead the University well		58%	61%	-3%
Q7-6 I am able to handle all the conflicting demands on my time at work		58%	60%	-2%
Q1-5 I feel I have a good work life balance		57%	61%	-4%
Q8-5b I feel the University acts fairly with regard to career progression/promotion		57%	57%	0%
Q3-5 To what extent do you agree the President's Senior Leadership Team communicate well and keep staff informed on important issues		57%	59%	-2%
Q8-5c I feel the University acts fairly with regard to rewarding exceptional performance		56%	55%	1%
Q9-7 Do you know how to report accidents and incidents?		55%	49%	6%
Q2-6 On the whole, communication in the University is effective		54%	55%	-1%

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

Improvements:	21
No change:	15
Deteriorations:	46

Total number of responses:		1388	1323	
Question		2017 %	2015 %	+/-
Q10-5 I believe positive action will be taken as a result of this survey		53%	56%	-3%
Q10-4 I have seen some positive changes in the last 12 months		52%	56%	-4%
Q5-4 Have you received the training, learning and development identified? (Based on respondents who answered "Yes" to Q5-3)		52%	55%	-3%
Q10-2 I am consulted about changes that affect my team / School / Directorate		46%	50%	-4%
Q3-3 To what extent do you agree the President's Senior Leadership Team support new ideas for improving services		45%	51%	-6%
Q10-1 Change within the University is managed well		45%	46%	-1%
Q2-7 There are effective channels for me to feed my views upwards in the University		44%	46%	-2%
Q3-4 To what extent do you agree the President's Senior Leadership Team listen to and respond to the views of staff		38%	43%	-5%
Q7-5 I do not feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload		26%	26%	0%
Q10-3 I do not feel more could be done to help staff prepare for and cope with change		17%	17%	0%
Q7-9 I never feel stressed at work		5%	6%	-1%

PART B - RAG Table showing the Faculty of Humanities Results compared to the University Results

This RAG (Red, Amber, Green) part of the report is designed to give an overview of the survey results at University level and by area of work.

Each question is listed in the order it appears in the survey. The figures given are the 'percentage agree' scores i.e. the percentage of respondents answering 'agree' and 'tend to agree' (or 'yes' etc.)

When a question is phrased positively, the higher the score the better (e.g. 'The University is a good place to work')

When a question is phrased negatively, the lower the score the better (e.g. 'I am unable to handle all the conflicting demands on my time at work').

Colour coding is used to identify whether the respondents in the area of work have more positive or negative views than the University score.

Where an area of work has scored at least 10 percentage points worse than the University score, the cell is coloured red;

Where an area of work has scored between 5 and 10 percentage points worse than the University score, the cell is coloured amber;

Where an area of work has scored at least 10 percentage points better than the University score, the cell is coloured green.

At the top of the sheet is a count of the reds, ambers, and greens the area achieves.

The RAG report is designed to aid local action planning by understanding whether different work areas have particular areas of strength and improvement of their own.

The RAG report includes quantitative data only and not data from qualitative questions (free text questions). Some sub-set questions (i.e. questions which follow on from an initial question and only relate to a small number of respondents) and the background/demographic details of the individuals responding to the survey

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 Manchester and Faculty of Humanities.

The coloured cells indicate a difference to the overall University score.

