UNIVERSITY OF TWENTE.

WELL-BEING 2022: BALANCING IN CHALLENGING TIMES

Results of the well-being study among UT employees

Wave 1 and 2

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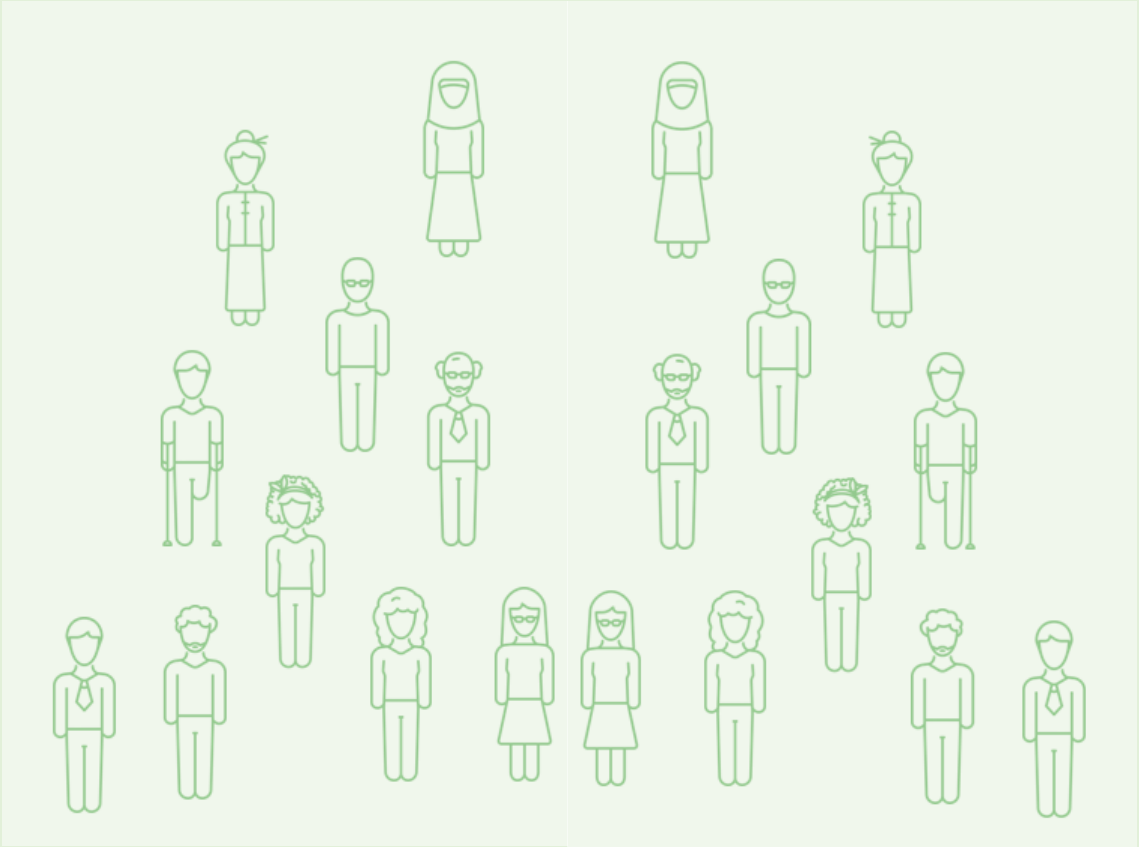

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MANAGEMENT SUMMARY

During the Well-being weeks of November 2022, University of Twente (UT) measured the well-being of its employees. After two years of predominantly working from home, this Spring most Covid-19 measures were relieved. Still, many employees work from home at least partly (73%), while a two-year record high of 26% work 100% on campus. In other words, hybrid working has become quite common. It is relevant to know what this situation of hybrid working means for the well-being of the employees, engagement, and strain. Does it help to reduce the perceived workload when working partly from home? How do we think about the quality of work? Do we see similarities and differences with former waves?

In 2022, two waves for the well-being survey are being distributed, both during the well-being weeks. After all, the outcomes of this research will be used as input for the programs for enhancing well-being at UT. In May and in November 2022, the bilingual online questionnaire was distributed to half of the employees (employed at 1 April, 2022).

The surveys of 2022 are largely based on the well-being survey of 2019 and 2021, with a selection of questions of the Well-being under Covid-19 survey held in 2020. Some changes in wording (e.g. hybrid working instead of full online working) and extra questions on hybrid working were implemented. In addition, in 2022 extra questions were incorporated about inclusion. In Wave 2 we invited 2343 emails with links to the questionnaire were distributed. The response was good: in total 890 responses were counted with valid answers, which is a net response rate of 38%, higher compared with the 29% response of Wave 1.

Most important findings

1. In general, the main outcomes of Wave 2 are too a large extent in line with the outcomes of Wave 1 in 2022 and the surveys of 2021.
    a. Satisfaction with UT as organisation remains a 7.5.
    b. Employees are highly engaged: 78% of them feel high levels of energy (vigor) and another 86% feel dedicated to their job. These numbers have increased a bit. These positive attitudes are also reflected in high levels of autonomy and commitment.
    c. At the same time, a lot of people feel strained (51%). Of the respondents, 38% perceive a (way) too high workload, while 50% work more hours than required, of which 24% 6 hours per week extra. Role overload (using vacation days to finish work) is common practice for more than 25% of the employees.
    d. By and large, the job demands, job resources and organisational stimuli (job crafting and HRM satisfaction) are viewed on comparable levels like previous waves. Most are a bit higher compared to June 2022, and similar with the outcomes of the surveys earlier in 2021 and 2019. Of course, we cannot compare the results in a strict sense of a repeated measurement, because we have different samples.

2. Who are the strained people that experience work overload, work long hours and say fatigue is the most important factor impacting work? Especially scientific staff (teachers, assistant, associate and full professors) are mostly perceiving a high workload, with managers in the second place, while support staff is experiencing the least workload. The finding that 27% of the respondents (mainly academic staff) take vacation days to finish their work is another indication of the high strain. Furthermore, employees with less HRM satisfaction, less self-efficacy, low leader-member relations and low levels of perceived inclusion are more frequently strained.

3. Only a minority is satisfied about the dialogue with them about a realistic workload. The dialogue should be on the time spent on activities, since time spent on meetings and administration are viewed as too much. The same applies for teaching. There is too less time for research. In addition, there is too little time for personal development, though most are satisfied with the opportunities to development.

4. Most employees can cope with the hybrid working situation, though 20-30% still have some struggles with it.
    a. Hybrid working (partly from home, partly on campus) is a common practice for 76%. A growing number work only on campus, now 26% (in June 2022 it was 15%). Only 1% work fully from home. This is a sharp difference with the situation in 2020 and 2021, reflecting the phase in the (post)pandemic situation.
    b. Most respondents can do their work from home to a sufficient level, although 35% view the output due to online work of less quality and 15-25% of teaching staff perceive a lower teaching quality due to online working. Nevertheless, these numbers dropped significantly compared to the previous surveys in 2021 and 2020.
    c. The preferences for working from home remain diverse. The largest group (almost 40%) want to work 2-3 days from home and 30% want to work max 1 day a week from home. Especially the younger employees (under 30s) want to work on campus more often compared to other age groups. An interesting predictor for the preference to work from home is team cohesion: the respondents with lower team cohesion are preferring a higher percentage of time at home. No other antecedents were significant. Apparently, individual differences are relevant in these preferences.
    d. Work-life balance has been stabilized on the level of 50% that is positive about it. Still, almost one out three employees are struggling with work-life balance (30%).

5. The majority of UT employees is positive about inclusion (63%), especially on the 'passive' aspect of inclusion: the extent to which the team allows individuals to be authentic. The 'active' side of inclusion ('my unit encourages me to be authentic') has been answered a bit more varied. Those who feel more positive about inclusion also are positive about the relationship with their supervisor and their team (direct colleagues). Three keys seems important here in establishing a safe and open culture: HRM practices, the supervisor and the colleagues within the team.

6. The prevalence of aggressive behaviours (especially intimidation) is comparable to the results of national surveys on these behaviours. One of out of seven employees has experienced a type of aggressive behaviours during the last two years. Although these statistics represent similar numbers of national surveys, the results indicate some problems here, especially the finding that the confidential person is consulted the least frequently compared to supervisors, colleagues or other non-UT people.

RECOMMENDATIONS

1. Scientific staff (Teachers/lecturers, Assistant, Associate and Full professors) experiences the highest workload. Next to scientific staff, the managers perceive a too high workload. Reducing the amount of work is an unquestionable precondition for well-being. Especially reducing meetings and administrative work that academic professionals have to do is a key to achieve this. Also for many of the academic staff the balance between research and teaching is skewed. In developing new policies, adapting existing policies, the focus should not only be on the students or managerial issues. The focus should also be on staff and its well-being.
    a. Improve the dialogue on 'realistic workload'.
    b. Set priorities: strengthen the dialogue on reward & recognition.
    c. Improve capacity management in the sense of providing more insight in the workload, better dialogues on the distribution of workload and smarter actions to reduce workload.
    d. Shift the timing of certain work activities, such as no early Monday morning meetings to avoid Sunday evenings to prepare for those meetings.
    e. Limit the teaching workload by reconsidering the annual teaching calendar ('jaarcirkel').

2. Continue with the well-being initiatives. It has been observed and appreciated by the employees. Pay attention to specific groups: managers, young employees, new employees, employees with unsecure contracts and employees who speak English as their primary language. Many of the open comments in the survey addressed improving onboarding and resources for better food, fitness and sports and the importance of making those available as well as the need for more social interaction like informal connection events.

3. Since hybrid working is the norm for most employee groups, the UT should accommodate the diverse preferences of the employees. There is no need for a central standard for e.g. two days at home. Dialogue on it should take place within each organisational unit, and between supervisors and individuals. UT should consider providing some guidance for managers on how to have this conversation with workgroups and employees. Most respondents indicate that the team level is the most important level to decide on the amount of remote working.

4. Pay attention to the role of the direct supervisor. Despite the fact that certain attention or target groups could be identified. never forget that also within groups (large) differences between apparently equal group members concerning desires and needs do exist. For finding individual differences and adequate solutions that both affect employee well-being and productivity. the role of direct supervisors is crucial. Direct communications between supervisors and individual staff members is inevitable for continuing a fit between organisational policies and practices and employees. Managers could also be provided with guidance on how to create more favourable leader-member exchange relationships with the employees in their workgroup. Leaders should be trained on the framework of LMX and then on communication styles more consistent with such relationships. High LMX relationships are easier to form when employees are new to the workgroup, but lower quality relationships can be improved with training on feedback and approaches to assigning tasks.

5. Extra attention should be paid to PhD candidates/ PhD students. Though they score high on social job resources (e.g. seeking feedback), they score low on challenging job demands. Moreover, they score low on team cohesion and self-efficacy, implying that they might struggle with their projects on their own, without feeling connected to other team members. To improve team cohesion here, will support them in their relevant jobs for our university.

6. To increase diversity and inclusion, it is recommended to set up formal mentoring, diversity managers, access to training, cast a wider net with recruitment, while not offering training programs for reducing bias.

1 AIMS AND BACKGROUND OF THE STUDY

1.1 Aims of the study

Scientific research, education and valorisation are performed by people. Therefore, the Executive Board (CvB) of the University of Twente (UT) and the indirect participation bodies (University Council and OPUT) ascribe great importance to safeguarding employee well-being at UT. The EB therefore commissioned on-going studies into employee well-being and its antecedents. Moreover, regulations on working conditions (in Dutch: ARBO) pose the requirement to monitor the psychological strain of employees as part of the Risico-Inventarisatie & Evaluatie (RIE). In line with this requirement, this well-being study assesses the risks of work pressure (strain) and its antecedents.

Taken together the aims of the survey are therefore

1. To get insights in the trends in employee well-being, defined as employees' perceptions of work engagement and work pressure (strain).
2. To get insights in the relevant antecedents – i.e. human resource management (HRM), job crafting, job demands and job resources – of employee well-being.
3. To get insights in the current employee experiences and preferences about working from home and working on campus, included the trends in well-being during hybrid working.
4. To measure employees' perceptions of aggression and violence at work.
5. The fulfilment of the aforementioned aims can contribute to an improvement of the UT's HRM policies and practices as well as support priority setting.

On the basis of the research results, recommendations for policy and management will be formulated on how to safeguard employee well-being at the UT. With the results of this survey, we hope to contribute to the plans of the university – required by the CAO – to reduce work pressure, taken into account the complicated situation of hybrid working.

To achieve these five aims, the survey is based on the conceptual model developed for the Well-being survey of 2019[1]. We followed the Job-Demands-Resources (JD-R) model (Bakker & Demerouti, 2007; Demerouti et al, 2001; Schaufeli, Bakker & Salanova, 2006) and enriched this model by adding insights from recent job crafting studies (Tims et al, 2012) and scholarly work into human resource management (HRM). The conceptual model served as the basis for the development of an employee survey used to measure employee well-being and its antecedents at the UT. To this survey, we added additional questions to measure employees' experiences of specific UT facilities as well as perceived aggression and violence at work. In addition, selected

[1] De Leede, Meijerink & Torka (2019). Work engagement and work pressure: still in balance? A well-being study among UT employees. Report ref nr CvB UIT – 3998, 23-04-2019.

questions of the Well-being under Covid-19 survey[2] were used to enable insights in the developments within well-being.

Based on the research results, recommendations for policy and management will be formulated for safeguarding employee well-being at the UT post COVID-19. With the results of this survey, we aim to contribute to both management and employees of the UT community.

1.2 Research design: two waves in 2022

This survey is distributed in Dutch and English. See Appendix 1 for the questionnaire. We decided to not send it three times a year as was done in 2021 because of the workload to process the reports and outcomes through the UT community. In 2022, two waves are taken, simultaneously with the well-being weeks. So, one in Spring (May-June) and one in the Autumn (November). Accordingly, staff was divided into two representative groups: of every department 50% of the employees. So, 50% of the employees with a UT employment contract on 1 April 2022 were sent an invitation to participate in the survey.

In total, 2343 emails with links to the questionnaires were distributed in Wave 2. The survey was open from November 7th until December 5th, 2022. The emails were sent from an UT address via Pronuntio, with a link to the survey in Qualtrics. Three reminders were sent out. The response was good. in total 890 responses were counted with valid answers, which is a net response rate of 38%. The gross response with 42% was reduced to 38% by selecting those responses with at least 20% valid answers. The net response of 38% is higher compared to Wave 1 of 2022 and similar to the 38% of Wave 1 in 2021.

[2] De Leede, De Jager & Torka (2020). Working at home alone? A Well-being study among UT employees under Covid-19. 30-09-2020.

Table 1.1 Representativeness

	UT	Response Wave 2	Response total 2022
Organisational unit			
Faculty of Behavioural, Management and Social Sciences (BMS)	14.4%	14.2%	15.2%
Faculty of Engineering Technology (ET)	14.4%	12.2%	13.2%
Faculty of Electrical Engineering, Mathematics and Computer Science (EEMCS/EWI)	17.2%	16.3%	16.7%
Faculty of Science and Technology (TNW)	22.5%	19.9%	17.6%
Faculty of Geo-Information Science and Earth Observation (ITC)	7.4%	8.8%	8.7%
General Affairs (GA)	2.2%	2.2%	2.4%
Campus & Facility Management (CFM)	4.9%	4.9%	4.5%
Centre for Educational Support (CES)	4.8%	6.9%	7.3%
Finance (FIN)	1.4%	1.2%	1.3%
Human Resources (HR)	1.5%	1.9%	2.1%
Library, ICT services & Archive (LISA)	4.4%	5.1%	5.2%
Marketing & Communication (MC)	2.3%	2.8%	2.8%
Strategic Business Development (SBD)	0.9%	0.9%	0.8%
Strategy & Policy (SP)	1.1%	1.4%	1.5%
Not answered		4.4%	4.4%
Job category			
Scientific staff	57.2%	54.2%	53.1%
Support and management staff	42.8%	45.8%	46.9%
Gender			
Female	42.2%	46.9%	48.0%
Male	57.7%	52.9%	51.6%
Other		0.2%	0.3%
I prefer not to answer this question*		8.1%	8.6%

* % of total respondents, the other percentages are calculated on the valid answers.

Analysis for representativeness for Wave 2 shows (see third column of Table 1.1):
-somewhat more from ITC, CES and LISA,
-somewhat less from TNW and ET
-somewhat more female respondents and less male respondents
However, overall the response shows a very satisfying degree of representativeness.

In this report we will present the results of Wave 2 and compare the outcomes with Wave 1 of 2022. Some data will be compared with former waves as well. We must keep in mind that this research does not have a repeated-measures design in which all groups in every survey consist of exactly the same respondents. In our research, we compare the outcomes of the mean of each group, not of the individuals within the group. Each group has different group members, so we cannot derive causal relationships. The outcomes could be caused by the composition of the respondent group of each survey. Nevertheless, because of the representativeness of the surveys, the outcomes might indicate enough to compare the results between the surveys.

1.3 Research model

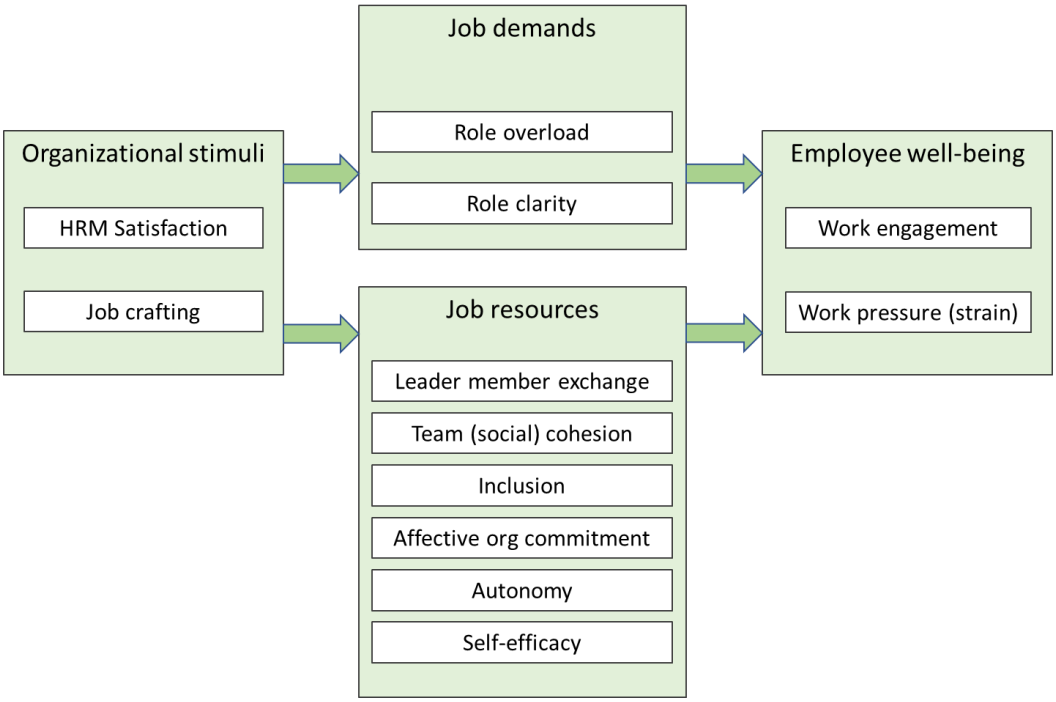
This 2022 Well-being study re-uses the conceptual model of the well-being study of 2019. Two major reasons are: (1) the possibility to compare the results of 2021 and 2019 and (2) the conceptual model of 2019 is well grounded in the academic literature on well-being at work.

The conceptual model explains employee well-being and its antecedents (see Figure 1). The core of the conceptual model is based on the Job-Demands-Resources (JD-R) model[3]. The JD-R model predicts that employee well-being is a function of job demands (i.e. job characteristics that drain energy, such as role overload and poor role clarity (also called: role ambiguity)) versus job resources (i.e. job characteristics which enable employees to realize their goals and which are energising). We included job resources that relate to the job (autonomy and self-efficacy), the supervisor (leader-member exchange (LMX)), the team (team cohesion and inclusion) and the organisation (commitment). In the 2022 survey for the first time we measured inclusion (with three aspects, namely perceived integration of differences, room for authenticity and value in authenticity).

To examine how organisational policies/practices impact job demands and job resources, and how employees themselves can safeguard their well-being, we decided to include employee satisfaction with HRM activities such as development opportunities, appraisal and feedback (as relevant organisational policies/practices that may impact well-being) as well as employee reports of job crafting (i.e. employee-initiated changes to job demands/resources for sustaining well-being). Since HRM activities and job crafting are unlikely to have a direct relationship with employee well-being, we hypothesize that job demands and job resources mediate between employee satisfaction with HRM/job crafting and employee well-being. Employee well-being is conceptualized as both work engagement and strain to tap into both the desirable dimensions (i.e. work engagement) as well as its undesirable dimensions (i.e. work pressure/strain).

[3] Bakker, A.B. and Demerouti, E. (2007), "The job demands-resources model: state of the art", Journal of Managerial Psychology, Vol. 22, pp. 309-28.

Figure 1.1 Conceptual model



2 FINDINGS ON SATISFACTION, WORK ENGAGEMENT AND STRAIN

2.1 Satisfaction with UT, engagement and strain

On average, the respondents assess the UT with 7.5 (scale 1-10, standard deviation 1,4), which is comparable to the 2020 and 2021 surveys. Again, we repeat to be careful with the comparison of the individual surveys, because of the different composition of the respondent groups per wave. Still, due to the rather high degree of representativeness, it is possible to interpret these as a trend.

Figure 2.1 Satisfaction with UT

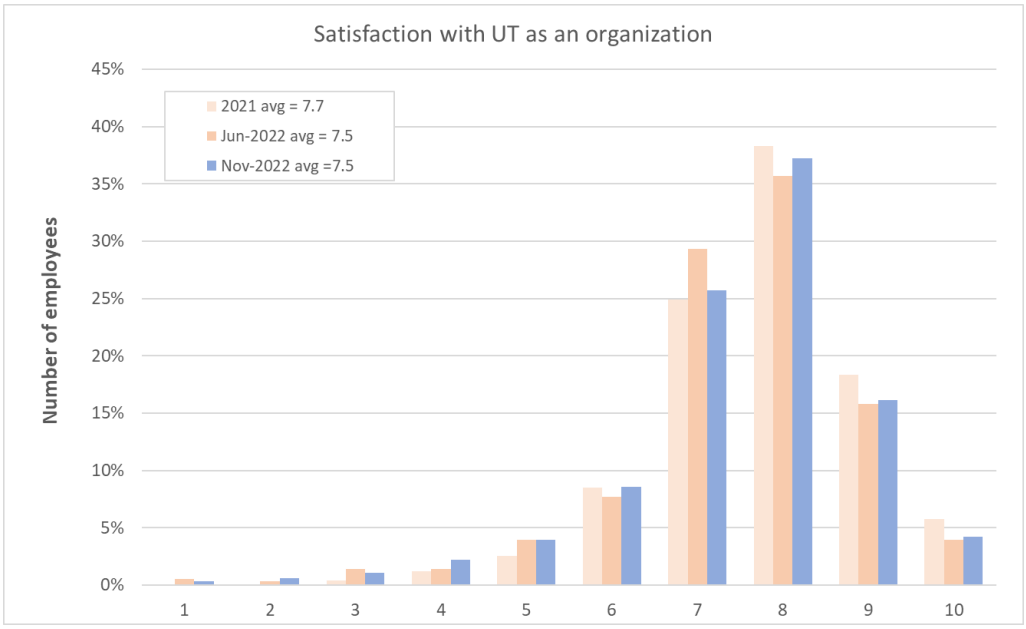


Table 2.1 shows the means and standard deviations of general satisfaction, engagement and strain across organisational units. Anova/Bonferroni analysis was used to investigate whether the differences between organisational units are significant. No significant difference in general satisfaction was found ($p < .05$) between the organisational units. No significant differences in engagement and strain were found ($p < .05$) between the organisational units, other than BMS were significantly higher in strain compared to CES (similar in Wave 1).

