

# **Bristol University and College Union Workload and Wellbeing Survey**

**August 2016**



University of  
**BRISTOL**

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## Executive Summary

### Main Aims

In autumn 2015 Bristol UCU surveyed members to find out about their workloads, their levels of stress and their wellbeing by asking the following **key questions**:

- How has your workload changed over the past five years?
- What are the reasons for this change?
- How has your physical and mental health been affected by your workload?

### Key Findings

The key findings were:

- 20-30% was the most common estimated increase in workload.
- Administrative tasks and student numbers are the most common reasons for increased workload.
- More than half of respondents do not feel they have a healthy work-life balance.
- 41% of respondents report often feeling anxious.
- Increases in workload were identified as the primary cause of stress by 65% of respondents.
- A lack of resources was identified as the second most significant source of increased stress.

### Key Recommendations/Next Steps

Our main recommendation is the introduction of a transparent, objective and universal workload model for each faculty.

- In order to address workload fairly, to institute constructive change in the institution, workload modelling – the transparent allocation of work; the appropriate tariffing of various tasks; the means to compare and contrast workloads; appropriating benchmarking of task or student numbers to workload – has to be part of the answer.
- The workload model proposal should be seen in the light of the University's current engagement with Simitive software.

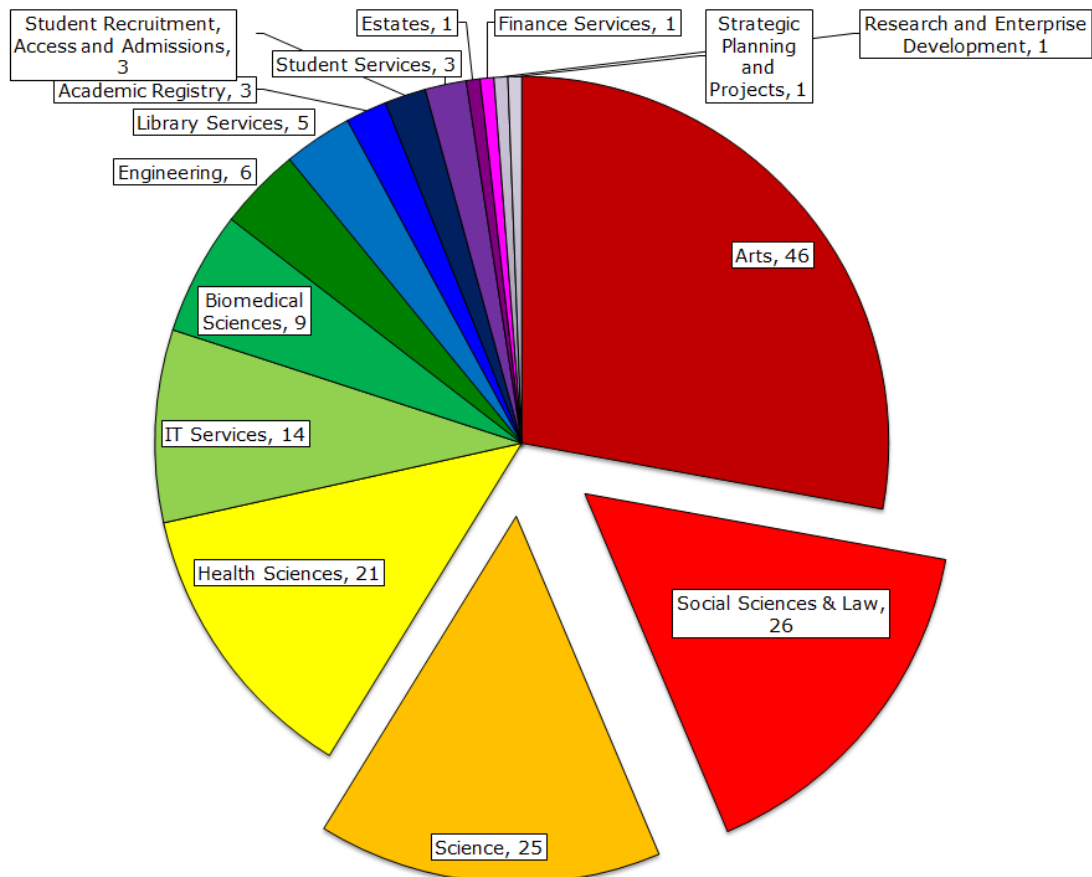
- The problems highlighted in this report – increasing administrative burdens, ever greater student demands, lack of opportunity for staff to take part in decision-making, alarmingly high incidences of stress and anxiety— need to be addressed openly, frankly and collectively by faculty and school managements.
- If staff members and appropriate managers each had accurate accounts of work being done, the staff review and development process could be made more mutually beneficial.
- Having a transparent and universal workload model sensitive enough to record the large and increasing number of University activities that presently do not receive recognition could lead to a fairer and fuller approach to workload management and workforce planning.
- A transparent and universal workload model that enables full and fair accounting of work has the potential to help decrease the gender pay gap and other structural inequalities in how staff are progressed, promoted, and otherwise rewarded.

### **Challenges:**

- Any workload tariffs need to be realistic. There needs to be opportunities for feedback and tariff adjustment. Without these, workload models could become instruments for reinforcing unfair allocations of work.
- Transparency of workloads needs to be accompanied by a culture of openness and discussion.
- If the workload model did not fully and adequately account for equalities issues and other extenuating circumstances, it could be used to reinforce or even increase unfairness.
- Who is responsible? Are workload models a top-down central initiative or a school-up project?

## Summary of Findings

### Respondents by Faculty/Division



- *Almost all respondents report that workload has increased substantially in the past five years.*
- *Larger administrative demands and increased numbers of students seem to be the two most significant causes.*
- *One result is that staff members are working longer; roughly half of respondents feel pressured to work long hours, while more than half report having unachievable deadlines.*

## Workload

- 83% of respondents reported that they are required to work more than their contracted hours.
- A large proportion of respondents feel that they have unachievable deadlines.
- More than half of the staff surveyed do not think that they have a healthy work-life balance.
- More than half of the staff surveyed feel that the university does not take the issue of workload seriously.
- Most faculties and divisions were judged as managing workload poorly.

## Stress

- Increases in workload were identified as the most significant cause of stress by 65% of respondents.
- A lack of resources was identified as the second most significant source of increased stress.
- More than half of respondents report experiencing significant stress because work is changed without consultation and decision-making that affects their work does not include them.

