

Divinity Working Culture Analysis - Staff Survey 2018

Showing 47 of 47 responses

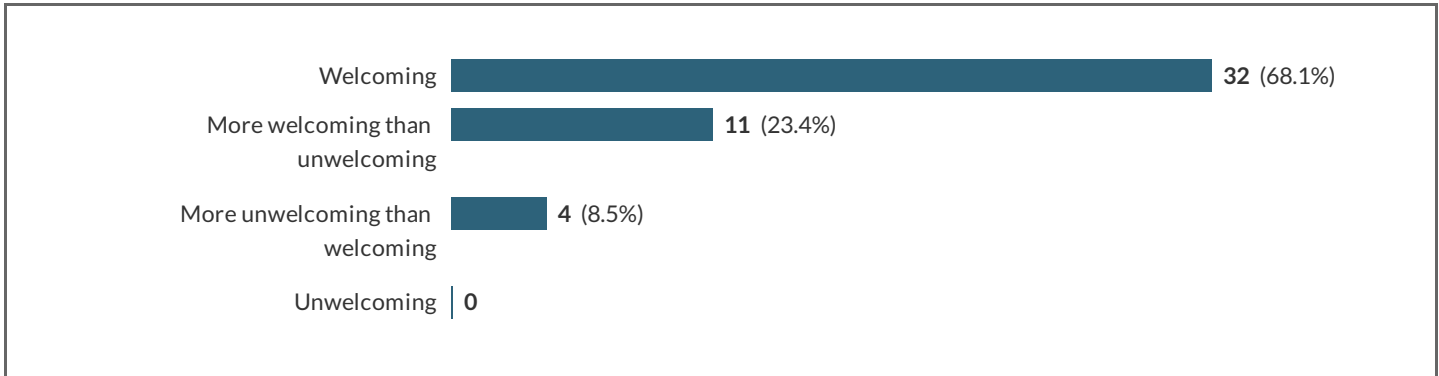
Showing **all** responses

Hiding **10** questions

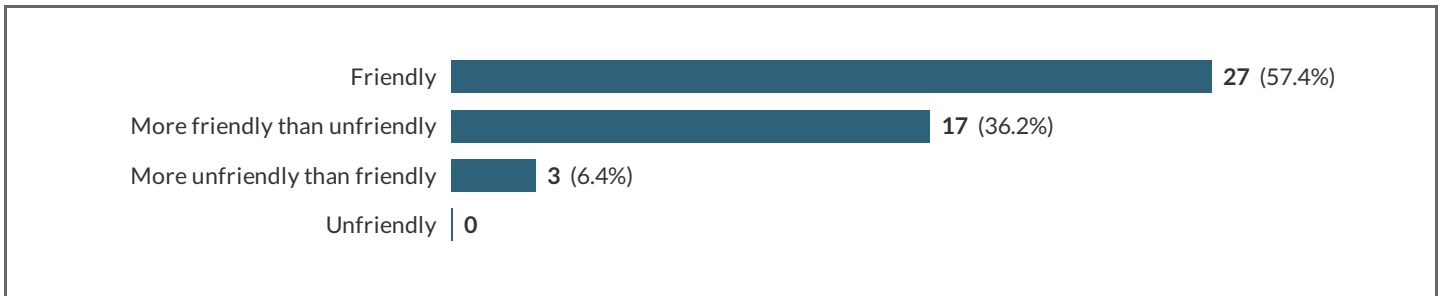
Response rate: 47%

Workplace Culture

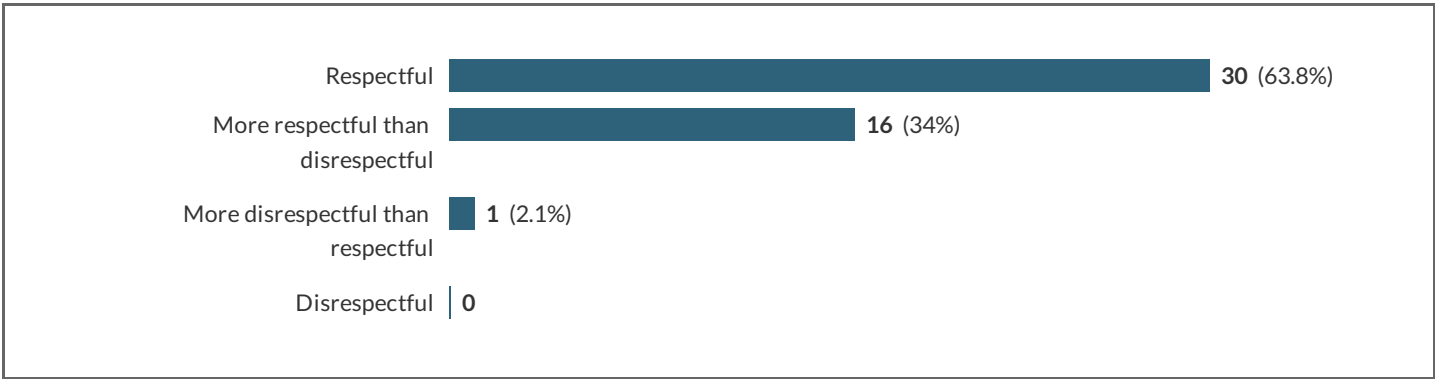
1 Culture in the School of Divinity is:



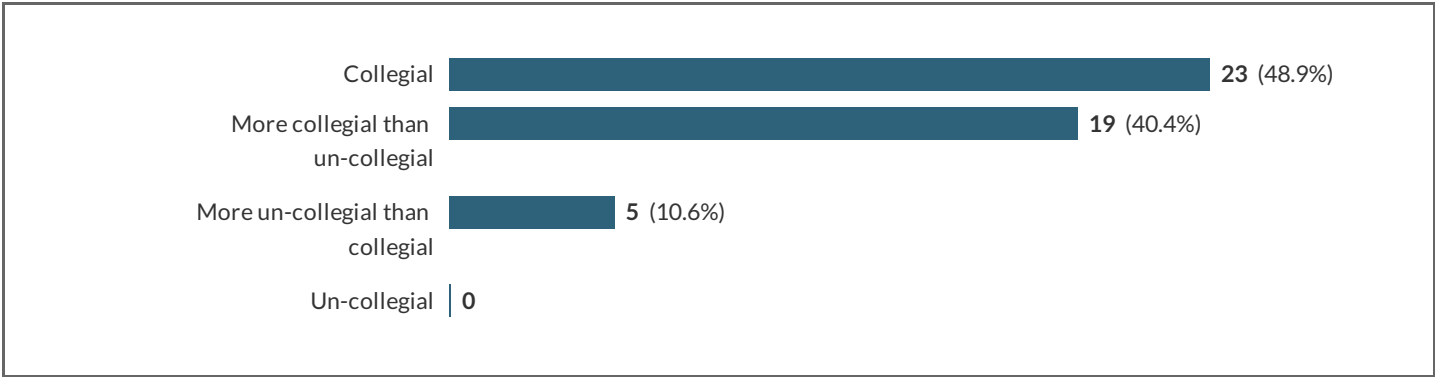
2 Culture in the School of Divinity is:



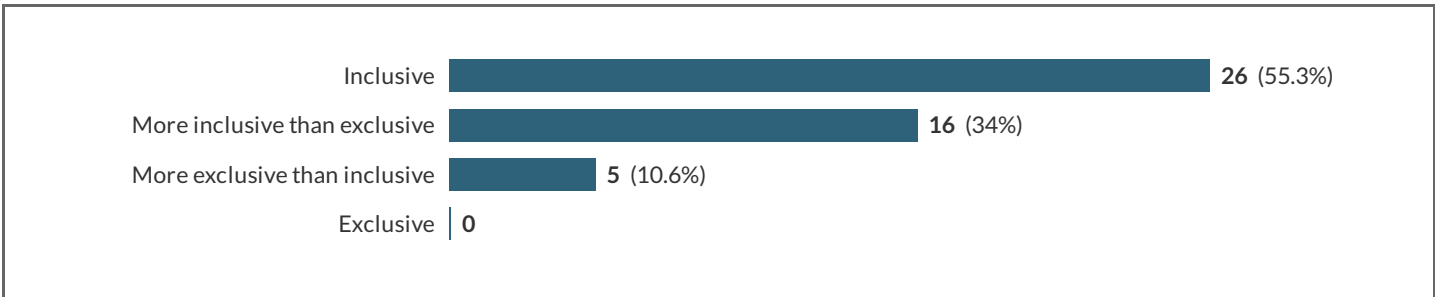
3 Culture in the School of Divinity is:



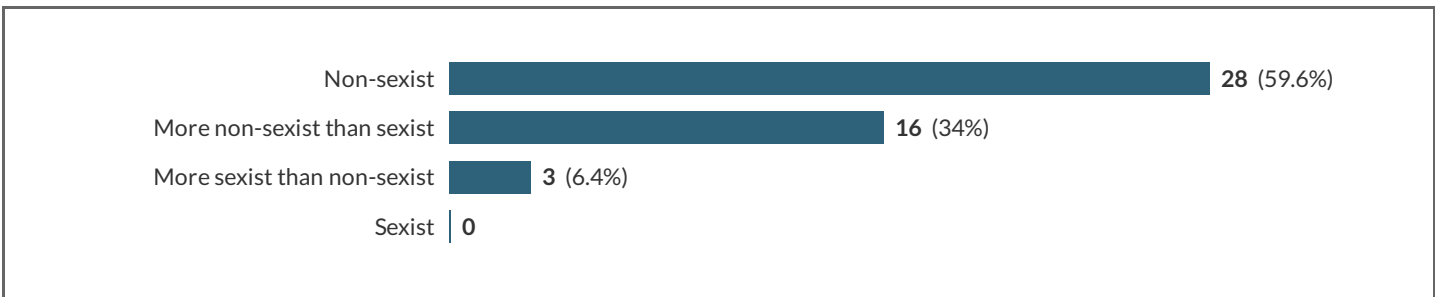
4 Culture in the School of Divinity is:



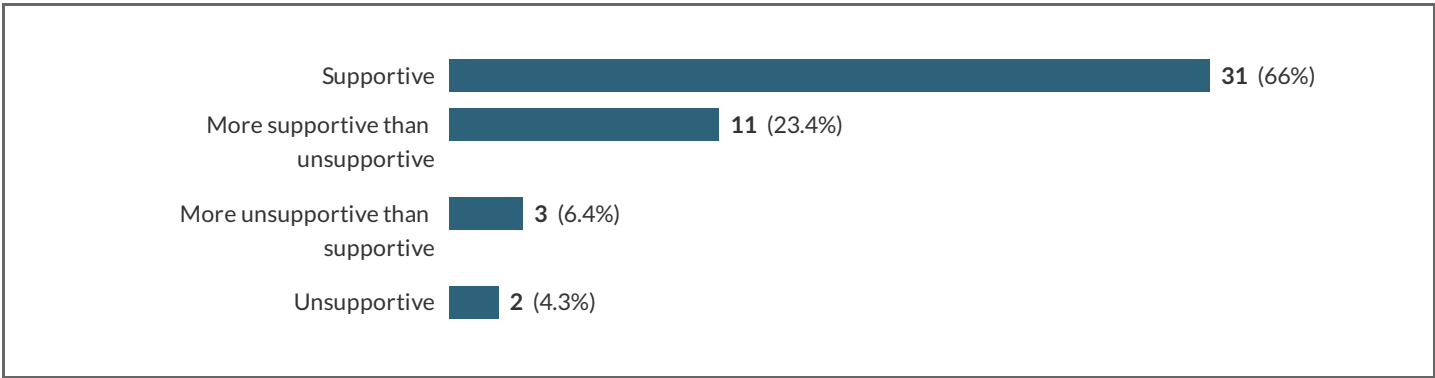
5 Culture in the School of Divinity is:



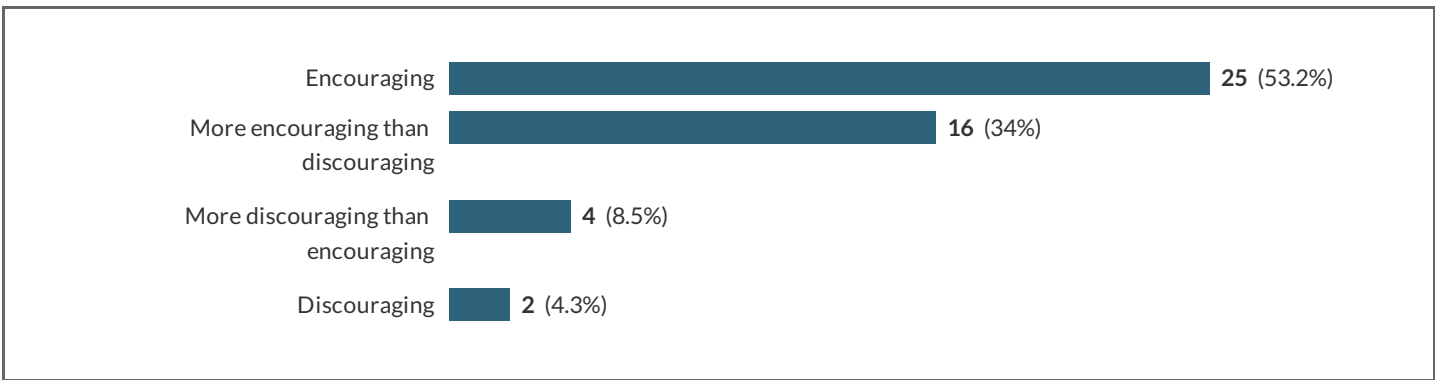
6 Culture in the School of Divinity is:



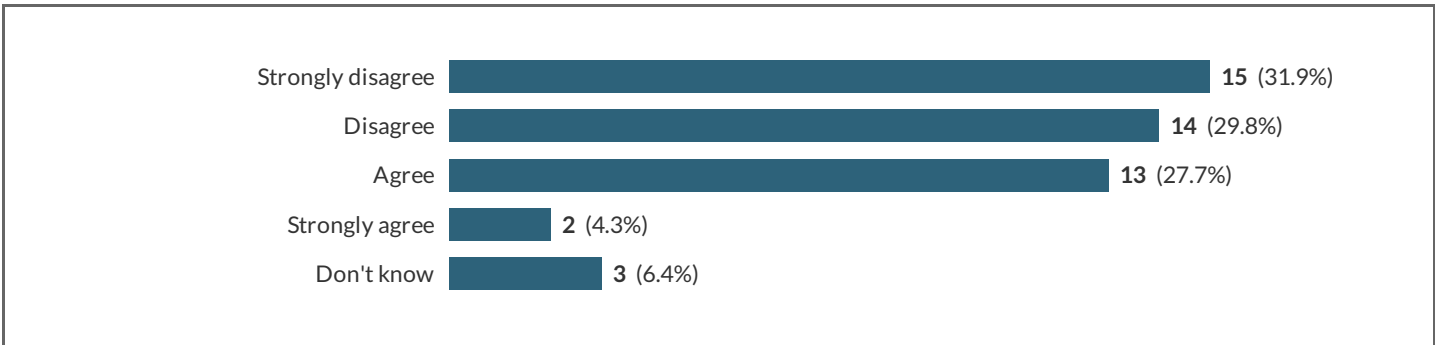
7 Culture in the School of Divinity is:



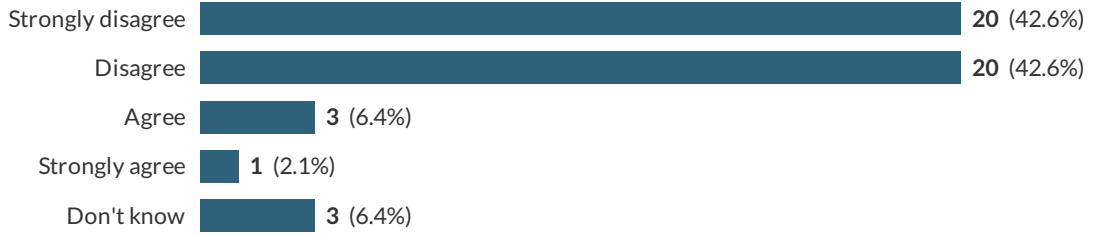
8 Culture in the School of Divinity is:



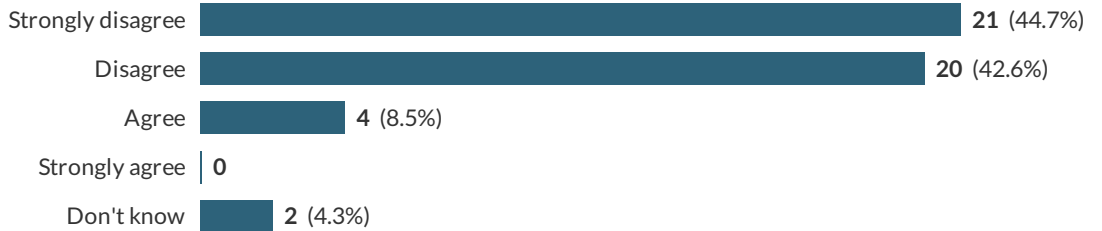
9 Some colleagues have condescending attitudes towards women.



