

UL STAFF SURVEY

SUMMARY REPORT

May 2021



Introduction

Below is a summary report of the UL Staff Survey on Remote Working, carried out in April-May 2021.

The purpose of this survey was to gather information on how staff are experiencing working remotely in the changing environment posed by the Covid-19 pandemic. All responses to the survey were anonymous and treated with the strictest confidence. The survey responses were collated to highlight issues staff are experiencing with remote working, and to identify any equality and diversity issues that need to be addressed by the University. This report highlights some of the key findings, however an analysis of the full survey (in particular the extensive detailed comments provided by respondents) is ongoing. The combined results will feed into the creation of a Remote Working Policy for the University of Limerick.

A total of 902 people responded to the survey.

Response rates by gender

902 respondents provided information on their gender. 598 (66.3%) were female, 273 (30.3%) were male and 31 (3.4%) were non-binary or preferred not to say (NOTE: the non-binary and prefer not to say groups were combined for the analysis, as were the Professional, Administrative, Technical and Support staff groups, to ensure the anonymity of respondents).

Response rates by position and gender

Table 1 shows the response rates by role and gender. 45% (n = 395) of respondents were Professional/Administrative staff, 36% (n = 317) were Academic staff, 8% (n = 69) were Research staff, 8% (n = 69) were Technical staff, 3% (n = 23) were Support staff and 2% (n = 14) were in other roles.

81% (n = 389) of Professional/Administrative staff who responded were female, as were 55.5% (n = 176) of Academic staff, 53.6% (n = 37) of Research staff, 47.8% (n = 33) of Technical staff, 52.2% (n = 12) of Support staff, and 85.7% (n = 12) of staff in other roles.

	Academ	Research	Admin	Technical	Support	Other	Total
N	317	69	395	69	23	14	887
male	126 (39.7%)	29 (42.0%)	69 (17.5%)	35 (50.7%)	10 (43.5%)	1 (7.1%)	270 (30.4%)

female	176 (55.5%)	37 (53.6%)	319 (80.8%)	33 (47.8%)	12 (52.2%)	12 (85.7%)	589 (66.4%)
other	15 (4.7%)	3 (4.3%)	7 (1.8%)	1 (1.4%)	1 (4.3%)	1 (7.1%)	28 (3.2%)

Table 1: Response rates by position and gender.

Response rates by Faculty and gender

19% (n = 171) of respondents were in Science and Engineering, 19% (n = 164) were in Education and Health Sciences, 12% (n = 101) were in Arts Humanities and Social Sciences and 9% (n = 75) were in Kemmy Business School. 5% (n = 42) were in Academic Services - Academic Registry, 4% (n = 34) were in Human Resources Division and Communications, 4% (n = 32) Information Technology Division, 4% (n = 31) were in Library and Information Services Division, 4% (n = 31) Buildings and Estates Department. The other 23% were spread among the departments: Graduate and Professional Studies, Research Division, Teaching and Learning, Student Affairs Division, International Education, Cooperative Education & Careers Division, Corporate Secretary, Finance Division, Office of Chief Operations Officer, UL Global, Office of Chief Corporate Officer, Bernal Institute, Health Research Institute, Technology Transfer Department, Plassey Campus Centre, Portfolio of the Provost - Student Engagement - Academic Affairs - Quality, Human Rights - EDI, and Other.

Table 2 displays the response rates by Faculty/Department and gender. 581 of the 877 respondents (66.2%) across the Faculties and Departments were female. 53.2% (n = 91) of respondents from S&E were male versus 28% (n = 21) in KBS, 19.5% (n = 32) in EHS and 24.8% (n = 25) in AHSS.