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

Percentage difference needed to change cells to Red or Green --> 10

Percentage difference needed to change cells to Amber --> 5

		Total number of respondents			Total Reds
		7658	7177		7
					Total Ambers
					23
					Total Greens
					0
Section	Question	The University of Manchester 2017	The University of Manchester 2015	Difference +/-	Faculty of Humanities
Job Satisfaction	Q1-1 The University is a good place to work	93	94	-1	88
	Q1-2 I feel part of the University	82	84	-2	80
	Q1-3 I feel part of my School / PSS Directorate / other Organisational Unit	79	80	-1	79
	Q1-4 I feel valued by the people I work with	81	82	-1	80
	Q1-5 I feel I have a good work life balance	70	71	-1	57
	Q1-6 I'm not interested in the University; to me it's just a job	13	12	1	11
	Q1-7 Teaching staff are valued as part of the University community	83	84	-1	67
	Q1-8 Research staff are valued as part of the University community	88	90	-2	85
	Q1-9 Support staff are valued as part of the University community	72	73	-1	71
	Q1-10 Overall, I am satisfied with my job	81	82	-1	77
University Goals and Values	Q2-1 I understand what the core goals of the University are	90	89	1	90
	Q2-2 I agree with the University Core Goal to support world-leading research	97	98	-1	96
	Q2-3 I agree with the University Core Goal to deliver outstanding teaching, learning and student experience	98	98	0	98
	Q2-4 I agree with the University Core Goal to make a positive contribution to society	97	98	-1	98
	Q2-5 I feel proud to work for the University	91	92	-1	87
	Q2-6 On the whole, communication in the University is effective	62	63	-1	54
	Q2-7 There are effective channels for me to feed my views upwards in the University	54	55	-1	44
	Q2-8 Would you recommend the University to a friend as a place to work?	78	81	-3	71
Senior Management and Leadership	Q3-1 To what extent do you agree the President's Senior Leadership Team manage and lead the University well	65	70	-5	58
	Q3-2 To what extent do you agree the President's Senior Leadership Team set out a clear vision of where the organisation is headed	71	75	-4	67
	Q3-3 To what extent do you agree the President's Senior Leadership Team support new ideas for improving services	54	59	-5	45
	Q3-4 To what extent do you agree the President's Senior Leadership Team listen to and respond to the views of staff	47	51	-4	38
	Q3-5 To what extent do you agree the President's Senior Leadership Team communicate well and keep staff informed on important issues	63	66	-3	57
My Manager	Q4-1 My immediate line manager gives me recognition for work done well	78	77	1	75
	Q4-2 My immediate line manager provides me with feedback about my performance	76	74	2	74
	Q4-3 My immediate line manager keeps me informed about things I should know about	79	78	1	78
	Q4-4 My immediate line manager communicates effectively with me and my team	76	75	1	75
	Q4-5 My immediate line manager involves me in decisions that affect me or my area of work	74	73	1	70
	Q4-6 My immediate line manager helps me find a good work-life balance	70	67	3	62
	Q4-7 My immediate line manager deals with poor performance effectively	67	65	2	64

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 Manchester and Faculty of Humanities.

The coloured cells indicate a difference to the overall University score.

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

Percentage difference needed to change cells to Red or Green --> 10

Percentage difference needed to change cells to Amber --> 5

		Total number of respondents			Total Reds
		7658	7177		7
					Total Ambers
					23
					Total Greens
					0
Section	Question	The University of Manchester 2017	The University of Manchester 2015	Difference +/-	Faculty of Humanities
Performance Development	Q5-1 Have you had an individual performance and development review or probation review in the last 12 months?	72	70	2	79
	Q5-2 Did you agree clear objectives as part of your performance and development review / probation review? (Based on respondents who answered "Yes" to Q5-1)	90	87	3	87
	Q5-3 As part of your performance and development review, did you agree personal development objectives? (Based on respondents who answered "Yes" to Q5-1)	84	81	3	82
	Q5-4 Have you received the training, learning and development identified? (Based on respondents who answered "Yes" to Q5-3)	53	55	-2	52
	Q5-5 Has your line manager supported you in accessing the training, learning and development identified? (Based on respondents who answered "Yes" to Q5-3)	65	69	-4	61
	Q5-6 Overall, my performance and development review / probation review was useful (Based on respondents who answered "Yes" to Q5-3)	76	75	1	71
	Q5-7 I am satisfied with my current level of learning and development	78	78	0	80
	Q5-8 Overall, I feel there are sufficient training and development opportunities available to me to do my job more effectively	76	77	-1	77
	Q5-9 In the past 12 months, have you taken part in any type of training, learning or development (including mentoring and coaching) paid for or provided by the University?	60	65	-5	59
My Role	Q6-1a I have a clear understanding about my role within the University	91	90	1	90
	Q6-1b I have a clear understanding about what I am expected to achieve in my job	89	88	1	87
	Q6-1c I have a clear understanding about expected standards of performance	91	90	1	89
	Q6-1d I have a clear understanding about expected standards of behaviour	96	95	1	95
	Q6-2 I have the information I need to do my job well	84	84	0	81
	Q6-3 I am well informed about what is happening in the team / section I work in	77	77	0	75
	Q6-4 I feel fairly paid for the work I do	67	70	-3	62
	Q6-5 My job security at the University is good	70	75	-5	67
	Q6-6 Overall, I feel the University offers a good pay and benefits package	78	80	-2	71
My Work Experience	Q7-1 I can decide on my own how to go about doing my work	92	92	0	89
	Q7-2 I am satisfied with the support I get from my immediate manager	82	81	1	81
	Q7-3 I am satisfied with the support I get from my work colleagues	89	89	0	87
	Q7-4 Communications between teams / sections are effective	64	63	1	60
	Q7-5 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	66	67	-1	74
	Q7-6 I am unable to handle all the conflicting demands on my time at work	36	34	2	42
	Q7-7 Relationships at work are strained	26	24	2	28
	Q7-8 I am able to take regular breaks on most days	67	65	2	59
	Q7-9 I feel stressed at work (Percentage of respondents who answered "Always", "Frequently" and "Occasionally")	91	91	0	95
	Q7-10 Has your stress had an impact on your ability to cope with the work demands placed on you? (Based on respondents who answered "Always", "Frequently" and "Occasionally" to Q7-9)	32	30	2	37

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 Manchester and Faculty of Humanities.