## Wellbeing

This survey shows that respondents experience significant mental health issues:

- Poor sleep patterns
- Fatigue/Exhaustion
- Frustration
- Lack of motivation
- Anxiety

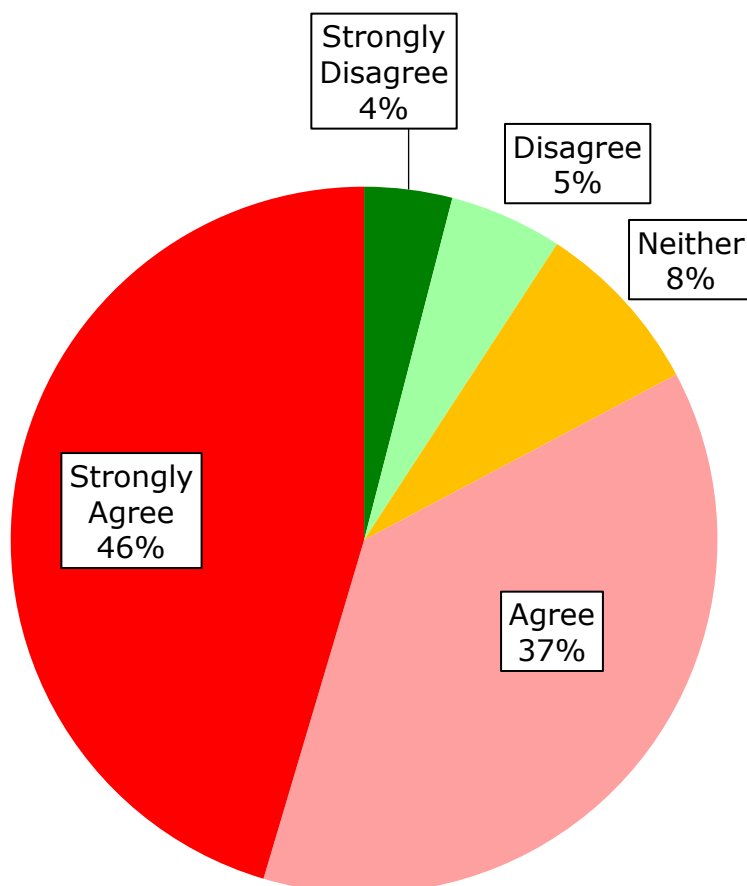
*In summary, this survey gives a picture of an organisation characterised by steadily increasing demands on staff without commensurate increases in support.*

*One also notes the recent University of Bristol Staff Survey 2015 in which only 29% of respondents were confident that their ideas and suggestions are heard by decision makers.*

## Increases in workload: administration and students

“Increases in student numbers without proper resourcing has had a major effect on my workload and wellbeing. The impact of increased student numbers is spread across a very wide range of activities, often in ways that are not captured by the workload model and the way that workloads achieved to various activities are calculated. The stress caused by an awareness that students are also being affected by un-resourced expansion is also significant.”

### I work more than my contracted hours



83% of staff say that in order to keep up with increased workload, they have to

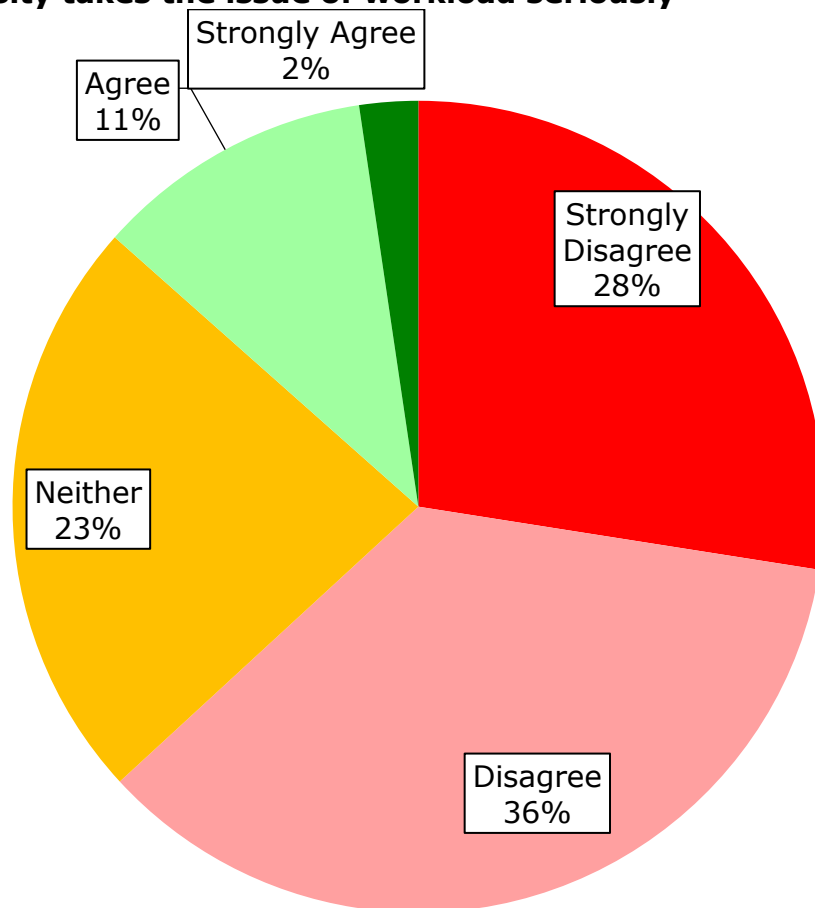
work more than their contracted hours (Q14.4). Half of respondents feel they have unachievable deadlines (Q.14.6). Bristol is again no better than the national average as depicted in UCU's recent survey. In HE, two thirds of staff reported that their workload is unmanageable at least half of the time.

85% of respondents to this survey say that since starting at the University or within the past 5 years, they have had an increase in workload (Q.12) and estimate this to be by 20-30% (Q.12a). This represents another whole day of work, when we consider a 5-day working week. The largest number of respondents attribute this to an increase in administrative tasks, followed by an increase in student numbers and increased student-led demands (Q.13).

## Workload: Work-life balance is a problem

Unfortunately, **more than half of** respondents do not feel they have a healthy work-life balance (Q14.8), and an even larger number of respondents do not feel that the University takes the issue of workload seriously (Q.14.9).

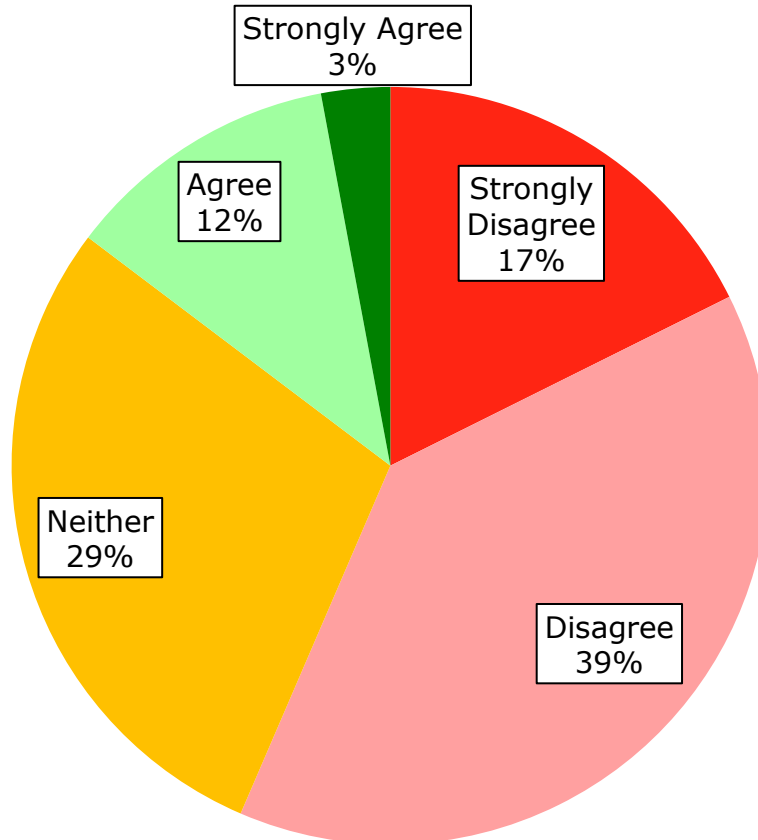
### The university takes the issue of workload seriously