Table 2.1: General satisfaction with UT, engagement and strain per organisational unit

Organisational unit	General satisfaction[1]		Engagement[2]		Strain[3]	
	Mean	*SD*	Mean	*SD*	Mean	*SD*
BMS	7.15	*1.87*	5.32	*1.04*	3.53	*0.97*
ET	7.71	*1.31*	5.42	*1.10*	3.29	*1.04*
EEMCS/EWI	7.73	*1.29*	5.62	*0.98*	3.26	*0.94*
TNW	7.43	*1.40*	5.37	*1.02*	3.33	*0.94*
ITC	7.44	*1.25*	5.53	*0.92*	3.36	*0.84*
GA	7.89	*1.45*	5.71	*0.59*	3.09	*0.72*
CFM	7.19	*1.29*	5.48	*1.02*	3.20	*1.11*
CES	7.86	*1.24*	5.45	*1.01*	2.97	*0.88*
FIN	7.10	*1.20*	4.60	*1.49*	2.73	*0.80*
HR	7.56	*0.96*	5.29	*0.67*	3.04	*1.05*
LISA	7.30	*1.57*	5.17	*1.06*	3.20	*0.80*
M&C	7.71	*1.00*	5.28	*0.78*	3.00	*0.87*
SBD	7.75	*0.89*	6.06	*0.86*	3.00	*1.07*
S&P	7.83	*0.94*	5.74	*0.85*	3.28	*0.89*
2022 Wave2 total	**7.51**	***1.42***	**5.43**	***1.01***	**3.28**	***0.95***
2022 Wave1 total	**7.49**	***1.40***	**5.35**	***0.99***	**3.22**	***0.98***

[1] Scale = 1 to 10
[2] Scale = 1 to 7
[3] Scale = 1 to 5
SD = standard deviation

Table 2.2: General satisfaction with UT, engagement and strain per function

Function	General satisfaction[1]		Engagement[2]		Strain[3]	
	Mean	*SD*	Mean	SD	Mean	*SD*
PhD Student	7.84	*1.43*	5.52	*1.03*	3.30	*0.95*
Researcher / Postdoc	7.86	*1.34*	5.58	*1.07*	3.33	*0.87*
Teacher / lecturer	7.26	*1.97*	5.38	*1.03*	3.12	*1.13*
Assistant Professor	7.13	*1.53*	5.26	*1.04*	3.77	*0.82*
Associate Professor	7.33	*0.88*	5.30	*1.06*	3.59	*0.79*
Full professor	7.34	*1.47*	5.95	*0.86*	3.49	*0.98*
Manager (service dept)	7.63	*1.24*	6.17	*0.73*	3.10	*0.86*
Manager (faculties)	7.13	*0.64*	5.44	*0.65*	3.04	*0.93*
Support staff	7.58	*1.29*	5.34	*0.95*	3.04	*0.94*
I prefer not to answer this question	6.77	*1.51*	5.20	*1.16*	3.62	*0.85*
2022 Wave2 total	**7.51**	***1.42***	**5.43**	***1.01***	**3.28**	***0.95***
2022 Wave1 total	**7.49**	***1.40***	**5.35**	***0.99***	**3.22**	***0.98***

[1] Scale = 1 to 10
[2] Scale = 1 to 7
[3] Scale = 1 to 5
SD = standard deviation

Table 2.2 shows the means and standard deviations of general satisfaction, engagement and strain across functions. It turns out that Assistant professors are among the least satisfied and the most strained. PhD students and Assistant professors are the least engaged. Full and Assistant professors are the most strained. Anova/Bonferroni analysis showed that only a few differences between groups are significant ($p < .05$). For satisfaction, Assistant professors are significantly less satisfied compared with PhD students. For Engagement, Assistant professors and Support staff are significantly less engaged compared to Full professors and Managers (service departments). For strain, Assistant professors are more strained than PhD students, Teachers, Managers (service departments) and Support staff. In general, academic staff is more strained compared to support staff - is a consistent finding among former surveys of 2021 and 2019.

Average levels of strain are slightly above the scale midpoint. One-third of respondents reported experiencing high levels of strain (4.0-5.0 on the 5-point scale).

Predictors of strain

The step-wise regression analysis confirmed the outcome that academic staff experience higher levels of strain (Beta -.144. $p<.01$). Furthermore, from the job demands we found that role overload was related to strain (Beta .243. $p<.01$), indicating that the higher the role overload, the more people are experiencing strain. Furthermore, self-efficacy (Beta -.102 $p<.01$) is negatively related to strain. The last two significant results are that adding challenging demands will also lead to more experienced strain (Beta .136. $p<.01$) and HRM satisfaction (Beta -.193. $p<.01$) will lead to less experienced strain. On the other hand, we also tested for the effects of age, having children at home, contractual hours, gender, team cohesion, autonomy, commitment and structural and social job resources on strain and found these variables did not significantly affect strain.

2.2 Organisational stimuli: job crafting and HRM satisfaction

Table 2.3 shows the means and standard deviations of the two organisational stimuli: job crafting (increasing structural and social job resources and increasing challenging demands) and HRM satisfaction across organizational units. Anova/Bonferroni analysis showed that only one difference is significant ($p < .05$): BMS shows lower structural job resources than EEMS.

Table 2.3: Organisational stimuli: Job crafting and HRM satisfaction per organisational unit

Organisational unit	Increasing structural job resources[1]		Increasing social job resources[1]		Increasing challenging job demands[1]		HRM satisfaction[2]	
	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*
BMS	5.20	*1.08*	3.59	*1.00*	4.29	*1.13*	3.37	*0.81*
ET	5.38	*0.97*	3.72	*1.11*	4.00	*1.28*	3.67	*0.74*
EEMCS/EWI	5.64	*0.85*	3.69	*1.05*	4.06	*1.29*	3.66	*0.71*
TNW	5.36	*0.98*	3.83	*1.01*	4.05	*1.24*	3.53	*0.65*
ITC	5.16	*0.97*	3.66	*0.98*	4.37	*1.02*	3.52	*0.75*
GA	5.32	*0.70*	4.12	*0.52*	4.61	*1.17*	3.73	*0.68*
CFM	4.96	*1.09*	3.61	*0.98*	4.38	*1.42*	3.38	*0.67*
CES	5.15	*1.02*	3.57	*0.92*	3.98	*1.11*	3.64	*0.77*
FIN	4.88	*1.53*	3.78	*1.34*	3.75	*1.51*	3.41	*0.72*
HR	4.84	*0.80*	3.73	*0.81*	4.75	*0.73*	3.73	*0.48*
LISA	5.03	*1.02*	3.69	*0.79*	4.35	*1.23*	3.58	*0.77*
M&C	4.92	*0.69*	3.61	*1.15*	4.35	*1.16*	3.73	*0.50*
SBD	5.38	*0.93*	4.31	*0.80*	5.06	*0.98*	3.27	*0.64*
S&P	5.81	*0.94*	3.96	*0.93*	5.00	*1.22*	3.85	*0.47*
2022 Wave2 total	**5.30**	***0.99***	**3.71**	***1.00***	**4.19**	***1.22***	**3.56**	***0.72***
2022 Wave1 total	**5.24**	***0.87***	**3.58**	***0.93***	**4.21**	***1.17***	**3.53**	***0.74***

[1] Scale = 1 to 7
[2] Scale = 1 to 5

Table 2.4 shows the results of the job crafting and HRM satisfaction per function. For increasing structural job resources, Support staff shows the lowest mean, which is a significant difference with PhD students, Postdocs and Full professors. Like the former surveys in 2022 and 2021, an interesting significant difference is in increasing social job resources between PhD Students and Postdocs on the one hand and Assistant, Associate and Full professors on the other: they show all less social job resources compared with PhD students and Postdocs. Apparently, PhD students and Postdocs are asking more support, advice and coaching from their supervisors and colleagues, compared with the other more senior scientific staff. For increasing challenging job demands, it is the other way around: PhD students and Postdocs experience significantly ($p<.05$) less challenging job demands compared with Assistant, Full professors, Managers and Support staff. Apparently, PhD students and Postdocs perceive less possibilities to craft their job via new and challenging jobs and tasks compared to more senior-level staff.

Table 2.4: Organisational stimuli: Job crafting and HRM satisfaction per function

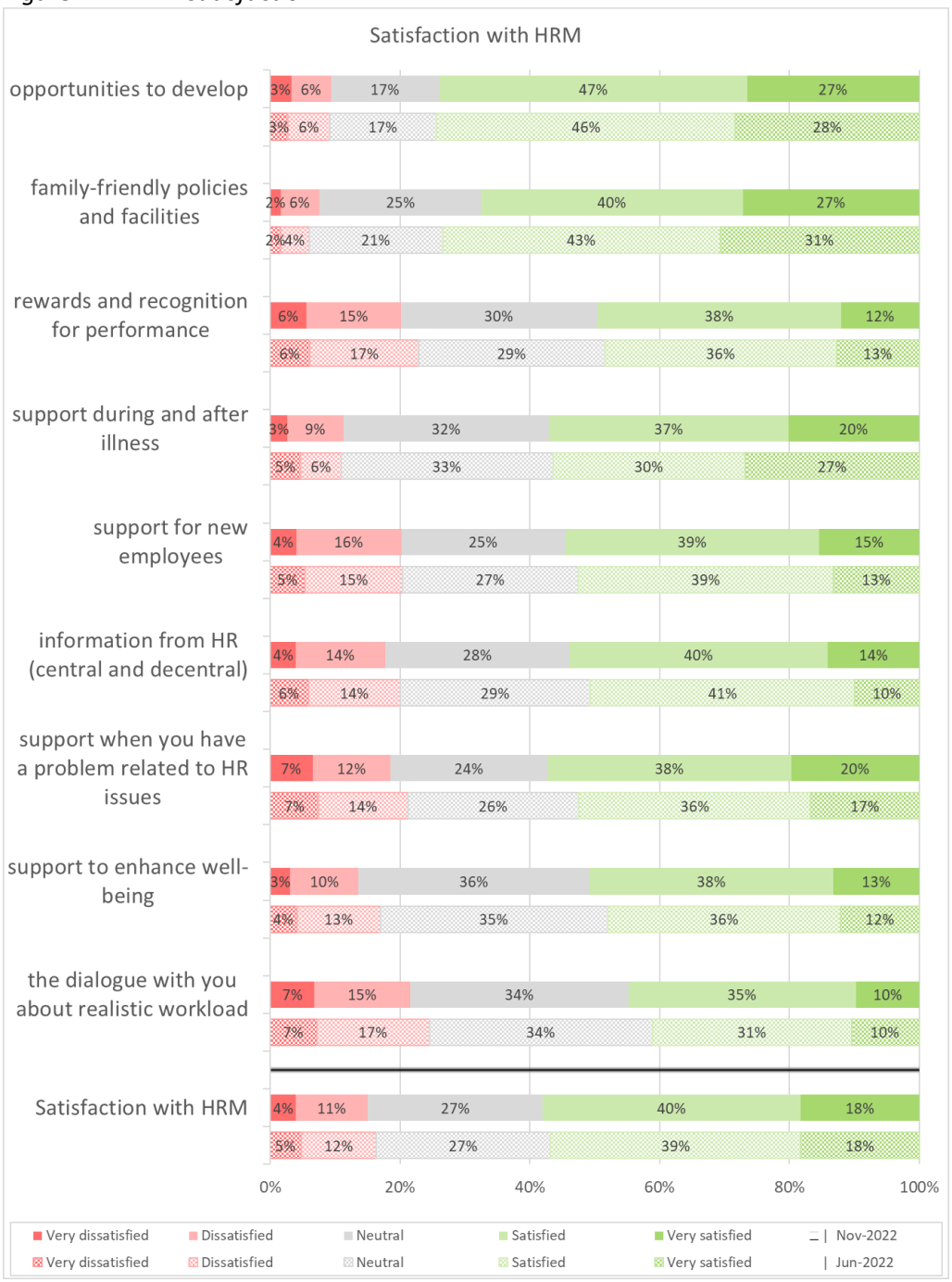
Function	Increasing structural job resources[1]		Increasing social job resources[1]		Increasing challenging job demands[1]		HRM satisfaction[2]	
	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*
PhD Candidate / Student	5.72	*0.90*	4.15	*1.05*	3.69	*1.26*	3.73	*0.64*
Researcher / Postdoc	5.54	*1.04*	3.95	*1.08*	3.78	*1.30*	3.86	*0.69*
Teacher / Lecturer	5.13	*0.95*	3.65	*0.78*	4.06	*1.16*	3.47	*0.73*
Assistant Professor	5.18	*0.96*	3.41	*0.92*	4.43	*1.02*	3.23	*0.77*
Associate Professor	5.38	*0.72*	2.99	*0.82*	4.22	*1.00*	3.60	*0.60*
Full professor	5.67	*0.88*	3.12	*0.83*	5.19	*0.92*	3.63	*0.68*
Manager (service dept)	5.65	*0.90*	3.80	*1.07*	5.09	*1.07*	3.87	*0.58*
Manager (faculties)	4.94	*0.91*	3.69	*0.74*	5.25	*1.00*	3.54	*0.39*
Support staff	5.07	*0.95*	3.66	*0.94*	4.27	*1.16*	3.57	*0.71*
I prefer not to answer this question	4.92	*1.16*	3.55	*0.97*	4.23	*1.17*	3.13	*0.76*
2022 Wave2 total	**5.30**	***0.99***	**3.71**	***1.00***	**4.19**	***1.22***	**3.56**	***0.72***
2022 Wave1 total	**5.24**	***0.87***	**3.58**	***0.93***	**4.21**	***1.17***	**3.53**	***0.74***

[1] Scale = 1 to 7
[2] Scale = 1 to 5

Consistently with 2021 and Wave1 in 2022, Assistant professors show the lowest HRM satisfaction (which is a significant difference with most other job types, Anova/Bonferroni. $p<.05$).

In Figure 2.2 the satisfaction with HRM aspects is presented. Most respondents are satisfied with opportunities to develop (74%) and family-friendly policies (67%). The other HR aspects are also appreciated by the majority of the respondents. The exceptions are reward and recognition for performance (50% is satisfied) and the dialogue about realistic workload (45% are satisfied, which is a slight increase compared with the 41% of Wave 1 in June 2022.

Figure 2.2: HRM satisfaction



2.3 Job demands: role overload and role clarity

Table 2.5 shows the outcomes of the means for role overload and role ambiguity per organisational unit. The differences per unit are small. Only the difference between BMS and CES is significant (p<.05), indicating a higher experiences role overload at BMS.

Table 2.5: Job demands: Role overload and Role clarity per organisational unit

Organisational unit	**Role overload[1]**		**Role clarity[2]**	
	Mean	*SD*	Mean	SD
BMS	1.77	*0.29*	3.92	*0.78*
ET	1.82	*0.26*	3.91	*0.68*
EEMCS/EWI	1.83	*0.28*	3.91	*0.69*
TNW	1.83	*0.27*	3.90	*0.72*
ITC	1.83	*0.28*	3.86	*0.66*
GA	1.97	*0.11*	4.07	*0.54*
CFM	1.92	*0.19*	4.01	*0.84*
CES	1.96	*0.14*	4.11	*0.72*
FIN	2.00	*0.00*	4.00	*0.52*
HR	1.97	*0.13*	3.77	*0.62*
LISA	1.90	*0.26*	3.87	*0.76*
M&C	1.94	*0.22*	3.76	*0.76*
SBD	1.94	*0.18*	4.25	*0.50*
S&P	1.96	*0.14*	4.11	*0.62*
2022 Wave2 total	**1.85**	***0.26***	**3.92**	***0.71***
2022 Wave1 total	**1.84**	***0.26***	**3.89**	***0.79***

[1] Scale = 1 (yes) to 2 (no)
[2] Scale = 1 to 5

In Table 2.6 the job demands are presented per function. Role overload is perceived significantly (p<.05) lower by support staff compared to PhD students, Researchers, Assistant and Associate professors. Again, assistant professors indicate most frequently a work overload (significant differences with PhD student, Teachers, Managers and Support staff).

Table 2.6: Job demands: Role overload and Role clarity per function

Function	**Role overload[1]**		**Role clarity[2]**	
	Mean	*SD*	Mean	*SD*
PhD Candidate / Student	1.83	*0.29*	3.96	*0.62*
Researcher / Postdoc	1.79	*0.28*	3.89	*0.62*
Teacher / lecturer	1.85	*0.26*	3.73	*0.83*
Assistant Professor	1.67	*0.29*	3.89	*0.70*
Associate Professor	1.80	*0.25*	3.94	*0.78*
Full professor	1.76	*0.31*	4.04	*0.77*
Manager (service dept)	1.93	*0.18*	4.14	*0.67*
Manager (faculties)	1.94	*0.18*	3.67	*0.50*
Support staff	1.93	*0.19*	3.96	*0.74*
I prefer not to answer this question	1.84	*0.27*	3.68	*0.81*
2022 Wave2 total	**1.85**	***0.26***	**3.92**	***0.71***
2022 Wave1 total	**1.84**	***0.26***	**3.89**	***0.79***

[1] Scale = 1 (yes) to 2 (no)
[2] Scale = 1 to 5

2.4 Job resources

Table 2.7 shows the means per unit for the job resources. Within LMX, Team cohesion, Self-efficacy and Commitment no significant differences were seen between organisational units. FIN showed the lowest in experienced Autonomy, which is a significant difference with EEMCS, TNW and GA. EEMCS is also significantly (p<.05) higher in Autonomy than CFM and LISA.

Table 2.7: Job resources per organisational unit

Organisational unit	LMX		Team cohesion		Autonomy		Self-efficacy		Commitment	
	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*	Mean	*SD*
BMS	3.61	*0.91*	4.08	*0.66*	4.09	*0.74*	4.08	*0.59*	3.42	*0.91*
ET	3.79	*0.82*	3.98	*0.61*	4.11	*0.65*	3.90	*0.68*	3.51	*0.77*
EEMCS/EWI	3.90	*0.59*	4.12	*0.65*	4.28	*0.61*	3.97	*0.70*	3.49	*0.76*
TNW	3.80	*0.61*	4.04	*0.67*	4.13	*0.69*	3.88	*0.72*	3.36	*0.83*
ITC	3.71	*0.80*	4.06	*0.50*	4.09	*0.73*	4.11	*0.65*	3.43	*0.68*
GA	3.73	*0.84*	4.12	*0.65*	4.30	*0.60*	4.18	*0.57*	3.74	*0.65*
CFM	3.46	*0.85*	3.81	*0.65*	3.83	*0.93*	4.21	*0.47*	3.63	*0.66*
CES	3.77	*0.85*	4.09	*0.54*	3.97	*0.82*	4.17	*0.63*	3.74	*0.60*
FIN	3.35	*0.88*	4.07	*0.58*	3.30	*0.95*	4.23	*0.47*	3.20	*0.86*
HR	3.61	*0.58*	3.94	*0.35*	3.90	*0.81*	4.06	*0.66*	3.39	*0.47*
LISA	3.76	*0.79*	4.06	*0.63*	3.83	*0.90*	4.12	*0.47*	3.34	*0.80*
M&C	3.66	*0.69*	4.35	*0.42*	4.15	*0.64*	4.21	*0.55*	3.79	*0.68*
SBD	4.00	*0.73*	4.00	*0.56*	4.46	*0.69*	3.79	*0.43*	3.72	*0.63*
S&P	3.85	*0.70*	4.06	*0.37*	4.19	*0.36*	4.03	*0.26*	3.88	*0.49*
2022 Wave2 total	**3.75**	***0.76***	**4.05**	***0.62***	**4.10**	***0.73***	**4.02**	***0.65***	**3.49**	***0.78***
2022 Wave1 total	**3.71**	***0.86***	**4.07**	***0.64***	**4.13**	***0.71***	**4.01**	***0.67***	**3.45**	***0.78***

In the job resources (see Table 2.8) Anova/Bonferroni analysis found two significant (p<.05) differences per job type. PhD students perceive a higher Autonomy compared to Support staff. PhD students also perceive the lowest self-efficacy, it is a significantly lower self-efficacy compared to other job types like Full professors, Managers and Support staff. Lastly, Full professors showed the highest commitment to the organisation, the differences are significant (p<.05) compared to PhD students, Post-docs, Assistant professors and Support staff.

Table 2.8 Job resources per function

Function	LMX		Team cohesion		Autonomy		Self-efficacy		Commitment	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
PhD Candidate / Student	3.93	*0.64*	4.06	*0.73*	4.29	*0.60*	3.78	*0.74*	3.34	*0.79*
Researcher / Postdoc	3.90	*0.61*	4.01	*0.65*	4.09	*0.67*	3.96	*0.63*	3.40	*0.73*
Teacher / Lecturer	3.71	*0.68*	3.86	*0.64*	4.01	*0.58*	3.91	*0.72*	3.47	*0.80*
Assistant Professor	3.64	*0.86*	4.06	*0.60*	4.04	*0.84*	4.02	*0.64*	3.35	*0.90*
Associate Professor	3.66	*0.96*	4.05	*0.51*	4.02	*0.63*	4.12	*0.48*	3.77	*0.73*
Full professor	3.59	*0.84*	4.22	*0.46*	4.20	*0.71*	4.40	*0.57*	3.99	*0.67*
Manager (service dept)	3.93	*0.65*	4.20	*0.48*	4.30	*0.53*	4.30	*0.45*	3.97	*0.64*
Manager (faculties)	3.56	*0.75*	4.00	*0.18*	4.38	*0.55*	4.17	*0.59*	3.19	*0.61*
Support staff	3.72	*0.76*	4.09	*0.57*	4.02	*0.78*	4.11	*0.58*	3.54	*0.72*
I prefer not to answer	3.46	*0.83*	3.84	*0.66*	3.89	*0.76*	3.97	*0.61*	3.32	*0.75*
2022 Wave2 total	**3.75**	***0.76***	**4.05**	***0.62***	**4.10**	***0.73***	**4.02**	***0.65***	**3.49**	***0.78***
2022 Wave1 total	**3.71**	***0.86***	**4.07**	***0.64***	**4.13**	***0.71***	**4.01**	***0.67***	**3.45**	***0.78***

2.5 Perceived workload and excessive work hours

This section presents the data on perceived workload, overtime hours and on which activities the respondents spend their time.