	male		female		other		Total
Science and Engineering	91	53.2%	73	42.7%	7	4.1%	171
Education and Health Science	32	19.5%	127	77.4%	5	3.0%	164
Arts Humanities and Social Sciences - Irish World Academy of Music and Dance	25	24.8%	70	69.3%	6	5.9%	101
Kemmy Business School	21	28.0%	51	68.0%	3	4.0%	75
Graduate and Professional Studies	5	41.7%	6	50.0%	1	8.3%	12
Research Division	2	20.0%	8	80.0%	0	0.0%	10
Teaching and Learning	2	25.0%	6	75.0%	0	0.0%	8
Student Affairs Division	4	16.0%	19	76.0%	2	8.0%	25
International Education	0	0.0%	11	100.0%	0	0.0%	11
Cooperative Education & Careers Division	3	20.0%	11	73.3%	1	6.7%	15
Library and Information Services Division	5	16.1%	25	80.6%	1	3.2%	31
Corporate Secretary	0	0.0%	8	100.0%	0	0.0%	8
Human Resources Division and Communications	10	29.4%	24	70.6%	0	0.0%	34
Finance Division	8	25.8%	23	74.2%	0	0.0%	31
Buildings and Estates Department	6	50.0%	6	50.0%	0	0.0%	12

Office of Chief Operations Officer	1	50.0%	1	50.0%	0	0.0%	2
UL Global	2	33.3%	4	66.7%	0	0.0%	6
Other (Please Specify)	9	25.7%	26	74.3%	0	0.0%	35
Academic Services - Academic Registry	10	23.8%	32	76.2%	0	0.0%	42
Information Technology Division	15	46.9%	16	50.0%	1	3.1%	32
Centre for Transformative Learning	4	50.0%	4	50.0%	0	0.0%	8
Bernal Institute	8	40.0%	12	60.0%	0	0.0%	20
Health Research Institute	0	0.0%	4	100.0%	0	0.0%	4
Technology Transfer Department	1	100.0%	0	0.0%	0	0.0%	1
Plassey Campus Centre	3	50.0%	3	50.0%	0	0.0%	6
Portfolio of the Provost - Student Engagement - Academic Affairs - Quality, Human Rights - EDI	2	15.4%	11	84.6%	0	0.0%	13
Total	269	30.7%	581	66.2%	27	3.1%	877

Table 2: Response rates by Faculty/Department and gender.

Considering only staff that work at the faculties, EHS has the highest rate of female staff (n=127, 77.4% of respondents) and S&E has the smallest (n=73, 42.7%).

	MALE	FEMALE	OTHER	TOTAL
TOTAL	169	321	21	511
	33.1%	62.8%	4.1%	
S&E	91	73	7	171
	53.2%	42.7%	4.1%	
EHS	32	127	5	164
	19.5%	77.4%	3.0%	
AHSS	25	70	6	101
	24.8%	69.3%	5.9%	
KBS	21	51	3	75
	28.0%	68.0%	4.0%	

Table 3: Response rates by Faculty alone and gender.

Caring Responsibilities (non-childcare)

31.1% (n = 187) of female respondents have non-childcare caring duties either within or outside of home versus 19.3% (n = 53) of males. There is a larger proportion of staff who were in the non-binary/prefer not to say group (3.4% of total surveyed) who also have caring duties outside of childcare (48.4%, n = 15).

	male	female	other	Total
N.	274	602	31	907
No	221 (81%)	415 (69%)	16 (52%)	652 (72%)
Yes, within your home (with sole responsibility)	3 (6%)	16 (9%)	4 (27%)	23 (9%)
Yes, within your home (with shared responsibility)	6 (11%)	16 (9%)	1 (7%)	23 (9%)
Yes, outside of your home (with sole responsibility)	12 (23%)	32 (17%)	2 (13%)	46 (18%)
Yes, outside of your home (with shared responsibility)	32 (60%)	123 (66%)	8 (53%)	163 (64%)

Table 4: Non-childcare caring responsibilities by gender.

Challenges encountered

80% (n = 700) of staff who responded have encountered challenges while working remotely; 80.3% (n = 466) of females, 79.8% (n = 213) of males and 77.8% (n = 21) of those who were non-binary/preferred not to say.

Challenges encountered by gender

Staff scored challenges encountered on a scale of 0 to 10, where 0 = is not a challenge and 10 = is a very significant challenge. Males and female staff members scored most challenges very similarly. Those in the non-binary/prefer not to say group tended to have higher scores on average, however the numbers responding to many of the questions by those in this group were small.

Amongst the challenges that staff scored highest, **Not being able to switch off from work** was the first on average. The mean score of those who responded (n=643) was 6.48, and 57% considered it a significant or very significant challenge (scores between 7 and 10). Females and males had a similar mean score (6.47, n=427 females and 6.47, n=196 males), while those in the non-binary/prefer not to say category gave a mean rating of 7 (n=20).

