



Contract Researcher Audit and Survey–Foundation Report January 2017
Faculty of Health & Medicine, Lancaster University

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Contract Researcher Audit and Survey

Executive Summary January 2017

Executive Summary

This report summarises and explains work completed in late 2016 into a study of the career development, progression and experiences of members of staff employed as contract researchers within the Faculty of Health and Medicine at Lancaster University, United Kingdom.

Utilising two key data sources the report provides the first stage in a proposed larger piece of work analysing and reporting on the current procedures and attitudes related to contract researchers. It suggests a number of primary recommendations and improvements for the future. The data sources included a human resources (HR) dataset of key demographic and employment information and a research staff survey.

The survey was conducted online alongside the Faculty's Equality Enhancement (Athena Swan) survey in August and September 2016. A number of questions were asked including both those focussed around Athena Swan themes and those aimed towards contract researchers specifically.

A total of 16 responses were gathered for the contract researcher survey which were analysed and processed in order to utilise both quantitative and qualitative data within the results. These results were then analysed together with the provided HR data, giving additional context, to produce a number of conclusions and key ideas to be explored in further detail.

The key themes explored, and their respective report sections, are:

These themes developed key areas for exploration which are included in the report and



incorporate aspects of a variety of different issues and challenges associated with employment practices, career development and progression for contract researchers.

The issues identified vary greatly, with some localised smaller issues directly related to the individuals involved, while a number are broader institutional or sector-wide issues, which will require a larger commitment of time and effort in order to resolve. All have varying impacts upon the career development of researchers in the Faculty, and potentially wider applicability to all university researchers.

In order to provide context the results of the survey were compared to two previous surveys, the Lancaster Researchers' survey 2012 and the Careers in Research Online Survey (CROS) 2015, which identify similar issues at University and national levels.

The report is also analysed in respect to the recently reviewed Lancaster University Concordat Action Plan 2015-2017 to identify areas which are already being improved upon and to highlight those which will require further work in the future.

Key Findings

Some noticeable findings of the survey were:

- The Faculty has higher usage of fixed-term contracts when compared to the national average, only 12.2% of researchers within FHM are on open-ended/permanent (referred to as indefinite locally) contracts compared to 33.3% of researchers nationally
- 20% of survey respondents have had upwards of 10 fixed-term contracts at LU
- 64.3% of respondents are not sure if they'll be employed in FHM in 3yrs, cited as due to being on fixed-term contracts and lack of job security
- Only two respondents have experienced funds 'bridging' between contracts and these were informal arrangements by PIs, not using specific bridging funds
- Wider contributions to the Faculty/University outside their contract remit are made by 80% of the researchers who responded
- 60% of respondents described the University promotions process as 'Not known to me'
- Of survey respondents, 60% do not view themselves as "early career researchers" when the phrase is often used to describe all contract researchers, two thirds of respondents have been employed elsewhere for three or more years before joining the Faculty
- Only one survey respondent disagreed that there are adequate opportunities for development and training

Recommendations

Recommendations are included to improve employment practice across the Faculty and University and in order to improve the support and opportunities for career development and progression for contract researchers. The areas detailed are supplementary steps which are not currently identified elsewhere, such as the Concordat Action Plan.

| Recommendations for areas of improvement | Impact | Implementation Costs/Resource |
|--|---------------|--------------------------------------|
| Further diversify the workforce in relation to gender, ethnicity and additional demographic characteristics identified by the Equality Enhancement Committee | Medium | Medium |
| Explore the introduction of structured bridging funds for researchers between contracts | High | High |
| Make researchers feel valued and part of the Faculty community through increased integration activities | Medium | Low |
| Reduce the use of the catch all phrase "early career researcher" as a descriptor across the University | Medium | Low |
| Address the culture of working out of hours and excessive workloads | High | High |
| Examine the promotions process and opportunities for progression, and raise awareness of this amongst both researchers and managers | High | Medium |
| Remove the use of the term 'indefinite' for contracts where this is not the case | Medium | Low |
| Explore approaches of sustainable, secure employment of researchers that avoid a reliance on short/fixed-term contracts | High | High |

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Acknowledgements

As the lead author I would like to personally thank and express my gratitude to all those who have helped and supported me in the production of this report, from providing data and giving insights to proofreading and edits, it would not have been possible without your help.