Slightly more perceived workload than November 2021

Figure 2.3 on perceived workload shows for 2022 a rather similar result on the perception of workload compared with one year ago. With 37% of the respondents experiencing a (way) too high workload it is comparable with November 2021, Summer 2020 and somewhat lower than 2019 and Spring and Summer 2021. Again, we have to mention that the samples in all eight surveys are different, so it is 'dangerous' to draw conclusions.

Figure 2.3 Perceived workload 2015-2022

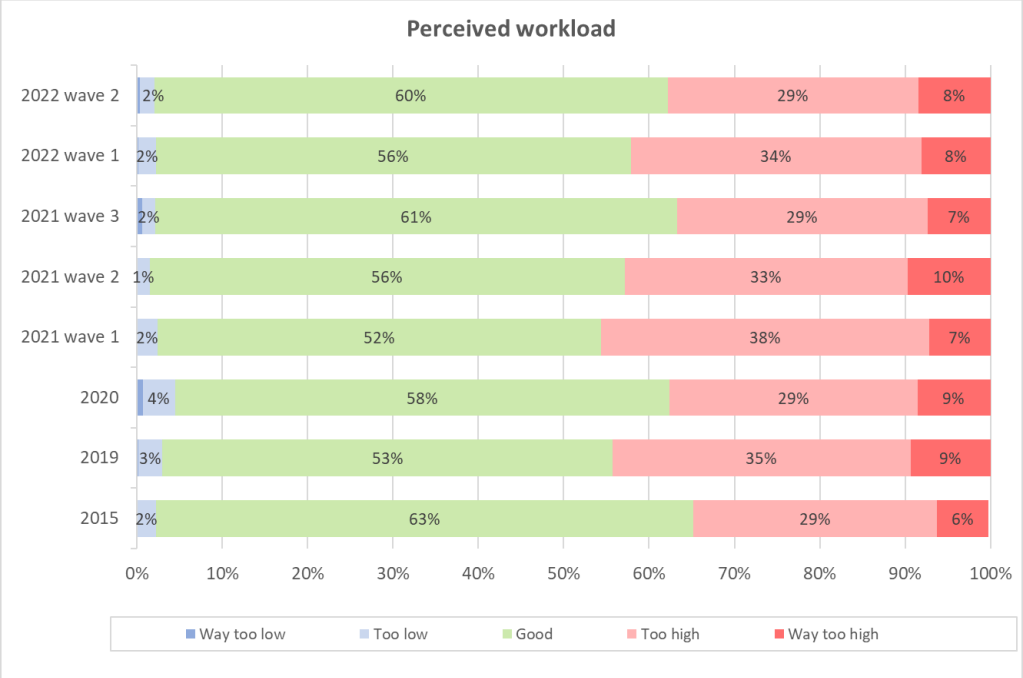
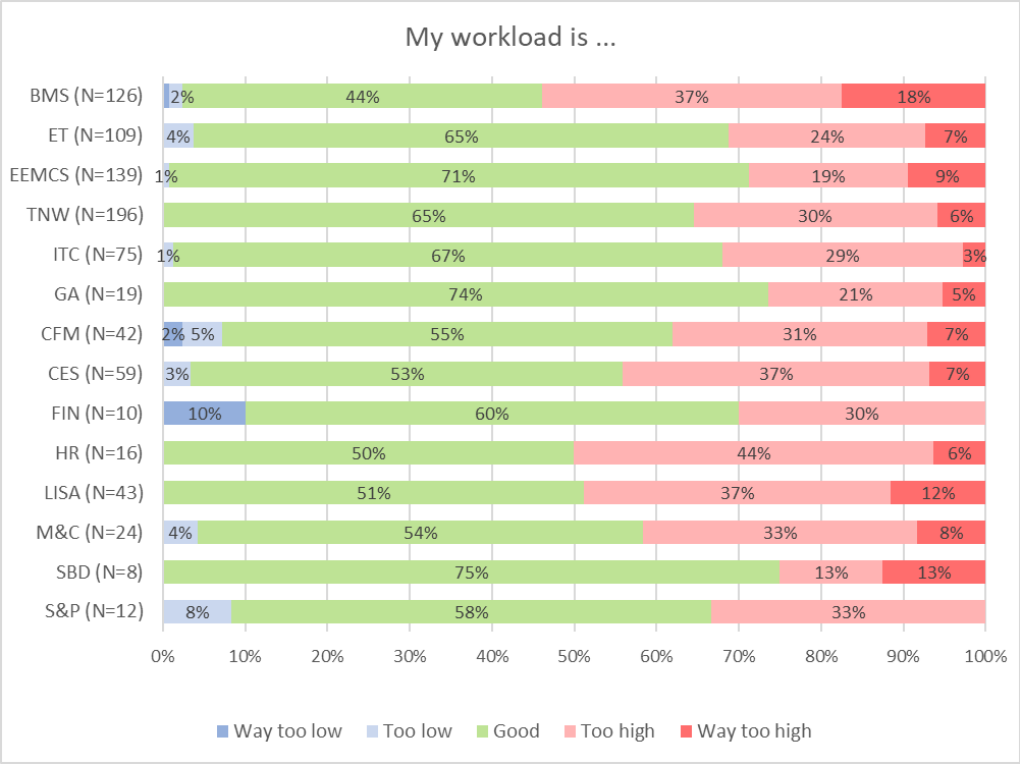


Figure 2.4 shows the results per organisational unit, with BMS as the faculty with the highest perceived workload (55%, whereas in Wave1 it was 50%), similar with former measurements in 2021. The other faculties vary between 29% and 36%. Of the service departments, HR (50%), LISA (49%) and CES (44%) showed the highest perceptions of workload.

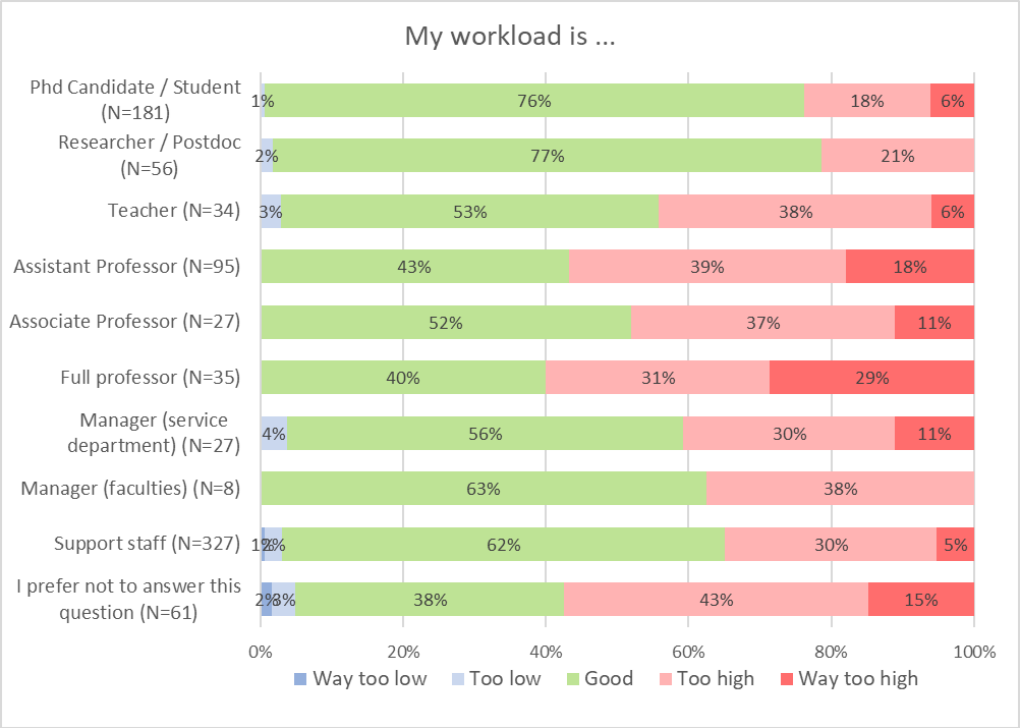
Figure 2.4 Perceived workload by organisational unit



Predictors of workload are role overload (Beta .245. p<.01), indicating the higher the role overload, the higher perceived workload, which is an obvious finding, increasing challenging demands (Beta .190. p<.01) and team cohesion (Beta .109. p<.01). The last finding is a bit a surprise, because we would argue that team cohesion is a job resource that will not lead to more workload, however, our data suggest a weak positive association.

Figure 2.5 again shows that academic staff, especially Full, Associate and Assistant professors perceive the highest workload, with percentages up to 60% of the Full professors and 54% of the Assistant professors reporting too high of a workload. These are similar high percentages to the 2022 (wave 1) and 2021 outcomes.

Figure 2.5 Perceived workload by function/job title

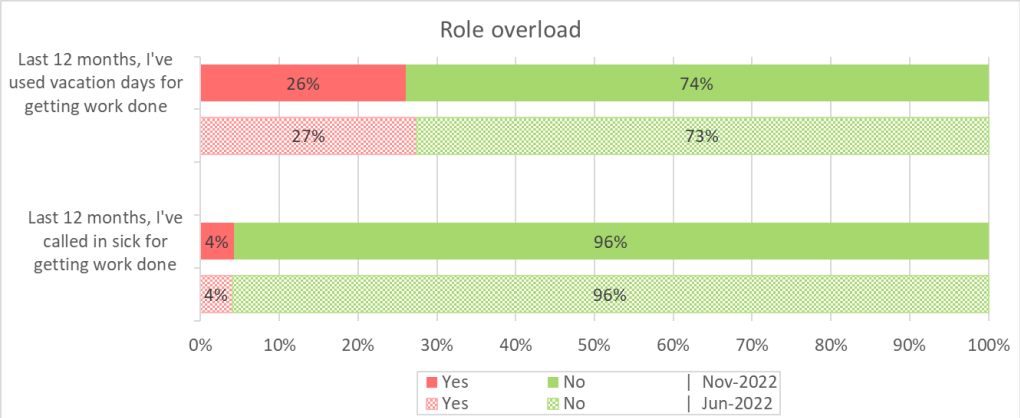


Similar to former surveys, we zoom in the workload by three ways: role overload, overtime and time spent on activities.

Predictors of Using Vacation Days to Get Work Done

Role overload is an indication of perceived workload; we asked whether respondents use their vacation days or even sick leave to finish their work. More than one out of four is using these kind of workload regulators. Figure 2.6 shows that 26% of the respondents indicating they are using vacation days for getting their work done. That is similar to the 2021 outcomes and the 2019 survey, though a little bit lower. Calling sick for getting work remained the same with Wave 1: 4%.

Figure 2.6 Role overload: use of vacation days and use of sick leave

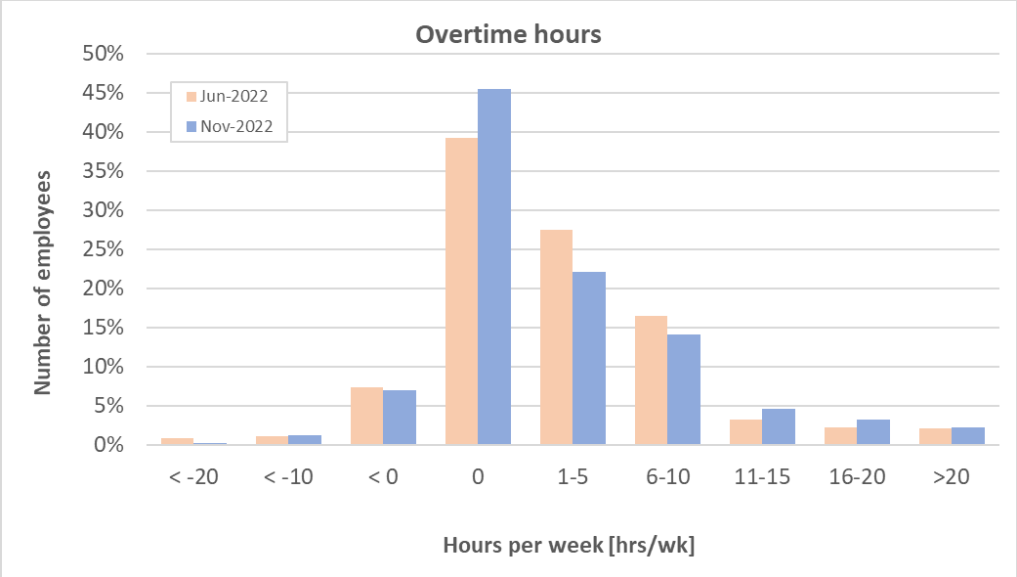


Apparently, using vacation days and even calling in sick are persistent ways of UT respondents dealing with workload. We performed multiple regression to see which predictors might explain the use of vacation days (2021 Wave 1: 27.5%. Wave 2: 29.3%. Wave 3: 27.8%, 2022: 27% and 26%). Similar to 2021, people who are in academic positions are much more likely to take vacation days to get work done. People who show higher commitment (Beta .212. p<.01), have better LMX relations (Beta .196. p<.01) and are more satisfied with HRM (Beta .227. p<.01) are more likely to do this. Also some small effects are visible for LMX, autonomy and team cohesion.

Overtime hours

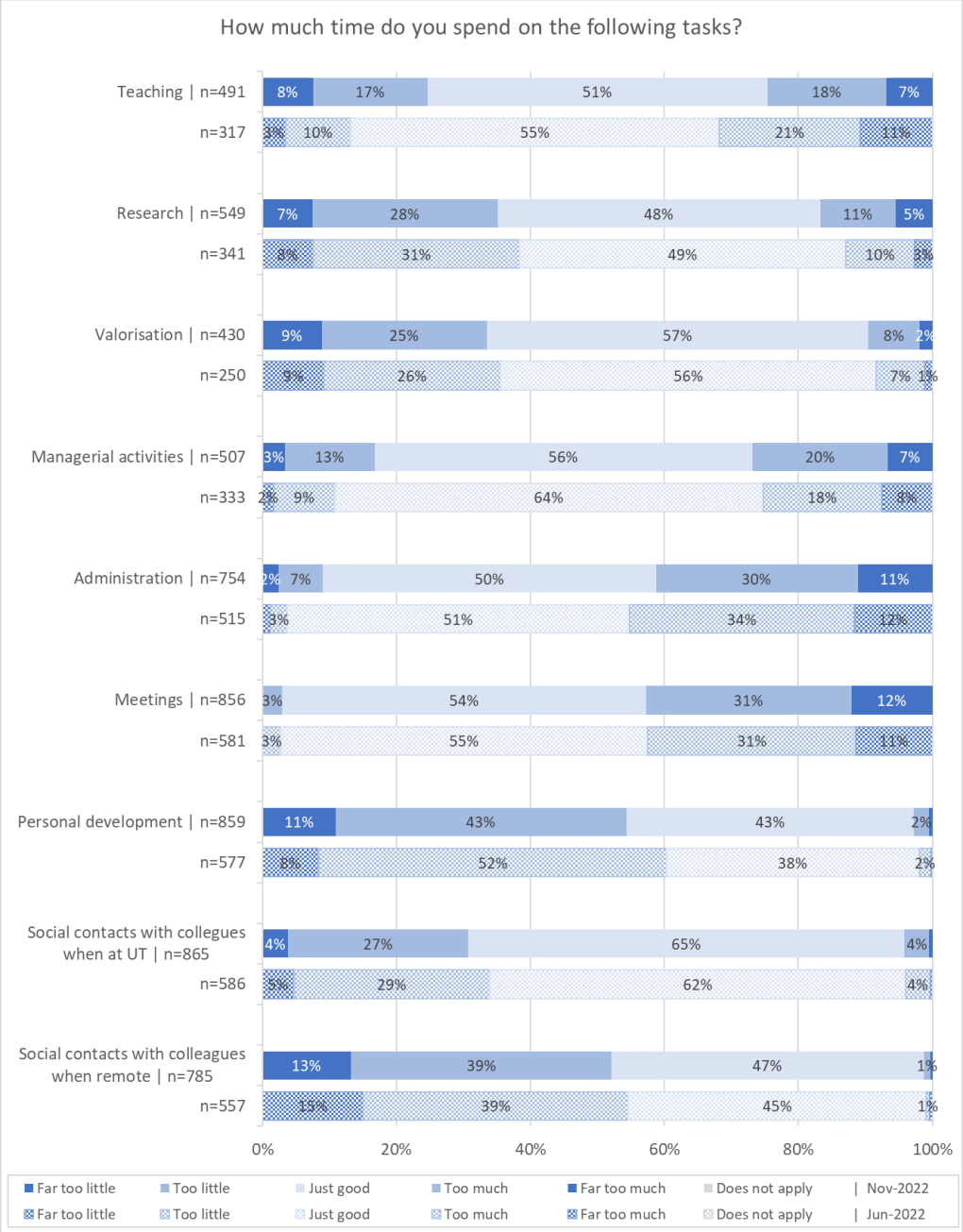
Similar with former waves, we observe half of the respondents do not work overtime hours. This means, the other 50% do work overtime hours, of which 24% work more than 6 hours per week extra. Some of them are really making long hours: 10% are making more than 10 hours overtime per week, comparable with the outcomes of Wave 1 earlier this year and 2021.

Figure 2.7 Perceived overtime in hours per week (June and November 2022)



On what type of activities do the respondents spend their time and how satisfied are they with this? Figure 2.8 presents the results, from which we may conclude that the respondents spend too much time in their opinion on meetings (41%) and administration (44%), similar with Wave 1 and both a bit more than in 2021. From the core processes, teaching takes too much time according to 25% of the respondents, which is less compared with wave 1. 54% have the opinion that they spend too little time on personal development, and 31% spend too little on social contacts with colleagues. The last percentage rises to 52% when working remotely.

Figure 2.8 Time spent on activities



2.6 Model: test of antecedents

To explain employee well-being, we delineated hypotheses on the causal impact of employee satisfaction with HRM and job crafting, based on the job-demands-resources-model (JDR), see our conceptual model as presented in Chapter 2. The paths linking the latter antecedents and mediating variables (i.e., JDR-elements, see causal model overview) to the employee well-being dimensions (i.e., work engagement and strain) were investigated using structural equation

modelling (based on ML-estimation) with AMOS[4]. We used combined data from the first and second wave of the 2022 employee well-being survey.

For brevity reasons, we only discuss the relationships between organizational stimuli (i.e., satisfaction with HRM and job crafting) and well-being (work engagement and strain) as mediated by job demands and job resources. Figure X provides an overview of the relationships among the key variables of interest. As indicated in the box below, *** indicates a significant path on p<0,01-level, and ** point to significance on p<0.05. n.s means not significant, i.e., p>0.051).

Figure 2.9 provides an overview of the relationships among the key variables of interest. For the sake of clarity, we only include the relationships which were found to be significant ($p < .05$) and with a relevant effect size (>.05) and exclude the significant correlations among the job resources/job demands.

First, as can be seen in Figure 2.9, work engagement is most strongly and positively influenced by job crafting ($\beta = .31$, $p < .001$) and commitment ($\beta = .22$, $p < .001$). This implies that employees who experience a strong bond with the UT are more likely to experience high-level work engagement than those who do not experience this bond. Furthermore, if employees experience high levels of job crafting, they also are likely to be strongly engaged. This shows that employees can improve their dedication and vigor at work through proactively increasing structural job resources (e.g. knowledge and skills), increasing social job resources (e.g. seeking feedback) and increasing challenging job demands (e.g. taking on additional responsibilities they find intellectually stimulating).

Strain, on the other hand, is most strongly influenced by role overload ($\beta = .29$, $p < .001$). This shows that those who experience their workload to be too high and using vacation days to finish their work are more likely to experience cognitive irritation (e.g., worry about problems at work). On the other hand, HRM satisfaction has a direct and negative effect on strain ($\beta = -.22$, $p < .01$). This means that people who are more satisfied with HR practices, also are less likely to experience strain. Furthermore some small negative effects on strain have self-efficacy

[4] In order to do so, we performed a preliminary (1) missing value analysis and (2) tests for normality. To test for the assumption that missing values are randomly distributed, Little's MCAR test revealed a significant result (p<0,001), indicating a structural pattern underlying the missing values. A further investigation of frequency tables and co-occurrences matrices lead to the exclusion of n=23 cases, so that we could arrive at a net sample of n=1471 units of analysis to examine the causal model. Furthermore, we performed a Kolmogorov-Smirnov test and Shapiro-Wilk test to investigate the assumption of normal distribution. Although both tests revealed significant results (p<0,001), we did not z-standardize the variables given the considerably big sample size (see central limit theorem).

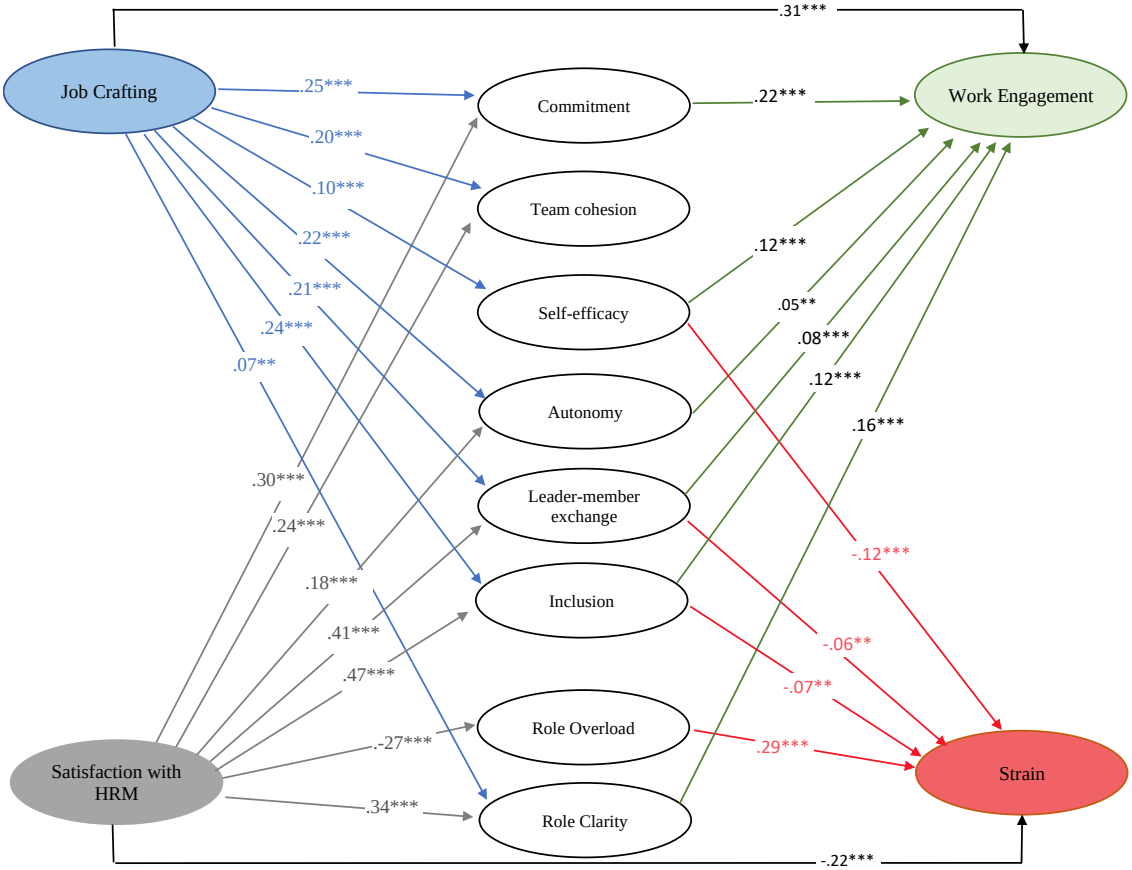
The SEM model fit parameters reveal an acceptable fit of the causal model to the data ($\chi 2 = 11,5$; p=0,003 (df=2)); RMSEA 0,057; NFI = 0,998; TLI = 0,938; CFI = 0,998). Hu and Bentler (1999) suggested that an RMSEA smaller than .06 and a CFI and TLI larger than .95 indicate relatively good model–data fit in general. Hu and Bentler's study has become highly influential, and their recommended cutoffs have been adopted in many SEM practices.