"My job is very unusual and the workload credits simply don't take into account the hours needed to do the job, so even though I am busy all the time it looks like I am below workload credits. Also because most of my work is in term-time it looks like I have room to take on more, but I don't."

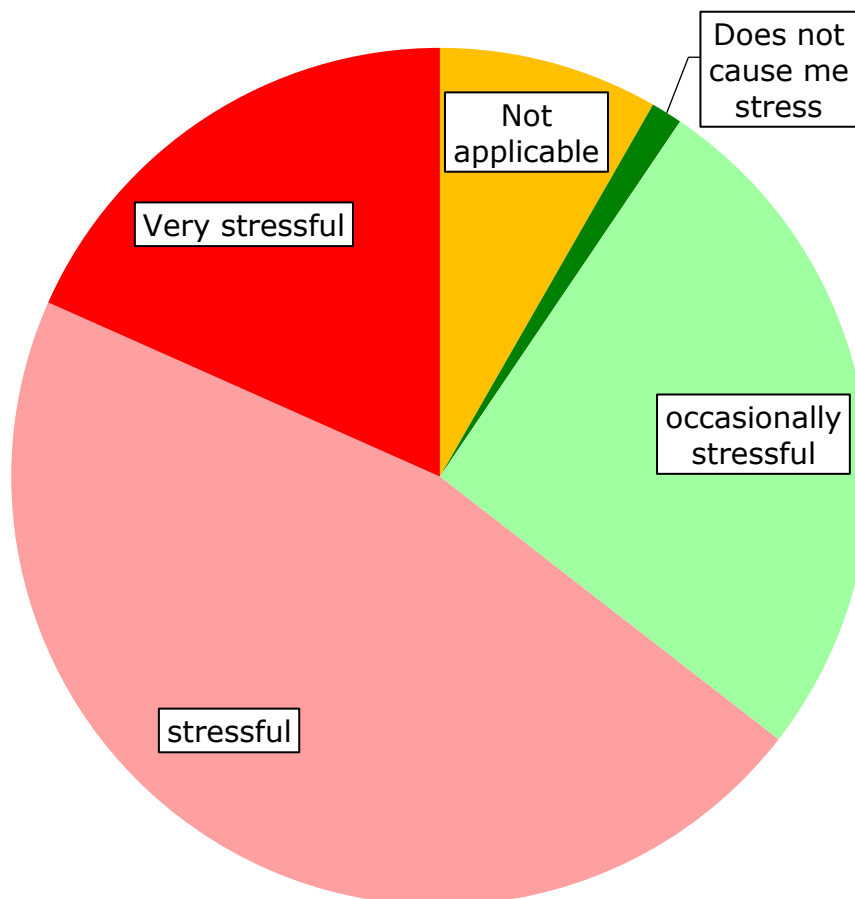
### **My work responsibilities allow for a healthy work-life balance**



## Stress: Workload is a significant stressor

Respondents were asked to rate their job as stressful on a scale of 1 (very stressful) to 5 (not applicable). The mean was 2.47, suggesting that a large number of staff find their job causes a meaningful amount of stress. When we explore why this might be, two problems stand out in the data. The most obvious is an increase in workload, which was identified as at least stressful by 65% of respondents (Q.16.1). This seems to be an issue across the University. Particular problem areas are Health Sciences, IT Services, and Student Services.

### Increase in workload



"I am planning to retire early because the workload is too great ..."

"The University has had to take on the administration of research funds and PhD funding, which used to be administered by research councils. This extra workload has fallen to senior academics along with administrators. This, along with the doubling of our undergraduate numbers has had a major effect on workload."

## Stress: A lack of resources is a stressor

The second largest problem identified was a lack of resources (Q.16.2). This issue is felt most acutely in the Faculty of Engineering, where a striking 83% of respondents identified it, followed by IT Services and Student Services.

"The University has taken more students but hasn't matched this with an increase in resources. Facilities, support and manpower are all underfunded."

"...big departments are not given the resources they need at J to K levels (pathway 3)"

### Lack of resources

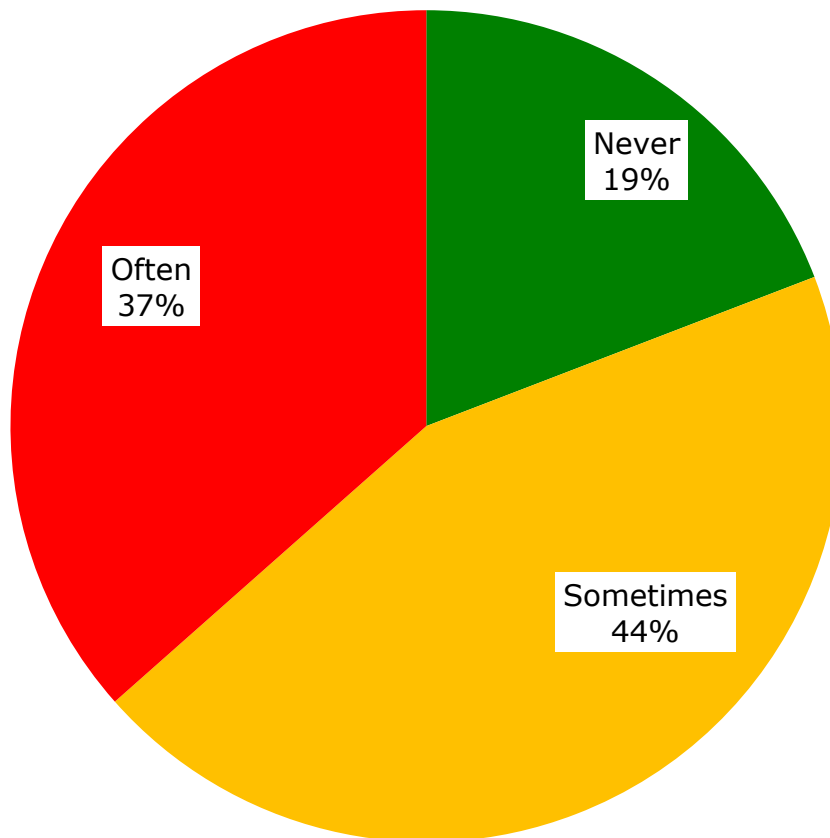


The University does seem to have done well with training (Q.16.6), and this may be one reason why respondents do not generally report feeling bullied by managers (Q.16.7) or their colleagues (Q. 16.8).