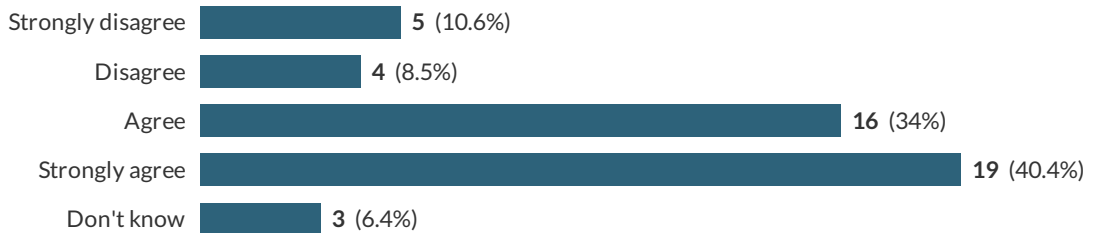
10 Sexist remarks can be heard in the workplace.



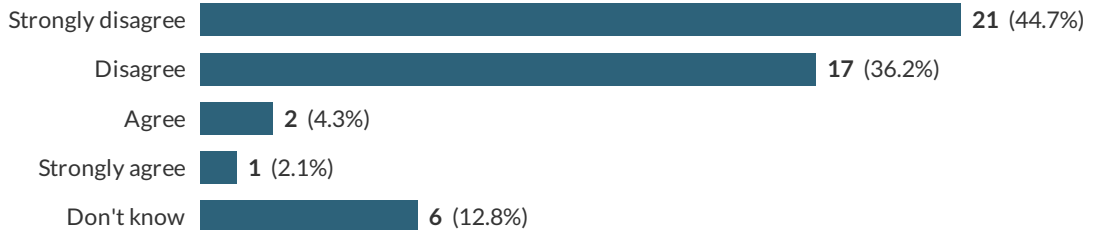
11 Men are treated better than women.



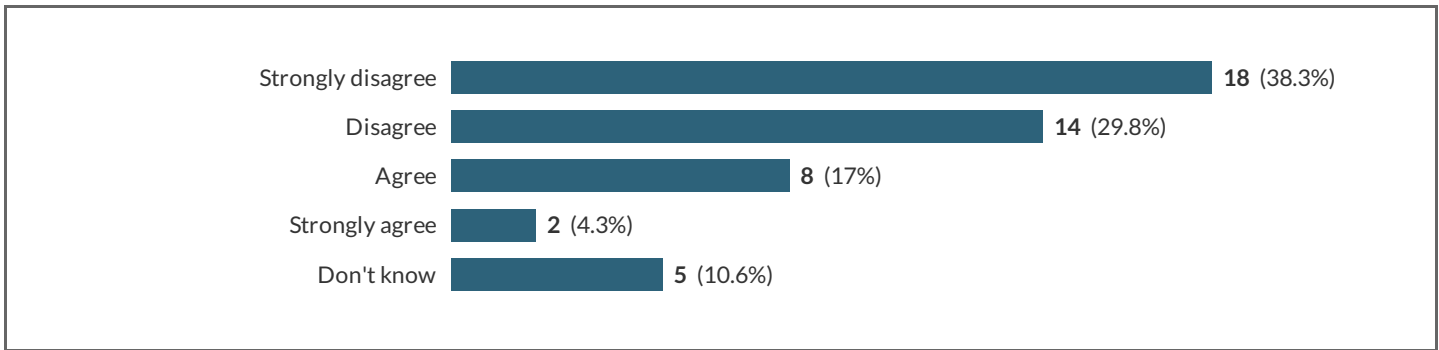
12 Colleagues pay as much attention when women speak as when men do.



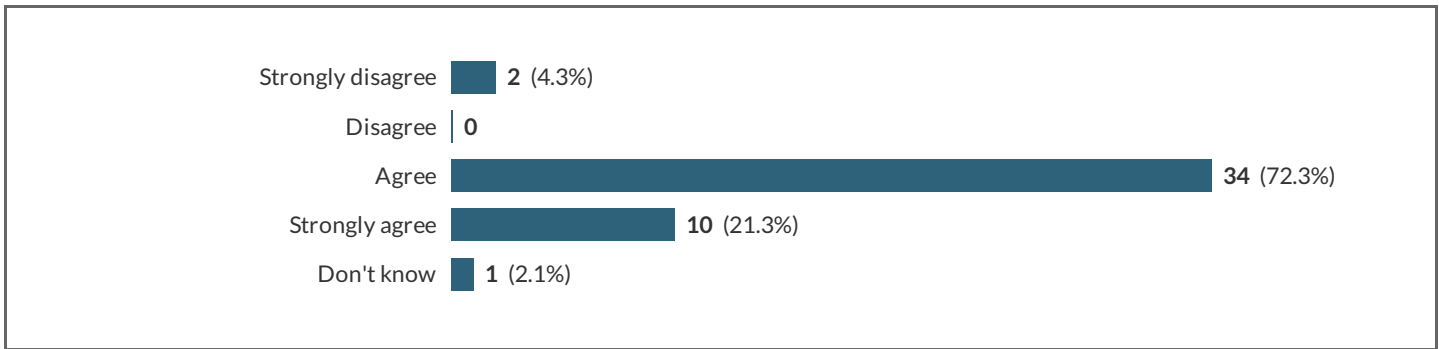
13 Men are more likely to be chosen for special activities and opportunities than women.



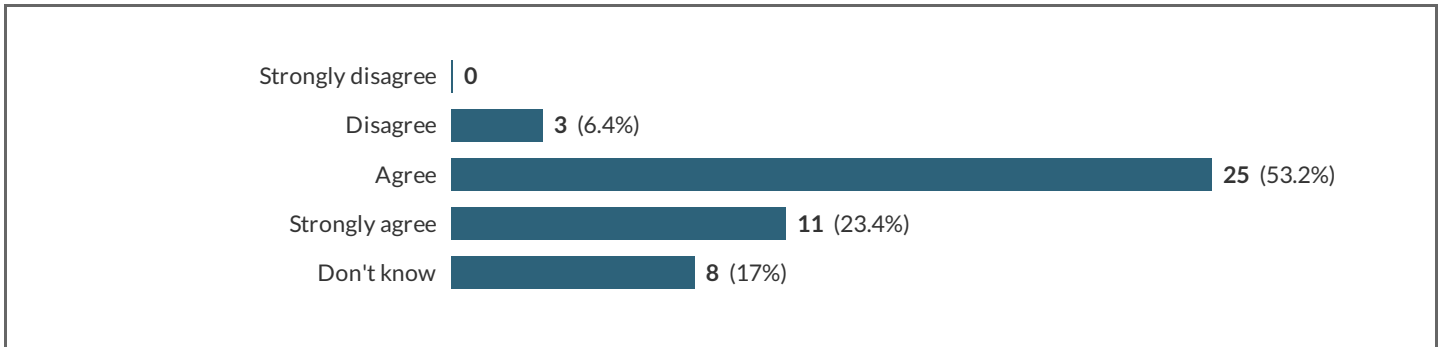
14 The "old boys" network is alive and well.



