

REMOTE WORK IN THE CONTEXT OF THE COVID-19 PANDEMIC

RESULTS OF THE BASELINE QUESTIONNAIRE



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RESULTS SUMMARY

Overall the majority of University staff reported that the University has provided them with sufficient support in working remotely, as well as ensured work flexibility, thus enabling most employees in caring roles to meet their responsibilities. However, although predominantly positive the level of effectiveness reported did vary across the four key questions:

- The question regarding overall effectiveness of University level support was associated with 80% positive responses (4 & 5), 14% of neutral responses (3) and 6% negative responses (1 & 2).
- The question about the effectiveness of colleague support was associated with a similarly positive response; 80% reported effective support (4 & 5), 12% of participants reported a neutral response (3) and 6% gave a negative response (1 & 2).
- The third question regarding the extent to which the University has supported flexible working from home received a positive response from 77% of participants (4 & 5), 12% of participants recorded a neutral response (3) and 8 % reported a negative response (1 & 2).
- The final question, related to the effectiveness of work flexibility in allowing staff to meet their caring responsibilities (this question was completed by the 50% of staff who reported caring responsibilities) was associated with a positive response (4 & 5) from 63% of participants, a neutral response (3) from 18% of participants and a negative response from 11% of participants.

The next stage of analysis was to split participants into groups according to key demographic and working information (gender, age, contract type, caring responsibilities etc.). Key results for each group can be viewed below (*Please note all scores discussed below represent mean scores – generated by summing all participant scores for a question and then dividing by the number of participants to provide an average score. In some cases the mean difference between groups was descriptively small, whilst still reaching significance – see full results section for further details*):

- **Gender:** Responses were very similar across gender, with only one significant difference reported – women reported a marginally higher mean response for the effectiveness of overall University support during Covid-19.

- **Age:** There appeared to be an association between age and reported effectiveness across three questions (University support, colleague support, flexible working) with the youngest employees (age bracket 18-24) reporting a significantly lower mean score. There was no significant difference in response in terms of the effectiveness of flexible working for caring responsibilities.
- **Ethnicity:** Due to participant numbers the analysis of responses according to ethnicity represents a comparison across two groups – white and minority (comprised of all other ethnic minority groups). There were two significant results reported – minority groups reported a lower mean response for both the colleague support and flexible working questions. There were no further significant results.
- **Disability:** Individuals identifying as disabled reported significantly lower mean scores for one question – overall effectiveness of University support. All other items (colleague support, flexible working and support for caring responsibilities) received a similar response rate from both disabled and non-disabled staff members.
- **Living and relationship status:** Staff members who reported living alone were associated with significantly lower mean scores for two questions – effectiveness of colleague support and support of flexible working.
- **Home-schooling:** Members of staff who home-schooled scored significantly lower on both support for flexible work and the extent to which flexible working allowed them to meet their caring responsibilities. No other significant differences based on home-schooling were recorded.
- **Department:** There were observed differences in responses across departments: staff within the Business School and School of Social Science were associated with lower mean scores across all four questions compared to other schools. Staff in the Development Trust, Psychology, Finance, Research and Innovation, and Directorate of People generally recorded a higher mean response across all four questions regarding effectiveness of support.
- **Job role:** There was a general trend in responses according to job role with academic staff associated with lower mean scores across all four questions than staff in support and professional services.

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INTRODUCTION

The current project was designed to explore the impact of remote work in the context of the Covid-19 pandemic on University staff members, in order to inform the planning and development of subsequent guidelines that the University can use both throughout and beyond this period.

This report details the preliminary quantitative results from a survey constructed and shared by the University of Aberdeen HR department. The survey involved the collection of both qualitative and quantitative data, the latter of which is being reported in the present work. The quantitative section of the questionnaire consisted of 4 Likert-scale questions (responses from 1 – not at all, to 5 - very) examining the effectiveness of University support during the early stages of transition to remote work, as well as a set of questions designed to collect participants' demographic information.

This baseline report details data collected in June 2020, several months after remote work measures had been implemented following the UK lockdown.

The results outlined in the present work incorporate both descriptive and statistical analyses of the data.

DESCRIPTIVE RESULTS

The results presented in this section represent an analysis of the frequency of response type across all quantitative questions of the HR Staff Survey. The results detail three main aspects of the survey:

- **Demographic information:** This section details the demographic make-up of the staff who completed the survey. This includes gender, age, ethnicity, disability, living arrangements and caring responsibilities.
- **Employment information:** This section provides an overview of the types of job role, contract type and the department included in the staff sample for the survey.
- **Effectiveness of support:** The final section provides an overall measure of effectiveness for the entire participant sample across four key questions – university support, colleague support, flexible work arrangements and caring responsibilities.

A total of 1445 survey responses were received by the University of Aberdeen HR Department.

Demographic information

Gender

Figure 1.1 provides the percentages of gender identities. Women accounted for 57% of respondents and men for 35%. An additional 0.42% of respondents identified as non-binary, while 7.81% of the participants chose not to state their gender identity.

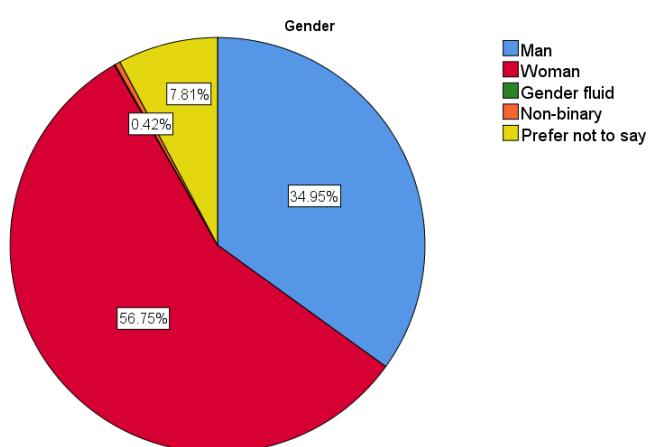


Figure 1.1: Percentages of gender identities.

Age

Figure 1.2 presents the proportion of respondents in each age band. The majority of respondents were in the 45-54 year age range (26.63%), closely followed by responses in the 35-44 year age range (25.14%).