(β = -.12, p < .01), inclusion (β = -.07, p < .05) and leader-member-exchange (β = -.06, p < .05). This implies that employees' cognitive irritation decreases when they are self-confident about their capabilities, feel included in their unit and have positive relationships with their supervisors.

Third, job crafting and strain are largely unrelated. There are some small specific indirect effects through self-efficacy, leader-member exchange and inclusions, but these effects cancel each other out in the overall indirect effects model.

In summary, job crafting and satisfaction with HRM had favourable relationships with nearly all of the job resources and job demands. The explanation of work engagement and strain as outcomes was more limited. Many of the estimates in the model, while statistically significant, were quite small. Effects on strain were largely through work overload and HRM satisfaction, while effects on engagement were mainly through job-crafting, commitment, self-efficacy, and role clarity.

Figure 2.9 Strength of the significant relationships in conceptual model



Note: Model calculated using data from two waves of data collected in 2022 (n=1471). Standardized estimates (** = p<.05 and *** = p<.01 and effect size >.05) are shown in the diagram. Correlations among the mediators are not shown.

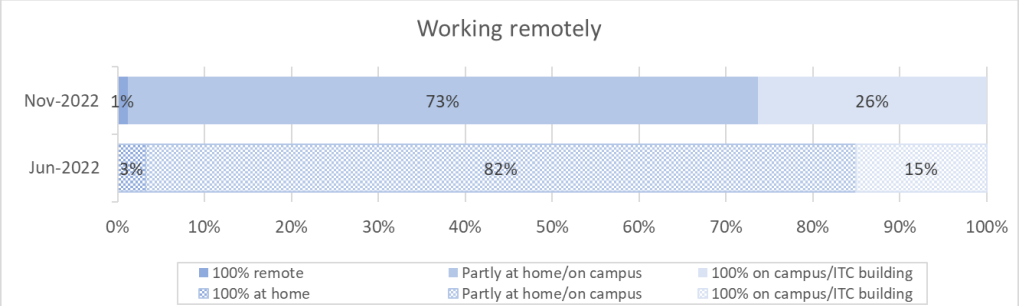
3 FINDINGS ON HYBRID WORKING

This chapter describes the main findings related to work due to working partly remote (mainly from home) and partly on campus.

3.1 Perceived general effects of homeworking

Figure 3.1 shows that only 1% of the employees work from home full-time (compared to 42% in Summer 2021 and 72% in Summer 2020) and 73% work partly from home and partly on campus or in the ITC building. The number of people working 100% on campus is still increasing to 26%, which seems to be a good reflection of the current situation without strict Covid-19 regulations (no enforced homeworking). With 82% working partly at home and on campus, the hybrid way of working has become a reality for most of UT employees.

Figure 3.1 Working situation



Three questions were asked to explore possible links between online working and quality of teaching, research and output in general, see Figure 3.2. For output, 35% indicate that working online leads to less perceived quality. In general, for research and teaching quality, a minority reports a decreased perceived quality (Research 13% and Teaching 8%). However, here we need to take into account the large number of respondents that do not have teaching or research obligations. In Figure 3.3 we show the percentages per function group. Then it becomes visible that approximately 14-25% of teaching staff is perceiving reduced quality due to online teaching. The positive side of this observation is that this percentage is lower compared to former waves (e.g. one year ago these percentages varied between 42%-65%). Reasons might be that UT staff is more able to teach online, in combination with the fact that most (essential?) teaching activities were on campus.

Figure 3.2 Perceived effects of working online on quality of teaching, research and output

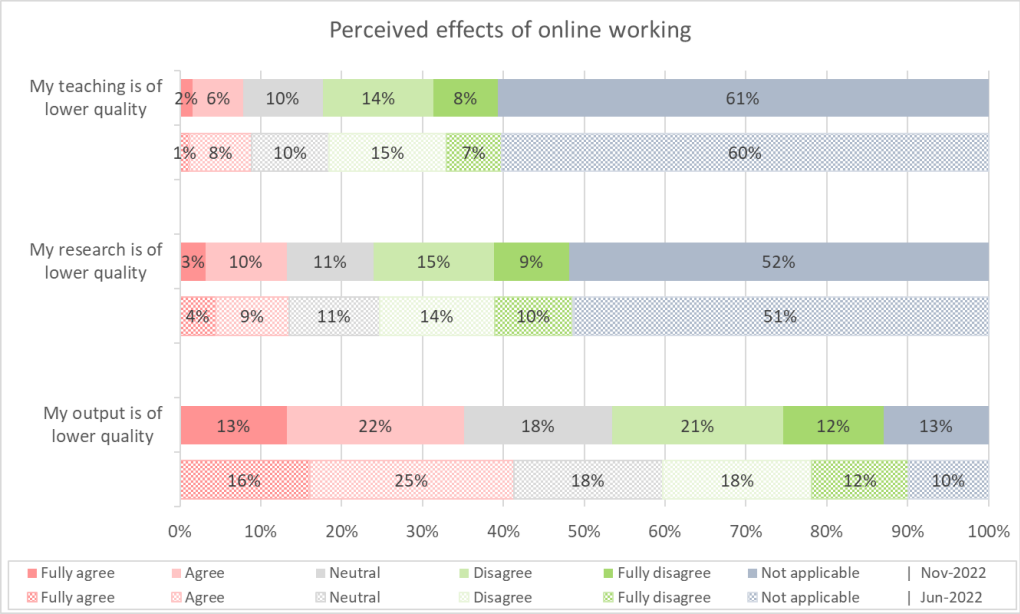
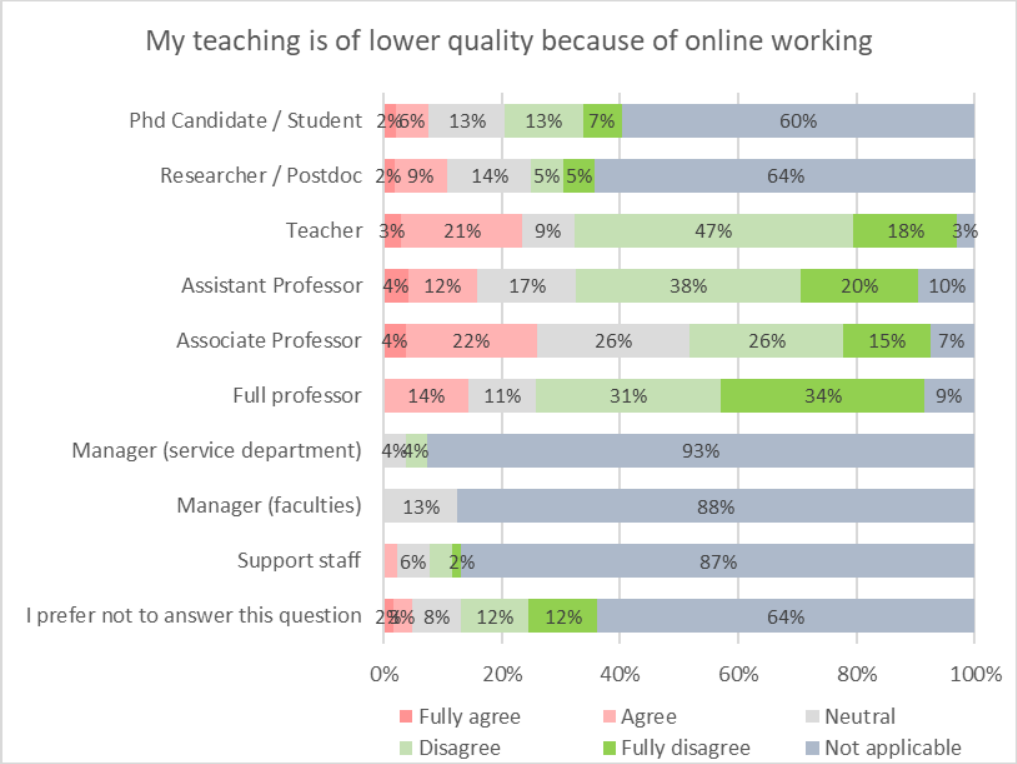


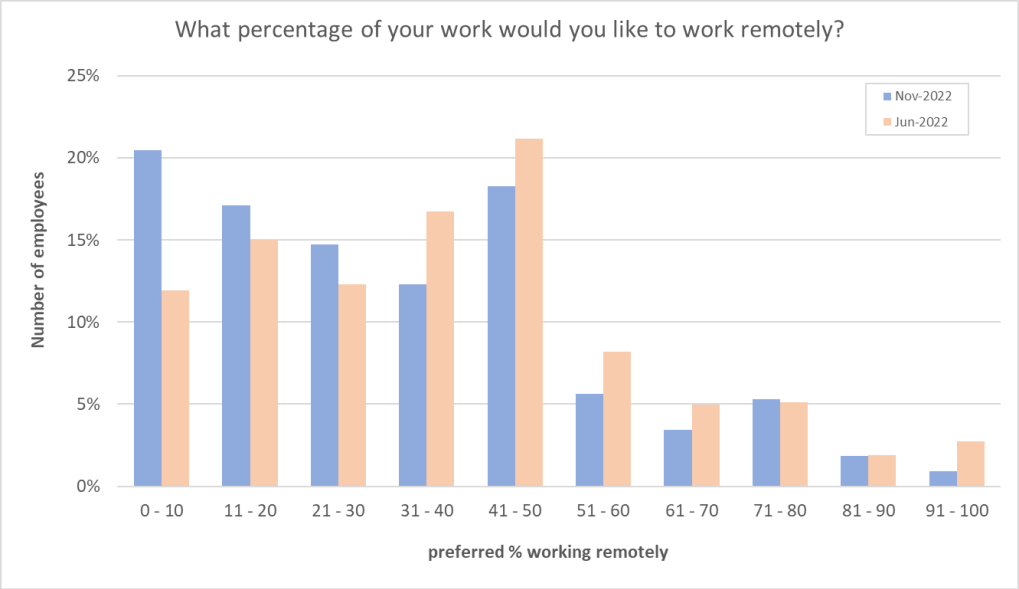
Figure 3.3 Perceived effects of working online on quality of teaching per function (Nov-22)



3.2 Preferences for hybrid working: diversity across individuals

The preferences for working from home continuously are confirming the hybrid situation, still more and more people indicate to work on campus fulltime and only occasionally work from home (now 20%).

Figure 3.4 Preference working from home (in % of worktime)



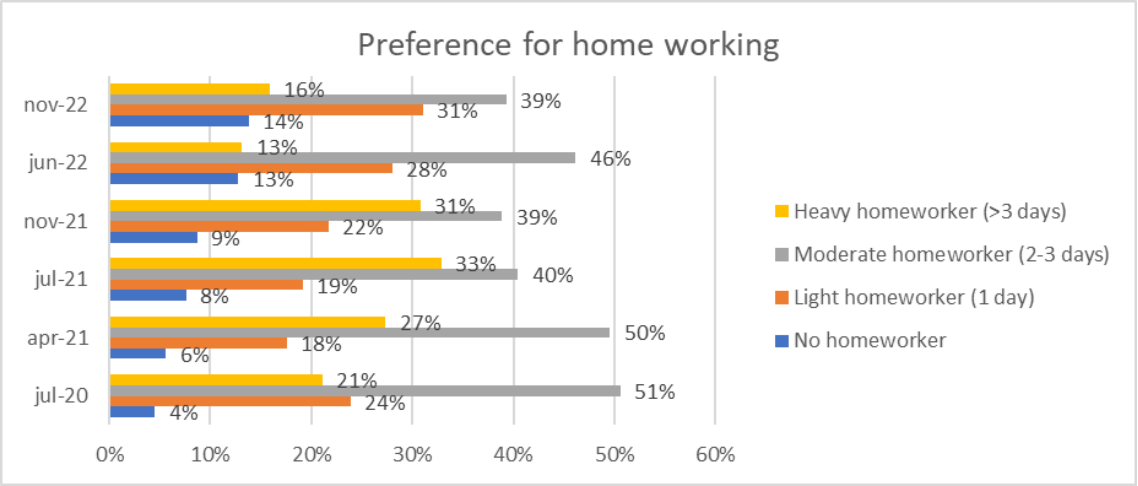
The same numbers are presented grouped into four categories of homeworkers:

1. No homeworkers (0-9%, occasionally)
2. Light homeworkers (10-29%, 1 day a week)
3. Moderate homeworkers (30-59%, 2-3 days a week)
4. Heavy homeworkers (60-100%, >3 days a week)

The preferences for working from home remain diverse. Compared to former waves, we start to observe a somewhat less dispersed outcome: 39% want to work from home 2-3 days a week, and another 31% want to work from home only 1 day a week. At both sides we see almost equal numbers (16% and 14%) who want to work from home more than 3 days a week or on the other extreme who can be classified as 'no homeworkers'. Especially the amount of heavy homeworkers has decreased since the end of 2021 and seems to remain stable with 1 out of 6-7 employees. We must keep in mind again that all six samples might be different.

Nevertheless, with almost 40% of the employees who want to work from home 2-3 days week, the hybrid situation seems to be a permanent one for the near future.

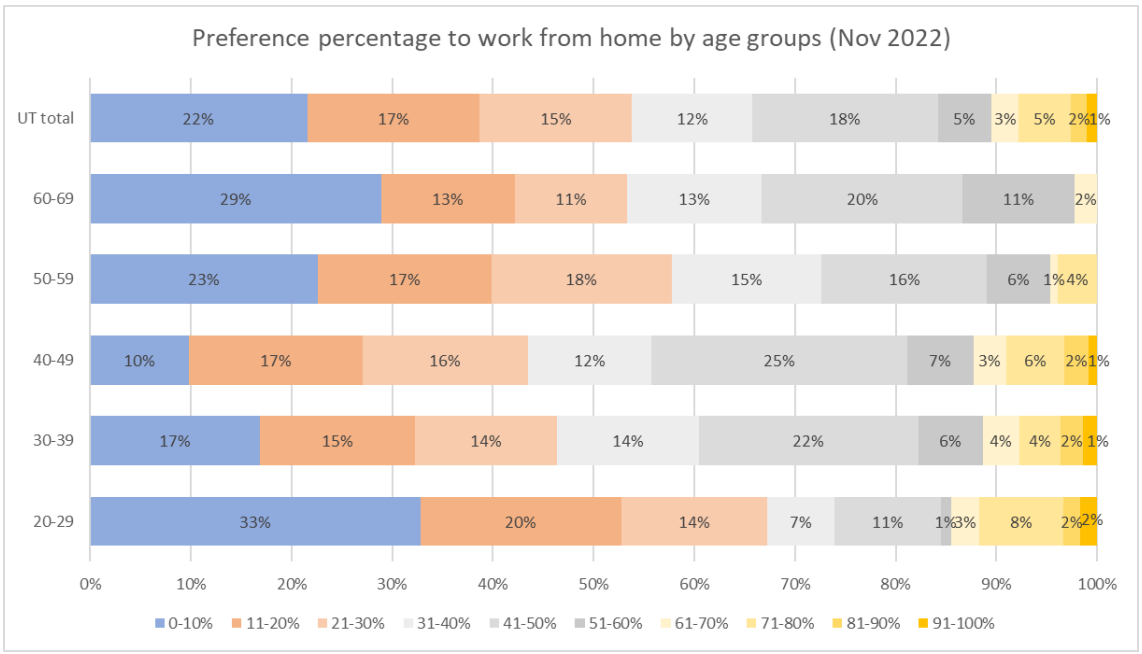
Figure 3.6 Preferences for working at home divided in categories (in % of worktime)



Secondly, many young employees want to work from home less compared to their older colleagues. As can be seen from Figure 3.7 the employees under 30 years old want to work from home less compared to other age groups: as much as 67% of these young respondents can be categorised as no or light homeworkers. For the other age groups, that percentage is around 50%. Still, some of the younger employees want to work from home more days. The 'heavy homeworkers' are also stemming from the respondents in their 30s, 40s and 60s.

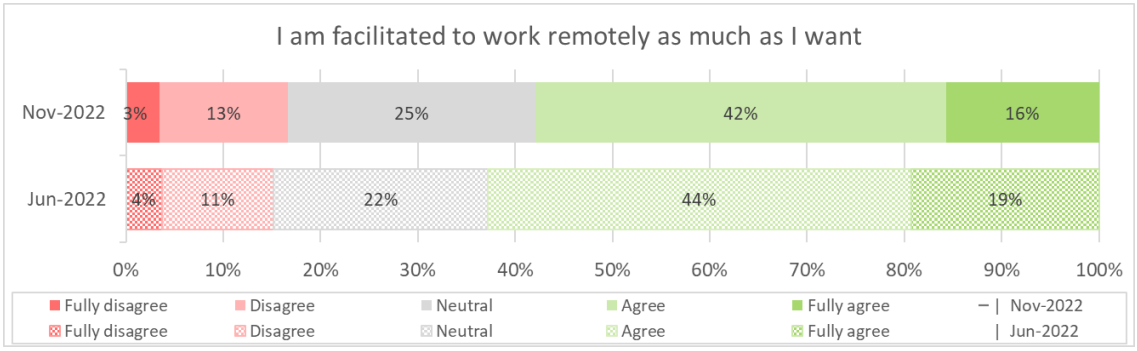
When examining predictors of preferences for working from home using a multivariate regression, team cohesion was the largest significant predictor, like the previous wave. Respondents who have more team cohesion tended to report less preference for working from home (ß= -.132. $p < .01$). None of the other demographic variables had a significant impact. In short, we may observe here a lot of individual preferences (people just like it to work from home or not), partly explained by age and team cohesion.

Figure 3.7 Homework preferences by age groups



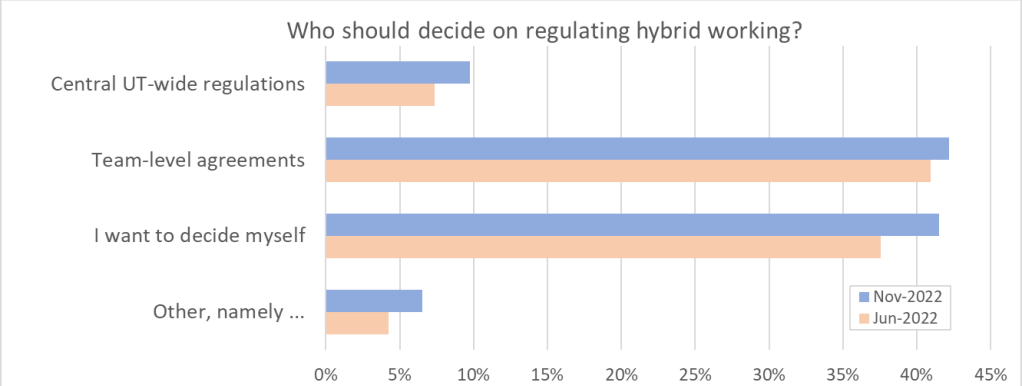
Most people (58%) indicate that they are facilitated to work remotely as much as they want.

Figure 3.8 Facilitated to work remotely



An important question is how teams will regulate the amount of days individuals will work at home. Most people indicate that team-level agreements on hybrid working will suffice, though almost the same amount of people suggest they would like to decide about it themselves. Only 10% want to have central UT-wide regulations on working remotely.

Figure 3.8 Who should decide on regulations to work remotely[1]



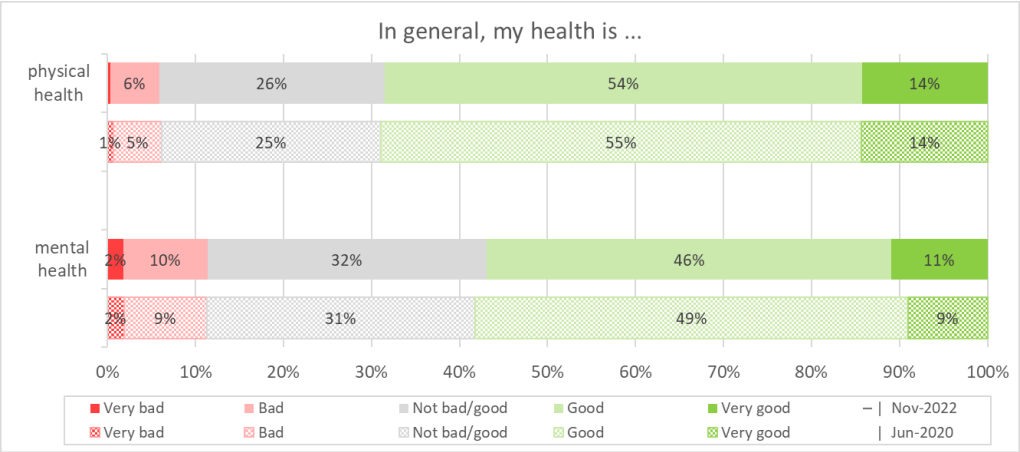
[1] The percentages of the Jun-2022 survey do not count to 100% due to some other answer options in that survey that are removed in this figure

4 FINDINGS ON HEALTH, WORK-LIFE BALANCE AND INCLUSION

4.1 Perceived health effects

A large majority of respondents reports a good or very good physical health (69%), while 6% report a (very) bad health, see Figure 4.1. We also asked the perception of the mental health, then we see that 12% report a (very) bad mental health.