The authors acknowledge specific input and support from the following people:

- Members of the RCAD survey working group (Dr Rossella Iraci Capuccinello, Dr Daniela Schlueter, Dr Michelle Collins, Dr Laura Machin and Joanne Crook)
 - For the scoping and focus of the survey and report and the initial pilots
- Members of the RCAD group
 - For reviewing the survey at various points in its production
- Dave Rimmer (Human Resources)
 - For supplying the HR data and providing guidance in its use
- Dr Rosella Iraci Capuccinello
 - For assistance in the usage and familiarisation with the HR data
- Dr Lucy Thorne (HR)
 - For providing previous survey results and comments on past survey response rates in a local context
- Dr Amelia Hunt & Dr Jackie Parry (FHM Equality Enhancement Committee)
 - For their assistance in distributing the survey, discussions around key issues and providing early stage feedback on the survey findings
- Ambitious Futures
 - For providing the funding and platform to enable the work to be completed and report produced
- Research Data Management Support Team (Library)
 - For assisting and advising on the appropriate methods of storing and accessing the data in the future

List of Tables & Figures

As a general rule throughout the report tables are used to present HR data whereas figures are used to illustrate survey findings. Notable exceptions are Tables 10, 11 & 12 where tables were used to compare HR data and survey responses in one diagram.

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1. Contract researchers at Lancaster University

Lancaster University is a research intensive university and consequently employs a large number of researchers across its four faculties, both as contract researchers and those also involved in teaching. The contract researcher population are highly qualified, with a large proportion expressing research as their primary career pathway¹.

The University seeks to enhance researchers' career progression, with a pivotal aim of the 2020 People Strategy² being to ensure that staff in all areas of the University are "...supported and developed through effective development and career planning." This is also detailed as a central part of the University's wider strategy with a key aim to "... [support] early-career researchers and [nurture] talented researchers."³

In order to support researchers the Faculty of Health and Medicine Research Committee (FHMRC) is tasked with reviewing policy pertinent to "...the recruitment, supervision, training and academic welfare and career development of contract research staff."⁴ The FHMRC has coordinated a range of mechanisms which allow the Faculty to engage with contract researcher career issues, the two predominant methods are:

Researcher Career and Development Group (RCAD)⁵

A self-organising group of researchers established in 2009 spanning the three divisions of the Faculty which meet on a regular basis to discuss issues related to career development and strengthening organisation between contract researchers, and to plan development events.

FHM Contract Researcher Charter⁶

A collaboratively produced document which details the expectations of the Faculty in regards to wider contributions from research staff and the expectations of returns to contract researchers. A copy of the charter is available in Appendix 4 of this report.

In recent years a number of new initiatives have been implemented across the University in order to support and engage with contract researchers including 'Successful Researcher' events; the launch of the Researcher Development Programme; a new mentor-match scheme and increased support and resources available to researchers in areas such as conference attendance and staff development.

¹ Lancaster University Researchers Network Group with assistance from Lancaster UCU - Lancaster Researchers' Survey 2012 (<http://www.lancaster.ac.uk/users/ucu/campaigns/ResearchersOnlineSurvey2012.pdf>) Accessed: October 2016

² Lancaster University HR – Our People Strategy 2020 (<http://www.lancaster.ac.uk/hr/people-strategy/OurPeopleStrategy2014.pdf>) Accessed: October 2016

³ Lancaster University HR - HR Excellence in Research Four Year Report 2015 (<http://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/research/research-development/HRExcellencefouryearreport2011-15.pdf>) Accessed: October 2016

⁴ FHMRC - Constitution and Terms of Reference 2014-2015

⁵ RCAD - End of Year Update 2015-2016

⁶ FHMRC - Contract Researcher Charter (Appendix 4)

2. Drivers, aims and objectives of the survey

Numerous previous surveys such as the 2015 bi-annual Careers in Research Online Survey (CROS)⁷; the Lancaster University Staff Survey 2014⁸; and the Lancaster Researchers' Survey 2012⁹ have identified disparities between departments, faculties and universities in relation to contract researchers, and therefore suggest a departmental level approach to identify areas of good practice, and areas of concern. CROS also recognises the importance of understanding the wider contributions contract researchers provide outside of their core funded activities. The Lancaster Researchers' Survey illustrated how issues surrounding the continued use of multiple short/fixed-term employment contracts over many years have also been shown to have impacts upon job satisfaction and overall morale within university departments.