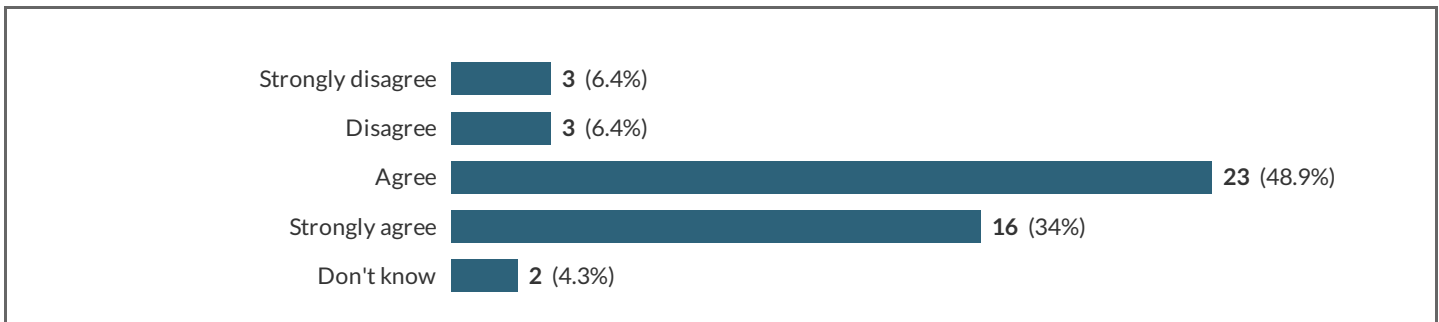
15 Individual differences are respected.



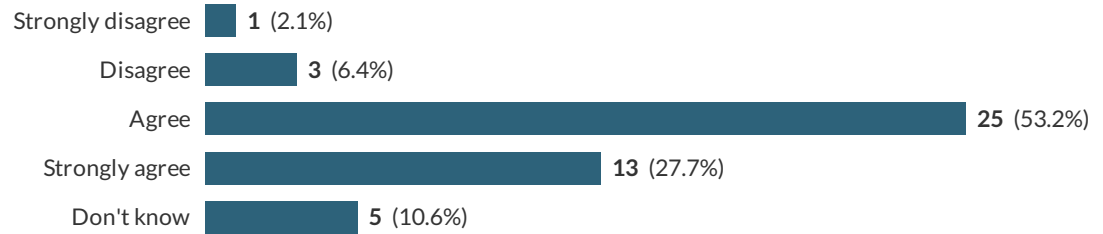
16 LGBT+ students and staff are respected and supported in the School.



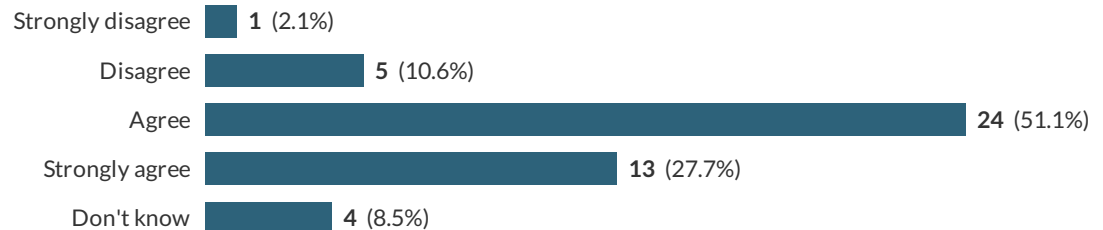
17 Staff in leadership roles demonstrate a visible commitment to diversity.



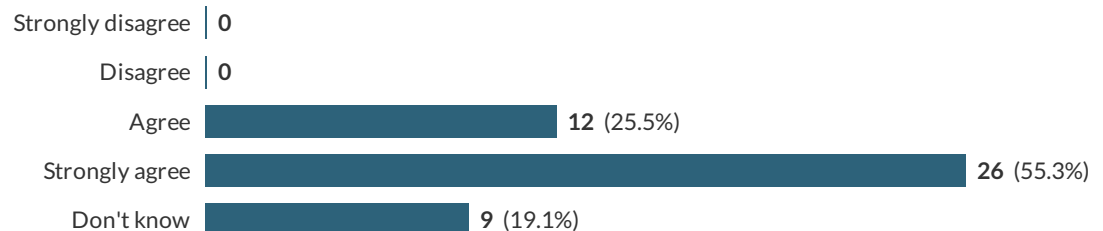
18 School committees promote diverse representation and enable a broad range of views to be heard.



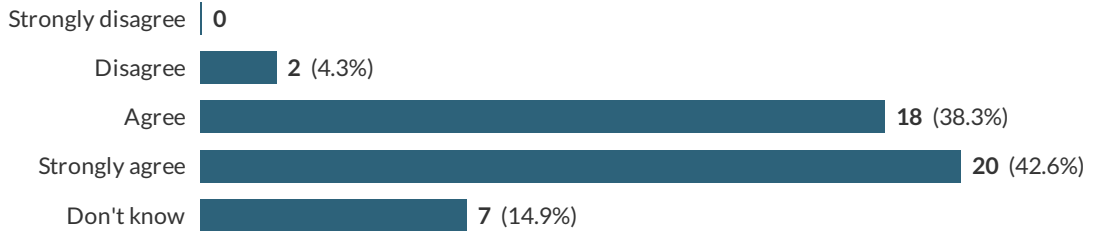
19 The School makes it clear that unsupportive language (e.g. banter that makes you uncomfortable) and behaviour (e.g. bullying) are not acceptable, whether between staff, or students, or staff and students. (This includes condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype other genders or focus on their appearance).



20 Inappropriate images that stereotype women or men are not allowed in the School (e.g. in calendars, newspapers and magazines; on computers and mobiles; on supplier packaging).



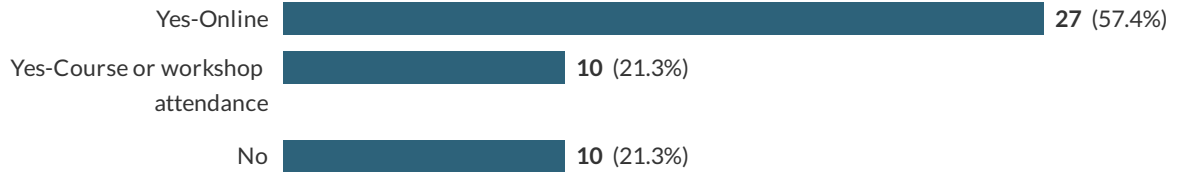
21 Work-related social activities in my School such as staff parties, team building or networking events, are likely to be welcoming to all genders (e.g. avoid venues that may be degrading to particular genders; avoid sporting activities that some staff may not be able to, or wish to, watch or take part in; avoid times that frequently exclude part-time staff or those with caring responsibilities).



22 I have undertaken training in (please provide a response for both):

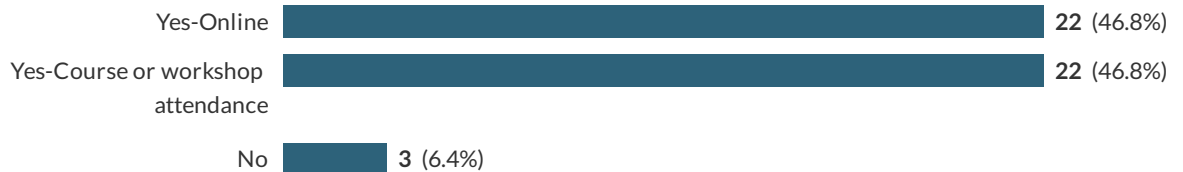
22.1 Gender equality

22.1.a Gender equality



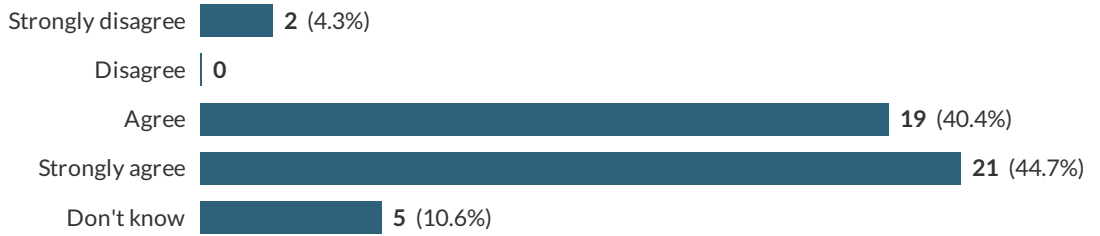
22.2 Understanding unconscious bias

22.2.a Understanding unconscious bias

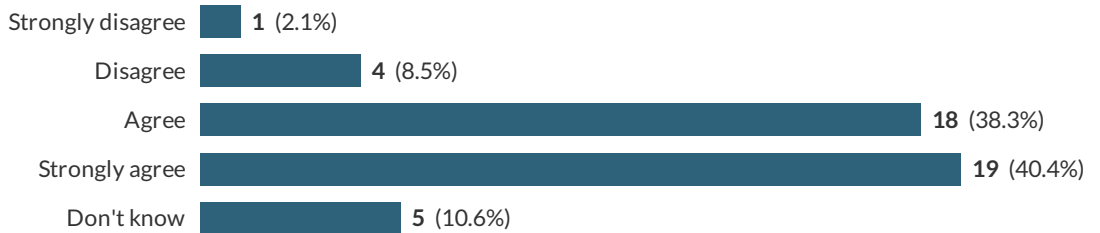


Participation and Promotion Practices

24 In my School, staff are treated on their merits irrespective of their gender (e.g. staff of all genders are actively encouraged to apply for promotion and take up training opportunities).