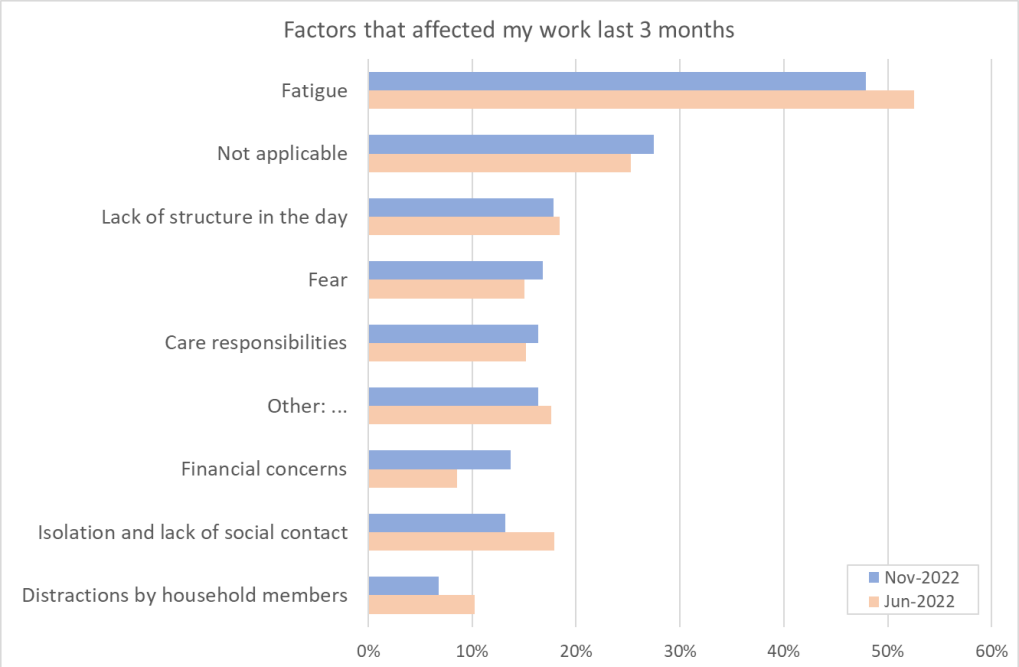
Figure 4.1 Perceived health



See Figure 4.2 for the list of factors that are affecting work. The top-4 factors that are affecting work have changed since last year:
(1) Fatigue
(2) Lack of structure in the day
(3) Isolation
(4) Care responsibilities.

Compared to 2020, in 2022 by far the most often mentioned factor is fatigue, just like in 2021. Like in Wave 1 and the surveys in 2021, now again almost 50% indicate fatigue is the number 1 factor. The other factors are mentioned by less than 20% of the respondents. In 2020 during the first lockdown, the number one factor was social isolation and lack of social contact.
This is again an indication that respondents are coping with the hybrid way of working and they have adapted their social life to it. The remaining factor is fatigue, likely due to a perceived heavy workload.

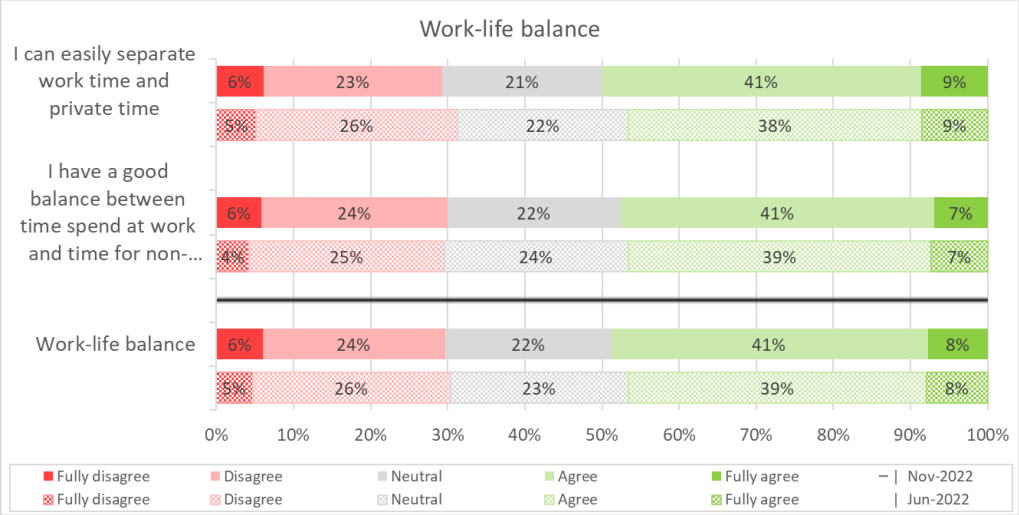
Figure 4.2 Factors affecting work



4.2 Work-life balance

Figure 4.3 presents the perceived home-work interference. In 2020, during the first lockdown due to corona, 36% agreed that they can separate work time and private time, while now this percentage increased to 50% (Wave 1: 47%). In line with this, a smaller group is struggling with work-life balance. However, this group across the three waves of 2021 and the waves in 2022 is still around 29-33%; they report a negative interaction between the work and home domains. Shortly, one of each three UT employees is not satisfied about work-life balance.

Figure 4.3 Perceived home-work interference

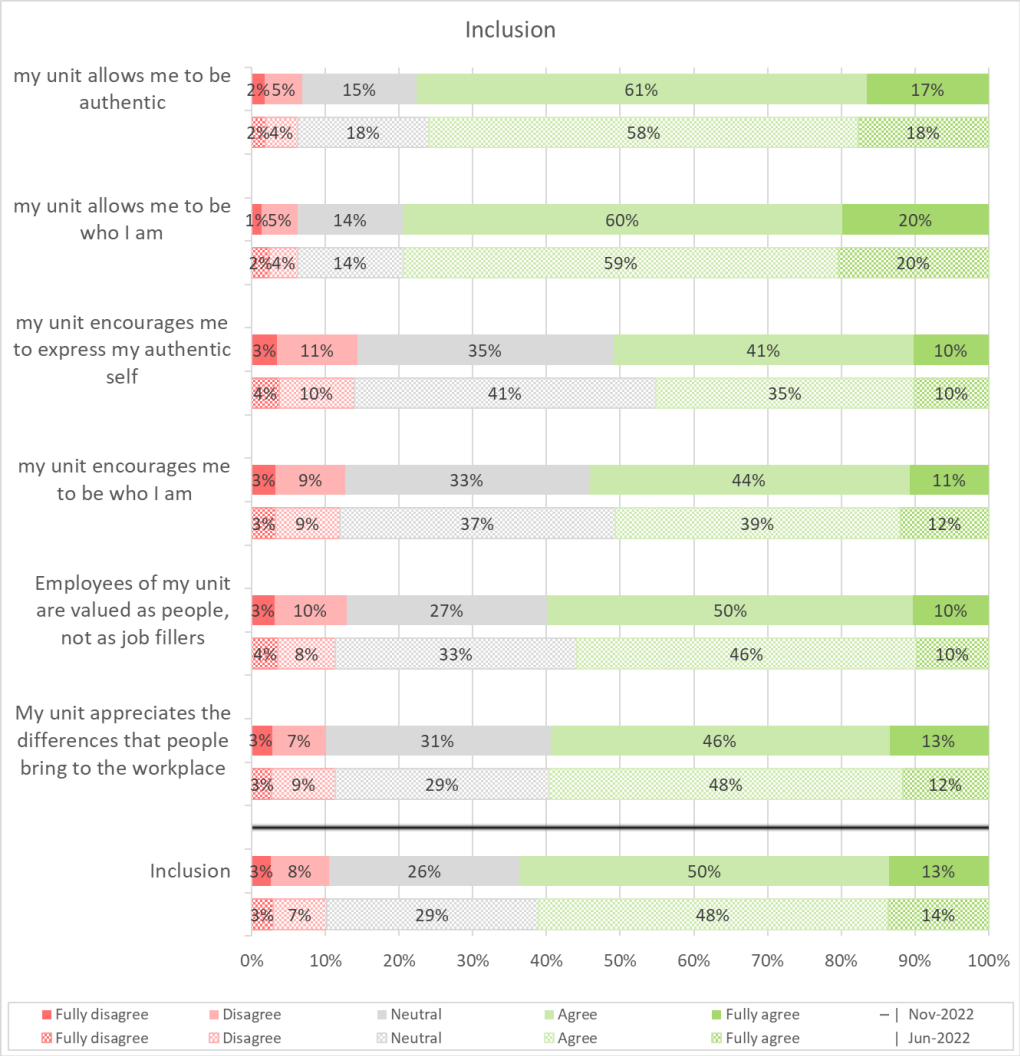


4.3 Inclusion

In 2022, a new set of questions was focused on the topic of inclusion such that "individuals of all backgrounds—not just members of historically powerful identity groups—are fairly treated, valued for who they are, and included in core decision making." (Nishii, 2013, p. 1754)[5]. Figure 4.4 shows no changes with the first wave: the large majority of UT employees is positive about inclusion (63%), especially on the 'passive' aspect of inclusion: the extent to which the team allows individuals to be authentic (78%). The 'active' side of inclusion ('my unit encourages me to be authentic') has been answered a bit more hesitantly (51-54%). The regression analysis showed the relations between inclusion and the other job resources. The four largest associations that were significant are HRM satisfaction ($\beta = .227$, $p < .01$), Commitment ($\beta = .212$, $p < .01$), LMX ($\beta = .196$, $p < .01$) and Team cohesion ($\beta = .120$, $p < .05$). In addition, age seems important too: employees from younger age categories feel more often less included ($\beta = -.127$, $p < .01$). These results indicate that those who feel more positive about inclusion also are positive about the relationship with their supervisor and their team (direct colleagues), show higher commitment and are older. Three keys seems important here in establishing a safe and open culture: HRM practices, the supervisor and the colleagues within the team.

[5] Nishii, L. H. (2013). The benefits of climate for inclusion for gender diverse groups. *Academy of Management Journal, 56,* 1754–1774. http://dx.doi.org/10.5465/amj.2009.0823

Figure 4.4 Inclusion



5 FINDINGS ON INAPPROPRIATE BEHAVIORS

The survey included three extra questions on employee experiences of aggressive behaviors at work. These questions were included to satisfy the obligation of the *Risico- Inventarisatie & -Evaluatie* of the *ARBO*-law.

Main outcome is that 82% of the respondents in 2022 do not experience inappropriate behaviors during the last two years, see Table 5.1 and Figure 5.1. Secondly, 14% (18% minus 4% who preferred not to answer) reported to have experienced a type of aggression at work during the last two years. This is in line with results on aggressive behavior in (higher) education[6] across the Netherlands. The most frequently reported type of aggression (by 7% of the respondents) is intimidation at work, such as shouting and threats. Personal experience of discrimination has been increased compared to 2021. Six respondents indicated to have been subject to sexual harassment and one respondent indicated to have been subject to physical violence during the last two years.

Two remarks are important on the interpretation of these results. First, it is important to note that respondents could have been ticked more than one category, so it could be that some respondents experienced more than one of the aggressive behaviors. Second, we do not report on comparisons between gender, age, tenure, country of birth, job functions and organizational unit because of the low numbers. Low numbers of observations can easily lead toward Type-1 mistakes, indicating that the hypothesis that there is a significant difference would have been rejected unjustified. Due to low numbers, the null hypothesis could be rejected falsely, inferring the existence of something that is in fact not real (e.g. we might suppose a difference between group, which is not true but just a coincidence).

Table 5.1: During the last two years, have you experienced or witnessed one or more of the following aggressive behaviors against yourself or others at the UT? (absolute numbers)

	Personal experience			Witnessing		
	2019	2021	2022	2019	2021	2022
No	1155	1119	1180	1077	1071	1100
Bullying	53	47	60	89	76	94
Discrimination	48	59	59	75	82	113
Intimidation (shouting, threats, etc.)	115	90	101	144	106	125
Sexual harassment	9	10	6	19	25	29
Physical violence	6	1	1	9	7	6
Yes, but none of the aforementioned forms of aggression	59	54	66	72	54	68
I prefer not to answer this question	61	55	59	58	49	57

[6] TNO (2016). Agressie op het werk 2014; Ontwikkelingen, risico's, impact en behoefte aan maatregelen, TNO: Leiden.

Figure 5.1: During the last two years, have you experienced one or more of the following inappropriate behaviors against yourself at the UT?

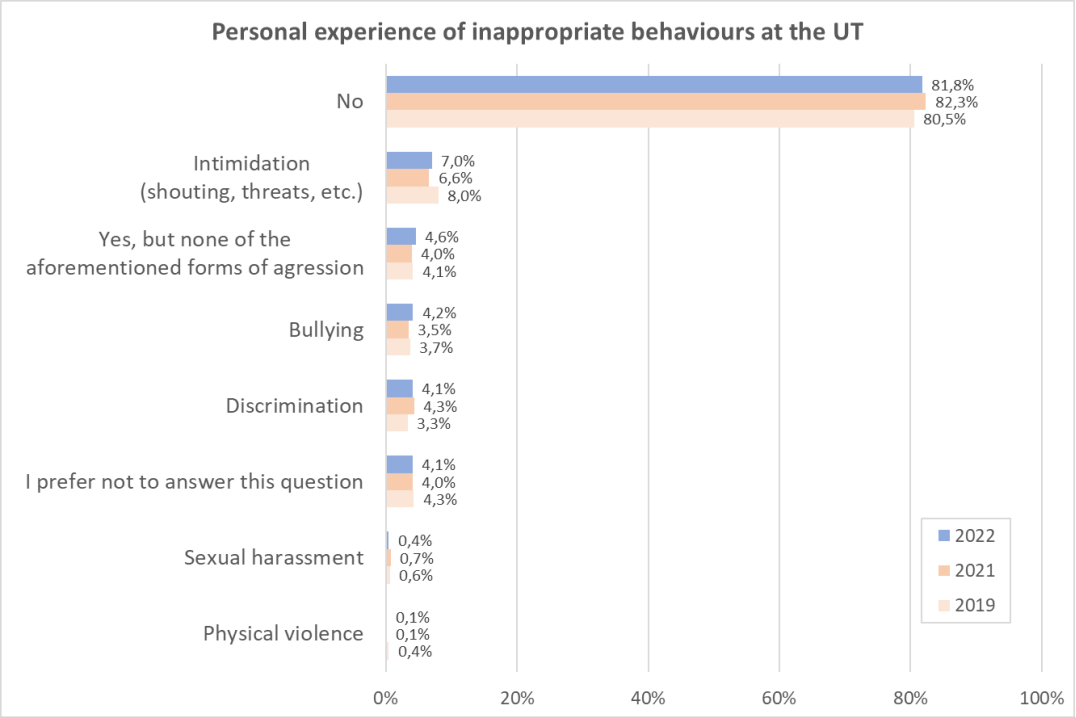


Figure 5.2 presents the findings on those who have been a witness of aggression at work. As shown, 20% (24% minus 4% who preferred not to answer) reported to have been a witness of a type of inappropriate behaviors at work during the last two years. Again, intimidation at work is more frequently reported (by 8.7% of the respondents). Again, this finding is similar with outcomes from national surveys that report intimidation to be the largest proportion of aggressive behaviors (TNO, 2016).

Most respondents indicate they share these experiences with colleagues and supervisors (see Figure 5.3).

In comparison with 2019 and 2021, we may conclude that the numbers are similar. Some numbers are a bit increased, others a bit decreased. Due to the low numbers, it is impossible to analyze it as a trend. The numbers of sexual harassment and physical violence remain low, although every incident is too much here.

Figure 5.2: During the last two years, have you witnessed one or more of the following inappropriate behaviors against others at the UT?

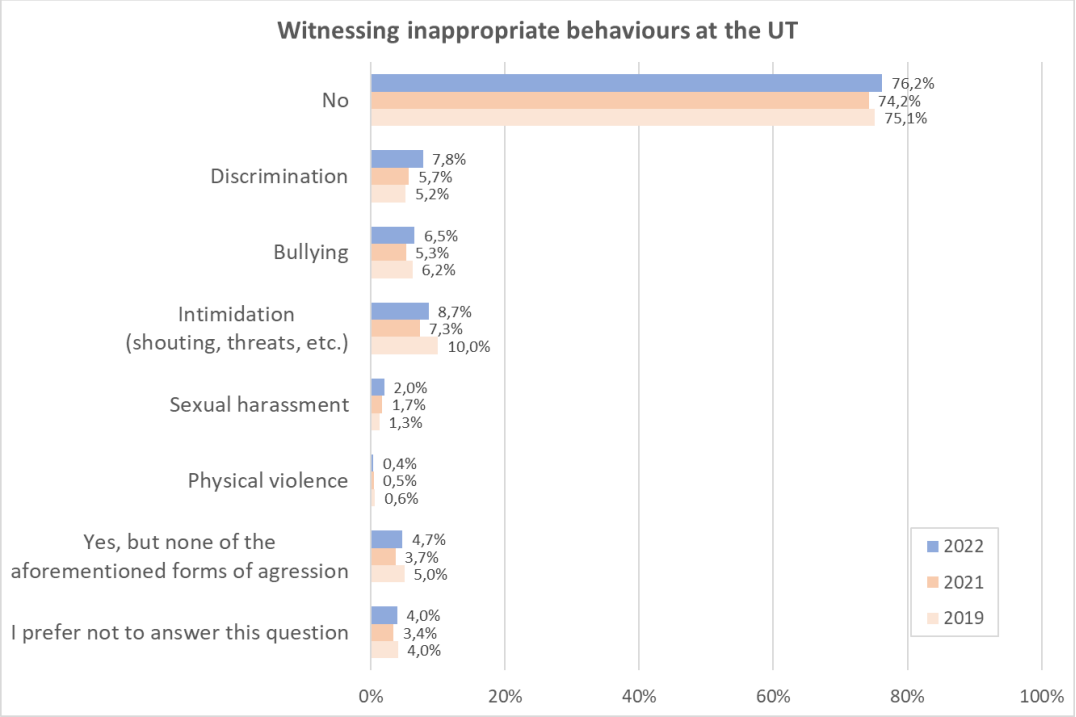
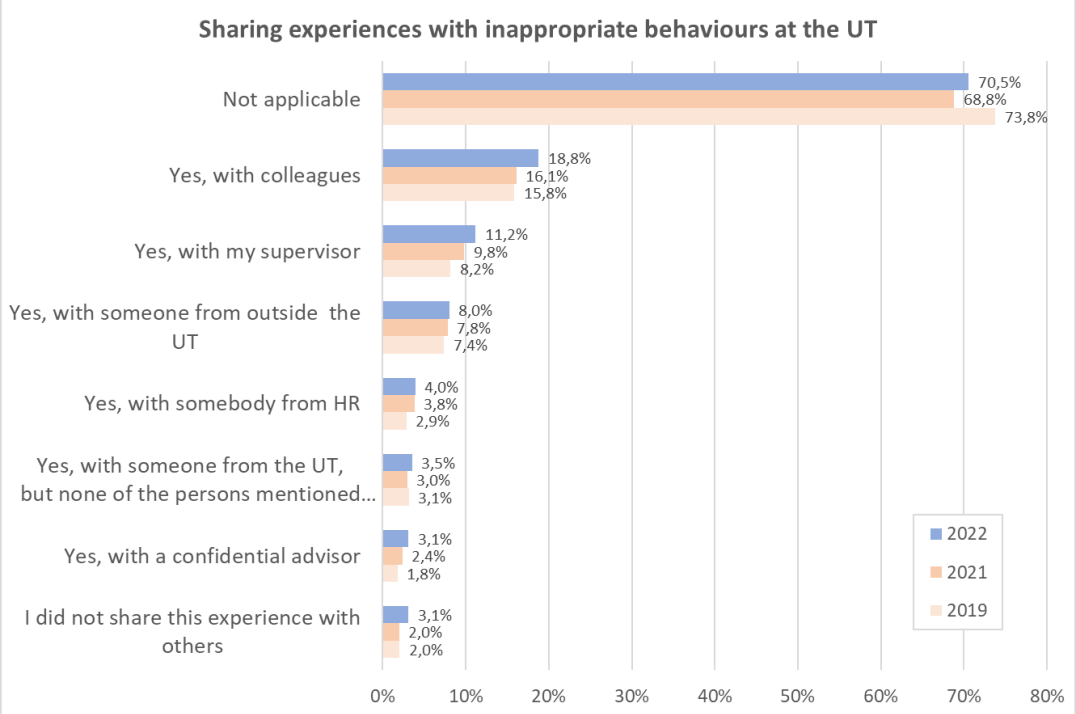


Figure 5.3: During the last two years, have you shared one or more of the following inappropriate behaviors against yourself or others at the UT?



6 OPEN REMARKS

A selection of 'typical' open remarks are given. Typical in the meaning of frequently expressed remarks as well as typical in the meaning of particular meaningful.

Tops

I started with working for only 40 hours a week, or less

Exercise after work, taking vacation days when no feeling well.

Vaker bewust pauze te nemen met collega's

Walks after lunch with my colleagues. Activities outside of campus.

Ik heb geweldige collega's en we steunen elkaar.

Taken die concentratie vergen thuis uitvoeren zodat ik op de UT ook tijd heb voor sociale contacten.

Ik ben van een kantoortuin met plm 12 collega's verhuisd naar een kantoor met 3 collega's. Hierdoor zijn de hoeveelheid prikkels die ik op een werkdag binnenkrijg een stuk lager en heb ik meer energie en focus om mijn werk te doen!

Taking a UT well-being expedition

Being able to schedule Online and On-Campus work according to your needs is great.

Lunchwandelingen, zit-sta bureau

Tips

More appreciation towards achievements and results. It appears that just everything one delivers is normal while from outside UT one is an acknowledged specialist and highly sited researcher. Quite a shameful and harmful experience at UT.

I think a lot of things are done already, however, a bit more recognition and rewarding for extra tasks would be nice.

Meer vasts staf, zodat je niet telkens opnieuw tijdelijk nieuwe medewerkers moet inwerken

Minder administratie (TAS, hora finita), dus meer vertrouwen in de medewerkers

Niks, ik vind dat de UT als werkgever voldoende mogelijkheden biedt om het welzijn van de werknemers (positief) te beïnvloeden.

Beter advies inzake ontwikkelmogelijkheden

Meer vrijheid in wel of niet thuiswerken. Geen afspraken meer plannen in pauzes. Minder (veel minder) en efficienter vergaderen.

De werkdruk voor onderwijs is niet realistisch. De hoeveelheid uren die ik theoretisch gezien aan een vak zou moeten besteden past helemaal niet bij de hoeveelheid studenten met individuele behoeften en de wens om kwalitatief sterk en relevant onderwijs aan te bieden.

Meer aandacht voor mensen die nog wel voorzichtig zijn w.b. covid.

Getalsmatige verhouding tussen docenten en studenten moet beter. Werkdruk verminderen = meer docenten aannemen (of minder studenten).

More support for spouses at UT. A group and weekly meeting session where spouses learn Dutch together, perhaps also subsidising an entire Dutch course for spouses. It is nearly impossible to find tolerable work with no Dutch skills and this affects UT employees through their spouses. Ask around.