In order to fulfil departmental and wider University aspirations for contract research staff greater awareness of their employment needs and experiences within the Faculty is needed. Consequently the FHMRC aimed to explore the role of contract researchers within the Faculty; gauge the wider contributions of researchers at faculty and university level, and to understand their employment positions, experiences and career development needs.

As a result of the above needs the **aim of this report** is:

"To profile FHM contract researcher employment and career characteristics, and identify related experiences and career development aspirations and needs."

In order to meet this aim a number of mechanisms have been proposed, including utilising:

An audit of FHM contract researchers

Through the use of anonymised human resources employment data.

A survey of FHM contract researchers

Survey to gather information on wider contributions, job satisfaction and career pathways in the future.

These mechanisms will provide a method of identifying the issues and themes that are present in the contract research community in relation to career development and progression allowing context to be developed through analysis of demographics and key characteristics of the wider workforce.

In October 2016 the first meeting of the reconvened University Concordat Implementation Group was held¹⁰. The group is a sub-committee of the University's Research Committee and aims to focus and oversee the University's work towards compliance with the national Concordat to Support the Career Development of Researchers¹¹. The existing action plan was reviewed which will feed into future work on improving the support for contract researchers across the University. The Concordat Implementation Group is an important forum for raising the profile of and addressing developments that relate to contract researchers and therefore its progress is important to note alongside the production of this report.

⁷ Vitae - CROS 2015 UK Aggregate Results

⁸ Lancaster University & Capita - Staff Survey 2014 Results Report

⁹ Lancaster Researchers' Networking Group & UCU – Lancaster Researchers' Survey 2012 (<http://www.lancaster.ac.uk/users/ucu/campaigns/ResearchersOnlineSurvey2012.pdf>) Accessed: Oct 2016

¹⁰ Concordat Implementation Group – Minutes of meeting held on Tuesday 25 October 2016 (<http://www.lancaster.ac.uk/users/gap/GAP2016/CIG-25-10-16.pdf>) Accessed: 29th November 2016

¹¹ Vitae – Concordat to Support the Career Development of Researchers (<https://www.vitae.ac.uk/policy/vitae-concordat-vitae-2011.pdf>) Accessed: October 2016

3. Data sources and methodology

3.1 FHM contract researcher audit

A large dataset was provided by Lancaster University's HR department focusing on all contract researchers employed by the Faculty over a five year period from 2011-2016. These data were anonymised at source and provided in a Microsoft Excel format by the Management Information/Systems Officer. Data utilised included:

Demographic Data

Employee age, gender, ethnicity, nationality and disability.

Contract Data

Type and length of current and previous contracts.

Grading Data

Employment grade, salary and position.

These datasets permitted flexibility and allowed comparisons to be made between various characteristics. They also enabled a clear summary of the key employment characteristics of FHM contract researchers to be developed, in order to provide context for the wider findings of the report.

3.2 HR data methodology

The contract researcher HR data were provided as an overall generalised dataset and specific worksheets constructed for the retrieval of key statistics related to a number of characteristics including contract type and demographics.

In order to enable deeper, more in depth, analysis the dataset was transferred into IBM SPSS Statistics 22 to allow more advanced comparisons to be made. The majority of the audit results were calculated through SPSS and manually entered into the report in order to maintain clarity. A sample of the processed dataset is available in Appendix 2, with the complete dataset available on request through the university data management system Pure.

3.3 FHM Contract Researcher Survey 2016

The FHM Contract Researcher Survey 2016 was based on the Lancaster Researchers' Survey 2012 format and was further developed by a range of stakeholders including the RCAD group, and individual faculty research staff. It is designed to gain more qualitative data into researchers' wider contributions to the Faculty and University community, alongside researchers' perspectives on career progression, employment practices within the Faculty and how these impact upon their work.

3.4 Survey audience

The survey was distributed to all 49 staff employed within the Faculty in a research position at the time of the survey. These were identified as staff members within the 'Research' staff group in central HR reporting systems.