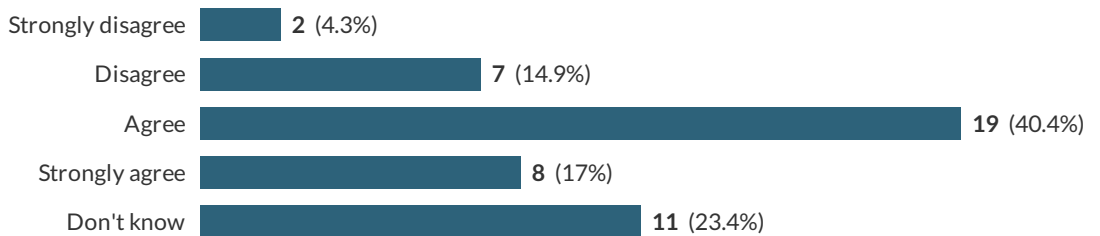
25 In my School, work is allocated on a clear and fair basis irrespective of gender



26 The School values and rewards the full range of skills and experience including pastoral work, outreach work, teaching and administration, and research:

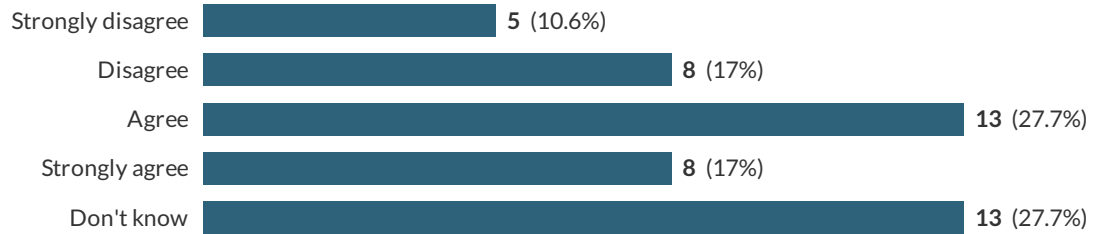
26.1 In annual reviews

26.1.a In annual reviews

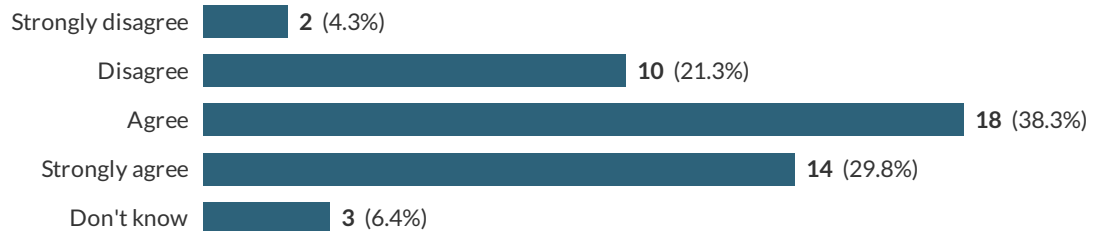


26.2 In considering promotions

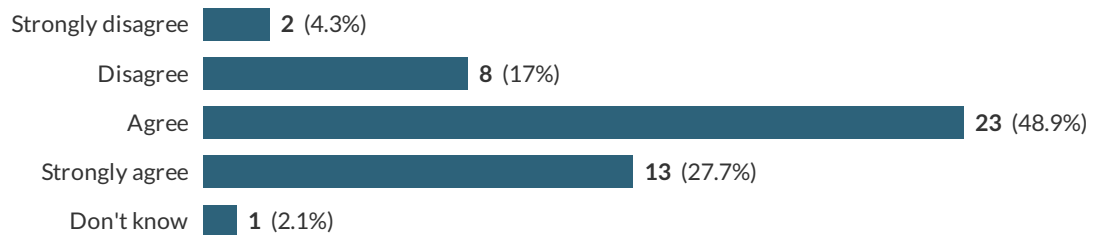
26.2.a In considering promotions



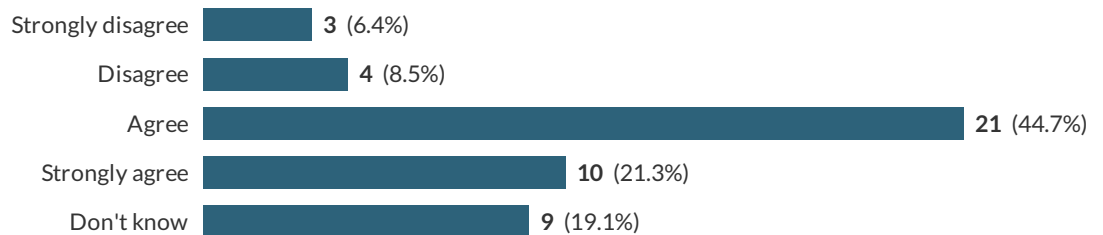
27 I understand the career development and promotion/progression process in my School



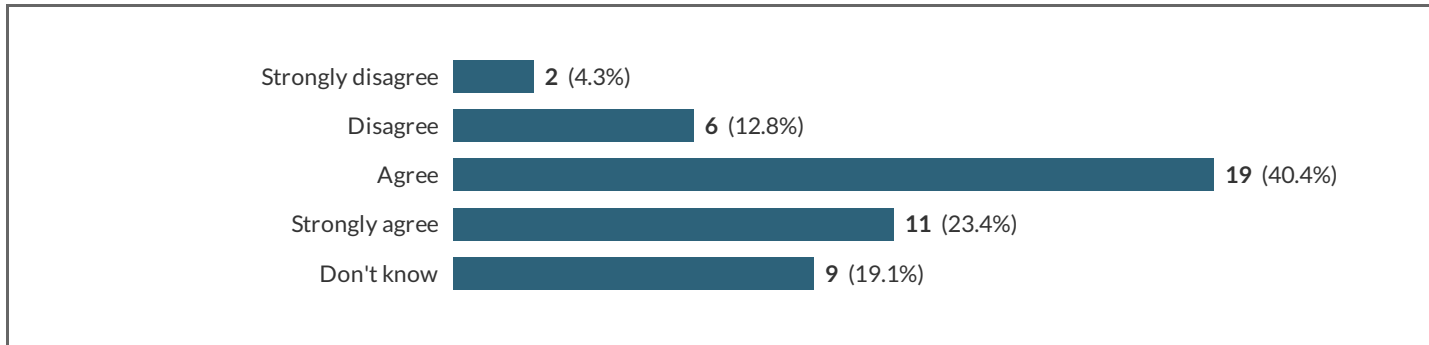
28 I am encouraged to take up career development and training opportunities.



29 I am encouraged to develop my research profile, including through support for publications and research funding applications.



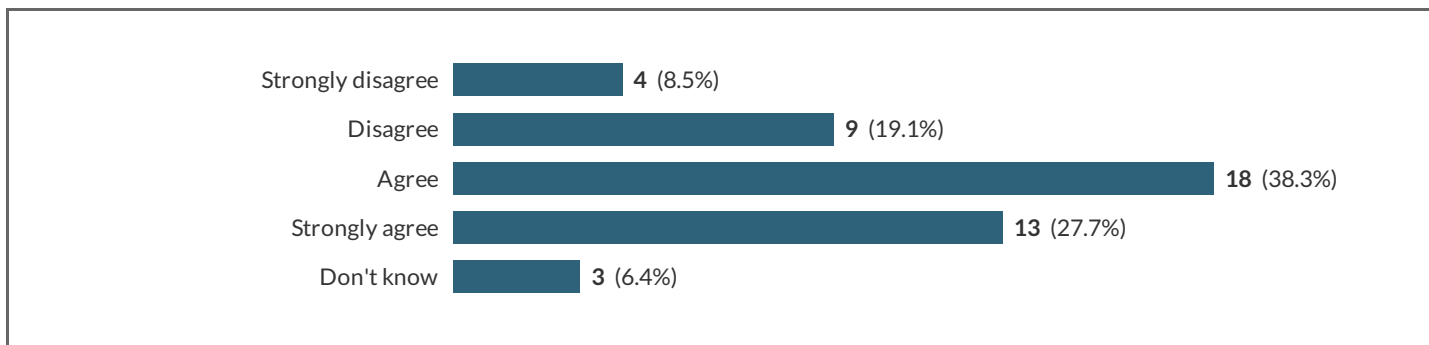
30 I am encouraged and given opportunities to represent the School externally and/or internally (e.g. on committees or boards, in nominations for prizes, as chair or speaker at conferences).