Administrative systems should also help te relieve the workload rather than increase it. Afas, Unit 4 etc are hard to use and cost a lot of time. Also, there should be less fear of hiring extra staff to do the work: it will improve quality, wellbeing, and opportunities to bring in more projects

Lagere werkdruk en meer waardering/zichtbaarheid voor ook ondersteunend personeel

There should be more opportunities for skill development. And TGS courses should be optional. This is a belief shared by almost every single PhD candidate I have talked to.

Since more and more staff work from Home at very different hours there should be a general agreement/rule that it is expected from all staff to only respond/act during block/office hours. Online does not mean always on.

Create a workable structure to safeguard wellbeing of full profs. Deans are the current 'supervisors' of full profs, however 1) there are too many profs under a dean to do this well 2) there is no regular interaction/team work. Profs need to take care of the wellbeing of their group, how is taken care of their wellbeing? (establish/facilitate peer-support structure?)

Onboarding within a team at a department/faculty - it's missing or insufficient. Often consists of a meeting(s) without coaching regarding procedures, how the work is done around there, software and other hard skills etc. necessary to do the job.

I think the main reason for work overload or the fading work/life boundaries is the peer pressure. Almost everyone is feeling obliged to be available at all times at all places otherwise they are not considered as hardworking or supportive.

Reasons for gaps between expected and actual hours

Respondents were able to argue why a difference between expected and actual hours exist, most indicate ‘work overload’:

Working in the campus is great for social contact, however, I need to invest more time to compensate those social hours.

Wegvallen van medewerkers, over moeten nemen van werk.

Getting research done, meeting deadlines

Druk om dingen af te krijgen, verantwoordelijkheid. Team niet af willen vallen.

Not a 38 hour job…

Too many teaching and meetings during work hours, i can only work on research in the evenings and weekend.

Too high expectations for tenure trackers. Publication pressure

Too scattered tasks, too much time spend for switching.

Open question

Below a selection of typical answers on the last open question: We would like to give you the opportunity to explain your answers or to bring forward matters that are not included in this questionnaire.

Ik ben blij dat de universiteit zo veel aandacht besteedt aan het welzijn van werknemers!

Please care more about the quality of PhD life.

It is easy to identify blatant discrimination. The challenge is to address the daily jokes that target minority groups.
Despite my answers not being at the strong positive end of the Likert scales, I have worked in 4 universities and support at UT from supervisors and colleagues far exceeds any prior experiences. The work-life balance issues are not because of work, I just have a childcare problem, that is all. I am content here and realise from completing the survey that I should speak with my boss about the nature of my role. I know they will be open to it changing to better match my skillset.

I would like to draw your attention to the UT's Iranian employees that nowadays are under lots of pressure and stress. My family is leaving in the kurdish region of Iran which is under heavy attack of Islamic Republic regime of Iran. more than 10 people were shot dead last week in my hometown which is a small town and I am worried to death for my family and my people. Meanwhile I have responsibilities as a PhD student and focus on work is very difficult. I have talked about it with my supervisor and colleagues and they were very compassionate about about it. However, I do not feel comfortable to bring it up every time that I feel sad or depressed. I need to continue working in an environment that has no idea what I am going through and it is tough. I wish that UT would consider the situation of Iranians during this difficult time and raise awareness.

Just yesterday, I had a discussion with a supervisor about a conference we were submitting to. The regulations of the conference required only one submission per scientific group and a letter of support from the PI. I wanted to discuss with my supervisor the impact of this regulation on bias in the application process. I soon found out that this supervisor does not believe bias exists. When I suggested that he go to a FFNT meeting and see the collected data on bias, he said that he had seen "what those meetings do to women", suggesting that they make women "rage" and "go crazy". He then cited a book from 30 years ago telling me that women and men have different brains. I use this example to say, I hope strongly, that WE NEED REQUIRED BIAS TRAINING AT THE UT. What we do about bias and how we face it is an incredibly complicated question. But it is mind-blowing to me that there are people here who don't believe that it even exists in the first place. We need to do better.

Ik ervaar soms weinig respect qua taalgebruik bij collega's als het gaat om geloof (bijv. misbruik van de naam van Jezus/vloeken). Daar mag m.i. best meer algemene aandacht voor zijn en ik vind dat leidinggevenden daar ook echt een verantwoordelijkheid in hebben. Zelf vind ik het lastig om er iets van te zeggen, omdat ik me in de minderheid voel, omdat het vaak al te laat voelt en ik het lastig vind om het luchtig maar wel degelijk met een serieuze ondertoon te brengen.

With respect to Research & Education I can't help noticing that a lot of work effort is being spent upon administration and management. This only seems to increase the last decade. This is utterly demotivating as we get the impression that we're taking over tasks of HR, Central Organization of Facilities, it takes us off focus of our main tasks.

7 CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. In general, the main outcomes of Wave 2 are too a large extent in line with the outcomes of Wave 1 in 2022 and the surveys of 2021.
    a. Satisfaction with UT as organisation remains a 7.5.
    b. Employees are highly engaged: 78% of them feel high levels of energy (vigor) and another 86% feel dedicated to their job. These numbers have increased a bit. These positive attitudes are also reflected in high levels of autonomy and commitment.
    c. At the same time, a lot of people feel strained. Of the respondents, 38% perceive a (way) too high workload, while 50% work more hours than required, of which 24% 6 hours per week extra. Role overload (using vacation days to finish work) is common practice for more than 25% of the employees.
    d. By and large, the job demands, job resources and organisational stimuli (job crafting and HRM satisfaction) are viewed on comparable levels like previous waves. Most are a bit higher compared to June 2022, and similar with the outcomes of the surveys earlier in 2021 and 2019. Of course, we cannot compare the results in a strict sense of a repeated measurement, because we have different samples.

2. Who are the strained people that experience work overload, work long hours and say fatigue is the most important factor impacting work? Especially scientific staff (teachers, assistant, associate and full professors) are mostly perceiving a high workload, with managers in the second place, while support staff is experiencing the least workload. The finding that 27% of the respondents (mainly academic staff) take vacation days to finish their work is another indication of the high strain. Furthermore, employees with less HRM satisfaction, less self-efficacy, low leader-member relations and low levels of perceived inclusion are more frequently strained.

3. Only a minority is satisfied about the dialogue with them about a realistic workload. The dialogue should be on the time spent on activities, since time spent on meetings and administration are viewed as too much. The same applies for teaching. There is too less time for research. In addition, there is too little time for personal development, though most are satisfied with the opportunities to development.

4. Most employees can cope with the hybrid working situation, though 20-30% still have some struggles with it.
    a. Hybrid working (partly from home, partly on campus) is a common practice for 76%. A growing number work only on campus, now 26% (in June 2022 it was 15%). Only 1% work fully from home. This is a sharp difference with the situation in 2020 and 2021, reflecting the phase in the (post)pandemic situation.

b. Most respondents can do their work from home to a sufficient level, although 35% view the output due to online work of less quality and 15-25% of teaching staff perceive a lower teaching quality due to online working. Nevertheless, these numbers dropped significantly compared to the previous surveys in 2021 and 2020.
c. The preferences for working from home remain diverse. The largest group (almost 40%) want to work 2-3 days from home and 30% want to work max 1 day a week from home. Especially the younger employees (under 30s) want to work on campus more often compared to other age groups. An interesting predictor for the preference to work from home is team cohesion: the respondents with lower team cohesion are preferring a higher percentage of time at home. No other antecedents were significant. Apparently, individual differences are relevant in these preferences.
d. Work-life balance has been stabilized on the level of 50% that is positive about it. Still, almost one out three employees are struggling with work-life balance (30%).

7. The majority of UT employees is positive about inclusion (63%), especially on the 'passive' aspect of inclusion: the extent to which the team allows individuals to be authentic. The 'active' side of inclusion ('my unit encourages me to be authentic') has been answered a bit more varied. Those who feel more positive about inclusion also are positive about the relationship with their supervisor and their team (direct colleagues). Three keys seems important here in establishing a safe and open culture: HRM practices, the supervisor and the colleagues within the team.

8. The prevalence of aggressive behaviours (especially intimidation) is comparable to the results of national surveys on these behaviours. One of out of seven employees has experienced a type of aggressive behaviours during the last two years. Although these statistics represent similar numbers of national surveys, the results indicate some problems here, especially the finding that the confidential person is consulted the least frequently compared to supervisors, colleagues or other non-UT people.

RECOMMENDATIONS

1. Scientific staff (Teachers/lecturers, Assistant, Associate and Full professors) experiences the highest workload. Next to scientific staff, the managers perceive a too high workload. Reducing the amount of work is an unquestionable precondition for well-being. Especially reducing meetings and administrative work that academic professionals have to do is a key to achieve this. Also for many of the academic staff the balance between research and teaching is skewed. In developing new policies, adapting existing policies, the focus should not only be on the students or managerial issues. The focus should also be on staff and its well-being.
    a. Improve the dialogue on 'realistic workload'. This is primarily a challenge for supervisors/managers. Tools and skills are required to improve the dialogue on

realistic workload, both on individual and team level. Start talking why staff are taking vacation or sick days to get work done.

b. Strengthen the dialogue on reward & recognition. Communicating clear expectations about workloads and output (e.g.. publications) may help individuals reduce their workload. On what outputs are employees (both academic and support staff) assessed on?
c. Improve capacity management in the sense of providing more insight in the workload, better dialogues on the distribution of workload and smarter actions to reduce workload. As noted in the open comments, academia has become characterized in many ways by expanding workloads and a blend of personal and work life rather than separation. Expectations from outside the UT are likely to reinforce high workload expectations. Providing additional support for administrative tasks and teaching should be considered. Also, guidance on how to prioritize work activities rather than trying to accomplish everything could be useful.
d. Another option is to shift the timing of certain work activities, such as no early Monday morning meetings to avoid Sunday evenings to prepare for those meetings. However, some employees likely pursue a more blended model of work-life balance and rely on evenings and weekends to respond to e-mail, especially if they work with international research teams.
e. A final option is to limit the teaching workload by reconsidering the annual teaching calendar ('jaarcirkel') in order to have breaks between quartiles or a fifth 'quantile' with no teaching at all. This might help many academics to balance teaching and research activities.

2. Continue with the well-being initiatives. It has been observed and appreciated by the employees. Pay attention to specific groups: the managers, young employees, new employees, employees with unsecure contracts and employees who speak English as their primary language. Many of the open comments in the survey addressed improving onboarding and resources for better food, fitness and sports and the importance of making those available as well as the need for more social interaction like informal connection events.

3. Since hybrid working is the norm for most employee groups, the UT should accommodate the diverse preferences of the employees. There is no need for a central standard for e.g. two days at home. Dialogue on it should take place within each organisational unit, and between supervisors and individuals. UT should consider providing some guidance for managers on how to have this conversation with workgroups and employees. Most respondents indicate that the team level is the most important level to decide on the amount of remote working.

4. Pay attention to the role of the direct supervisor. Despite the fact that certain attention or target groups could be identified. never forget that also within groups (large) differences between apparently equal group members concerning desires and needs do exist. For finding individual differences and adequate solutions that both affect employee well-being and productivity. the role of direct supervisors is crucial. Direct communications between supervisors and individual staff members is inevitable for continuing a fit between organisational policies and practices and employees. Managers could also be provided with guidance on how to create more favourable leader-member exchange relationships with the employees in their workgroup. Leaders should be trained on the framework of LMX and then on communication styles more consistent with such relationships. High LMX relationships are easier to form when employees are new to the workgroup, but lower quality relationships can be improved with training on feedback and approaches to assigning tasks[7].

5. Extra attention should be paid to PhD candidates/ PhD students. Though they score high on social job resources (e.g. seeking feedback), they score low on challenging job demands. Moreover, they score low on team cohesion and self-efficacy, implying that they might struggle with their projects on their own, without feeling connected to other team members. To improve team cohesion here, will support them in their relevant jobs for our university.

6. To increase diversity and inclusion, it is recommended to set up formal mentoring, diversity managers, access to training, cast a wider net with recruitment, while not offering training programs for reducing bias[8].

[7] See for example: Graen, G. B., Hui, C., & Taylor, E. A. (2006). Experience-based learning about LMX leadership and fairness in project teams: A dyadic directional approach. *Academy of Management Learning & Education*, *5*(4), 448-460.

Mayfield, J., & Mayfield, M. (1998). Increasing worker outcomes by improving leader follower relations. *Journal of Leadership Studies*, *5*(1), 72-81.

[8] Dobbin, F. & A. Kalev (2022). *Getting to diversity: what works and what doesn't*. Harvard University Press, Cambridge MA.

APPENDIX 1: QUESTIONNAIRE

Part I

How often does the following occur?
(tick only one answer)

	Never	Almost never / a few times a year or less	Rarely / Once a month or less	Sometimes / a few times a month	Often / once a week	Very often / a few times a week	Always / every day
1. At my work, I feel full of energy	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
2. My job gives me energy	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
3. When I get up in the morning, I feel like going to work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
4. I am enthusiastic about my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
5. I am proud of the work that I do	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
6. My job inspires me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
7. I develop my knowledge and professional skills	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
8. I learn new things at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
9. At my work, I use my knowledge and skills to their fullest	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
10. I decide on my own how I do things	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
11. I ask my supervisor to coach me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
12. I ask if my supervisor is satisfied with my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
13. I ask others for feedback on my job performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
14. I ask colleagues for advice	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
15. I start new projects at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
16. I regularly take on extra tasks even though I do not receive extra salary for them	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

To what extent do you agree with the following statements?
(tick only one answer)

	Fully disagree	Disagree	Neither agree or disagree	Agree	Fully agree
17. I have difficulties relaxing after work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. Problems at work stay on my mind when I am not at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
19. Problems at work occupy my thoughts even during my vacation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. I know what my responsibilities are	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. I know what my supervisor expects of me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. It is clear to me what I need to do in my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. I know how satisfied my supervisor is with what I do	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
24. My supervisor understands my needs well	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25. My supervisor recognizes my qualities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26. The probability that my supervisor uses his/her influence to advance my interests at work is high	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
27. I have enough confidence in my supervisor.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28. My working relationship with my supervisor is good	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29. I feel a sense of belonging with my colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
30. I get along well with my colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
31. I like my colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
32. I have autonomy in determining how I do my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
33. I can decide on my own how I do my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
34. I have considerable opportunity for independence and freedom in how I do my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
35. I am confident about my ability to do my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
36. I am self-assured about my knowledge and skills necessary for doing my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
37. I have mastered the knowledge and skills necessary for my job	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

PART III

The following questions relate to what the University of Twente offers you.
How satisfied are you with ...

	Very dissatisfied	Dissatisfied	Neither agree or disagree	Satisfied	Very satisfied	Does not apply
38. opportunities to develop	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
39. family-friendly policies and facilities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
40. rewards and recognition for performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
41. support during and after illness	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
42. support for new employees	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
43. information from HR Central and HR at your faculty/service (about pay. benefits. leave. training opportunities. etc.)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
44. support when you have a problem related to HR issues (pay. benefits. contracts. etc.)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
45. support to enhance well-being	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
46. the dialogue with you about realistic workload	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

PART IV

	Fully disagree	Disagree	Neither agree or disagree	Agree	Fully agree
47. I really feel as if the UT's challenges are my own.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
48. I feel like 'a part of the community' at the UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
49. I feel 'emotionally attached' to the UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
50. I feel a 'strong' sense of belonging to the UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
The faculty / service unit I belong to …					
51. … allows me to be authentic	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
52. … allows me to be who I am	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
53. … encourages me to express my authentic self	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
54. … encourages me to express my authentic self	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
55. Employees of my faculty/service unit are valued for who they are as people. not just for the jobs that they fill	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
56. My faculty/service unit has a culture in which employees appreciate the differences that people bring to the workplace	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

57. How much time do you spend on the following tasks?	Far too little	Too little	Just good	Too much	Far too much	Does not apply
- Teaching	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Research	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Valorisation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Managerial activities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Administration	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Meetings	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Personal development	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Social contacts with colleagues when at UT	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
- Social contacts with colleagues when remote	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

	Way too low	Too low	Good	Too high	Way too high
58. My workload is ….	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

59. Have you used vacation days for getting your work done, in the past 12 months?
No ☐ 1
Yes ☐ 2

60. Have you called in sick for getting your work done, in the past 12 months?
No ☐ 1
Yes ☐ 2

PART V

The following questions are about how hybrid working practices relate to your wellbeing.

61. What percentage of your normal work hours do work at home?
- 100% at home
- Partly at home. namely … % (rest of the time on campus or in the ITC building)
- 100% on campus or in the ITC building

	Fully agree	Agree	Neutral	Disagree	Fully disagree	Not applica
62. My teaching is of lower quality because of online working.						
63. My research is of lower quality because of online working.						
64. My output is of lower quality because of online working.						

65. At home. I have the following support I need to do my job (more than one answer may be given).
   a. Access to the network and software
   b. Availability of devices
   c. Availability of information and data
   d. Availability of supervisors
   e. Availability of colleagues
   f. Otherwise. namely...

66. What percentage of your work would you like to work remotely (for example from home)?
   a. Input field...slider 1-100

67. I am facilitated to work remotely (for example at home) as much as I want
   a. Fully disagree
   b. Disagree
   c. Neutral
   d. Agree
   e. Fully agree

68. What do you expect from UT in hybrid working?
    a. Central UT-wide regulations (e.g. required amount of working days at UT)
    b. Team-level agreements
    c. I want to decide myself on how much and when working from home
    d. Other ….

69. In general. my physical health is
    a. Very bad
    b. Bad
    c. Not bad / not good
    d. Good
    e. Very good

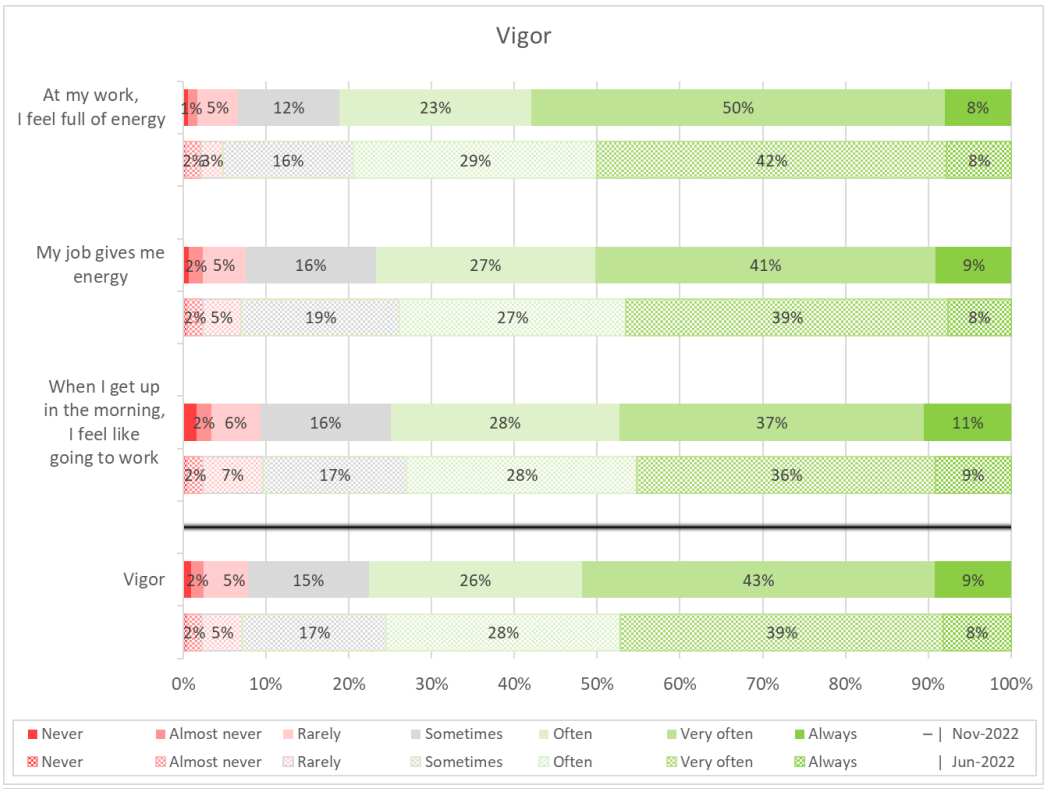
70. In general. my mental health is
    a. Very bad
    b. Bad
    c. Not bad / not good
    d. Good
    e. Very good

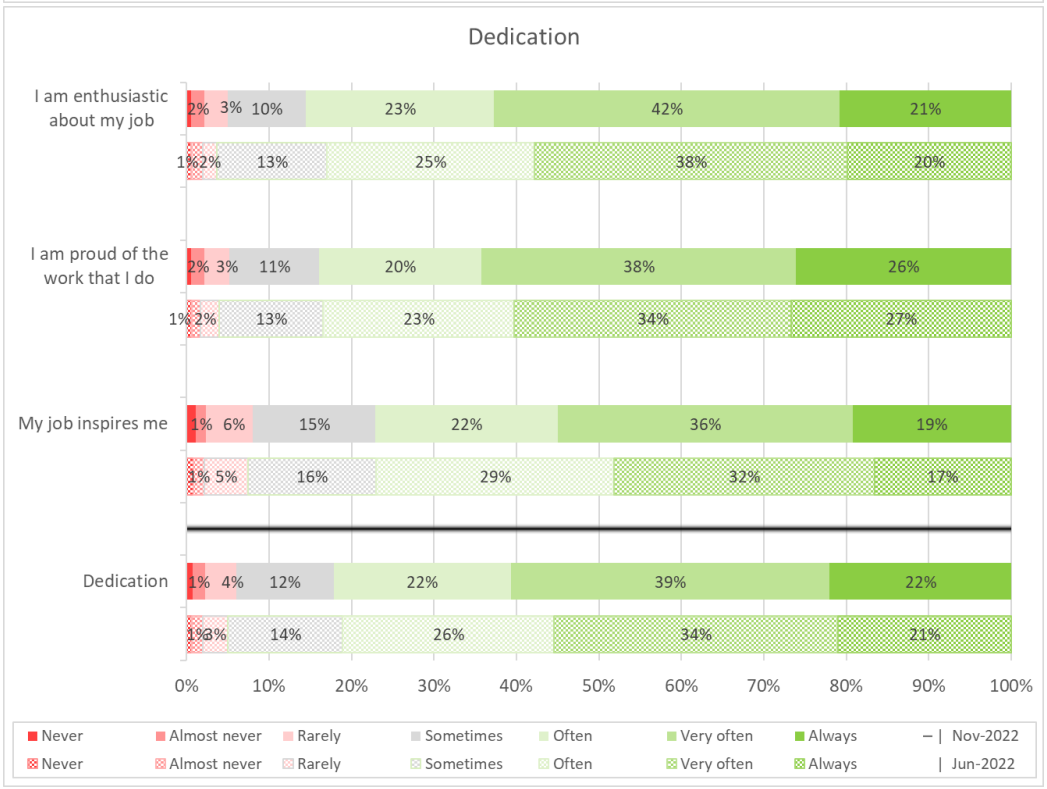
71. The last 3 months. which of the following factors have affected your work (more than one answer may be given)?
    a. Fear
    b. Isolation and lack of social contact
    c. Lack of structure in the day
    d. Care responsibilities
    e. Home-schooling
    f. Distractions by household members
    g. Fatigue
    h. Financial concerns
    i. Other: ... input field
    j. Not applicable