## Wellbeing: Are you suffering from fatigue or exhaustion?

An alarming number of respondents highlight mental health issues; poor sleep patterns (Q.19.4), fatigue/exhaustion (Q.19.10), frustration (Q.20.4), a lack of motivation (Q.20.5), and anxiety (Q.20.6) all figure in survey responses. Anxiety seems to be the most prevalent problem.

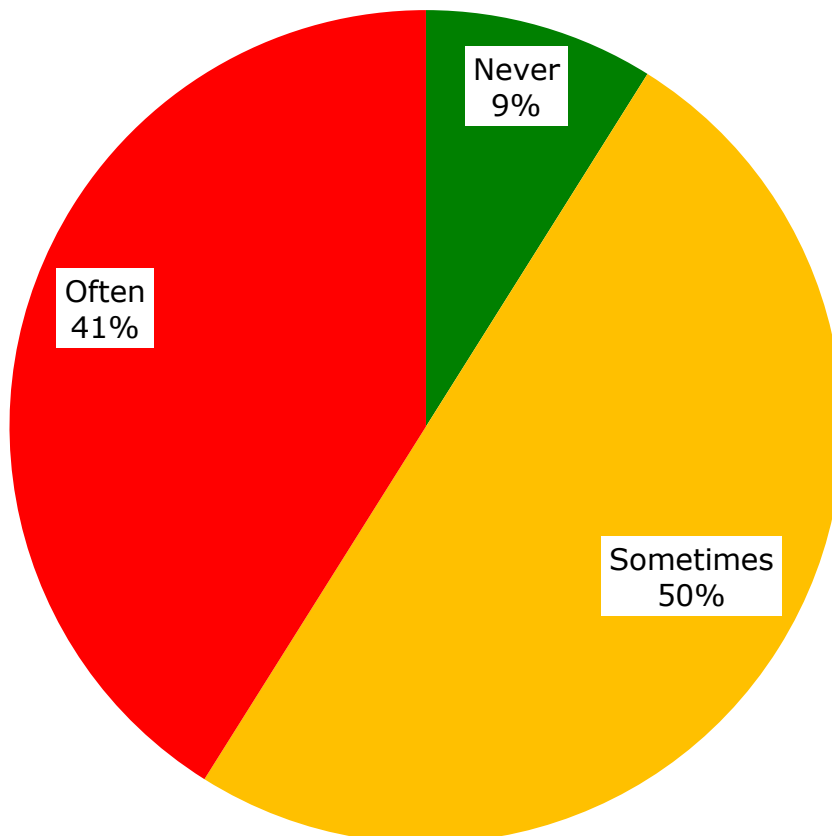
### Are you suffering from Fatigue/Exhaustion?



"I am still recovering from my previous role in which I had a completely unreasonable workload. If I wasn't burnt out already when I arrived in this position, I would be thriving. As it is, I'm quite enjoying the job, but battling on-going depression and exhaustion."

## Wellbeing: Staff often feel anxious

**How frequently do you feel anxious?**



Frustration and a lack of motivation is another common complaint from respondents (Q.20.4 Q.20.5.) Employment practices can be seen to be impacting staff members' wellbeing and the organization's productivity:

"The lack of a permanent contract and insecurity over my future has been one of the main causes of me suffering with depression."

## **Overview: How do pathways or pay grades impact these issues?**

In order to assess if there were differences among staff on academic pathways 1, 2, and 3, or among staff on different pay-grades, we focused on respondents' views from these categories on issues of importance across the University, especially trends in workload and its management.

We examined the responses from staff below grade L, contrasted with those above grade L and compared pathways 1, 2 and 3.

### **What issues in particular have been highlighted by staff below grade-L?**

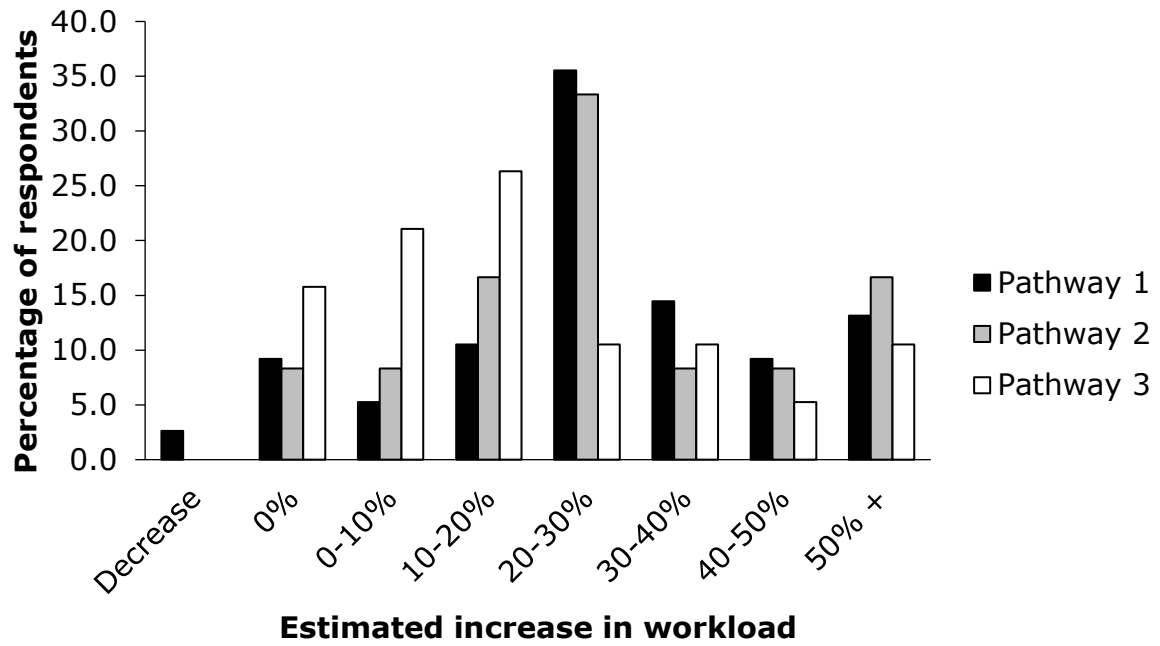
72% of staff below grade L feel they know what is expected of them at work (Q.14.3). Unfortunately around half of staff below grade L also say that the workload assigned to them is unfair (Q.14.2) and feel pressured to work long hours (Q.14.5). This suggests that staff understand what is expected but that these demands are unreasonable.

### **Pathways 1 and 2 estimated a greater increase in workload than pathway 3**

Around a third of respondents from Pathway 1 (35%) and Pathway 2 (33%) estimated that workload has increased by 20-30%. By contrast, respondents on pathway 3 generally felt the increase was smaller, with 26% of respondents reporting an increase of 10-20% (Q.12.A). In general, workload has increased more for staff on pathways 1 and 2 than for those on pathway 3.