Not being able to switch off from work scored highest on average in terms of challenges encountered. The mean score of staff who responded (n=643) was 6.48. Females and males had a similar mean score (6.47, n=427 females and 6.47, n=196 males), while those in the non-binary/prefer not to say category gave a mean rating of 7 (n=20).

Increased workload scored second highest in terms of challenges encountered, with a mean score of 6.1 (n=622, SD 3.26) for all staff who responded. The distribution of scores was very similar for males versus females (6.21, n=195, SD=3.24 for males and 5.97, n=409, SD=3.27). for females), and higher on average for those in the non-binary/prefer not to say group (7.67, n=18, SD=2.97).

Collaboration and communication with co-workers being harder had the third highest mean (5.61, n=635, SD=3.08). Male staff had a slightly higher score (5.98, n=202, SD=2.96) than female staff (5.35, n=413, SD=3.10) and those in the non-binary/prefer not to say group had it even higher (7.3, n=20, SD=3.11).

Childcare and home schooling did not present a significantly high mean, as opposed to last year's survey, when childcare had the highest score in general and home schooling was highly scored by female staff. This year, childcare had a mean of 3.78 (n=481, SD=3.92) and home schooling 3.82 (n=480, SD=3.92), excluding them from the top 10 challenges encountered by staff nowadays, as can be seen in table 5 below.

Regarding the differences between genders at facing challenges while working from home, only male staff had “Too many distractions at home” as one of the top 10 challenges (mean=4.32, n=177, SD=3.07). Female staff and other/prefer not to say gender category had “General anxiety about the impact of coronavirus on my life”. Other/prefer not to say group also mentioned: “Lack of guidance from line management with regard to prioritising my work” and “not having the equipment I need” as top 10.

	male			fem			other		
	Mea n	N	SD	Mea n	N	SD	Mea n	N	SD
My physical workspace	4.90	196	2.86	4.46	418	2.94	6.48	21	2.73
Internet connectivity	4.12	194	3.14	3.89	415	3.05	5.57	21	3.36
I don't have access to the equipment I need	3.93	181	3.01	2.69	369	2.62	5.55	20	2.74
My workload has increased	6.21	195	3.24	5.97	409	3.27	7.67	18	2.97
I don't have information I need to do my job properly at home	3.08	171	2.77	2.18	347	2.55	5.47	19	3.29
Too many distractions at home	4.32	177	3.07	3.17	366	3.01	4.32	19	3.11
Online meetings are much more stressful	3.77	181	2.90	3.77	380	3.07	5.05	19	3.21
Collaboration and communication with co-workers is harder	5.98	202	2.96	5.35	413	3.10	7.30	20	3.11
Staying motivated	5.08	179	3.21	3.92	386	3.03	4.95	19	3.31
Not being able to switch off from work	6.44	196	3.14	6.47	427	3.12	7.00	20	3.18
Lack of guidance from line management with regard to prioritising my work	3.14	169	3.24	3.23	351	3.32	6.21	19	3.36
Lack of opportunity to take annual leave	4.78	175	3.65	4.51	377	3.67	7.21	19	3.19
Childcare	3.81	152	3.81	3.74	317	3.94	4.42	12	4.81
Home schooling	3.69	145	3.82	3.88	323	3.95	3.92	12	4.68
Caring for children with additional needs (such as physical/developmental disabilities)	0.77	121	2.35	0.57	244	1.98	2.50	8	4.63
Caring for young adults with additional needs (such as physical/developmental disabilities)	0.44	116	1.85	0.14	232	0.84	1.70	10	3.47
Caring for adult dependents with additional needs (such as physical/developmental disabilities)	0.39	121	1.68	0.56	245	1.97	2.38	8	4.14
Caring for older people (such as parents or neighbours)	2.12	130	3.21	2.46	301	3.06	3.55	11	3.72
Loneliness/Isolation	4.27	174	3.13	4.03	375	2.95	4.95	19	3.14
General anxiety about the impact of coronavirus on my life	3.91	170	2.90	4.18	371	2.99	5.80	20	3.38
Illness (COVID related)	0.71	116	2.13	0.52	243	1.65	2.67	9	3.74
Illness (non-COVID related)	1.62	128	2.69	1.64	265	2.58	2.08	12	2.68
Attending Health Appointments	1.77	137	2.77	1.67	272	2.55	2.93	14	2.89
Stress/Anxiety Levels	4.77	178	3.11	4.98	391	2.90	6.16	19	3.10
Other	1.12	89	2.83	1.85	191	3.48	5.50	10	4.88

Table 5: Challenges encountered by gender.