The survey took the form of a closed controlled survey which was only accessible to participants through a unique link that prevented extra or multiple responses which may have occurred if an open survey was utilised.

3.5 Survey methodology

The survey was produced as a standalone survey to be distributed throughout the Faculty to all research staff. However in mid-2016 the opportunity was taken to combine the survey with the Equality Enhancement Committee (EEC) full staff survey¹² to enable its combined distribution at the same time. This allowed the necessary questions to be inserted into the wider staff survey and ensured a complete dissemination of the survey to the correct audience, whilst limiting the impact of multiple surveys and reducing potential burden upon participants.

As detailed above due to the nature of the survey being included within the EEC survey it was produced and published at short notice. Small scale pilots and re-drafts of the contract researcher questions were done individually to ensure they were suitable before being submitted.

The survey was published and distributed through internal emails; it was advertised through repeat emails and word of mouth throughout the Faculty. The survey was web-based and was accessed through personalised links which were sent directly to the recipients University email by the Bristol Online Surveys (BOS) platform. This provided an easy and secure way to produce, develop and analyse multiple surveys easily. The software also ensured anonymity of respondents by not linking their email address to responses in any way.

The full survey (EEC and RCAD combined) consisted of 62 questions across a range of topics including a number of embedded questions. This resulted in a relatively lengthy survey, requiring considerable time to complete, however this is not reflected negatively in the completion rates. Questions included tick box selection, ratings and open text boxes, allowing both quantitative and qualitative data to be collected. No adaptive questioning was used which would have limited the appearance of future questions based on previous responses. No questions were made mandatory and therefore some questions had varying response rates, however due to the nature of the analysis this did not present any serious issues.

The survey was distributed on 30th August 2016 and closed to responses on 23rd September 2016. It incorporated both questions from the original contract researcher survey (RCAD) and the EEC survey, with some removed to avoid repetition. Once the survey had closed data were received in an anonymous format. A copy of the published survey is available in Appendix 3.

Participation in the survey was voluntary with no incentives provided; however the opportunity for researchers to feedback and of possible future improvements and changes in employment could be seen by many respondents as sufficient reason to respond. The survey had clear disclaimers and information on the use of the data and consent to data being included in the analysis. In order to maintain data protection the information was securely stored and not distributed unless required, full details can be found within the data management plan in Appendix 1.

3.6 Survey response rates

Due to the nature of the survey and the distribution methods used no data are available on the rates of views to completion but it is expected that the majority of those who were sent the survey were aware of it as the email accounts are regularly used for a variety of other purposes.

Of the 49 surveys that were circulated to the Faculty contract researchers 15 completed surveys were returned giving a response rate of 30.6%. This compares favourably to previous surveys both locally and nationally as demonstrated in Table 1.

One incomplete response was also recorded for the first 32 questions. As the analysis was completed per question, and not by individual response, these responses were included in the data

¹² Dr Amelia Hunt & Dr Jackie Parry - FHM Athena SWAN and RC&D Research Staff Survey 2016 (copy included in Appendix 3)

for the questions answered. This gives a survey completion rate of 93.8% of those that accessed it, which compares very favourably with most other surveys in this area.

Table 1: Responses rates to previous local and national surveys

| Response Rate | Headcount (Percentage of Divisional Headcount) | | | Overall Responses (Percentage Responded) | |
|---|--|---------------|--------------|--|-----------------|
| | BLS | DHR | LMS | Institutional | National |
| CROS 2009 | - | - | - | - (27.1%) | 5908 (21.6%) |
| CROS 2011 | - | - | - | - (19.6%) | 5585 (25.0%) |
| Lancaster Researchers' Survey 2012 | - | 12 (52.2%) | 1 (25.0%) | 69 (30.9%) | - |
| CROS 2013 | - | - | - | - | 8216 (26.0%) |
| LU Staff Survey 2014 | - (75.0%) | - (68.0%) | - (69.0%) | 1746 (63.0 %) | - |
| CROS 2015 | - | - | - | 17 (6.8%) | 8964 (28.0%) |
| FHM Research Staff Survey 2016 | 2 (16.7%) | 11 (39.3%) | 2 (22.2%) | 15 (30.6%) | - |

NB: LU Staff Survey 2014 was an entire University survey and therefore includes all members of staff, not just contract researchers, hence the difference in response rates.