Not only did staff on pathways 1 and 2 report relatively large increases in workload, but they also felt less able to challenge unfair workload than did colleagues on pathway 3.

### Pathway Comparison: Estimated increase in workload



## Recommendations

### Workload

- 1. Design and implement a single transparent, objective and universal workload model for each faculty.**

This should be done with reference to the University of Bristol/ Joint Trade Unions Workload Agreement. Implementing such a model should create ways for staff to be listened to and communicated with, as well as consulted on decisions, three key failings highlighted in the University of Bristol's own Staff Survey 2015.

- 2. Where a workload model does exist, re-evaluate the number of workload credits assigned to all pieces of work.**

Such a re-evaluation should be based on staff feedback *recording actual amounts of time* required to do tasks.

Where a workload model does not yet exist, we recommend each faculty should implement a transparent and objective workload model.



## Wellbeing

### **1. Take positive steps to address the mental health issues experienced by staff**

There is an obvious trend of staff experiencing mental health issues. It is vitally important that staff know where to turn to if they are having problems and feel they can seek help without putting their employment at risk.

The findings concerning mental health emphasize the valuable role played by the staff counselling service and the benefit of investment. The University could also build upon the training regimes that staff were very happy with and could provide a mental health training module. This would align with the staff counselling service.

### **2. Help specific areas with workload and staff members' ability to manage workload**

The three most underperforming areas in workload management were the Faculty of Engineering (66%), IT Services (57%) and the Faculty of Health Sciences (42%) [Q. 14.10]. (However, there were only 6 respondents from Engineering.) Health Sciences was also identified as a poorly-performing faculty when it comes to staff feeling able to challenge the workload that was set for them (42%) [Q.14.11]. These areas should be given specific attention.

## Free-text comments

### Workload

"Management has made increasing demands on staff, much of which is 'off the balance sheet' - i.e. purporting to reduce academic staff workloads through a re-organisation of teaching, which has resulted in increased numbers of lectures to write, without this being reflected on the balance sheet. The allocations for administrative work have also been handled in a very unhelpful way."

"I have lost 2 posts from the team despite maintaining the full service. These posts are being covered by myself and another team member. This has increased our workloads substantially."

"Extremely poor admin support in the school and constantly changing staff. It is now best to just do it yourself. WE NEED STABILITY AND GOOD MANAGEMENT."

"There is an expectation to innovate and improve continually in spite of increasing workload. There is no time for proper planning and research."

"When student numbers increase significantly but staff numbers are static (or even reduced e.g. due to sabbaticals) workloads inevitably go up"

"The primary issues with workload seem to funnel from very senior management. They often ask for information/work from our head of division with very little notice and no extra resource, which is then passed down to the teams within the division. It doesn't help that the head of division often seems to uncritically pass work on, without thinking how work could be better coordinated - or even if it is actually necessary."

"Perhaps one of the key points that could actually be addressed is the ludicrous over-centralization and over-bureaucratization of UoB, which of course is in keeping with the old UK approach to managing anything whatsoever. We could cut workload 25% by \*trusting\* people to do their jobs a little more."

"An enormous increase in workload"

"I generally have to work between 50 and 60 hours a week. What has changed is the balance between scholarship (which has reduced to a minimal amount) and admin based duties which are on the increase."

"I work long hours as a way to cope with workload, but no more than contracted hours because my hours of work are not defined/limited by contract."

"I am a PhD student and I also work as an hourly-paid teacher (three hours of teaching per week, plus one of preparation). I was offered this job last year, and this year I am doing the same work, [and] the payment per hour has remained the same. Compared to last year, [however,] I have two more classes, and the number of students per class has increased significantly. The workload for this position in itself is not very high, because the material is prepared by other teachers. I only have to deliver the class, and the preparation for this requires about one hour, for which I am being paid. The problem is to balance this work with other work. Firstly, with my doctoral thesis, but also with other work (private teaching, translations, etc), which I need to take on in order to be able to cover all my expenses (I have a scholarship but it is only around £700 per month). In conclusion, although I do not consider the workload specifically for this position to be high, it is the whole system that puts me under pressure and leads me (and many others like me) to work on several things at the same time."

"P.I.s do not receive enough support."

"demands of research councils"

"increased number and size of processes for the university (eg staff review)"

"Part of the reason for increase is outside agencies' requirements - DfE/NCTL and Ofsted - rather than internal."

"The increases in workload are primarily due to poor university responses to externally imposed requirements that do not reflect either the proper educational mission or the proper research mission of the university. Universities have in general been spineless in defending themselves and their staff against mindless and ill-informed external requirements that actively undermine, rather than enhance, the fulfillment of their proper missions."

"My workload had increased as I was successful in bringing several research grants in but this year my teaching has been reduced in recognition of this."

"Increase in administration, especially in additional administrative tasks demanded by the School / Faculty, has been the big one in the last couple of years."

"Main increase in workload is down to SPR."

"Increase in work mostly due to insufficient admin support, due to large increase in mostly unnecessary paperwork. No consultation about how to make admin more effective, poor and part time (hence inadequate) leadership. Also constant changes, poorly directed, at department, school and now faculty level."

"The business-ification of higher education and all that goes with it is a cause of stress."

"We need much more considered, academically sound responses to things like the NSS, which we know are flawed and yet the university continues to accord it unreasonable weight. We need to resist nonsense activities like the REF, which has outlived whatever usefulness it might ever have had and is now simply MASSIVE social expenditure with no intellectual or even practical rationale. We need to resist the utterly ridiculous notion of the TEF, unless we can require the same of all Ministers and civil servants involved in requiring us to submit to this nonsense."

"Staff leaving or going on career breaks and not being replaced has increased workload quite a lot!"

"Staff who leave are not replaced, or if a new role is advertised it is on a lower grade."

"SPR and the associated 10% reduction in IT Staff numbers. New services introduced with no additional resources. This continues with the current requirement for a 2% reduction in salary costs and the consequent failure to fill vacant posts."

"The University has, until this year, only covered work in my area with hourly paid staff; this means I have more to do to ensure the course works. Also more work has been placed on the whole team in which I work in relation to recruitment which has been problematic (in teacher education)."

"Generally I am happy at work but there is always too much to do, and things don't get done which should get done. We need more staff in our Department, and upper managers to realise the many different strands of work we do."

"Special Collections has got busier, we have never had enough staff, and there are only so many hours in the day!"

"In 2013, my post was combined with another full-time post, so I now do two full-time jobs for the price of one!"

"The multiplicity of roles that academics are expected to perform with little training and little recognition that switching between those roles in itself creates stress."

"I appreciate the university must change and evolve, and must be cautious with its spending and that staff costs are one of the biggest costs for the institution. But we can't keep taking on more and more without extra resource."

"We have a lot of legacy systems that need maintaining."

"We have poor processes or implementation of policies."

"I choose to work more hours to be able to do some projects."