The coloured cells indicate a difference to the overall University score.

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

Percentage difference needed to change cells to Red or Green --> 10

Percentage difference needed to change cells to Amber --> 5

		Total number of respondents			Total Reds
		7658	7177		7
					Total Ambers
					23
					Total Greens
					0
Section	Question	The University of Manchester 2017	The University of Manchester 2015	Difference +/-	Faculty of Humanities
Dignity at Work	Q8-1 Are you aware of the University's Dignity at Work and Study Policy?	71	69	2	66
	Q8-2 Are you aware of the 'We Get it' zero tolerance to bullying and harassment campaign?	78	74	4	71
	Q8-3 I am aware of my responsibilities within the University's Dignity at Work and Study Policy on bullying, harassment and discrimination	82	80	2	76
	Q8-4 I believe the University is committed to equality of opportunity for all of its staff	87	87	0	80
	Q8-5a I feel the University acts fairly with regard to recruitment	82	84	-2	80
	Q8-5b I feel the University acts fairly with regard to career progression/promotion	62	62	0	57
	Q8-5c I feel the University acts fairly with regard to rewarding exceptional performance	60	59	1	56
	Q8-5d I feel the University acts fairly with regard to training and development	83	83	0	82
	Q8-6 Do you believe you are currently being harassed or bullied at work?	5	5	0	6
	Q8-11 Have you felt discriminated against at work in the last 12 months?	9	8	1	11
Physical Environment	Q9-1 I feel safe and secure at the University	95	95	0	94
	Q9-2 I have a comfortable work space (including temperature, lighting, etc.)	79	78	1	79
	Q9-3 I have a place I can go for a break at work	81	79	2	71
	Q9-4 Facilities for teaching students are good	86	86	0	71
	Q9-5 Facilities for research are good	91	91	0	84
	Q9-6 I am aware of the services the University provides to support my well-being	82	80	2	79
	Q9-7 Do you know how to report accidents and incidents?	73	69	4	55
Managing Change	Q10-1 Change within the University is managed well	54	60	-6	45
	Q10-2 I am consulted about changes that affect my team / School / Directorate	56	57	-1	46
	Q10-3 More could be done to help staff prepare for and cope with change	80	77	3	83
	Q10-4 I have seen some positive changes in the last 12 months	56	61	-5	52
	Q10-5 I believe positive action will be taken as a result of this survey	59	63	-4	53
Considering Leaving	Q11-1 I often think about leaving the University	35	31	4	39
	Q11-2 I am actively seeking to leave the employment of the University	17	15	2	21

PART C - Faculty of Humanities 2017 Results in Frequency Data Format

This format provides figures for the number and percentage of respondents to each individual question, encompassing all response options, for example a number and percentage would be given for each of agree, tend to agree, tend to disagree and disagree.

It should be noted that some sub-set questions (i.e. questions which follow on from an initial question and only relate to a small number of respondents) have been excluded to ensure anonymity is maintained. For the same reason, the background/demographic details of the individuals responding to the survey are also excluded.

Each section displays questions in appropriate groups in table format with percentages. It should be noted the sum of the total responses throughout this report may not be exactly equal to 100% due to rounding.

Area of Work: Faculty of Humanities
Question Block 1: Job Satisfaction

		2017		2015	
Q1-1	<i>The University is a good place to work</i>				
	Agree	733	53%	742	56%
	Tend to Agree	486	35%	442	34%
	Tend to Disagree	127	9%	100	8%
	Disagree	36	3%	33	3%
	Total:	1382		1317	
Q1-2	<i>I feel part of the University</i>				
	Agree	570	41%	558	42%
	Tend to Agree	534	39%	503	38%
	Tend to Disagree	202	15%	202	15%
	Disagree	73	5%	53	4%
	Total:	1379		1316	
Q1-3	<i>I feel part of my School / PSS Directorate / other Organisational Unit</i>				
	Agree	584	42%	583	45%
	Tend to Agree	506	37%	444	34%
	Tend to Disagree	201	15%	204	16%
	Disagree	90	7%	79	6%
	Total:	1381		1310	
Q1-4	<i>I feel valued by the people I work with</i>				
	Agree	569	41%	547	42%
	Tend to Agree	525	38%	491	37%
	Tend to Disagree	189	14%	196	15%
	Disagree	92	7%	78	6%
	Total:	1375		1312	
Q1-5	<i>I feel I have a good work life balance</i>				
	Agree	362	26%	362	27%
	Tend to Agree	422	31%	445	34%
	Tend to Disagree	319	23%	283	21%
	Disagree	272	20%	227	17%
	Total:	1375		1317	
Q1-6	<i>I'm not interested in the University; to me it's just a job</i>				
	Agree	38	3%	32	2%
	Tend to Agree	113	8%	96	7%
	Tend to Disagree	411	30%	449	34%
	Disagree	804	59%	736	56%
	Total:	1366		1313	