Response rates for the various surveys vary greatly, with a clear difference between the locally run surveys, such as the Lancaster Researchers' Survey, and nationally run surveys, such as CROS. It is also interesting to note the low response rate for the CROS 2015 survey. This may be as a result of 'survey fatigue' through its publication soon after the LU staff survey meaning people were less likely to respond.

It has also been noted that the CROS, and associated Principal Investigators and Research Leader Survey (PIRLS), tend to have lower response rates than other surveys. This is thought to be as a result of a lack of awareness of the survey purpose, therefore limiting the engagement that occurs¹³.

3.7 Presentation of results and anonymity

Due to the small number of respondents a number of considerations must be taken in order to maintain the anonymity of the participants. As a result, some data found within the survey is not used when comparing questions in order to avoid identifying particular staff members.

All responses were used within the analysis including those from the incomplete response as the questions were analysed on an individual, per question basis and therefore the differing number of responses have no impact on the overall findings or results.

Quotes contained within the results are also presented with no identifiers as the small number of respondents would allow identification even when simple gender or age identifiers were used. However this does not appear to impact the results as quotes are taken from all respondents in the survey. Due to the small numbers of responses anonymous codes were not used as these could match quotes and therefore potentially identify respondents.

¹³ Dr Lucy Thorne, Organisational Development, Lancaster University - Personal Communication via email to author in October 2016

Disparities between data sources

A number of questions within the survey had disparities in the data production when compared to the supplied HR data. This was carefully managed to ensure the results are as accurate and reliable as possible.

In the HR data only 'Gender' data were provided whereas the survey collected information on both 'Sex' and 'Gender Identity'. As a result it is difficult to accurately compare the two datasets, therefore the HR dataset was taken as the standard with the gender (or gender identity) used in analysis as the identifier across the two sources. In future studies it would be beneficial to ensure all datasets use the same descriptors.

In the collection of age data the survey used a number of defined age range bands, the HR data also used age range bands, but these varied from those used within the survey. This made direct cross comparisons difficult, however age comparisons can still be made within each dataset allowing the majority of analysis to be completed successfully.

3.8 Data storage and archiving

The dataset is to be stored and archived using the Lancaster University research depository system, Pure. The data will be stored securely and will be accessible if required. In order to maintain confidentiality and anonymity any identifiers will be removed from the data prior to it being uploaded to the storage system. Due to the highly personal and sensitive nature of the individual survey responses these will not be stored as any access would enable full identification of those involved. Full details of the management of the data associated with this report can be found within the data management plan in Appendix 1.

4. Further developmental work

It is suggested that further developmental work will take place in order to supplement and illustrate the trends found through the survey in order to add to the conclusions and recommendations drawn.

4.1 Interviews and wider perception gathering

Qualitative interviews with faculty contract researchers are proposed in order to gather further information on research career experiences to develop a deeper understanding of the issues faced and perspectives on employment processes and career development and aspirations.

4.2 Case study development

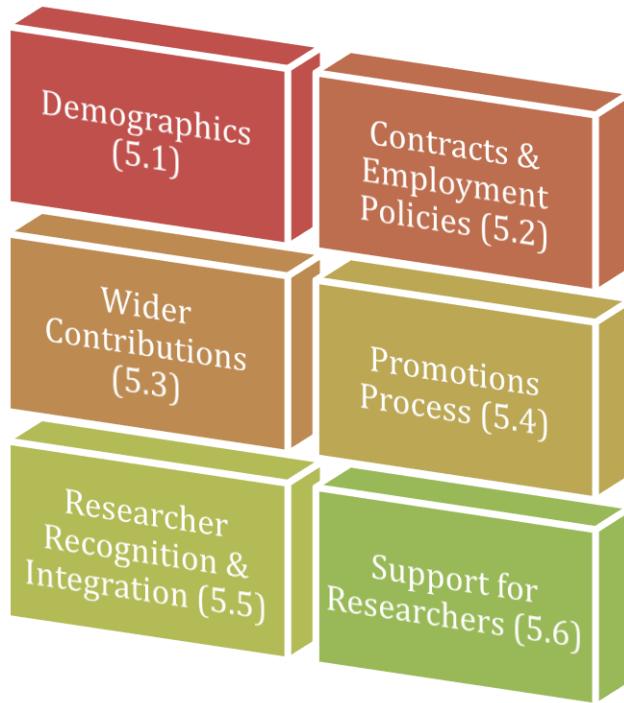
Through analysis of the above interviews it is envisaged that composite case studies would be developed and these would profile and illustrate the differing career paths and progression researchers have experienced. Together with the survey reported here, they would guide further work in this area.