Percentage of 7-10 scores	N	Challenge
57.23%	368	Not being able to switch off from work
53.05%	330	My workload has increased
44.41%	282	Collaboration and communication with co-workers is harder
38.00%	217	Lack of opportunity to take annual leave
35.71%	210	Stress/Anxiety Levels
32.08%	154	Home schooling
31.19%	150	Childcare
30.71%	195	My physical workspace
27.50%	161	Staying motivated
25.70%	146	Loneliness/Isolation

Table 6: Challenges highly significant amongst the scores.

Frequency working from home

55.3% (n = 484) of respondents had never worked from home prior to COVID-19, and a further 24.9% (n = 218) only worked from home every now and then. 19.9% (n = 174) of respondents regularly worked from home prior to COVID-19.

Frequency working from home by gender

Female staff and staff in the non-binary/prefer not to say group were less likely to have previously worked from home than male staff. 58.5% (n = 581) of female respondents and 55.6% (n = 27) of those in the non-binary/prefer not to say group had never worked from home versus 48.1% (n = 268) of males. 23.2% (n = 135) of females and 29.1% (n = 78) of males worked from home every now and then. 18.3% (n = 106) of female staff worked from home regularly prior to COVID-19 versus 22.7% (n = 61) of males.

	male	female	other	Total
N	268	581	27	876
Daily	22 8.20%	26 4.50%	1 3.70%	49 5.60%
Several times a week	17 6.30%	44 7.60%	1 3.70%	62 7.10%
Several times a month	22 8.20%	36 6.20%	5 18.50%	63 7.20%
Every now and then	78 29.10%	135 23.20%	5 18.50%	218 24.90%
Never	129 48.10%	340 58.50%	15 55.60%	484 55.30%

Table 7: Frequency working from home prior to Covid-19 by gender.

Frequency working from home by position

There were large differences in the frequency of working from home for different staff members. 79% (n = 365) of Professional/Admin/Technical staff reported that they never worked from home prior to COVID-19 versus 24.9% (n = 94) of Academic and Research staff.

Academics were most likely to have worked at home every now and then (39%, n = 147). Only 14.3% (n = 66) of Professional/Admin/Technical staff reported working at home every now and then.

These patterns were similar for males and females within each job role.

	male	female	other	Total
N	268	580	27	875
Yes, full time	214	517	21	752
	79.90%	89.10%	77.80%	85.90%
Yes, part time	42	61	5	108
	15.70%	10.50%	18.50%	12.30%
No, I'm back in work full time	12	2	1	15
	4.50%	0.30%	3.70%	1.70%

Table 8: Frequency still working from home by gender.

Transition to working from home

27.3% (n = 231) of staff who responded said they have adjusted well to working remotely, and 19.2% (n = 163) have found it very enjoyable and productive. 30.9% (n = 262) of respondents found the transition difficult at first but have adapted to it. 17.7% (n = 150) of respondents reported that they are still adjusting, while 4.8% (n = 41) have struggled to cope.

Similar patterns were apparent across male and female staff.

Transition to working from home by position

More Professional/Admin/Technical staff who responded found the experience very enjoyable and productive (23.8%, n = 107) than Academic and Research staff (14.1%, n = 51).

More Academic and Research staff reported that they were still adjusting to remote working (23.8%, n = 86) than Professional/Admin/Technical staff (12.9%, n = 58).

More Academic staff responded struggled to cope (8.6%, n = 31) than Professional/Admin/Technical staff (2% n = 9) or Support staff (2.7%, n = 1).

Transition to working from home by position and gender

Fewer female Academic staff report having adjusted well (22.2%, n = 44) than other groups (31.9%, n=108 Professional/Admin/Technical; 29.2%, n=7 Others).

Higher proportions of female Academic staff (35.9%, n = 71) and female Professional/Admin/Technical (30.7%, n = 104) reported finding remote working difficult at first but have adapted to it than male staff in the same groups (male Academic staff: 25%, n = 37; male Professional/Admin/Technical staff: 27.5% n =28), but these differences were not significant.