Area of Work: Faculty of Humanities
Question Block 1: Job Satisfaction

		2017		2015
Q1-7	<i>Teaching staff are valued as part of the University community</i>			
	Agree	357	26%	383 30%
	Tend to Agree	551	41%	478 37%
	Tend to Disagree	298	22%	283 22%
	Disagree	144	11%	140 11%
	Total:	1350		1284
Q1-8	<i>Research staff are valued as part of the University community</i>			
	Agree	650	48%	610 48%
	Tend to Agree	499	37%	494 39%
	Tend to Disagree	140	10%	103 8%
	Disagree	55	4%	73 6%
	Total:	1344		1280
Q1-9	<i>Support staff are valued as part of the University community</i>			
	Agree	306	23%	270 21%
	Tend to Agree	645	48%	660 51%
	Tend to Disagree	299	22%	270 21%
	Disagree	92	7%	82 6%
	Total:	1342		1282
Q1-10	<i>Overall, I am satisfied with my job</i>			
	Agree	448	33%	478 36%
	Tend to Agree	614	45%	537 41%
	Tend to Disagree	216	16%	221 17%
	Disagree	93	7%	79 6%
	Total:	1371		1315

Area of Work: Faculty of Humanities
Question Block 2: University Goals and Values

		2017		2015	
Q2-1	<i>I understand what the core goals of the University are</i>				
	Agree	731	53%	636	49%
	Tend to Agree	506	37%	530	41%
	Tend to Disagree	106	8%	116	9%
	Disagree	30	2%	26	2%
	Total:	1373		1308	
Q2-2	<i>I agree with the University Core Goal to support world-leading research</i>				
	Agree	989	72%	885	68%
	Tend to Agree	332	24%	371	29%
	Tend to Disagree	41	3%	36	3%
	Disagree	11	1%	8	1%
	Total:	1373		1300	
Q2-3	<i>I agree with the University Core Goal to deliver outstanding teaching, learning and student experience</i>				
	Agree	1040	76%	975	75%
	Tend to Agree	293	21%	295	23%
	Tend to Disagree	27	2%	16	1%
	Disagree	7	1%	9	1%
	Total:	1367		1295	
Q2-4	<i>I agree with the University Core Goal to make a positive contribution to society</i>				
	Agree	1042	76%	945	73%
	Tend to Agree	293	21%	325	25%
	Tend to Disagree	24	2%	18	1%
	Disagree	10	1%	13	1%
	Total:	1369		1301	
Q2-5	<i>I feel proud to work for the University</i>				
	Agree	712	52%	677	52%
	Tend to Agree	483	35%	484	37%
	Tend to Disagree	127	9%	113	9%
	Disagree	45	3%	36	3%
	Total:	1367		1310	
Q2-6	<i>On the whole, communication in the University is effective</i>				
	Agree	195	14%	188	14%
	Tend to Agree	540	40%	530	40%
	Tend to Disagree	395	29%	383	29%
	Disagree	235	17%	211	16%
	Total:	1365		1312	

Area of Work: Faculty of Humanities

Question Block 2: University Goals and Values

		2017		2015	
Q2-7	<i>There are effective channels for me to feed my views upwards in the University</i>				
	Agree	153	11%	163	13%
	Tend to Agree	444	33%	433	33%
	Tend to Disagree	442	32%	415	32%
	Disagree	326	24%	292	22%
	Total:	1365		1303	
Q2-8	<i>Would you recommend the University to a friend as a place to work?</i>				
	Yes	973	71%	978	74%
	No	195	14%	140	11%
	Don't Know	212	15%	201	15%
	Total:	1380		1319	

Area of Work: Faculty of Humanities
Question Block 3: Senior Management and Leadership
2017
2015
To what extent do you agree the President's Senior Leadership Team...
(Q3-1) ...manage and lead the University well