"Overall growth across the School in CDTs and real estate has had a huge impact on my workload, much of it to do with managing many more direct report staff and Estates issues."

"There are some issues with workload, particularly project work, where time allocated is unreasonable. Still to be challenged properly."

"Addressing Staff-student ratios where they are high in relation to specific disciplines would be a major help."

"Small departments are being bullied and neglected. Staff Student Ratio does not reflect actual workloads but the university fails to acknowledge that."

"There is a macho culture with regard to workload and stress ... which is not challenged by the powers that be. Any challenge from below gets blocked very easily."

"We have been engaged at a local level to monitor workload spreadsheets and to remain involved in them. There have been attempts to increase teaching workloads but we've managed to have relatively open discussion and agreement about levels expected. The model and spreadsheet agreed has helped with this."

"A significant amount of workload and time spent on tasks is not recognised in the 'official' ways of assessing workload. Senior management often seem to have little understanding of what is involved, or interest in understanding the issues. Increasing amounts of administration tasks and deadlines are being set with no oversight of what other tasks individuals may have to deal with, making time management increasingly difficult within an already overloaded system. Over the past few years the focus has been on the student experience with little evidence of consideration and regard for the staff experience."

"It is really difficult to be able to work part-time in the true sense as a professor. I would not recommend it to anyone! You end up feeling exploited and undervalued and not taken seriously. Trying to keep it all within the fraction is impossible because inevitably students and colleagues ask more of you."

"There seems to be pressure to take on additional responsibilities as part of my job role. I believe that I am working at a grade above my job role and there is no hope of progression. I have reached the top of my grade for second time. Short term contracts are stressful and it is difficult to pull any kind of coherent CV/research plan together as I have moved across so many different research areas. The University does not appreciate how difficult it is for people working on short term contracts. The University would not survive without us!"

"Often our concerns about the lack of time or resource are dismissed. In one instance, a fairly detailed paper we had written outlining the work and person-hours it would take to complete a project requested by a member of top-level management was dismissed as "over thinking things" by that person."

## Wellbeing

"Despite 20 years' experience at 4 different HEIs my opinion is often overlooked or undervalued. My job is extremely stressful, particularly at key points of the year, and at these times I can often work double the number of hours expected at work."

"Increasing demands for fast turn-around of marking and student contacts encroach on family time. This has a hugely negative effect on my wellbeing as well as being discriminatory in assuming staff can work whenever is necessary especially weekends and evenings."

"The academic job is a vocation which is impossible to deliver in a 40 hour working week. Over the years the balance has changed where the day job - admin (minimal support provided), teaching (an enjoyable part of the job), chasing research income (income = promotion not quality of outputs) and research management (managing the projects which deliver the income) - fills all the time available leaving no space for the reasons I choose to be an academic (an arguably what I am best at) namely scholarship"

"In the current academic year 2015-2016 my workload has increased due to Increase in student numbers. I will have to spend more time in assessment."

"Because of increased student numbers I have to run repeat teaching sessions in greater numbers."

"I have experienced asthma and eczema for the first time this year which I am sure are due to the very high levels of stress anxiety due to my I have been under recently due to my workload. No-one seems to be able to help me reduce my workload."

"It seems that one cannot build a successful career in academia without putting in extra effort by way of regular evening and weekend work over many years."

"HR are unconcerned about staff wellbeing. They seem to act as if their job is to protect the hierarchy, when in fact they should protect the institution and you do that by ensuring all staff (senior and junior) adhere to University polices"

"If I had not learned to meditate I would be far worse off - it is what has helped me get by at work."

"I've just come back from being signed off. We need more people in the team. We need more funding for our IT infrastructure."

"I love and am fully committed to my job, but the workload is intense and never stops. Following a recent bereavement it has been almost impossible to feel that I could take the time off I needed to deal with it as I knew the workload wouldn't stop and would or if it had to be picked up by others would cause them more stress. There is no-one sufficiently close to me in grade to whom it would be possible to delegate any high level tasks."

"Managers would say there is no pressure to work late/longer hours - but the pressure is to meet all the demands of the job within 'reasonable' time-frame and the only way to do that is to spend longer in the office, with poor consequences for health - back pain, and eye-strain as much of my work is computer-based."

"I work on controversial topics I am therefore being harassed by ideologues and small segments of the public."

"The university says it values teaching but seldom rewards it compared to research."

"I have worked at UoB for a long time. I used to enjoy my work, was motivated, felt valued by the organisation and derived a great deal of satisfaction and reward from it. I used to feel good about my contribution and was happy at work. Then the Reward Agenda and SPR were inflicted on staff and it changed everything for the worse. I began to feel like I was constantly under attack from my employer whom I'd previously held in high regard and had respected. A colleague of mine chose early retirement in the wake SPR and during their leaving speech made this comment: 'It was good to work here, but the good times are over'. This comment still resonates with me and the good times haven't come back. I don't think they ever will."

"The increasing demands with the underlying pressure to get funding, do impact, be a research star, be a brilliant teacher and to satisfy ever more student demands for references, support and to be a "leader" have made me feel inadequate, under threat and frankly not enjoying the job at all. If I were younger I would be looking for an escape route but at my age I realise I just have to stick it out."



"So many meetings / often unpaid often compulsory. Too many daily emails to deal with and respond to. Lack of clarity on fractional and HPT contracts / management decision rationales often opaque"

"...the previous two years have been characterised by massive uncertainty and poor and aggressive management leading to anxiety and depression from which I am only just recovering."

"I'd say things have improved since my team has been restructured. I think my colleagues are under more pressure than I am though."

"It's hard to switch off from work - due to workload, and omnipresent email. At times hard to actually get on with work because of constant stream of people wanting to know stuff/wanting help with stuff etc - sometimes a couple of hours can be spent on several email conversations at once which just don't go away!"

"I am happy with my 'work-life balance' right now, but I do fear the scenario of not producing enough recognised output to continue in this career path long-term, hence I feel there will be a choice between compromising on my free time (and possibly well-being) to continue in a research career, or to seek employment elsewhere, neither of which is a particularly appealing prospect to me at the moment."

"The pressure is relentless. Always focusing on the next issue. Pressure about ref. Done. Pressure about research income. Done. Pressure about teaching. Done. Now pressure again about REF. No let up ever and no excess resources to deal with staff being off and covering roles for sickness etc."

"Poor management of the 'Professional Services' and the fact that academic staff are users of the services is missing in the delivery. Disconnected services such as the School Office (UG ONLY), Graduate Team (PGT) and research needs fixing as this continues to cause unnecessary problems adding to the work load. More admin posts in Senate House adds to the work load with yet even more people requesting data and forms from academics rather help helping get the data at the coal face."

"In the past year our workload has definitely increased within IT Services quite considerably!"

"the UK university system is a train crash waiting to happen far too many unproductive tasks demanded by managers/admin..."

"My workload has been excessive over the last 4 years, in spite of my managers acknowledging verbally that it was so, the solution I was given was "delegate more" what in turn causes anger from colleagues if I do so, with the corresponding lack of collaboration and hostile behavior. All this causes stress as it affects my performance and relations with my team."