Female Academic staff were more likely to report that they were still adjusting to remote working (22.2%, n=44) than Professional/Admin/Technical staff (11.8%, n = 40).

Advantages to working remotely

93.7% (n = 800) of staff who responded saw advantages to working remotely.

Advantages to working remotely by gender

A marginally higher proportion of female staff who responded cited advantages to working from home, 96.6% (n = 546) of females versus 88.9% (n = 233) of males and 77.8% (n = 6) of those in the non-binary/prefer not to say group.

	male	female	other	Total
N	262	565	27	854
Yes	233	546	21	800
	88.90%	96.60%	77.80%	93.70%
No	29	19	6	54
	11.10%	3.40%	22.20%	6.30%

Table 9: Advantages working remotely by gender.

Advantages to working remotely by position

A marginally higher proportion of Professional/Admin/Technical/Support staff who responded (96.2%, n = 436) saw advantages to working remotely than Academic and Research staff.

	Academic/Research Staff	Professional/Administrative Staff	Others, includes Support	Total
N	365	453	36	854
Yes	331	436	33	800
	90.70%	96.20%	91.70%	93.70%
No	34	17	3	54
	9.30%	3.80%	8.30%	6.30%

Table 10: Advantages working remotely by position.

The top advantages of working from home for staff who responded (irrespective of gender or position) were:

1. No traffic and no commute: 75% (n=677)
2. Greater flexibility as to how I manage my working day: 49% (n=441)
3. Reduced costs of going to work and commuting: 43% (n=384)
4. Increased productivity (“I get more work done”): 34% (n=309). This was more important for Professional/Admin/ Technical staff, where 42% (n = 197) said this was an advantage versus 26% (n=101) of Academic and Research staff.

Ability to work effectively

25% (n = 212) of staff found it difficult or somewhat difficult to work effectively, while 50% (n = 418) found it easy or somewhat easy.

Ability to work effectively by position and gender

42.5% (n = 62) of male Academic and Research staff reported that they found it difficult or somewhat difficult to work effectively. In contrast, 35.6% (n = 70) of female Academics and Research staff found it difficult or somewhat difficult to work effectively.

Male and Female Professional/Admin/Technical staff did not vary significantly reporting difficulty to work effectively (15.9%, n = 16 of males versus 14%, n = 47 of females).

28% (n = 99) of Academic and Research staff with caring duties, 8% (n = 34) of Professional/Admin/ Technical staff with caring duties said they had a decrease in productivity.

Supports needed for working remotely

Some of the supports identified as import for working remotely were reported to be already in place:

1. Access to your office to retrieve equipment (76%, n= 590)
2. Regular communication from your manager (70%, n=553)
3. Clarity on your workload and workload planning to identify priority areas of work for short and medium term (50%, n=391)
4. Training supports to work remotely 42%, n=326)
5. Financial scheme to purchase IT and/or office equipment (36.5, n=282)

Nonetheless, the top 5 supports needed were:

1. Guidelines on how work outputs related to Covid -19 will be assessed in progression, promotion and recruitment (64%, n=493)
2. Financial scheme to purchase IT and/or office equipment (55%, n=425)
3. Reasonable accommodation to support staff members with a disability (which would normally be provided on campus) (43%, n=286)
4. Training supports to work remotely (42.5%, n=329)
5. Clarity on your workload and workload planning to identify priority areas of work for short and medium term (42%, n=328)

Supports needed by position and gender

Female Academic staff were particularly concerned about guidelines on the impact of COVID on progression/promotion (77%, n = 138), financial support to purchase IT and/or office equipment (66%, n=117) and having a reasonable accommodation to support staff members with a disability (58%, n=89).

Male Academic staff also listed these as key support requirements, however to a lesser degree: 61% (n = 85) requested guidelines on the impact of COVID on progression/promotion and financial support to purchase IT and/or office equipment (61%, n=85).

51% (n=48) of male and 44% (n=136) of female Professional/Admin/Technical requested training supports for remote working, while 40% (n=55) of male and 37% (n=66) of female Academic staff were concerned about it.