Agree	271	20%	279	21%
Tend to Agree	522	38%	521	40%
Tend to Disagree	173	13%	135	10%
Disagree	126	9%	93	7%
Don't Know	280	20%	280	21%
Total:	1372		1308	

(Q3-2) ...set out a clear vision of where the organisation is headed

Agree	341	25%	345	26%
Tend to Agree	578	42%	581	44%
Tend to Disagree	160	12%	133	10%
Disagree	99	7%	65	5%
Don't Know	191	14%	183	14%
Total:	1369		1307	

(Q3-3) ...support new ideas for improving services

Agree	192	14%	217	17%
Tend to Agree	428	31%	451	35%
Tend to Disagree	215	16%	187	14%
Disagree	153	11%	100	8%
Don't Know	377	28%	344	26%
Total:	1365		1299	

(Q3-4) ...listen to and respond to the views of staff

Agree	136	10%	155	12%
Tend to Agree	378	28%	409	31%
Tend to Disagree	282	21%	265	20%
Disagree	299	22%	216	17%
Don't Know	274	20%	258	20%
Total:	1369		1303	

(Q3-5) ...communicate well and keep staff informed on important issues

Agree	224	16%	211	16%
Tend to Agree	553	40%	556	43%
Tend to Disagree	222	16%	227	17%
Disagree	210	15%	149	11%
Don't Know	163	12%	160	12%
Total:	1372		1303	

Area of Work: Faculty of Humanities
Question Block 4: My Manager

	2017		2015	
<i>My immediate line manager...</i>				
<i>(Q4-1) ...gives me recognition for work done well</i>				
Agree	628	46%	585	45%
Tend to Agree	404	30%	404	31%
Tend to Disagree	203	15%	192	15%
Disagree	133	10%	129	10%
Total:	1368		1310	
<i>(Q4-2) ...provides me with feedback about my performance</i>				
Agree	557	41%	523	40%
Tend to Agree	446	33%	422	32%
Tend to Disagree	245	18%	241	18%
Disagree	113	8%	120	9%
Total:	1361		1306	
<i>(Q4-3) ...keeps me informed about things I should know about</i>				
Agree	594	43%	578	44%
Tend to Agree	478	35%	435	33%
Tend to Disagree	194	14%	175	13%
Disagree	104	8%	122	9%
Total:	1370		1310	
<i>(Q4-4) ...communicates effectively with me and my team</i>				
Agree	549	40%	539	41%
Tend to Agree	473	35%	442	34%
Tend to Disagree	220	16%	204	16%
Disagree	123	9%	120	9%
Total:	1365		1305	
<i>(Q4-5) ...involves me in decisions that affect me or my area of work</i>				
Agree	548	40%	547	42%
Tend to Agree	408	30%	392	30%
Tend to Disagree	223	16%	217	17%
Disagree	184	13%	152	12%
Total:	1363		1308	
<i>(Q4-6) ...helps me find a good work-life balance</i>				
Agree	445	33%	402	31%
Tend to Agree	392	29%	382	30%
Tend to Disagree	313	23%	294	23%
Disagree	203	15%	210	16%
Total:	1353		1288	
<i>(Q4-7) ...deals with poor performance effectively</i>				
Agree	401	30%	348	27%
Tend to Agree	447	34%	452	36%
Tend to Disagree	302	23%	272	21%
Disagree	179	13%	195	15%
Total:	1329		1267	

Area of Work: Faculty of Humanities
Question Block 5: Performance Development

2017			2015		
Q5-1	Have you had an individual performance and development review or probation review in the last 12 months?				
	Yes	1090	79%	1051	80%
	No	287	21%	266	20%
	Total:	1377		1317	
Q5-2	Did you agree clear objectives as part of your performance and development review / probation review? (Based on respondents who answered "Yes" to Q5-1)				
	Yes	943	87%	902	87%
	No	136	13%	140	13%
	Total:	1079		1042	
Q5-3	As part of your performance and development review, did you agree personal development objectives? (Based on respondents who answered "Yes" to Q5-1)				
	Yes	880	82%	820	79%
	No	196	18%	217	21%
	Total:	1076		1037	
Q5-4	Have you received the training, learning and development identified? (Based on respondents who answered "Yes" to Q5-3)				
	Yes	443	52%	447	55%
	No	104	12%	69	8%
	Too Early To Say	312	36%	297	37%
	Total:	859		813	
Q5-5	Has your line manager supported you in accessing the training, learning and development identified? (Based on respondents who answered "Yes" to Q5-3)				
	Yes	525	61%	524	65%
	No	105	12%	88	11%
	Too Early To Say	227	26%	198	24%
	Total:	857		810	
Q5-6	Overall , my performance and development review / probation review was useful (Based on respondents who answered "Yes" to Q5-1)				
	Agree	377	35%	379	36%
	Tend to Agree	391	36%	368	35%
	Tend to Disagree	198	18%	181	17%
	Disagree	117	11%	117	11%
	Total:	1083		1045	
Q5-7	I am satisfied with my current level of learning and development				
	Agree	512	37%	490	37%
	Tend to Agree	584	43%	553	42%
	Tend to Disagree	202	15%	205	16%
	Disagree	74	5%	66	5%
	Total:	1372		1314	