31 The School provides me with:

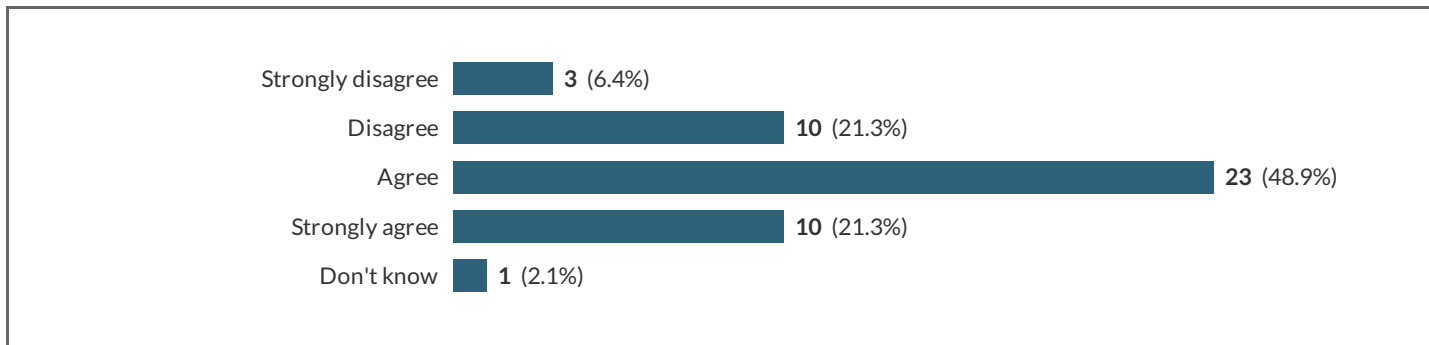
31.1 Useful mentoring opportunities (as mentor or mentee)

31.1.a Useful mentoring opportunities (as mentor or mentee)



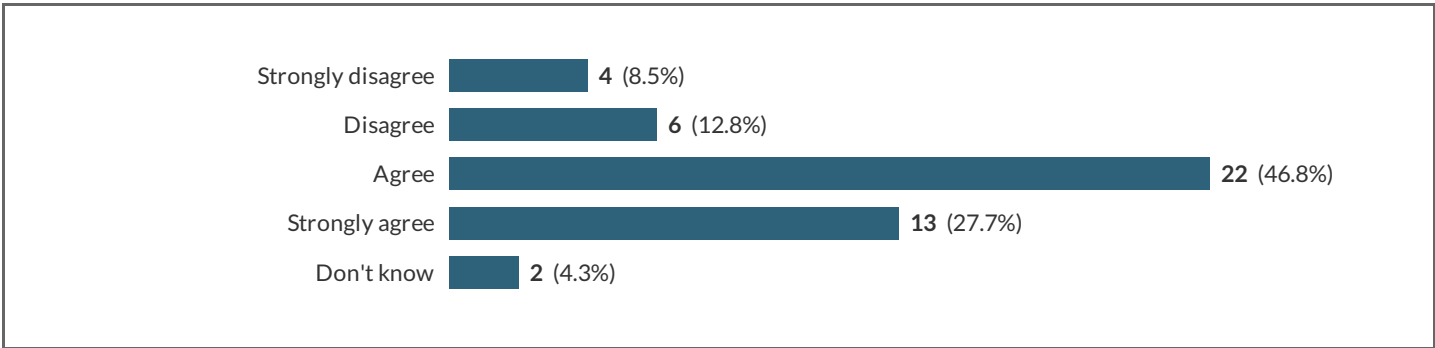
31.2 Useful networking opportunities

31.2.a Useful networking opportunities

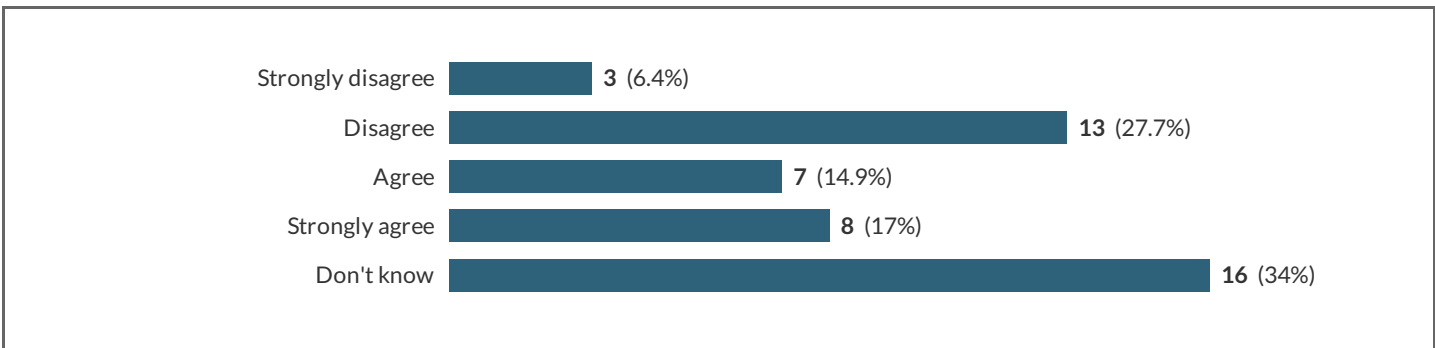


31.3 A helpful annual review

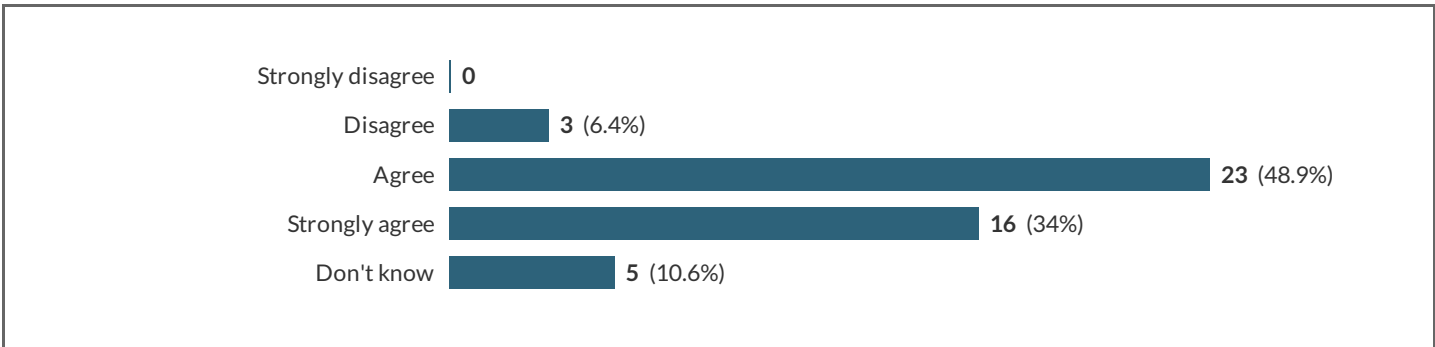
31.3.a A helpful annual review



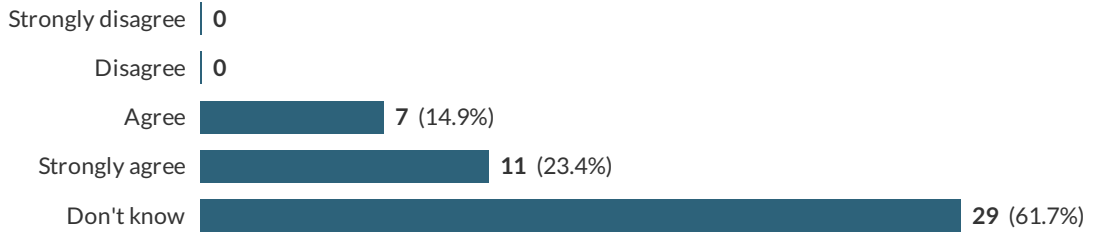
32 Staff who work part-time or flexibly in the School are offered the same career development opportunities as those who work full-time.