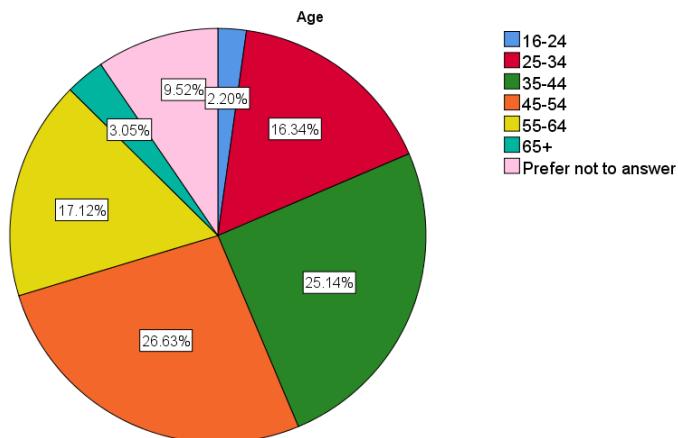


Figure 1.2: Percentages of age groups of survey respondents.

Ethnicity

Figure 1.3 represents the distribution of ethnic diversity. The three most prevalent ethnicities were: white-Scottish (40.31%); white-British ethnics (24.10%); and other white background (14.52%). Black-African ethnics made up 1.34% of responses; 1.06% reported being of other mixed/dual heritage, while 0.92% were white-Irish ethnics. The remaining 17.75% is made up of 10 different ethnicities.

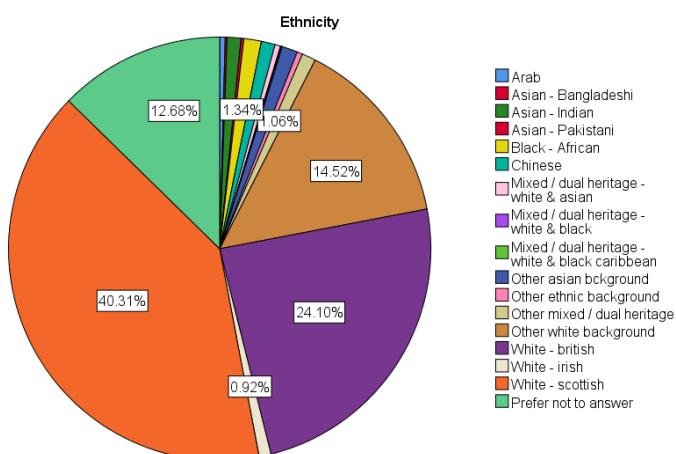


Figure 1.3: Percentages of ethnic diversity in the sample.

Disability

Participants responded to a question regarding whether or not they had a disability. Figure 1.4 shows that the majority of respondents do not have a disability (86.38%), while a minority (5.82%) stated that they do.

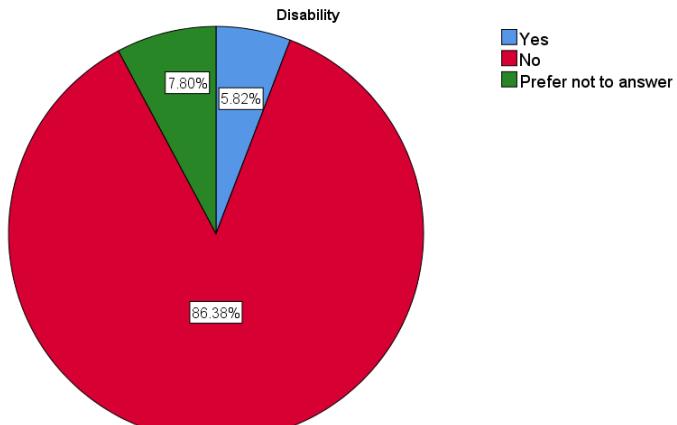


Figure 1.4: Percentages of disability prevalence in sample.

Living Status

Figure 1.5 illustrates the variation in living status within the sample. The majority of participants live with others (79.84%), whilst 14.52% reported living alone.

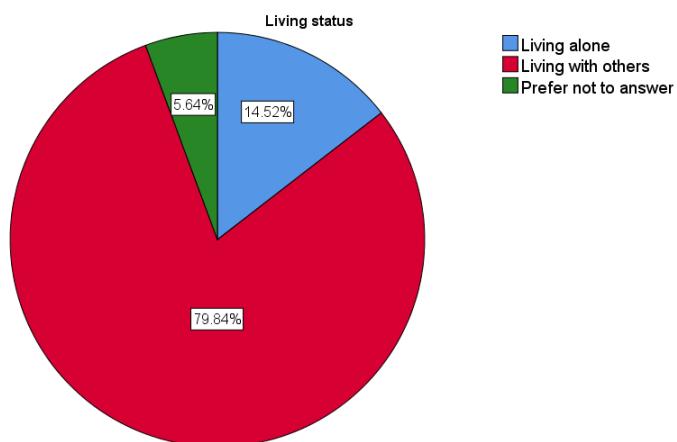


Figure 1.5: Percentages of respondents' living situations.

Relationship

Figure 1.6 illustrates the relationship status of survey participants. Most respondents reported being married (52.64%) and 14.52% reported being in a domestic relationship (co-habiting with their partners). Additionally, 12.83% of participants reported being single, and 13.18% chose not to disclose their relationship status. Widowed participants accounted for 1.41% of the responses, and 4.44% of respondents reported being divorced.

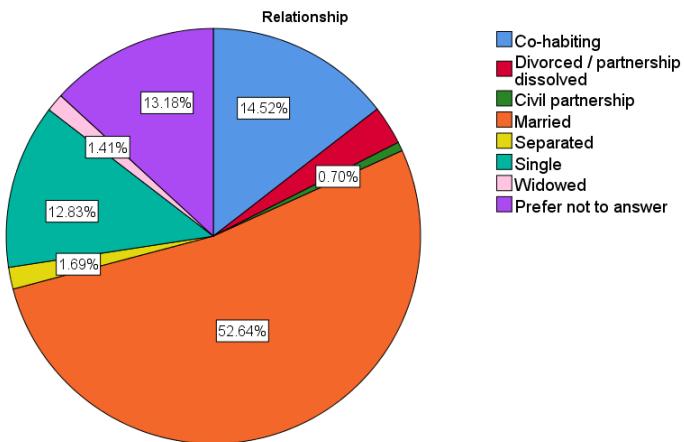


Figure 1.6: Percentages of respondent relationship status.