Area of Work: Faculty of Humanities

Question Block 5: Performance Development

		2017		2015	
Q5-8	<i>Overall, I feel there are sufficient training and development opportunities available to me to do my job more effectively</i>				
	Agree	470	34%	478	36%
	Tend to Agree	577	42%	544	41%
	Tend to Disagree	225	16%	216	16%
	Disagree	93	7%	73	6%
	Total:	1365		1311	
Q5-9	<i>In the past 12 months, have you taken part in any type of training, learning or development (including mentoring and coaching) paid for or provided by the University?</i>				
	Yes	810	59%	853	65%
	No	571	41%	462	35%
	Total:	1381		1315	

Area of Work: Faculty of Humanities
Question Block 6: My Role

		2017		2015	
Q6-1	<i>I have a clear understanding about...</i>				
	<i>(a) ...my role within the University</i>				
	Agree	844	61%	752	57%
	Tend to Agree	409	30%	423	32%
	Tend to Disagree	101	7%	111	8%
	Disagree	31	2%	32	2%
	Total:	1385		1318	
	<i>(b) ...what I am expected to achieve in my job</i>				
	Agree	803	58%	731	55%
	Tend to Agree	399	29%	407	31%
	Tend to Disagree	135	10%	134	10%
	Disagree	47	3%	46	3%
	Total:	1384		1318	
	<i>(c) ...expected standards of performance</i>				
	Agree	821	59%	739	56%
	Tend to Agree	403	29%	414	31%
	Tend to Disagree	108	8%	123	9%
	Disagree	49	4%	42	3%
	Total:	1381		1318	
	<i>(d) ...expected standards of behaviour</i>				
	Agree	935	68%	829	63%
	Tend to Agree	369	27%	389	30%
	Tend to Disagree	45	3%	71	5%
	Disagree	27	2%	23	2%
	Total:	1376		1312	
Q6-2	<i>I have the information I need to do my job well</i>				
	Agree	545	40%	474	36%
	Tend to Agree	572	42%	595	45%
	Tend to Disagree	202	15%	187	14%
	Disagree	56	4%	56	4%
	Total:	1375		1312	
Q6-3	<i>I am well informed about what is happening in the team / section I work in</i>				
	Agree	529	38%	530	41%
	Tend to Agree	500	36%	477	36%
	Tend to Disagree	244	18%	204	16%
	Disagree	104	8%	97	7%
	Total:	1377		1308	

Area of Work: Faculty of Humanities
Question Block 6: My Role

		2017		2015	
Q6-4	<i>I feel fairly paid for the work I do</i>				
	Agree	411	30%	374	29%
	Tend to Agree	435	32%	469	36%
	Tend to Disagree	286	21%	291	22%
	Disagree	237	17%	175	13%
	Total:	1369		1309	
Q6-5	<i>My job security at the University is good</i>				
	Agree	406	30%	508	39%
	Tend to Agree	511	37%	476	36%
	Tend to Disagree	198	14%	149	11%
	Disagree	252	18%	174	13%
	Total:	1367		1307	
Q6-6	<i>Overall, I feel the University offers a good pay and benefits package</i>				
	Agree	455	33%	418	32%
	Tend to Agree	506	37%	558	43%
	Tend to Disagree	254	19%	216	16%
	Disagree	146	11%	118	9%
	Total:	1361		1310	