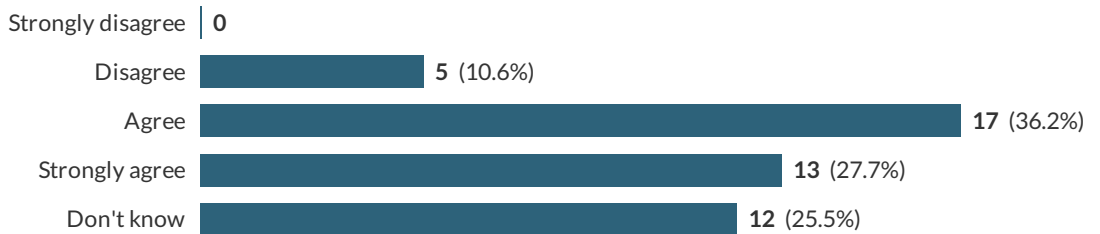
33 Meetings in my School are completed in viable hours to enable those with caring responsibilities to attend.



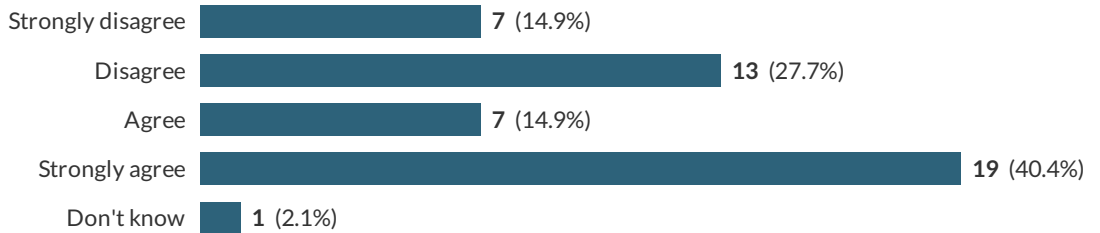
34 In my School, men and women are paid an equal amount for doing the same work or work of equal value.



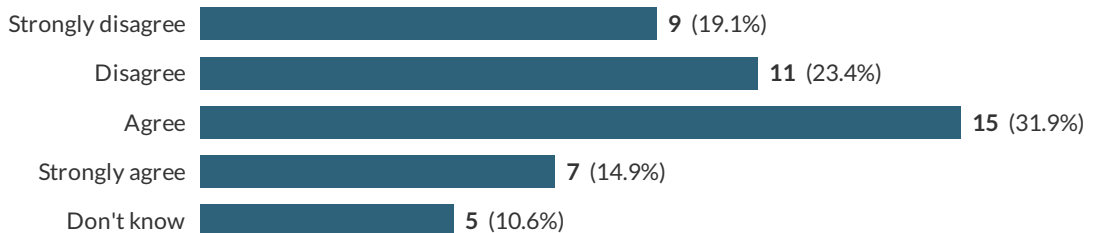
35 My School takes positive action to encourage women to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified female colleagues to apply for posts or promotion; including images of women in senior positions on recruitment materials; including family-friendly policies on job adverts).



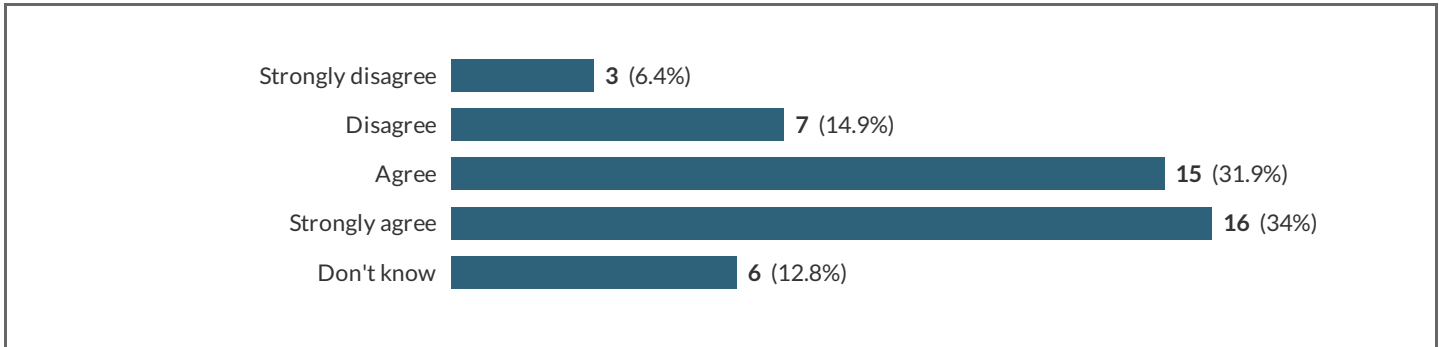
36 My workload cannot be completed within normal working hours.



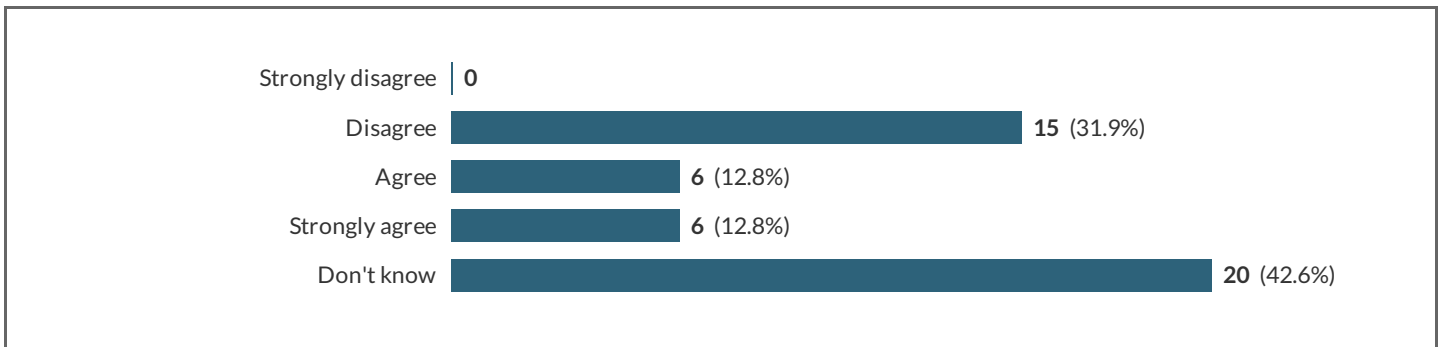
37 My School has a culture of long hours and/or competitive overwork that makes it difficult for me to achieve work-life balance.



38 Informal flexible working (i.e. without a formal flexible working arrangement agreed with my line-manager) is the best way to ensure work-life balance.