Caring Responsibilities

Figure 1.7 presents the distribution of participants' responses to a question on whether their at-home duties included caregiver responsibilities: we observed an even distribution with 46.8% yes-responses, and 48.7% no-responses. We observed the same pattern between genders with 47.7% of male respondents and 46.8% female respondents reporting having care responsibilities.

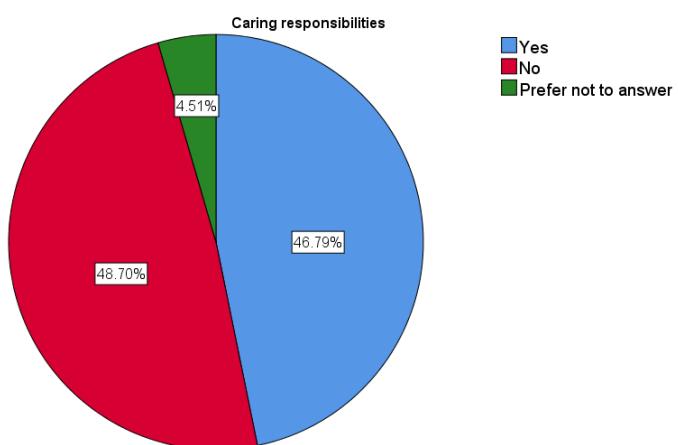
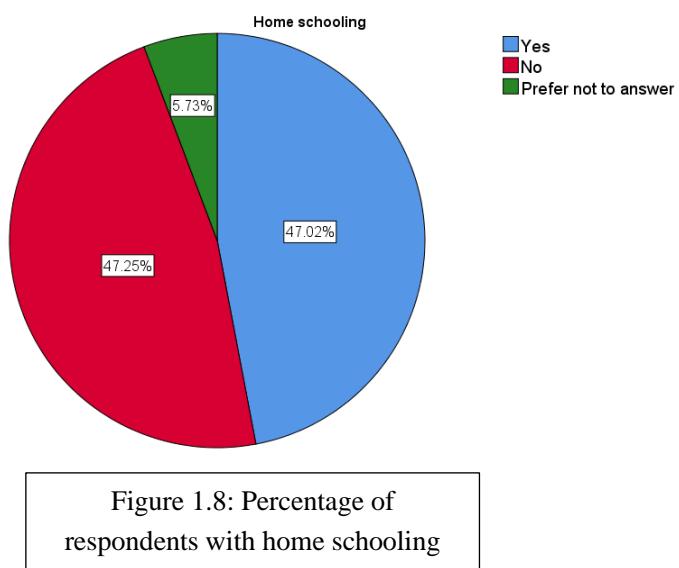


Figure 1.7: Percentages of respondent caregiver

Home Schooling

Figure 1.8 outlines the percentages of respondents with caring responsibilities engaging in home schooling with their children. The results show an even split, with 47.02% of participants reporting home schooling and 47.05% stating they were not home schooling. We observed the same pattern between genders with 49.4% of male respondents and 48.8% female respondents reporting having home-schooling responsibilities.



Employment Information

Department

Figure 1.9 illustrates the distribution of responses across the 23 University departments that participated in the survey. Participants in the School of Medicine, Medical Sciences & Nutrition accounted for approximately $\frac{1}{4}$ of responses (24.74%), followed by participants who chose not to reveal the department to which they belonged (8.32%) and those in Digital & Information Services (7.26%). The remaining responses are spread across the other 20 departments within the University.

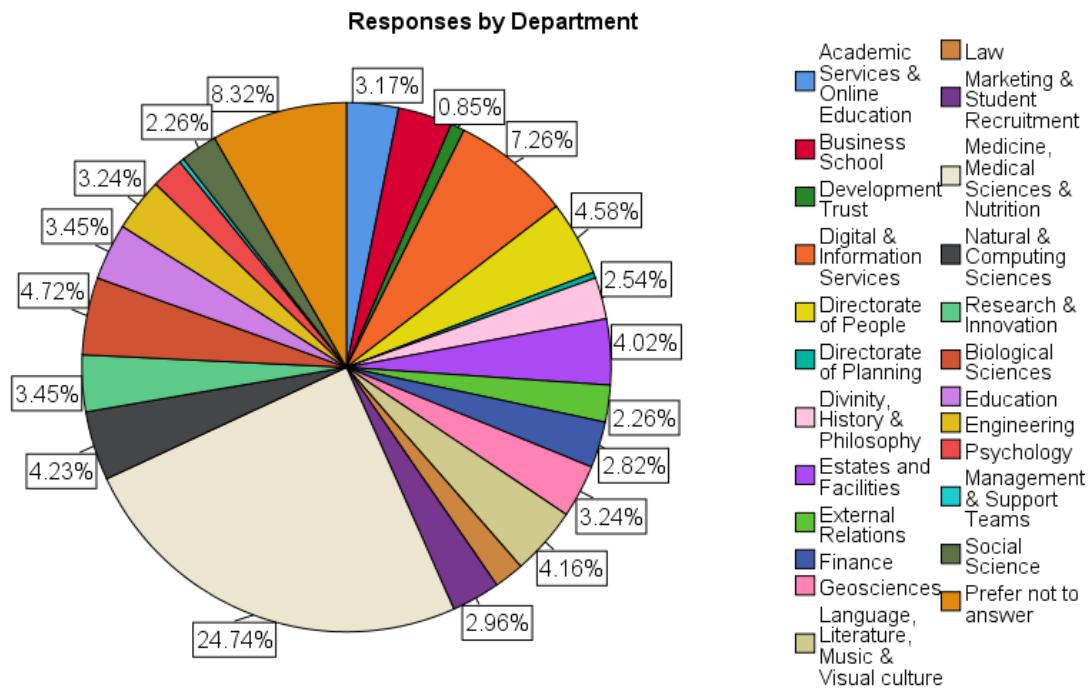


Figure 1.9: Distribution of survey responses across the University Departments

Job role

Figure 1.10 on the following page presents respondent job roles. Professional services (grade 5-9) represented the majority of responses (28.79%), followed by respondents in academic teaching and research roles (22.68%). The remaining percentage was made up of support staff (14.96%), respondents in research-based academic roles (13.83%), teaching and scholarship roles (10.18%), and technical staff (4.14%).