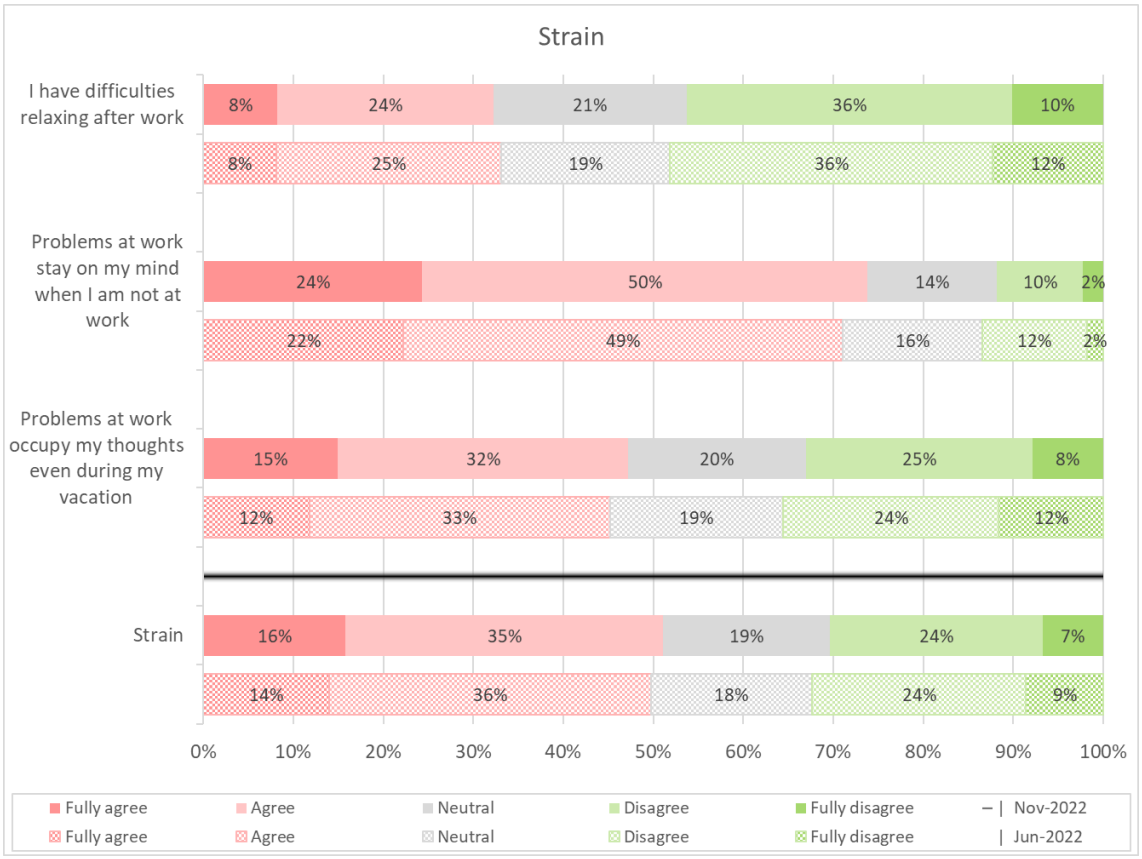
72. I can easily separate work time and private time	Fully agree	Agree	Neutral	Disagree	Fully disagree
73. I currently have a good balance between the time I spend at work and the time I have available for non-work activities.					
74. Is there anything you would like to change at the current situation to improve your well-being at the University of Twente? (Tip)					
75. Is there anything you already do to improve your well-being at the University of Twente? (Top).					

APPENDIX 2: ANSWERS & COMPARISONS

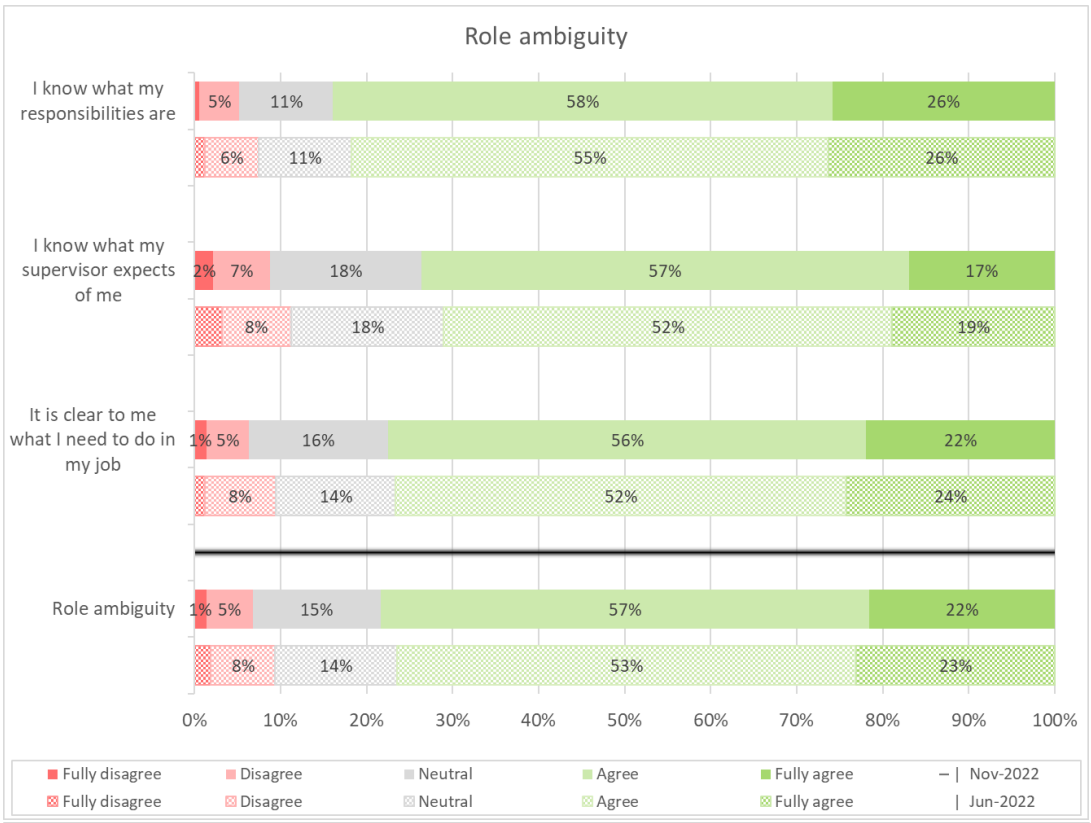
2.1 Engagement (vigor and dedication) and strain

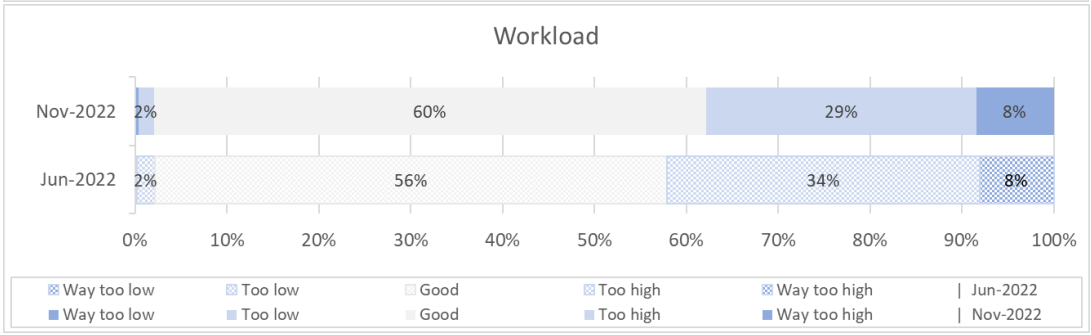


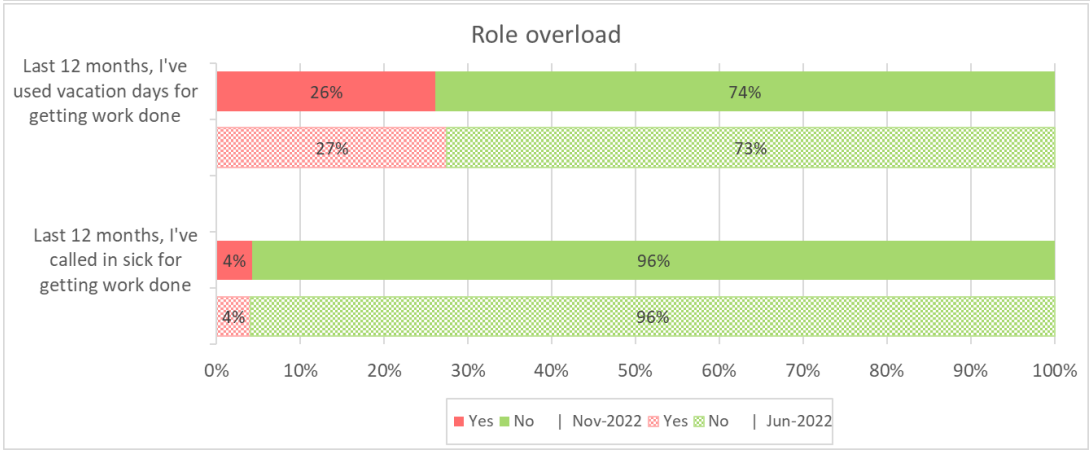


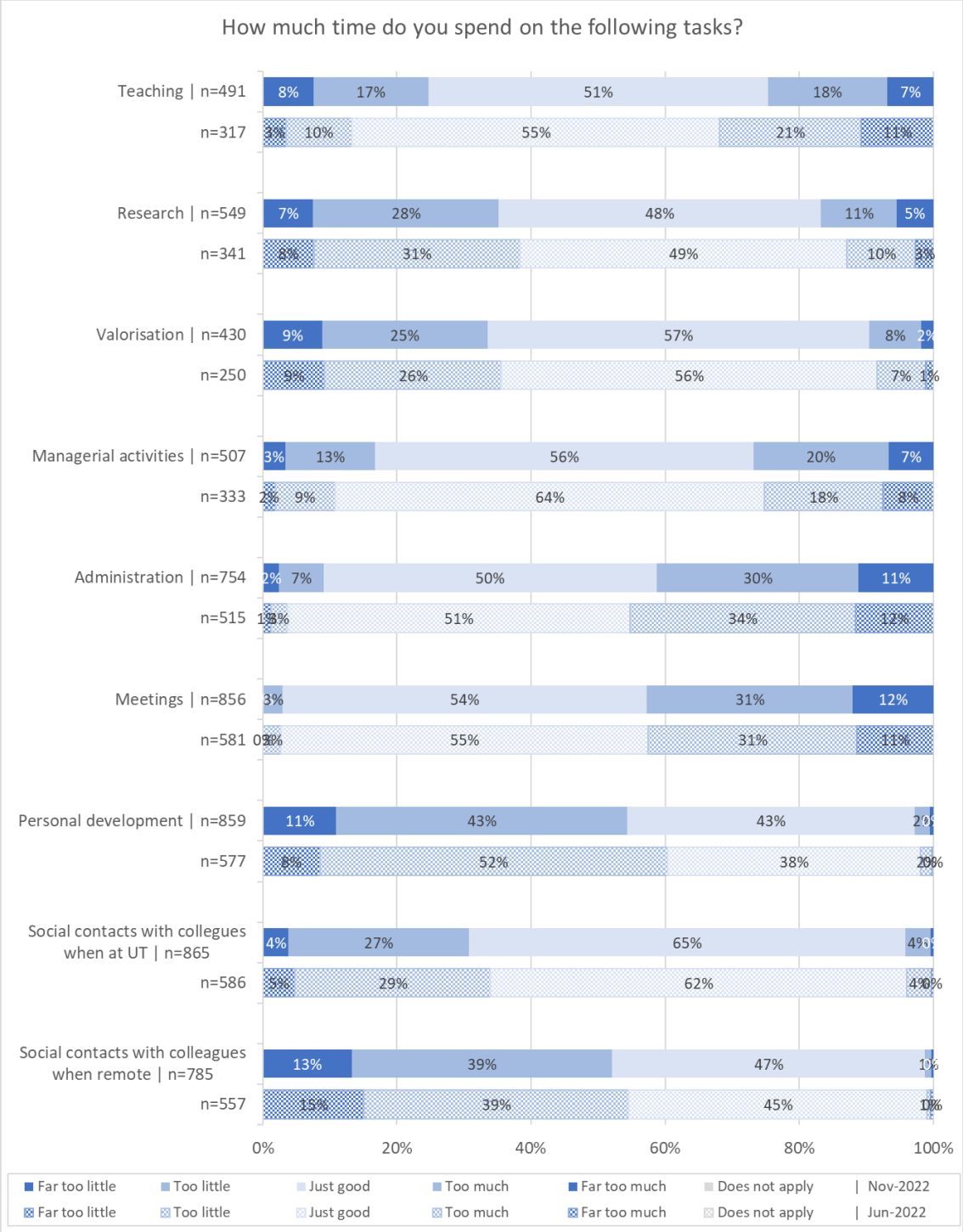

Strain
I have difficulties relaxing after work
8%
24%
21%
36%
10%
8%
25%
19%
36%
12%
Problems at work stay on my mind when I am not at work
24%
50%
14%
10%
2%
22%
49%
16%
12%
2%
Problems at work occupy my thoughts even during my vacation
15%
32%
20%
25%
8%
12%
33%
19%
24%
12%
Strain
16%
35%
19%
24%
7%
14%
36%
18%
24%
9%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully agree
Agree
Neutral
Disagree
Fully disagree
Nov-2022
Fully agree
Agree
Neutral
Disagree
Fully disagree
Jun-2022