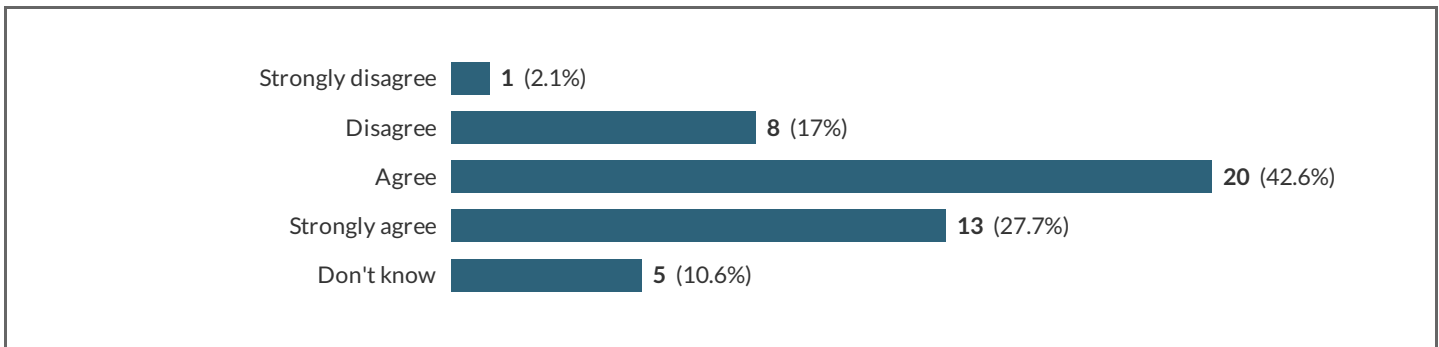


39 Flexible working arrangements are equally available to all staff.

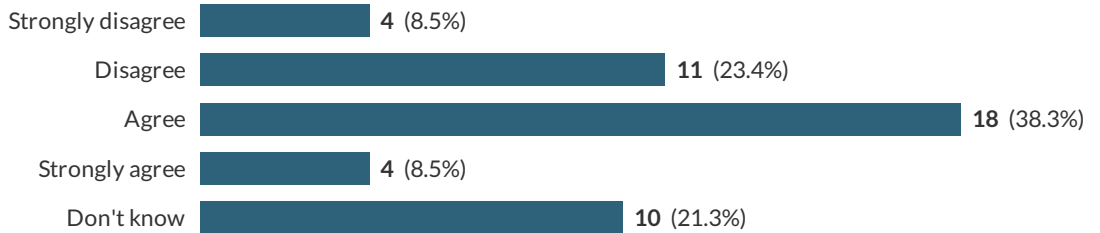


Leadership and Management Commitment

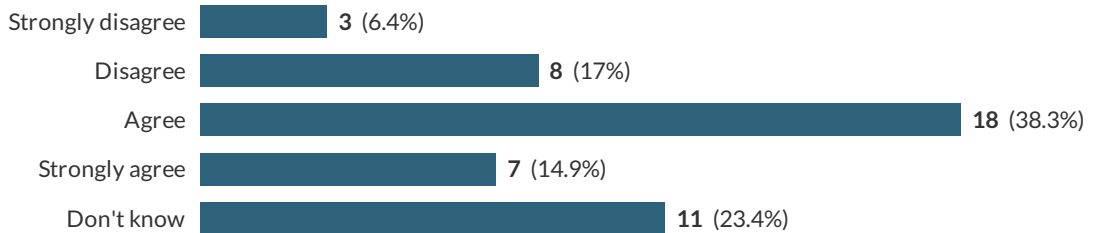
41 My School has given me clear information about what the University's policies are on matters that may relate to gender equality (e.g. discrimination, parental leave, carer's leave, flexible work schedules)



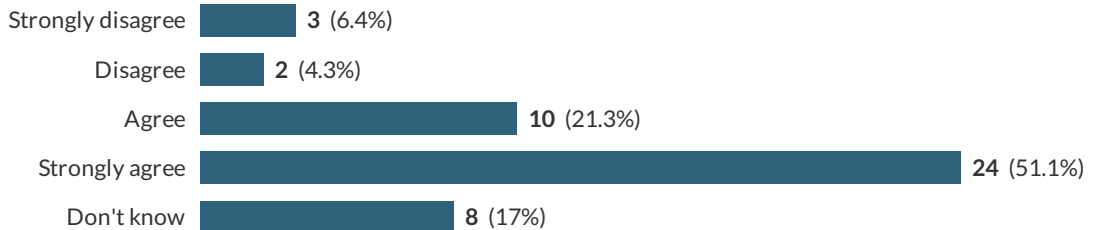
42 I believe the School needs to undertake positive action to promote gender equality in opportunity for career advancement.



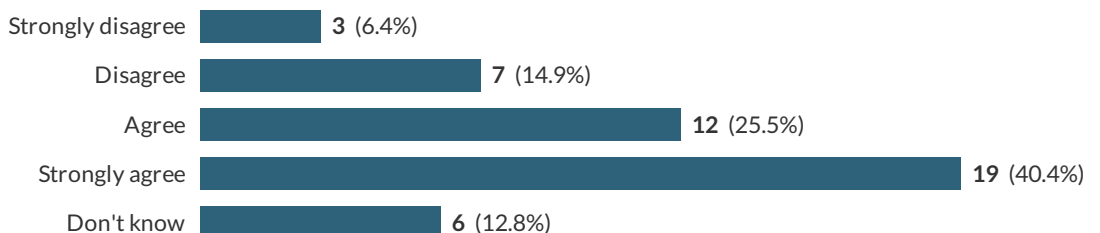
43 I believe the School needs to undertake positive action to promote gender equality in opportunity to maintain work-life balance.



44 My line manager is supportive of and helpful in seeking solutions when work and other life obligations conflict, including requests for flexible or more limited working hours or temporary leaves.



45 I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour.

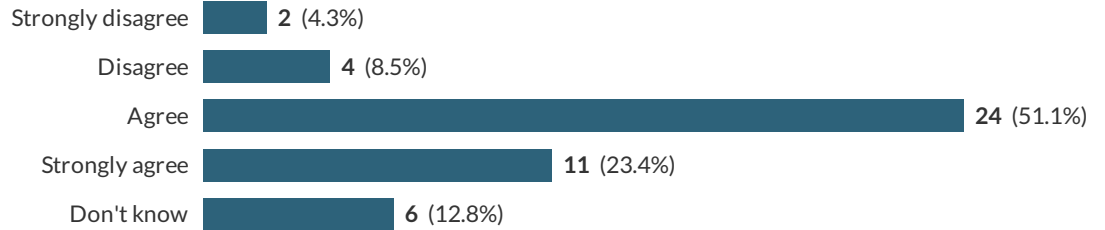


Reputation and Social Responsibility

- 47** The School uses senior staff of all genders as visible role models (e.g. as speakers on seminar programmes, in staff inductions, at recruitment events, in school visits).



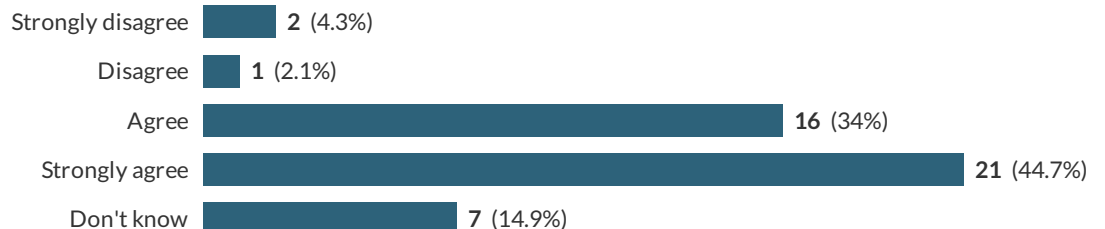
- 48** I am kept informed by the School about career advancement and work-life balance matters that affect me (e.g. changes to maternity/paternity leave entitlements, gender equality legislation and institutional policies, application procedures and standards for promotion and recognition awards).



- 49** I feel that the School is a great place to work.

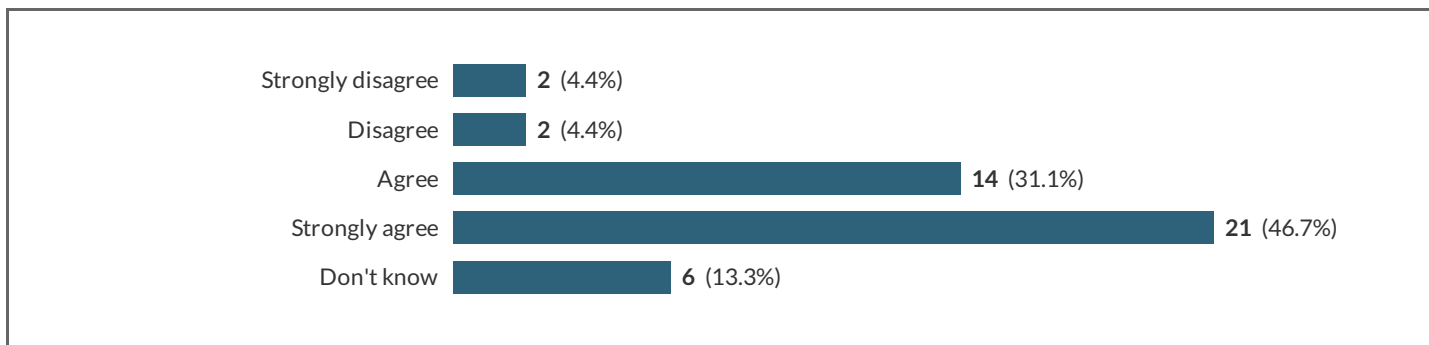
49.1 For all genders

49.1.a For all genders



49.2 For women

49.2.a For women



49.3 For men

49.3.a For men