Both female and male Professional/Admin/Technical staff were concerned about guidelines on the impact of COVID on progression/promotion (females: 60%, n = 180; males: 57%, n = 55). 45% (n=43) of male and 48% (n=148) of female Professional/Admin/Technical staff requested financial support to purchase IT and/or office equipment.

		male	female	other	Total
Guidelines on how work outputs related to Covid -19 will be assessed in progression, promotion and recruitment	Academic	85	138	10	233
		61.20%	77.10%	66.70%	70.00%
	Administrative	55	180	5	240
		57.30%	60.00%	83.30%	59.70%
	Others	2	16	2	20
	22.20%	69.60%	100.00%	58.80%	
	Total	142	334	17	493
		58.20%	66.50%	73.90%	64.10%
Financial scheme to purchase IT and/or office equipment	Academic	85	117	11	213
		61.60%	65.70%	73.30%	64.40%
	Administrative	43	148	2	193
		45.30%	48.40%	33.30%	47.40%
	Others	4	13	2	19
	44.40%	54.20%	100.00%	54.30%	
	Total	132	278	15	425
		54.50%	54.70%	65.20%	55.00%
Reasonable support accommodation to staff members with a disability (which would normally be provided on campus)	Academic	47	89	5	141
		37.00%	58.20%	35.70%	48.00%
	Administrative	33	98	3	134
		37.10%	39.80%	60.00%	39.40%
	Others	3	7	1	11
	37.50%	36.80%	50.00%	37.90%	
	Total	83	194	9	286
		37.10%	46.40%	42.90%	43.10%

Table 11: Top 3 supports needed for remote working by position and gender.

Meeting frequency

The largest proportion of staff who responded met virtually weekly (37%, n = 298). 25% (n=202) met virtually every month, 24% (n=194), met every 2-3 weeks, and 6% (n = 49) met daily. 8.6% (n =70) of staff reported never meeting their colleagues virtually.

Meeting frequency by position

Professional/Admin/Technical and Support staff reported meeting more regularly than Academic and Research staff. 44% (n = 191) of Professional/Admin/Technical staff met weekly versus 27.5% (n = 95) of Academic and Research staff.

The largest proportion of Academic staff met monthly (39%, n =133) versus 14% (n = 62) of Professional/Admin/Technical staff.

A further 21% (n = 72) of Academic staff met every 2-3 weeks versus 26% (n = 114) of Professional/Admin/Technical staff.

Professional/Admin/Technical staff were more likely than Academic or Research staff to meet daily (9.5%, n = 41) versus 1% (n = 3).

	Academic Staff	Professional/Adm inistrative Staff	Others, includes Support	Total
N	345	432	36	813
Daily	3 0.90%	41 9.50%	5 13.90%	49 6.00%
Weekly	95 27.50%	191 44.20%	12 33.30%	298 36.70%
Every 2-3 weeks	72 20.90%	114 26.40%	8 22.20%	194 23.90%
Monthly	133 38.60%	62 14.40%	7 19.40%	202 24.80%
Never	42 12.20%	24 5.60%	4 11.10%	70 8.60%

Table 12: Meeting frequency by position.

Impact of working remotely on relationships with colleagues

The majority of staff (80%, n = 516) reported that working remotely has changed how they work with colleagues.

The position that was most likely to report changes were Support staff/Other (90%, n=27). Both Male Professional/Admin/Technical staff (82%, n=77) and Male Academics (83%, n=94) reported more changes than their female counterparts (Admin 77%, n=193 and Academic 79%, n=112).

Key themes in the staff comments include:

1. Feelings of isolation and disconnection, lack of interaction with colleagues.
2. Lack of casual and spontaneous interactions, perceived as beneficial.
3. The difficulties of the interactions being totally virtual, longer and multiple meetings, more emails, more effort to progress small issues.
4. Positive sides of online work reported: increased productivity, less barriers in communicating with other departments, more appreciation for colleagues.

59.5% (n=407) of staff reported they felt as much part of their teams as they did prior to remote working, while 40.5% (n=277) did not. Academic and Research staff were least likely to still feel part of their team, with 53.7% (n = 152) of respondents reporting that they did not feel part of their team versus 30.2% (n = 113) of Professional/Admin/Technical staff.

Female staff (63.1%, n=284) were more likely than their male counterparts (53.5%, n=114) to report feeling as much a part of the team. Staff that declared as non-binary or other were less likely to feel part of a team (43%, n=9).