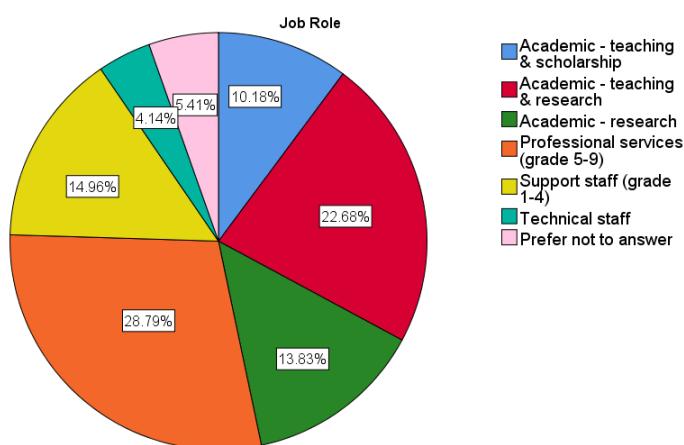


Figure 1.10: Distribution of job roles across the sample

Contract type

Figure 1.11 on the following page illustrates the percentages of employment contract types. Open-ended contracts make up the majority of responses (69.42%), followed by fixed term contracts (15.58%). Open-ended contracts limited by the nature of the project or funding available (4.84%), alongside guaranteed minimum hours contracts (1.28%) represented a minority of the responses.

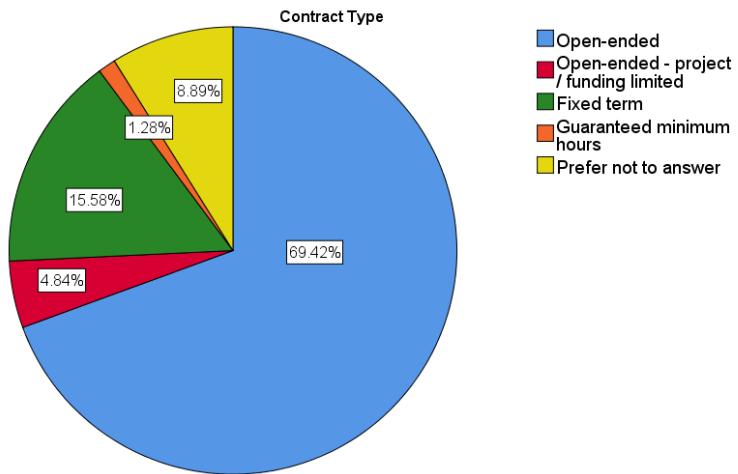


Figure 1.11: Percentages of respondents' employment contract types.

Work pattern

Figure 1.12 represents respondents' working pattern as included in their contract. Full-time hours represented ¾ of the respondents (77.71%), followed by employees on part-time hours contracts (19.13%). Responses from staff on guaranteed minimum hours contracts only represented 2.6%.

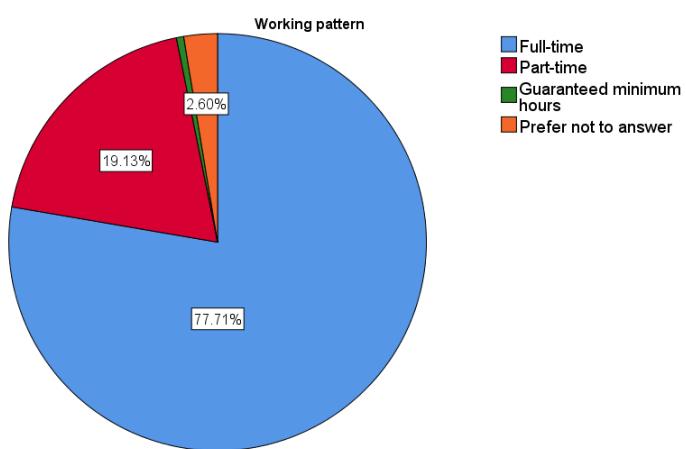


Figure 1.12: Distribution of working patterns across the sample.

Effectiveness of Support

Figure 1.13 on the following page includes the distribution of responses across the four Likert Scale Effectiveness of Support questions. Respondents answered on a scale from 1 (Not at all) to 5 (Very) on all questions. The majority of participants felt the actions being taken were effective across all dimensions: predominantly positive ratings of 4-5 (“Quite” to “Very”) throughout all questionnaire items.

The first question assessed how effectively the University provided support for members of staff. Ratings of 5 (“Very”) constitute the largest portion of responses (43.13%), and ratings of 4 (“Quite” – 36.04%). The remaining responses were at the scale midpoint of 3 (14.31%), negative responses of 1 (1.61%) and 2 (4.28%) or prefer not to answer (0.63%).

The second question examined the effectiveness of colleague support; “Very” and “Quite” accounted for 50.93% and 29.52%, respectively; over 80% of respondents felt that their colleagues provided good support. The remaining responses were 12.51% at the scale midpoint (3 – “Somewhat”), 5.20% 2 (“Slightly”), 0.91% 1 (not at all), and 0.91% preferred not to answer.

The third question measured the University’s effectiveness in providing flexibility in work activities. The majority of responses were either “Very” (47.92%) or “Quite” (29.08%): the University largely provided flexibility in remote work activities. Midpoint (“Somewhat”), 2 (“Slightly”), 1 (“Not at all”), and “Prefer not to answer” represented 12.42%; 5.95%; 2.10%; and 2.75%, respectively.

The fourth question measured the extent to which work flexibility accommodated caring responsibilities. The majority of responses were “Very” (34.46%) and “Quite” (28.95%) but this item saw an increase in both midpoint (18.22%), and negative ratings: 2 (8.47%) and 1 (3.1%), suggesting that further improvements are necessary for participants with caring responsibilities. A percentage of 6.8% of participants chose the “Prefer not to answer” option.