Area of Work: Faculty of Humanities
Question Block 7: My Work Experience

		2017		2015	
Q7-1	<i>I can decide on my own how to go about doing my work</i>				
	Agree	718	52%	689	52%
	Tend to Agree	518	37%	487	37%
	Tend to Disagree	106	8%	98	7%
	Disagree	41	3%	44	3%
	Total:	1383		1318	
Q7-2	<i>I am satisfied with the support I get from my immediate manager</i>				
	Agree	665	49%	668	51%
	Tend to Agree	441	32%	369	28%
	Tend to Disagree	166	12%	183	14%
	Disagree	98	7%	93	7%
	Total:	1370		1313	
Q7-3	<i>I am satisfied with the support I get from my work colleagues</i>				
	Agree	673	49%	625	48%
	Tend to Agree	518	38%	512	39%
	Tend to Disagree	140	10%	131	10%
	Disagree	42	3%	41	3%
	Total:	1373		1309	
Q7-4	<i>Communications between teams / sections are effective</i>				
	Agree	292	21%	279	22%
	Tend to Agree	528	39%	508	39%
	Tend to Disagree	392	29%	378	29%
	Disagree	147	11%	132	10%
	Total:	1359		1297	
Q7-5	<i>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</i>				
	Agree	662	48%	615	47%
	Tend to Agree	350	25%	357	27%
	Tend to Disagree	266	19%	243	19%
	Disagree	98	7%	96	7%
	Total:	1376		1311	
Q7-6	<i>I am unable to handle all the conflicting demands on my time at work</i>				
	Agree	259	19%	223	17%
	Tend to Agree	323	24%	295	23%
	Tend to Disagree	518	38%	536	41%
	Disagree	272	20%	249	19%
	Total:	1372		1303	

Area of Work: Faculty of Humanities
Question Block 7: My Work Experience

		2017		2015	
Q7-7	<i>Relationships at work are strained</i>				
	Agree	140	10%	111	8%
	Tend to Agree	240	18%	212	16%
	Tend to Disagree	520	38%	504	39%
	Disagree	464	34%	482	37%
	Total:	1364		1309	
Q7-8	<i>I am able to take regular breaks on most days</i>				
	Agree	328	24%	269	21%
	Tend to Agree	479	35%	481	37%
	Tend to Disagree	290	21%	295	23%
	Disagree	278	20%	263	20%
	Total:	1375		1308	
Q7-9	<i>I feel stressed at work</i>				
	Always	115	8%	93	7%
	Frequently	427	31%	387	29%
	Occasionally	776	56%	760	58%
	Never	66	5%	78	6%
	Total:	1384		1318	
Q7-10	<i>Has your stress had an impact on your ability to cope with the work demands placed on you? (Based on respondents who answered "Always", "Frequently" and "Occasionally" to</i>				
	Yes	487	37%	417	34%
	No	824	63%	813	66%
	Total:	1311		1230	

Area of Work: Faculty of Humanities
Question Block 8: Dignity at Work

		2017		2015	
Q8-1	<i>Are you aware of the University's Dignity at Work and Study Policy?</i>				
	Yes	916	66%	816	62%
	No	466	34%	503	38%
	Total:	1382		1319	
Q8-2	<i>Are you aware of the 'We Get it' zero tolerance to bullying and harassment campaign?</i>				
	Yes	980	71%	852	65%
	No	403	29%	468	35%
	Total:	1383		1320	
Q8-3	<i>I am aware of my responsibilities within the University's Dignity at Work and Study Policy on bullying, harassment and discrimination</i>				
	Agree	689	51%	597	46%
	Tend to Agree	336	25%	347	27%
	Tend to Disagree	191	14%	208	16%
	Disagree	135	10%	139	11%
	Total:	1351		1291	
Q8-4	<i>I believe the University is committed to equality of opportunity for all of its staff</i>				
	Agree	621	46%	621	48%
	Tend to Agree	471	35%	468	36%
	Tend to Disagree	172	13%	152	12%
	Disagree	93	7%	63	5%
	Total:	1357		1304	
Q8-5	<i>I feel the University acts fairly with regard to...</i>				
	<i>(a) ...recruitment</i>				
	Agree	496	37%	454	35%
	Tend to Agree	583	43%	601	47%
	Tend to Disagree	182	13%	166	13%
	Disagree	93	7%	64	5%
	Total:	1354		1285	
	<i>(b) ...career progression / promotion</i>				
	Agree	253	19%	236	18%
	Tend to Agree	510	38%	496	39%
	Tend to Disagree	368	27%	370	29%
	Disagree	208	16%	176	14%
	Total:	1339		1278	
	<i>(c) ...rewarding exceptional performance</i>				
	Agree	239	18%	220	18%
	Tend to Agree	499	38%	471	38%
	Tend to Disagree	386	29%	397	32%
	Disagree	191	15%	162	13%
	Total:	1315		1250	