- "(1) Career progression is an important part of a good job, and as a teaching fellow it has been difficult to decipher what career paths we have. There is some development in this across the university which is promising.
- (2) Also, changes in technology and competition mean that I am worried about future university developments and not being involved in their implementation. Mediasite implementation is a recent example of lack of open consultation which is insulting and worrying. Central university teams imposing significant changes to our job roles and practices are the problem here - central uni. has little front line experience and erroneously thinks it engages in consultation but doesn't. They have their own agendas and they don't consult openly and fully with front line staff, who are continually being left out of significant decisions. Often our jobs make it impossible to track everything so we often don't have the time to engage, but this doesn't mean a free remit to impose changes on us.
- (3) Lastly, the practice of pushing workload down to front line staff is problematic and stressful; I am supposed to be able to update website pages, be knowledgeable about Blackboard, teaching equipment, uni. admin and rules.. etc etc. whilst the whole time staying up to date with my field of study and teaching. It is often too much to ask us to be trained and expert in everything - the uni. needs to decide how they want us to spend our time - on admin. and technical tasks or teaching and research? 4) Actually, my last point is that you have missed off religion in your first page of this survey. Why? I am increasingly concerned that I can't be a Christian at work and this is significant area of stress for me."

"Opportunities to promote are severely limited - despite increased workload and responsibility"

"As pathway 3 staff we are not protected at all."

"Although [I am] on an open ended contract, it ends as soon as there isn't enough research money to cover my salary. I therefore am under constant pressure to bring in more research money to cover my salary and salaries of my staff. This means I work very long hours indeed, including though the night."

"New managers coming in with high demands placed upon them to make big changes and passing those objectives down with pressure on us to implement them along with the already full working schedule."

"The biggest pressure for people on the Research pathway is the feeling that your job is vulnerable because you need to raise the funding."

"The general malaise caused by managers unwilling or unable to do anything to alleviate unreasonable workloads, because they themselves are subject to unreasonable demands and workloads. There is no time or resource available to stop, survey, reassess, and improve."

"Poor leadership. The costs of change. Poorly managed change. A lack of meaningful responsibility for management decisions."

"Unsustainable demands to simultaneously research, teach, secure funding, and do Admin."

"Academic staff are allowed to be as rude as they like to IT services staff, and they are asked to give feedback on our performance. We have no way of feeding back on their behaviour. We are treated like subservient scum a lot of the time."

"Bully culture from senior managers in Biological Sciences"

"Average working week in term time: 70-75 hours (sometimes more). Little respite at weekends."

## Appendix: Workload part 1: Size

Question Number	Answer	Count
12	Since starting your current role at the University of Bristol, or within the last 5 years, has your workload	
	Increased	138
	Decreased	3
	Stayed the same	17
	Unable to comment	5
12.a	If your workload has increased, by how much would you estimate it has increased?	
	0-10%	11
	10%-20%	29
	20%-30%	42
	30%-40%	22
	40%-50%	12
	50% and over	20
	Don't know/hard to say	5
13	If your overall workload has increased, why is this? (Tick all that apply)	
	Increase in student numbers	80
	Demands made by your line manager(s)	58
	Research-related demands	58
	Increase in teaching load	39
	Increase in administration	99
	Increasing student-led demands	67
	Promotion	20
	Other	21
14.1	I find my job rewarding	
	Strongly Disagree	5
	Disagree	18
	Neither	24
	Agree	80
	Strongly Agree	48
14.2	The workload assigned to me is reasonable	
	Strongly Disagree	21
	Disagree	59
	Neither	44
	Agree	38
	Strongly Agree	8
14.3	I am clear what is expected of me at work	
	Strongly Disagree	6
	Disagree	33
	Neither	32
	Agree	83
	Strongly Agree	22

## Appendix: Workload part 2: Allocation

Question Number	Answer	Count
14.4	I work more than my contracted hours	
	Strongly Disagree	7
	Disagree	9
	Neither	14
	Agree	65
	Strongly Agree	79
14.5	I am pressured to work long hours	
	Strongly Disagree	8
	Disagree	31
	Neither	55
	Agree	51
	Strongly Agree	29
14.6	I have unachievable deadlines	
	Strongly Disagree	4
	Disagree	29
	Neither	52
	Agree	61
	Strongly Agree	22
14.7	I need to work more than my contracted hours in order to do my job	
	Strongly Disagree	5
	Disagree	6
	Neither	21
	Agree	64
	Strongly Agree	71
14.8	My work responsibilities allow for a healthy work-life balance	
	Strongly Disagree	30
	Disagree	66
	Neither	49
	Agree	20
	Strongly Agree	5
14.9	The University takes the issue of workload seriously	
	Strongly Disagree	47
	Disagree	61
	Neither	40
	Agree	19
	Strongly Agree	4

Question Number	Answer	Count
14.10	Workloads in my School/Department/Division are managed in an open, fair and equitable way	
	Strongly Disagree	19
	Disagree	46
	Neither	54
	Agree	47
	Strongly Agree	7
14.11	I am able to challenge unfair and/or unreasonable distribution of workload	
	Strongly Disagree	19
	Disagree	34
	Neither	59
	Agree	54
	Strongly Agree	3
14.12	I feel the University takes advantage of me	
	Strongly Disagree	7
	Disagree	28
	Neither	52
	Agree	57
	Strongly Agree	35

## Appendix: Stress part 1: Causes

Question Number	Answer	Count
15	How stressful is your job? (1 being very and 5 not at all)	
	Not applicable	25
	Does not cause me stress	70
	occasionally stressful	39
	stressful	25
	Very stressful	4
16.1	Increase in workload	
	Not applicable	14
	Does not cause me stress	2
	occasionally stressful	44
	stressful	78
	Very stressful	31
16.2	Lack of resources	
	Not applicable	14
	Does not cause me stress	24
	occasionally stressful	53
	stressful	53
	Very stressful	27
16.3	Lack of participation in decision-making that affects my work	
	Not applicable	22
	Does not cause me stress	27
	occasionally stressful	63
	stressful	40
	Very stressful	22
16.4	Work subject to change without consultation	
	Not applicable	27
	Does not cause me stress	31
	occasionally stressful	44
	stressful	45
	Very stressful	23
16.5	Lack of support	
	Not applicable	19
	Does not cause me stress	29
	occasionally stressful	64
	stressful	45
	Very stressful	17

Question Number	Answer	Count
16.6	Lack of training	
	Not applicable	37
	Does not cause me stress	58
	occasionally stressful	47
	stressful	20
	Very stressful	6
16.7	Bullying by managers	
	Not applicable	91
	Does not cause me stress	39
	occasionally stressful	22
	stressful	10
	Very stressful	14
16.8	Bullying by colleagues	
	Not applicable	104
	Does not cause me stress	41
	occasionally stressful	14
	Stressful	8
	Very stressful	6
16.9	Your work is not valued	
	Not applicable	38
	Does not cause me stress	43
	occasionally stressful	42
	Stressful	35
	Very stressful	16
16.10	Faculty/School/Division restructuring	
	Not applicable	34
	Does not cause me stress	33
	occasionally stressful	53
	Stressful	36
	Very stressful	14
16.11	Funding Expectations	
	Not applicable	36
	Does not cause me stress	13
	occasionally stressful	43
	Stressful	37
	Very stressful	40
16.12	Student expectations	
	Not applicable	19
	Does not cause me stress	28
	occasionally stressful	60
	Stressful	45
	Very stressful	18