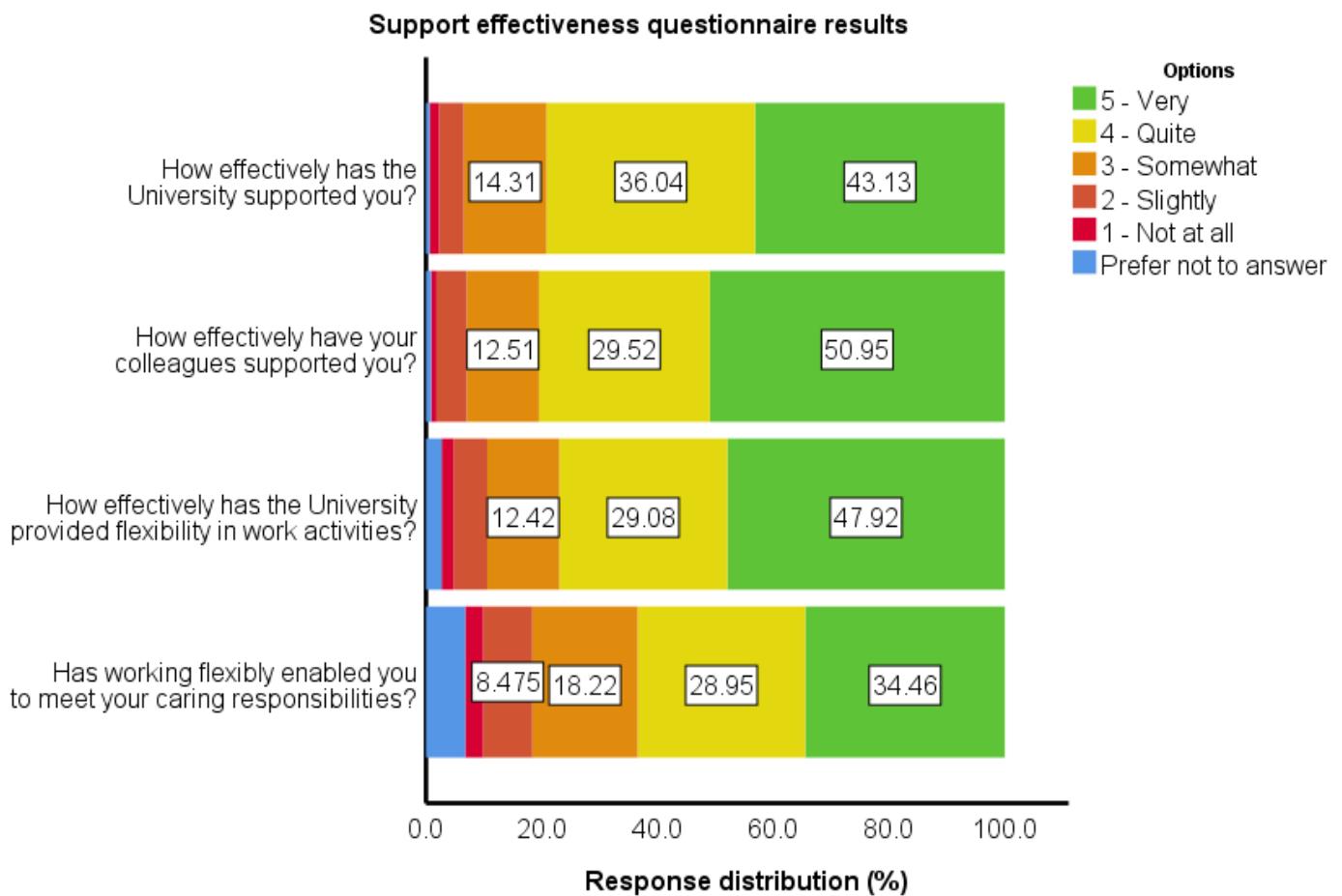


Figure 1.13: stacked percentage distribution of responses to Effectiveness of Support questions.

STATISTICAL RESULTS

This section of the report deals with statistical analysis of group differences in effectiveness of support scores based on mean scores (all participant scores for a question are summed, then divided by number of participants to generate average response). Based on the likert scale used (1 not at all effective – 5 very effective) a mean score of 0 – 2.5 would be considered generally negative, a score of 2.6 – 3.5 would be considered neutral, and a mean score of 3.6 and above would be considered generally positive.

We employed t-tests and ANOVA's to identify reliable differences between groups: both express whether differences in mean scores across groups are statistically probable or not as a p-value. The smaller the p-value (below 0.05 is considered significant) associated with the test the stronger the results are, and the less likely it is that the result is being generated by chance. A high p-value (above 0.05) indicates that the groups being assessed are very similar, and any difference might be down to chance.

Finally, it is important to note that where statistically significant differences are recorded, these differences are proportionally small in some cases (e.g. a difference of just 0.5 between groups may be significant). As such in some cases where one group reports a significantly lower mean score in comparison to a second group, both groups might still be reporting a generally positive response (e.g. Group 1 may have a mean score of 4.2, Group 2 may have a mean score of 4.7).

Effectiveness of support was measured with four Likert Scale questions:

- 1) How effectively has the University supported you during the Covid-19 crisis?
- 2) How effectively have your colleagues supported you during the Covid-19 crisis?
- 3) How effectively has the University supported you in providing flexibility in your work activities?
- 4) To what extent has work flexibility enable you to accommodate your caring responsibilities during the Covid-19 crisis?

Collectively, these responses will be referred to as Effectiveness of Support scores. Individually, the questions will be referred to as: University Support, Colleague Support, Flexible Work, and Caring Support, respectively.

Effectiveness of support scores

Four one-sample t-tests revealed that all effectiveness of support scores were significantly above mid-point (3) $p < .001$ (see table 2.1) and so overall responses can be considered generally positive for all four questions. Paired samples t-tests revealed moderately-strong to strong, positive correlations between all questions: meaning higher scores in one question predicted higher scores in all other questions.

Table 2.1: Effectiveness of support scores

	N:	M:	SD	t:
University Support	1417	4.16	0.94	45.55
Colleague Support	1410	4.26	0.93	50.57
Flexible Work	1378	4.18	1.01	43.58
Caring Support	660	3.89	1.10	20.77

Gender and Age

Independent samples t-tests revealed one small but reliable gender difference in University Support scores: women felt more supported than men (mean difference: 0.10). There were no gender differences in the other three Effectiveness of Support questions: members of staff identifying as women and men found the covid-19 initiatives similarly effective (table 2.2). Members of staff identifying as gender fluid, non-binary, or other were excluded from analysis due to a small sample size.