Area of Work: Faculty of Humanities
Question Block 8: Dignity at Work

2017			2015		
Q8-5	<i>I feel the University acts fairly with regard to...</i>				
	<i>(d) ...training and development</i>				
	Agree	425	32%	429	34%
	Tend to Agree	664	50%	624	49%
	Tend to Disagree	167	13%	175	14%
	Disagree	76	6%	47	4%
	Total:	1332		1275	
Q8-6	<i>Do you believe you are currently being harassed or bullied at work?</i>				
	Yes	78	6%	72	5%
	No	1301	94%	1240	95%
	Total:	1379		1312	
Q8-11	<i>Have you felt discriminated against at work in the last 12 months?</i>				
	Yes	156	11%	118	9%
	No	1218	89%	1198	91%
	Total:	1374		1316	

Area of Work: Faculty of Humanities
Question Block 9: Physical Environment

		2017		2015	
Q9-1	<i>I feel safe and secure at the University</i>				
	Agree	826	60%	828	63%
	Tend to Agree	472	34%	417	32%
	Tend to Disagree	62	4%	45	3%
	Disagree	21	2%	26	2%
	Total:	1381		1316	
Q9-2	<i>I have a comfortable work space (including temperature, lighting, etc.)</i>				
	Agree	635	46%	578	44%
	Tend to Agree	449	33%	496	38%
	Tend to Disagree	200	15%	176	13%
	Disagree	92	7%	70	5%
	Total:	1376		1320	
Q9-3	<i>I have a place I can go for a break at work</i>				
	Agree	601	44%	540	41%
	Tend to Agree	379	28%	413	31%
	Tend to Disagree	213	16%	203	15%
	Disagree	180	13%	158	12%
	Total:	1373		1314	
Q9-4	<i>Facilities for teaching students are good</i>				
	Agree	294	22%	294	23%
	Tend to Agree	649	49%	623	49%
	Tend to Disagree	268	20%	270	21%
	Disagree	110	8%	72	6%
	Total:	1321		1259	
Q9-5	<i>Facilities for research are good</i>				
	Agree	378	29%	367	30%
	Tend to Agree	696	54%	654	54%
	Tend to Disagree	146	11%	139	11%
	Disagree	64	5%	49	4%
	Total:	1284		1209	
Q9-6	<i>I am aware of the services the University provides to support my well-being</i>				
	Agree	527	39%	479	37%
	Tend to Agree	542	40%	534	41%
	Tend to Disagree	210	15%	206	16%
	Disagree	82	6%	82	6%
	Total:	1361		1301	
Q9-7	<i>Do you know how to report accidents and incidents?</i>				
	Yes	757	55%	651	49%
	No	201	15%	215	16%
	Not Sure	426	31%	450	34%
	Total:	1384		1316	

Area of Work: Faculty of Humanities
Question Block 10: Managing Change

		2017		2015	
Q10-1 <i>Change within the University is managed well</i>					
Agree	102	8%	99	8%	
Tend to Agree	496	37%	489	39%	
Tend to Disagree	484	36%	447	35%	
Disagree	255	19%	230	18%	
Total:	1337		1265		
Q10-2 <i>I am consulted about changes that affect my team / School / Directorate</i>					
Agree	175	13%	166	13%	
Tend to Agree	451	33%	477	37%	
Tend to Disagree	420	31%	392	30%	
Disagree	302	22%	256	20%	
Total:	1348		1291		
Q10-3 <i>More could be done to help staff prepare for and cope with change</i>					
Agree	476	36%	424	33%	
Tend to Agree	625	47%	622	49%	
Tend to Disagree	186	14%	192	15%	
Disagree	41	3%	29	2%	
Total:	1328		1267		
Q10-4 <i>I have seen some positive changes in the last 12 months</i>					
Agree	174	13%	202	16%	
Tend to Agree	498	38%	492	40%	
Tend to Disagree	428	33%	377	30%	
Disagree	199	15%	170	14%	
Total:	1299		1241		
Q10-5 <i>I believe positive action will be taken as a result of this survey</i>					
Agree	184	14%	201	16%	
Tend to Agree	523	39%	502	40%	
Tend to Disagree	363	27%	339	27%	
Disagree	256	19%	214	17%	
Total:	1326		1256		

Area of Work: Faculty of Humanities

Question Block 11: Considering Leaving

		2017		2015	
Q11-1 <i>I often think about leaving the University</i>					
	Agree	226	17%	177	14%
	Tend to Agree	310	23%	271	21%
	Tend to Disagree	453	33%	440	34%
	Disagree	378	28%	404	31%
	Total:	1367		1292	
Q11-2 <i>I am actively seeking to leave the employment of the University</i>					
	Agree	123	9%	101	8%
	Tend to Agree	155	11%	123	10%
	Tend to Disagree	381	28%	333	26%
	Disagree	692	51%	729	57%
	Total:	1351		1286	