		Academic Staff	Professional/Administrative Staff	Others, includes Support	Total
male	<i>yes</i>	51	58	5	114
		43%	66%	71%	54%
	<i>no</i>	67	30	2	99
		57%	34%	29%	47%
female	<i>yes</i>	75	200	9	284
		50%	71%	50%	63%
	<i>no</i>	76	81	9	166
		50%	29%	50%	37%

other	<i>yes</i>	5	3	1	9
		36%	60%	50%	43%
	<i>no</i>	9	2	1	12
		64.3%	40%	50%	57.1%

Table 13: Feel part of the team by position and gender.

Key themes in the comments include:

1. Less freedom of interaction (more “transactional” interactions now).
2. Feeling close to a smaller group of colleagues but more distant from larger group/institution as a whole.
3. Feeling more isolated from colleagues.
4. Some staff report feeling part of a team because everybody is affected by the pandemic (“we are in this together”, “we are in the same boat”).

Despite the challenges, 91.5% (n = 727) of staff who responded would like to work remotely in some way going forward. 56.3% (n = 447) of staff would like to work remotely several times per week, 19.1% (n = 152) would like to work remotely daily and 16.1 (n=128) would like to work remotely several times per month. 8.4% (n = 67) do not want to work remotely.

Availability of equipment required

84.7% (n=670) of staff reported they had all the equipment needed in order to do their work from home, of which some provided the equipment themselves (13.8%, n=109), some got the equipment from UL (18.2%, n=144) and a combination of both (52.7%, n=417). 15.3% (n=121) reported not having all the equipment needed to work from home.

The majority (85%, n = 673) of staff who responded have a dedicated workspace at home, without too many interruptions.

Most staff who responded had adequate broadband to work efficiently (84.3%, n = 669).

Availability of equipment by position

17.3% (n = 58) of Academic/Research staff, 14.2% (n = 60) of Professional/Admin/Technical staff and 9% (n = 3) of Other/support staff reported not having all of the equipment they needed.

18.9% (n = 64) of Academic staff, 11.8% (n = 50) of Professional/Admin/Technical staff and 21.2% (n=7) of Support/Other staff do not have a dedicated workspace at home.

21.3% (n = 72) of Academic and Research staff do not have adequate broadband to work efficiently.

Key themes regarding broadband access in the staff comments include:

1. Broadband mostly available but speed/quality/consistency is a huge issue. Cost is also a barrier for some staff.
2. Several staff need to hotspot from their mobile phone.
3. Overall perception of improvement of service provided and solutions found since the pandemic started. But time and money personally invested to achieve the improvements.

Summary

Female staff had more non-childcare caring responsibilities than male staff.

The biggest challenges encountered by staff were not being able to switch off from work, increased workload and collaboration and communication with co-workers being harder.

Almost 80% of Professional/Admin/Technical staff reported that they never worked from home prior to COVID-19 versus 25% of Academic and Research staff. Male staff were more likely to have worked from home to some degree prior to COVID-19 than female staff.

More female staff reported finding working remotely difficult initially but had adapted than male staff.

Almost 90% of staff reported advantages to working remotely, in particular avoiding traffic, commuting, and parking in and around UL; greater flexibility as to how to manage the working day; reduced costs of going to work and commuting, and increased productivity.

Many key supports identified as important for working remotely were reported to be already in place. Among the main supports staff considered to be useful are: guidelines on how work outputs related to Covid -19 will be assessed in progression, promotion and recruitment; financial scheme to purchase IT and/or office equipment; reasonable accommodation to support staff members with a disability; training supports to work remotely; and clarity on workload and workload planning to identify priority areas of work for short and medium term.

Female Academic staff were particularly concerned about the impact of COVID-19 on their career progression.

The majority of staff reported that working remotely has changed how they work with colleagues. Academic staff met virtually much less frequently than other staff members.

Despite the challenges, more than 90% of staff who responded would like to work remotely in some way going forward.

Most staff would have all the equipment needed to work from home, a dedicated workspace at home and adequate broadband to work efficiently. Nevertheless, 17% of Academic/Research staff and 14% of Professional/Admin/Technical staff reported not having all of the equipment they needed. In addition, 21% of Academic and Research staff do not have adequate broadband to work efficiently.