Table 2.2: Gender differences in Effectiveness of Support

	<i>M:</i>	<i>p</i>	<i>t:</i>
	Men		
University Support	4.14	4.24	.044*
Colleague Support	4.33	4.25	.132
Flexible Work	4.24	4.21	.697
Caring Support	3.99	3.88	.215

*indicates significance.

Descriptively, age effects showed a positive trend across all Effectiveness of Support questions: older members of staff scored higher compared with younger members of staff. The only exception was the 65+ age group in the Caring Support question who scored lower than all other age groups even though the differences did not reach statistical significance. Lack of significance could be explained by a relatively small sample size (N=10).

A one-way ANOVA revealed significant age-differences in three of the effectiveness of support questions: University Support, Colleague Support and Flexible Work ($p <.05$). There was no significant age-difference in Caring Support scores. A post-hoc Tukey revealed that the youngest group scored significantly lower on University Support compared with most other groups. The oldest group scored significantly higher on colleague support compared with the two youngest age groups (table 3) and the 25-34 and the 25-34 group scored lower on flexible work than the 55-65 age group.

Table 2.3: Mean scores and significant age-differences in effectiveness of support.

	<i>M:</i>					
	18-24	25-34	35-44	45-54	55-65	65+
University Support	3.73 ^a	4.03 ^{ab}	4.21 ^b	4.26 ^b	4.31 ^b	4.22 ^b
Colleague Support	4.07 ^a	4.10 ^a	4.30 ^{ab}	4.33 ^{ab}	4.29 ^{ab}	4.56 ^b
Flexible Work	4.00	4.08 ^a	4.24	4.23	4.38 ^b	4.23
Caring Support	X	3.89	3.85	3.96	4.18	3.40

X=Mean score is excluded due to small sample size ($N<10$)

Superscripts denote statistical differences within Effectiveness of Support questions: superscript "a" is statistically different from superscript b. If a score has a & b superscripts, it is not statistically different from any of the scores. Only one difference was found in the Flexible Work question – denoted by a single superscript-pair.

Ethnicity

Descriptively, Black African members of staff scored lower than all other ethnic groups. To retain more participants, we collapsed ethnicity groups into two categories: white and minority (members of ethnic minorities in the UK). Independent samples t-tests revealed that members of staff belonging to minority groups scored significantly lower on Colleague Support and Flexible Work and approached significance in University Support. This indicates that members of staff from ethnic minority groups felt less supported by the university, their colleagues and in tackling flexible work compared with their white counterparts (table 2.4).

Table 2.4: Mean Effectiveness of Support scores for white and non-white members of staff

	<i>M:</i>	<i>p</i>	<i>t:</i>
	White	Minority	
University Support	4.24	4.07	.051 [†] 1.96
Colleague Support	4.32	4.13	.040* 2.05
Flexible Work	4.27	4.03	.016* 2.41
Caring Support	3.98	3.82	.284 1.07

*indicates significance ($p < .05$) and [†]indicates approaching significance ($p < .07$)

Disability

Independent samples t-tests revealed a significant difference in University Support scores: members of staff with a disability scored lower than those without. The difference is descriptively fairly small (=0.25 points). There were no significant differences between the groups in the other three Effectiveness of Support questions (table 2.5).

Table 2.5: Disability mean scores and significant differences

	<i>M:</i>	<i>p</i>	<i>t:</i>
	Disability	No Disability	
University Support	3.96	.015*	2.44
Colleague Support	4.13	.129	1.52
Flexible Work	4.15	.521	0.64
Caring Support	4.12	.318	1.00

*indicates significance ($p < .05$)

Living Status and Relationship Status

Independent samples t-tests revealed that members of staff living with others felt significantly more Colleague Support and Flexible Work and approached significance in University Support scores. There were no differences in Caring Responsibility. This indicates that members of staff living alone are generally feeling less supported than their colleagues in a different living situation (table 2.6).

Table 2.6: Differences in Effectiveness of Support for different living situations

	<i>M:</i>	<i>p</i>	<i>t:</i>
	Alone	With others	
University Support	4.07	4.21	.055†
Colleague Support	4.07	4.32	.002*
Flexible Work	4.08	4.25	.029*
Caring Support	3.82	3.93	.631

*indicates significance ($p < .05$) and † indicates approaching significance ($p < .07$)

Descriptively, separated members of staff scored generally lower across all questions. Three one-way ANOVAs revealed significant differences in Effectiveness of Support scores dependent on relationship situation. Post-hoc Tukey's revealed that separated members of staff scored significantly lower than widowed members of staff on how effectively the university and colleagues provided support and in providing flexibility in work activities. Separated members of staff also scored significantly lower on colleague support compared with people living in a civil partnership. A fourth

one-way ANOVA revealed significant differences in how flexible work enabled caring responsibilities. Again, separated members of staff scored significantly lower than most other groups (table 2.7).

Table 2.7: Mean scores and significant Relationship Situation differences in Effectiveness of Support

	<i>M :</i>							
	<i>Separated</i>	<i>Single</i>	<i>Married</i>	<i>Co-habiting</i>	<i>Divorced</i>	<i>Civil Partnership</i>	<i>Widowed</i>	
University Support	3.79 ^a	4.01 ^{ab}	4.25 ^{ab}	4.28 ^{ab}	4.33 ^{ab}	4.40 ^{ab}	4.58 ^b	
Colleague Support	3.88 ^a	4.06 ^{ab}	4.36 ^{abc}	4.34 ^{abc}	4.21 ^{abc}	4.6 ^{bc}	4.79 ^c	
Flexible Work	3.83 ^a	4.05 ^{ab}	4.30 ^{ab}	4.24 ^{ab}	4.45 ^{ab}	4.40 ^{ab}	4.71 ^b	
Caring Support	3.06 ^a	3.83 ^{ab}	3.97 ^b	4.00 ^b	4.00 ^b	X	X	

X=Mean score excluded due to small sample size ($N < 10$).