2.2 Job demands

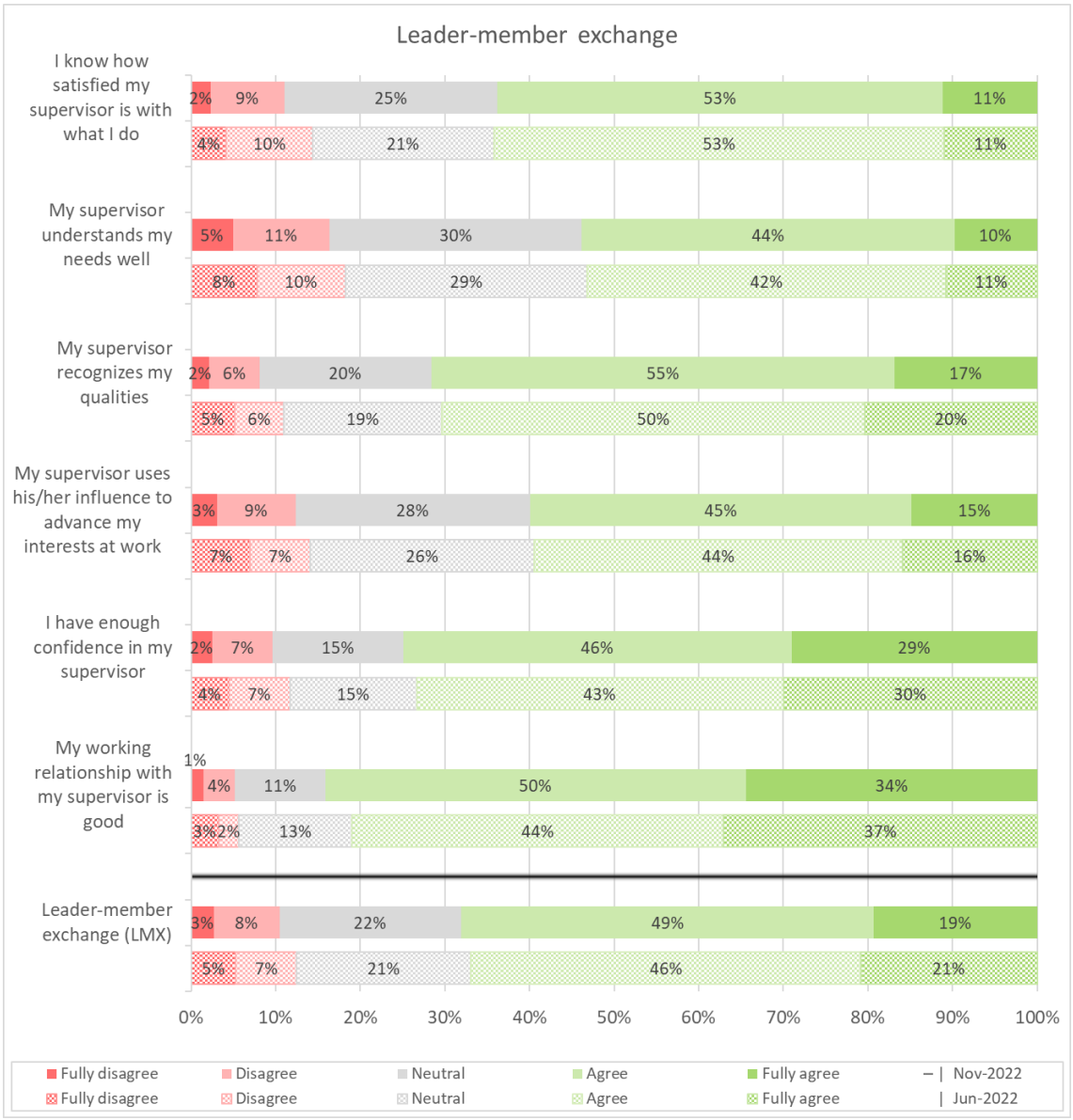


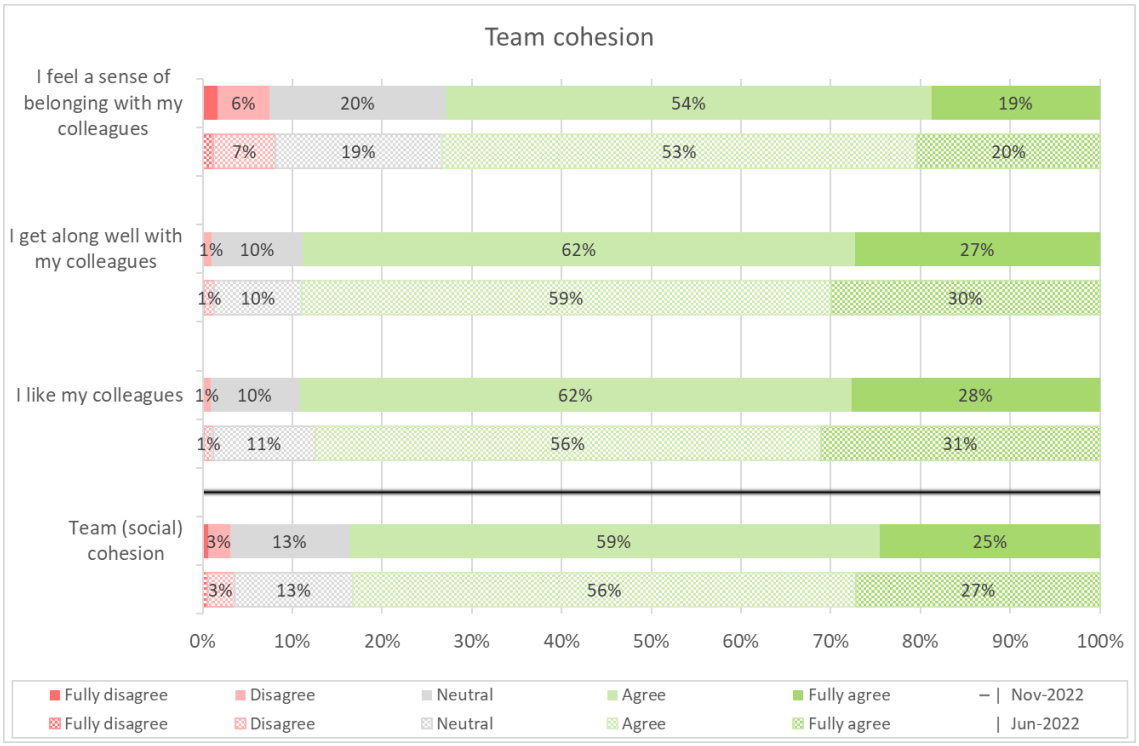


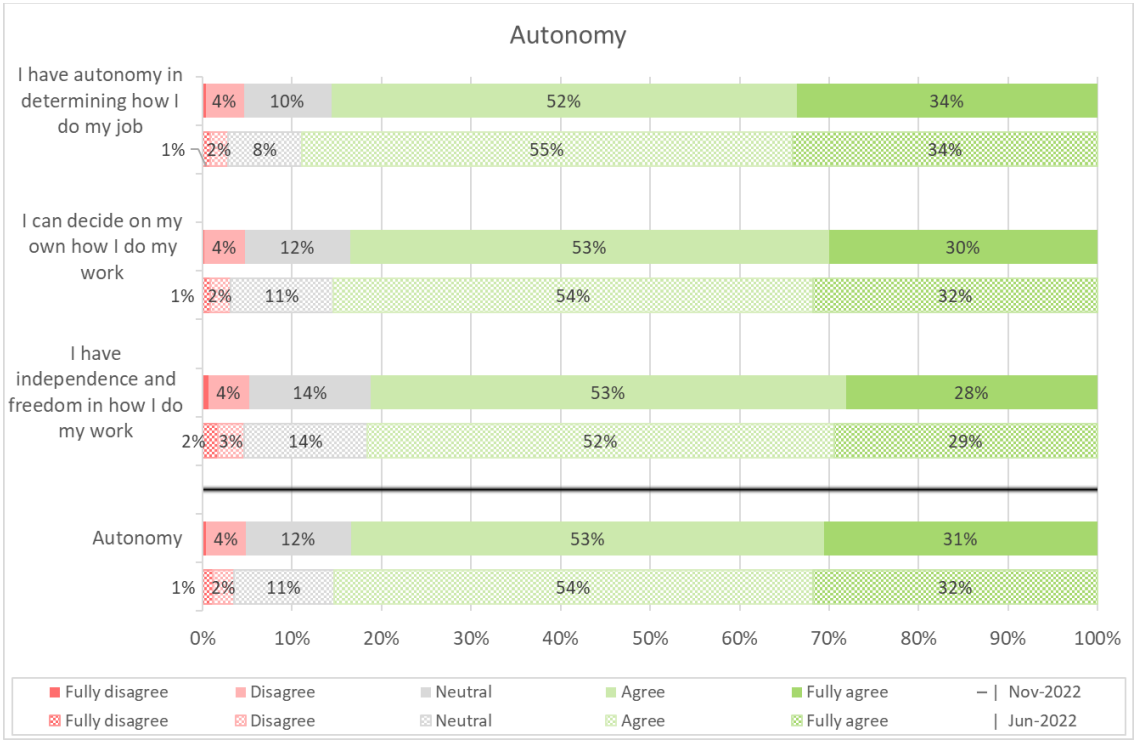




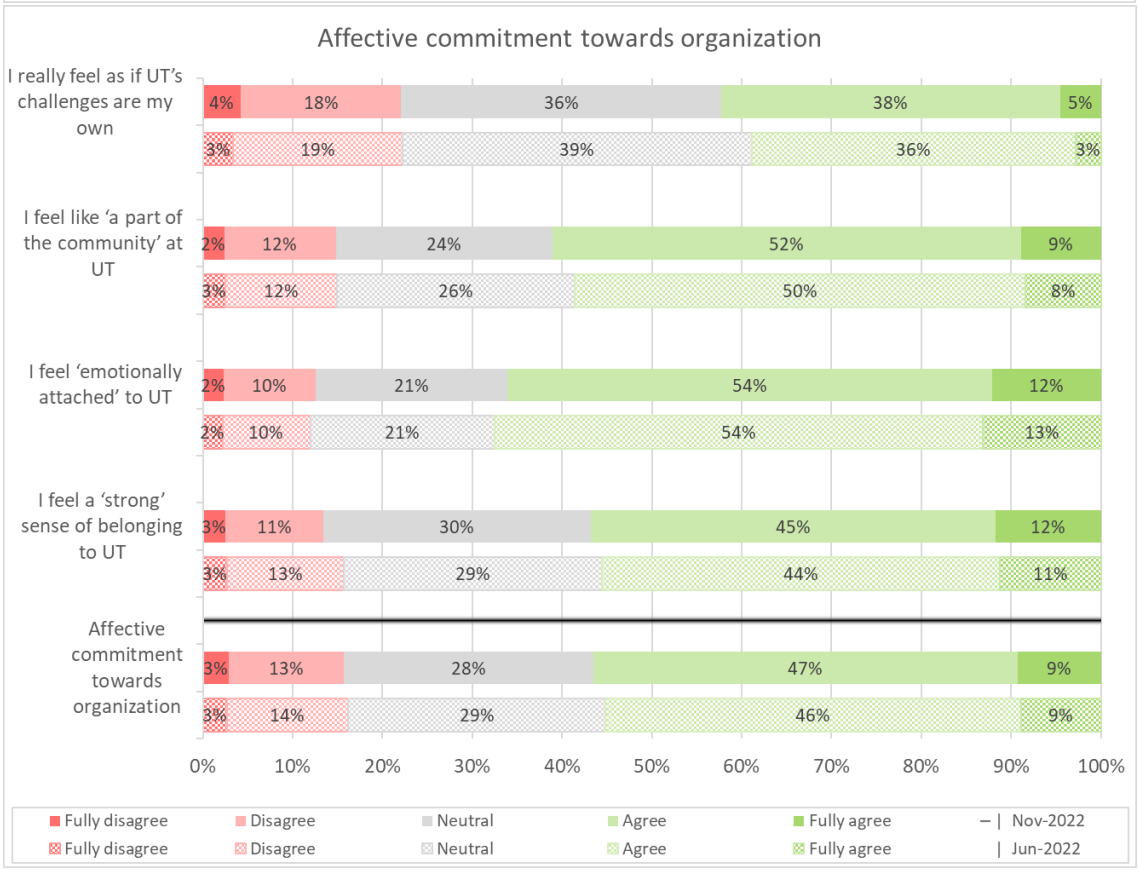
2.3 Job resources


Leader-member exchange
I know how satisfied my supervisor is with what I do
2% 9% 25% 53% 11%
4% 10% 21% 53% 11%
My supervisor understands my needs well
5% 11% 30% 44% 10%
8% 10% 29% 42% 11%
My supervisor recognizes my qualities
2% 6% 20% 55% 17%
5% 6% 19% 50% 20%
My supervisor uses his/her influence to advance my interests at work
3% 9% 28% 45% 15%
7% 7% 26% 44% 16%
I have enough confidence in my supervisor
2% 7% 15% 46% 29%
4% 7% 15% 43% 30%
My working relationship with my supervisor is good
1% 4% 11% 50% 34%
3% 2% 13% 44% 37%
Leader-member exchange (LMX)
3% 8% 22% 49% 19%
5% 7% 21% 46% 21%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Fully disagree Disagree Neutral Agree Fully agree Nov-2022
Fully disagree Disagree Neutral Agree Fully agree Jun-2022

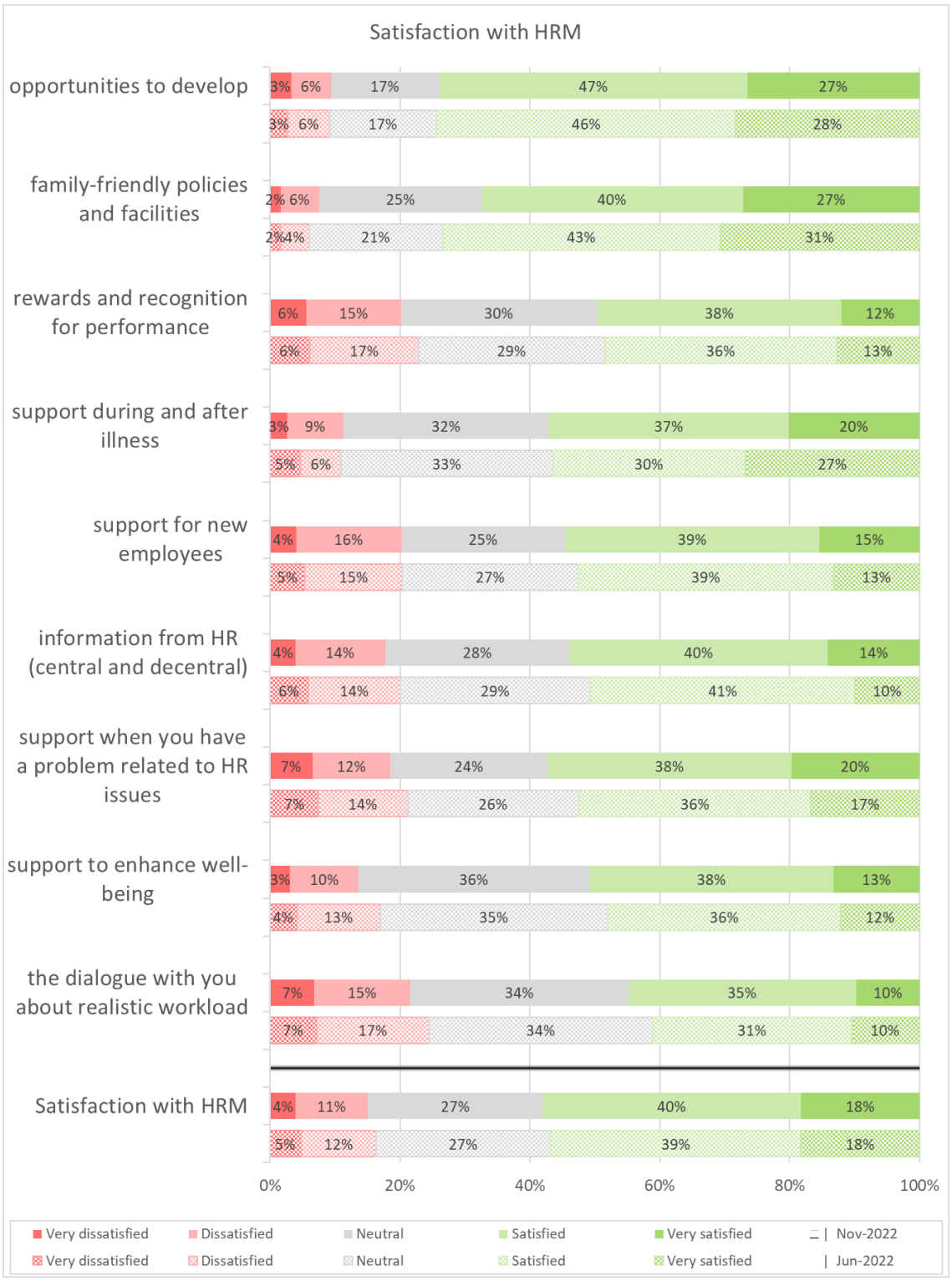

Team cohesion
I feel a sense of belonging with my colleagues
6%
20%
54%
19%
7%
19%
53%
20%
I get along well with my colleagues
1%
10%
62%
27%
1%
10%
59%
30%
I like my colleagues
1%
10%
62%
28%
1%
11%
56%
31%
Team (social) cohesion
3%
13%
59%
25%
3%
13%
56%
27%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully disagree
Disagree
Neutral
Agree
Fully agree
Nov-2022
Fully disagree
Disagree
Neutral
Agree
Fully agree
Jun-2022

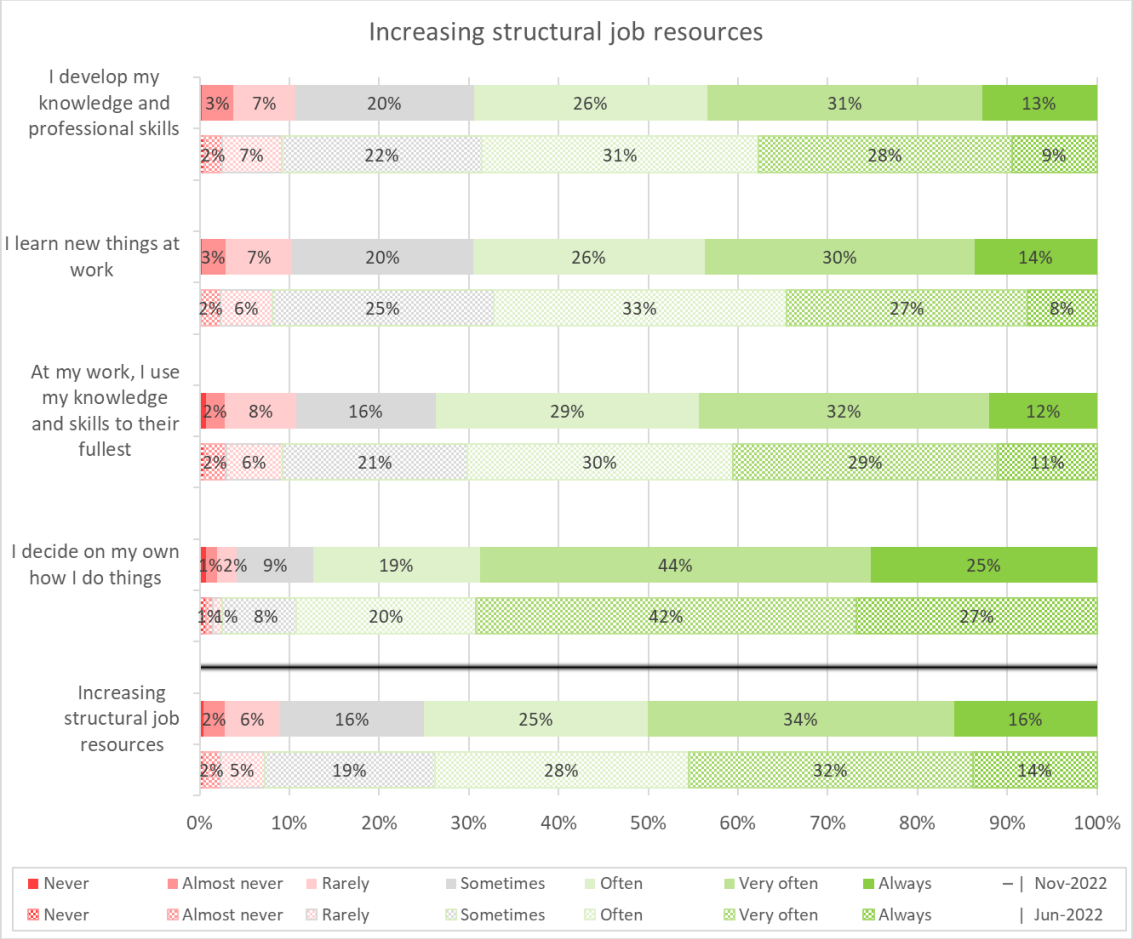

Autonomy
I have autonomy in determining how I do my job
4%
10%
52%
34%
1%
2%
8%
55%
34%
I can decide on my own how I do my work
4%
12%
53%
30%
1%
2%
11%
54%
32%
I have independence and freedom in how I do my work
4%
14%
53%
28%
2%
3%
14%
52%
29%
Autonomy
4%
12%
53%
31%
1%
2%
11%
54%
32%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully disagree
Disagree
Neutral
Agree
Fully agree
Nov-2022
Fully disagree
Disagree
Neutral
Agree
Fully agree
Jun-2022

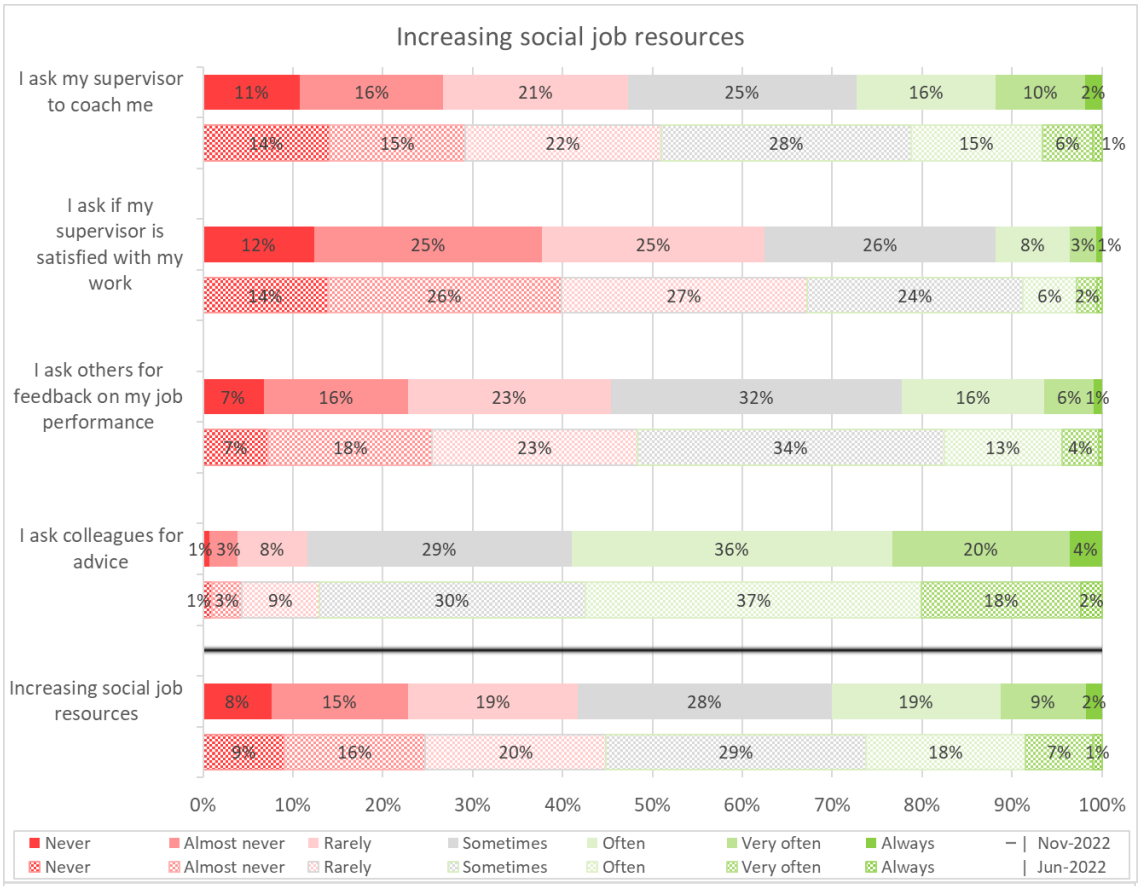
Self-efficacy
I am confident about my ability to do my job
3%
12%
59%
27%
3%
13%
57%
27%
I am self-assured about my knowledge and skills
4%
17%
56%
22%
4%
18%
55%
22%
I have mastered the knowledge and skills necessary for my job
3%
17%
58%
22%
3%
14%
60%
23%
Self-efficacy
3%
16%
57%
23%
3%
15%
57%
24%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully disagree
Disagree
Neutral
Agree
Fully agree
Nov-2022
Fully disagree
Disagree
Neutral
Agree
Fully agree
Jun-2022


Affective commitment towards organization
I really feel as if UT's challenges are my own
4%
18%
36%
38%
5%
3%
19%
39%
36%
3%
I feel like 'a part of the community' at UT
2%
12%
24%
52%
9%
3%
12%
26%
50%
8%
I feel 'emotionally attached' to UT
2%
10%
21%
54%
12%
2%
10%
21%
54%
13%
I feel a 'strong' sense of belonging to UT
3%
11%
30%
45%
12%
3%
13%
29%
44%
11%
Affective commitment towards organization
3%
13%
28%
47%
9%
3%
14%
29%
46%
9%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Fully disagree
Disagree
Neutral
Agree
Fully agree
Nov-2022
Fully disagree
Disagree
Neutral
Agree
Fully agree
Jun-2022

2.4 Organisational stimuli




Increasing structural job resources
I develop my knowledge and professional skills
3% 7% 20% 26% 31% 13%
2% 7% 22% 31% 28% 9%
I learn new things at work
3% 7% 20% 26% 30% 14%
2% 6% 25% 33% 27% 8%
At my work, I use my knowledge and skills to their fullest
2% 8% 16% 29% 32% 12%
2% 6% 21% 30% 29% 11%
I decide on my own how I do things
1% 2% 9% 19% 44% 25%
1% 1% 8% 20% 42% 27%
Increasing structural job resources
2% 6% 16% 25% 34% 16%
2% 5% 19% 28% 32% 14%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never Almost never Rarely Sometimes Often Very often Always Nov-2022
Never Almost never Rarely Sometimes Often Very often Always Jun-2022


Increasing social job resources
I ask my supervisor to coach me
11% 16% 21% 25% 16% 10% 2%
14% 15% 22% 28% 15% 6% 1%
I ask if my supervisor is satisfied with my work
12% 25% 25% 26% 8% 3% 1%
14% 26% 27% 24% 6% 2%
I ask others for feedback on my job performance
7% 16% 23% 32% 16% 6% 1%
7% 18% 23% 34% 13% 4%
I ask colleagues for advice
1% 3% 8% 29% 36% 20% 4%
1% 3% 9% 30% 37% 18% 2%
Increasing social job resources
8% 15% 19% 28% 19% 9% 2%
9% 16% 20% 29% 18% 7% 1%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
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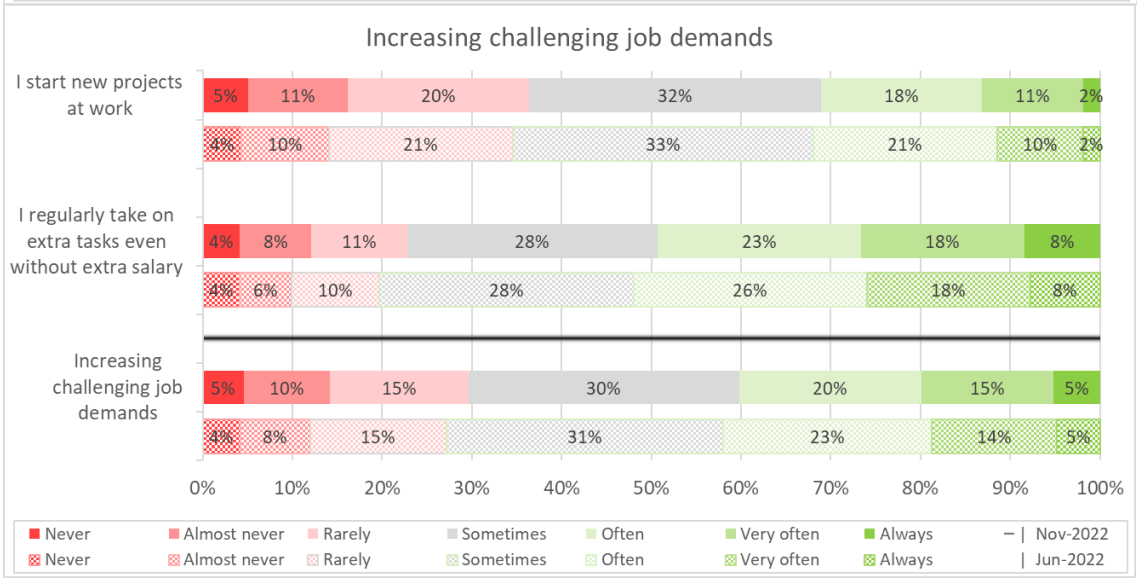
Increasing challenging job demands
I start new projects at work
5% 11% 20% 32% 18% 11% 2%
4% 10% 21% 33% 21% 10% 2%
I regularly take on extra tasks even without extra salary
4% 8% 11% 28% 23% 18% 8%
4% 6% 10% 28% 26% 18% 8%
Increasing challenging job demands
5% 10% 15% 30% 20% 15% 5%
4% 8% 15% 31% 23% 14% 5%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
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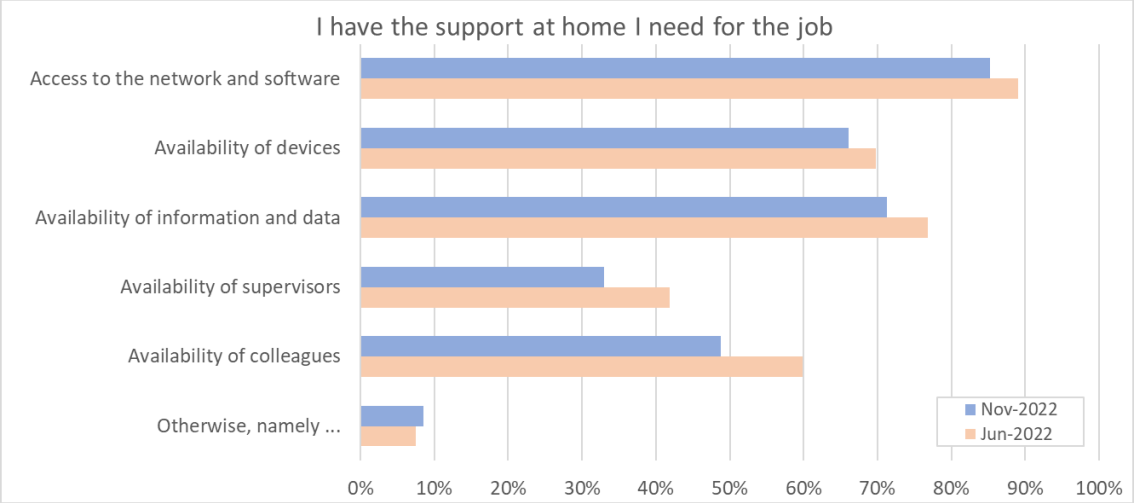
Hybrid working