Question Number	Answer	Count
17.1	Different groups at work demand things from me that are hard to combine	
	Never	7
	Seldom	19
	Sometimes	74
	Often	49
	Always	21
17.2	I am subject to personal harassment in the form of unkind words or behaviour	
	Never	91
	Seldom	53
	Sometimes	18
	Often	9
	Always	2

## Appendix: Stress part 2: Support

Question Number	Answer	Count
17.3	If work gets difficult, my colleagues will help me	
	Never	6
	Seldom	23
	Sometimes	69
	Often	57
	Always	16
17.4	There is friction or anger between my colleagues	
	Never	28
	Seldom	64
	Sometimes	62
	Often	13
	Always	2
17.5	I am subject to bullying at work	
	Never	112
	Seldom	41
	Sometimes	9
	Often	4
	Always	4
17.6	I receive the respect at work I deserve from my colleagues	
	Never	2
	Seldom	19
	Sometimes	52
	Often	65
	Always	29
17.7	My line manager encourages me at work	
	Never	20
	Seldom	18
	Sometimes	42
	Often	48
	Always	46

## Appendix: Wellbeing: (Are you suffering from...)

Question Number	Answer	Count
18	How would you describe your general health at the moment?	
	Good	74
	Reasonable	72
	Poor	14
19.1	Headaches/migraines	
	Never	63
	Sometimes	76
	Often	23
19.2	Muscular aches and pains	
	Never	41
	Sometimes	84
	Often	40
19.3	Higher blood pressure	
	Never	118
	Sometimes	24
	Often	11
19.4	Poor sleep patterns	
	Never	26
	Sometimes	75
	Often	66
19.5	Skin rashes	
	Never	114
	Sometimes	30
	Often	13
19.6	Loss of appetite	
	Never	131
	Sometimes	19
	Often	5
19.7	Stomach Ulcers	
	Never	143
	Sometimes	6
	Often	4
19.8	Asthma	
	Never	131
	Sometimes	11
	Often	12
19.9	Depression	
	Never	91
	Sometimes	44
	Often	26

Question Number	Answer	Count
19.10	Fatigue/exhaustion	
	Never	32
	Sometimes	74
	Often	61
19.11	Increase in smoking	
	Never	146
	Sometimes	10
	Often	1
19.12	Increase in drinking	
	Never	103
	Sometimes	44
	Often	14
19.13	Heart Disease	
	Never	147
	Sometimes	5
	Often	1

## Appendix: Wellbeing: (Do you feel...)

Question Number	Answer	Count
20.1	Irritated	
	Never	13
	Sometimes	98
	Often	55
20.2	Energised	
	Never	23
	Sometimes	114
	Often	34
20.3	Happy	
	Never	10
	Sometimes	115
	Often	42
20.4	Frustrated	
	Never	4
	Sometimes	87
	Often	74
20.5	Unmotivated	
	Never	29
	Sometimes	95
	Often	43
20.6	Anxious	
	Never	15
	Sometimes	84
	Often	69

## Appendix: Demographics

Question Number	Answer	Count
<b>1</b>	Sex	
	Woman	81
	Man	79
	Neither	1
	Prefer not to say	3
<b>2</b>	Age	
	18-30	3
	31-40	44
	41-50	64
	51-60	39
	61+	13
<b>3</b>	Nationality	
	British	128
	French	1
	German	5
	Irish	3
	Italian	2
	Spanish	4
	American	5
	New Zealander	1
	Other/mixed	4
<b>4</b>	Ethnicity	
	White	155
	Black	1
	Asian	1
	Mixed	2
	Other	3
<b>5</b>	Do you identify as disabled?	
	Yes	7
	No	153
	Prefer not to say	1

## Appendix: Division/Faculty, Role, Grade

Question Number	Answer	Count
<b>1</b>	Sex	
	Woman	81
	Man	79
	Neither	1
	Prefer not to say	3
<b>2</b>	Age	
	18-30	3
	31-40	44
	41-50	64
	51-60	39
	61+	13
<b>3</b>	Nationality	
	British	128
	French	1
	German	5
	Irish	3
	Italian	2
	Spanish	4
	American	5
	New Zealander	1
	Other/mixed	4
<b>4</b>	Ethnicity	
	White	155
	Black	1
	Asian	1
	Mixed	2
	Other	3
<b>5</b>	Do you identify as disabled?	
	Yes	7
	No	153
	Prefer not to say	1

## Appendix: Workload and Stress by Faculty/Division

<b>14.10 Workloads in my School/Department/Division are managed in an open, fair and equitable way</b>			
<b>Faculty</b>	<b>Disagree</b>	<b># of Respondents</b>	<b>%</b>
Academic Registry	1	3	33.33
Arts	16	46	34.78
Biomedical sciences	2	9	22.22
Engineering	4	6	66.67
Health Sciences	9	21	42.86
IT Services	8	14	57.14
Science	9	25	36.00
Social Sciences & Law	8	26	30.77
Student Services	1	3	33.33

<b>14.11 I am able to challenge unfair and/or unreasonable distribution of workload</b>			
<b>Faculty</b>	<b>Disagree</b>	<b># of Respondents</b>	<b>%</b>
Academic Registry	1	3	33.33
Arts	14	46	30.43
Biomedical sciences	3	9	33.33
Engineering	3	6	50.00
Health Sciences	9	21	42.86
IT Services	3	14	21.43
Science	8	25	32.00
Social Sciences & Law	6	26	23.08
Student Services	1	3	33.33

<b>16.1 Increase in workload</b>			
<b>Faculty</b>	<b>Stressful</b>	<b># of Respondents</b>	<b>%</b>
Academic Registry	1	3	33.33
Arts	31	46	67.39
Biomedical sciences	5	9	55.56
Engineering	4	6	66.67
Health Sciences	16	21	76.19
IT Services	12	14	85.71
Science	14	25	56.00
Social Sciences & Law	15	26	57.69
Student Services	3	3	100.00



<b>16.2 Lack of resources</b>			
Faculty	Stressful	# of Respondents	%
Academic Registry	1	3	33.33
Arts	19	46	41.30
Biomedical sciences	3	9	33.33
Engineering	5	6	83.33
Estates	1	1	100.00
Finance Services	1	1	100.00
Health Sciences	11	21	52.38
IT Services	12	14	85.71
Library Services	3	5	60.00
Science	11	25	36.00
Social Sciences and Law	9	26	34.62
Student Recruitment	2	3	66.67
Student Services	2	3	66.67