Superscripts denote statistical differences within Effectiveness of Support questions: superscript “a” is statistically different from superscript b and superscript c. If a score has a, b & c superscripts, it is not statistically different from any of the scores.

Caring responsibilities, home-schooling, and gender interactions

Independent samples t-tests revealed no significant difference in Effectiveness of Support scores between members of staff with and without caring responsibilities (table 2.8). Both groups scored significantly above mid-point (3) on all questions ($p < .001$). Factorial ANOVAs revealed no gender differences or interaction between gender and caring responsibilities on Effectiveness of Support scores: men with caring responsibilities scored similarly to women with caring responsibilities.

Table 2.8: Caring responsibility mean scores

	<i>Caring Responsibility (M):</i>		<i>p</i>
	<i>Yes</i>	<i>No</i>	
University Support	4.18	4.19	.737
Colleague Support	4.27	4.28	.799
Flexible Work	4.20	4.24	.430
Caring Support	3.89	4.06	.388

Independent samples t-tests revealed significant differences in Effectiveness of Support scores between members of staff who reported home-schooling responsibilities and members of staff, who did not home-school: Faculty who home-schooled scored lower on Flexible Work and Caring Support. Both of these differences were descriptively small (0.16 and 0.24 points, respectively). Factorial ANOVAS revealed no gender differences or interaction between gender and home-schooling responsibilities on Effectiveness of Support scores: men with home schooling responsibilities scored similarly to women with home-schooling responsibilities.

Differences in findings suggest that members of staff with home schooling responsibilities - rather than caring responsibilities more generally - may require more support with providing flexible work activities and accommodating caring responsibilities.

Table 2.9: Home-schooling responsibility mean scores

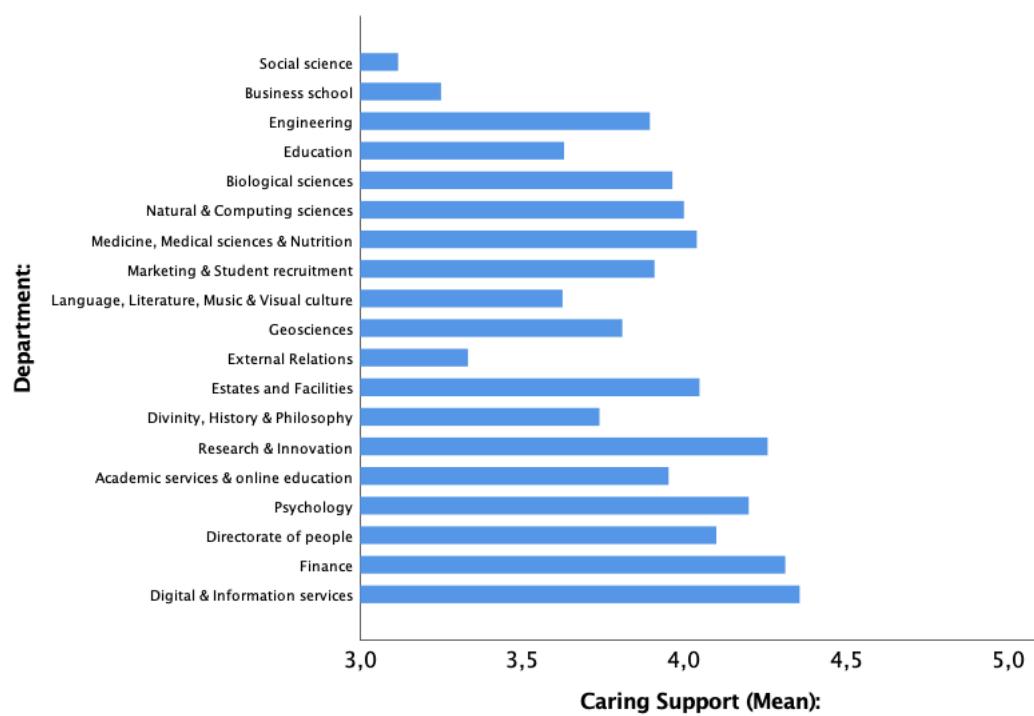
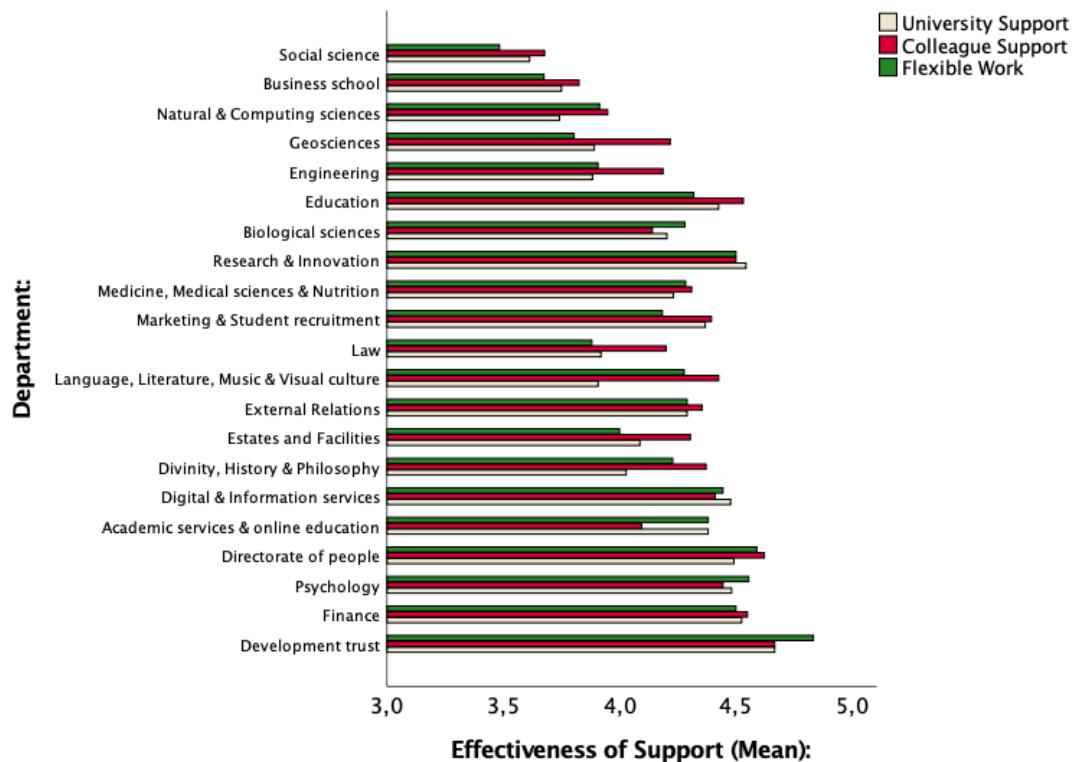
	<i>Home Schooling (M):</i>		<i>p</i>	<i>t:</i>
	Yes	No		
University Support	4.16	4.25	.159	1.41
Colleague Support	4.28	4.31	.701	.384
Flexible Work	4.14	4.30	.022*	2.30
Caring Support	3.80	4.04	.010*	2.57

*indicates significance ($p < .05$)

Department

One-way ANOVAS revealed significant differences in Effectiveness of Support scores across departments. Social Science and the Business School scored significantly lower than several other departments and descriptively lower than all other departments in all four questions. Faculty in the Development trust scored significantly higher than several other departments and descriptively: Psychology, Finance, Research and Innovation, and Directorate of people generally scored high in all Effectiveness of Support questions. We removed two departments from the overall analysis due to small sample sizes ($N < 10$): Directorate of Planning and Senior Management. We further excluded Development Trust and Law from the analysis of the Caring Support question for the same reason. See Figure 2.1 for a visual representation and appendix A for a full table with means and statistical findings.

Figure 2.1: Mean scores of Effectiveness of Support Questions by Department



In a follow-up analysis, we found that only female members of staff in the Business School score significantly lower than other departments; male members score similarly to other departments. Social Science score low for both male and female members of staff.

Job Role, Employment Status and Work Pattern

One-way ANOVAS revealed significant differences in all Effectiveness of Support scores dependent on job role: members of staff in academic roles scored lower than support and technical staff. Descriptively, the differences ranged from 0.4 – 0.9 points with the biggest difference found between academic teaching and scholarship and technical staff scores in the Caring Support question (Table 2.10).

One-way ANOVAS revealed no significant differences ($p > 0.06$) in Effectiveness of Support Scores dependent on employment status: members of staff found support similarly effective regardless of contract type. One-way ANOVAS revealed no significant differences ($p > 0.06$) in Effectiveness of Support Scores dependent on work pattern: members of staff found support similarly effective regardless of work pattern.

Table 2.10: Job role mean scores and significant differences

Academic (Mean):						
	Teaching & Research	Teaching & Scholarship	Research	Prof. Services	Technical	Support Staff
University Support	3.85 ^a	4.03 ^a	4.03 ^a	4.38 ^b	4.42 ^b	4.44 ^b
Colleague Support	4.19 ^{ab}	4.13 ^a	4.10 ^a	4.43 ^b	4.42 ^b	4.37 ^{ab}
Flexible Work	4.00 ^a	4.04 ^{ab}	4.10 ^{ab}	4.31 ^{bc}	4.64 ^c	4.47 ^c
Caring Support	3.64 ^a	3.64 ^a	3.93 ^{ab}	4.01 ^{ab}	4.71 ^c	4.28 ^{bc}

Superscripts denote statistical differences within Effectiveness of Support questions: superscript “a” is statistically different from superscript b and superscript c. If a score has a, b & c superscripts, it is not statistically different from any of the scores.

APPENDIX

	University Support	Colleague Support	Flexible Work	Caring Support
Social Science	3.59 ^a	3.68 ^a	3.48 ^a	3.12 ^a
Natural & Computing Sciences	3.72 ^{ab}	3.97 ^{abc}	3.91 ^{abcd}	4.00 ^{ab}
Business School	3.77 ^{abc}	3.88 ^{ab}	3.74 ^{ab}	3.25 ^{ab}
Engineering	3.84 ^{abcd}	4.14 ^{abc}	3.91 ^{abcd}	3.89 ^{ab}
Geosciences	3.89 ^{abcd}	4.22 ^{abc}	3.80 ^{abc}	3.81 ^{ab}
Language, Lit...	3.91 ^{abcd}	4.41 ^{bc}	4.27 ^{bcde}	3.63 ^{ab}
Law	4.96 ^{abcd}	4.20 ^{abc}	3.88 ^{abcd}	X
Divinity, Hist...	4.00 ^{abcde}	4.33 ^{abc}	4.23 ^{abcde}	3.74 ^{ab}
Estates and Facilities	4.12 ^{abcde}	4.34 ^{abc}	3.96 ^{abcd}	4.05 ^{ab}
Biological Sciences	4.15 ^{abcde}	4.11 ^{abc}	4.28 ^{bcde}	3.96 ^{ab}
Medicine, Med...	4.24 ^{abcde}	4.32 ^{abc}	4.29 ^{bcde}	4.04 ^{ab}
External Relations	4.25 ^{abcde}	4.34 ^{abc}	4.29 ^{bcde}	3.33 ^{ab}
Marketing and student recruitment	4.33 ^{bcde}	4.43 ^{bc}	4.18 ^{abcde}	3.91 ^{ab}
Academic services & online education	4.38 ^{bcde}	4.10 ^{abc}	4.38 ^{bcde}	3.95 ^{ab}

Research & Innovation	4.43 ^{cde}	4.42 ^{bc}	4.49 ^{bcd e}	4.26 ^b
Education	4.44 ^{cde}	4.54 ^{bc}	4.32 ^{bcd e}	3.63 ^{ab}
Digital & information services	4.50 ^{de}	4.41 ^{bc}	4.45 ^{bcd e}	4.36 ^b
Directorate of people	4.50 ^{de}	4.63 ^c	4.60 ^{de}	4.10 ^{ab}
Psychology	4.50 ^{de}	4.46 ^{bc}	4.56 ^{cde}	4.20 ^{ab}
Finance	4.53 ^{de}	4.55 ^{bc}	4.50 ^{bcd e}	4.31 ^b
Development Trust	4.67 ^e	4.67 ^c	4.83 ^e	X

X=Mean score excluded due to small sample size (N<10).

Superscripts denote statistical differences within Effectiveness of Support questions: superscript “a” denotes a statistical difference from superscript b, c, d, and e.