4.3 Quantification of costs of current practice

Quantification of the cost of current practice with regards to recruitment, retention and attrition of research staff would be useful to demonstrate across different employment scenarios. For example, mapping current practice of staff employed on contracts to completion against potential savings of different models of employing contract research staff.

5. Results

Through the survey and HR data audit a number of key themes are apparent in relation to the employment of contract researchers within the Faculty, many of which appear to occur across the wider University and, in some cases, across the sector. These broad thematic areas are detailed in the diagram below.



Within these broader areas a number of more specific themes are identified and evidenced with data from the audit and survey. The nature of the data sources allows both qualitative and quantitative data to be presented.

As detailed in Section 3.7, due to the small respondent numbers where appropriate results are presented in a generalised manner and avoid providing certain statistics in order to preserve anonymity of individual staff members.

Through the qualitative analysis of open text questions a word cloud was developed to visually illustrate the most commonly used words (Figure 1) and phrases (Figure 2) within the survey responses. As shown, a number of key words appear most often which relate closely to the overall identified themes.



Figure 1: Word cloud illustrating most commonly used words in survey responses

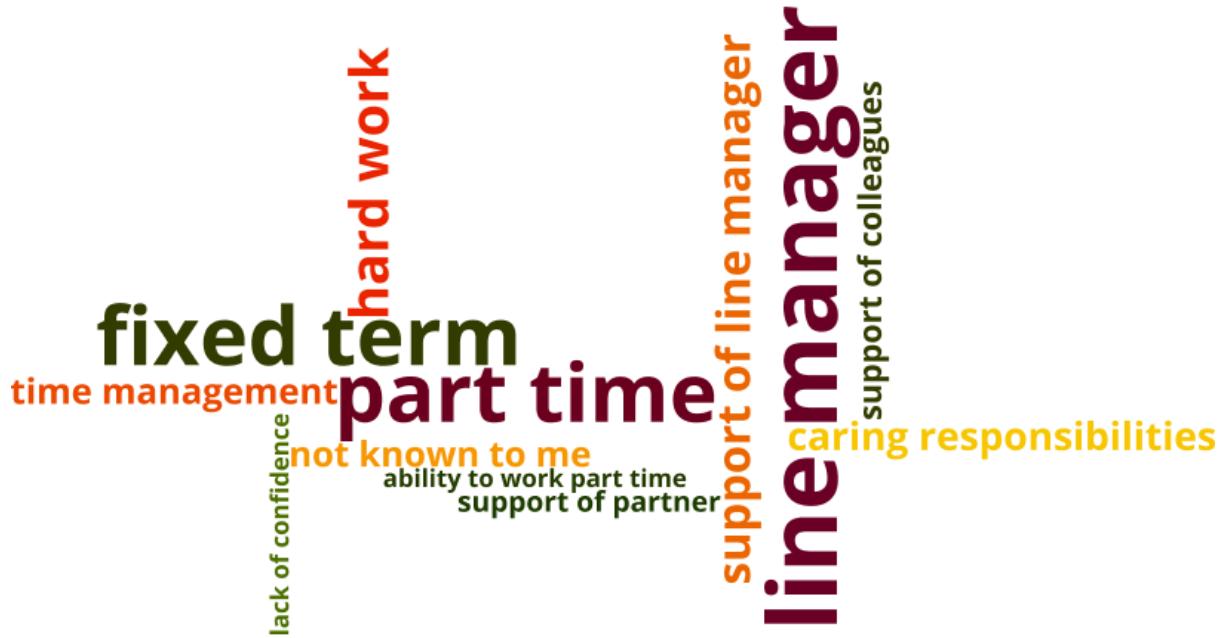


Figure 2: Word cloud illustrating most commonly used phrases in survey responses

5.1 Demographics of contract researchers

The demographics of contract researchers within the Faculty are a key theme identifiable through the data used in the audit. This allows various characteristics to be identified and context for the wider survey to be established. The key areas within the demographics are:

Age

Gender

Nationality

Ethnicity

Disability

The Faculty is made up of three divisions to which 49 members of research staff belong. These are Biomedical and Life Sciences (BLS), Division of Health Research (DHR) and Lancaster Medical School (LMS). The predominant division for contract researchers is DHR with 57.1% of staff in 2016. As shown in Table 2 LMS is the smallest division, but has experienced the most growth in the last five years to a workforce of nine contract researchers in 2016.

Table 2: Divisional breakdown of faculty contract researchers 2011-2016

| | Divisions (Headcount & Percentage of faculty) | | | Overall Annual Totals |
|------|---|---------------|--------------|-----------------------|
| | BLS | DHR | LMS | |
| 2011 | 8 (23.5%) | 22 (64.7%) | 4 (11.8%) | 34 |
| 2012 | 9 (25.0%) | 23 (63.9%) | 4 (11.1%) | 36 |
| 2013 | 7 (22.6%) | 19 (61.3%) | 5 (16.1%) | 31 |
| 2014 | 11 (33.3%) | 19 (57.6%) | 3 (9.1%) | 33 |
| 2015 | 13 (27.7%) | 29 (61.7%) | 5 (10.6%) | 47 |
| 2016 | 12 (24.5%) | 28 (57.1%) | 9 (18.4%) | 49 |

The survey responses demonstrate the increased proportion of staff within DHR with 73.3% of responses compared to 13.3% for both BLS and LMS. As a result the survey is broadly representative of the divisional divides, but does not reflect the differences between BLS and LMS in great depth.

5.1.1 Age

There are a wide range of ages represented within the Faculty research staff with a clear increase in older employees since 2011 where 52.9% of researchers were aged 25-34; in 2016 this age bracket includes only 38.8% of staff (Table 3).

Unfortunately, as detailed in Section 3.7, the survey gathered data is presented in different age ranges than the provided HR data; however it is clear that the age profile is similar to that of the overall Faculty population, indicating a good level of representation (Figure 3). The breakdown of ages also shows a high degree of similarity to both the Lancaster Researchers' Survey 2012 and CROS 2015, where, in both cases, the age range 31-35 was the most common.

Age did not significantly feature within the survey with different age ranges showing no distinct differences in the answering of any question. Only one response mentioned the influence of age in response to the question 'Have you ever applied for a research fellowship?', "[at my age] I would not be considered for a fellowship if competing with people [much] younger than I am"

It is clear that over a quarter of staff members are aged 45 and above (28.5% in 2016), demonstrating that the assumption of all researchers to be in 'early career' stages is likely to be incorrect. Whilst this depends on a number of factors, as explored in Section 5.5.1, the responses

clearly demonstrate all those within the Faculty who consider themselves 'early career researchers' are below the age of 49 as shown in Figure 4.

Table 3: Age breakdown of faculty contract researchers 2011-2016

| Age Bracket (Faculty-wide) | Age Breakdown (Headcount & Percentage in each bracket) | | | |
|-------------------------------|--|---------------|--------------|--------------|
| | 25-34 | 35-44 | 45-54 | 55-64 |
| 2011 | 18 (52.9%) | 8 (23.5%) | 7 (20.6%) | 1 (2.9%) |
| 2012 | 16 (44.4%) | 7 (19.4%) | 9 (25.0%) | 4 (11.1%) |
| 2013 | 11 (35.5%) | 7 (22.6%) | 9 (29.0%) | 4 (12.9%) |
| 2014 | 13 (39.4%) | 10 (30.3%) | 6 (18.2%) | 4 (12.1%) |
| 2015 | 19 (40.4%) | 15 (31.9%) | 8 (17.0%) | 5 (10.6%) |
| 2016 | 19 (38.8%) | 16 (32.7%) | 8 (16.3%) | 6 (12.2%) |

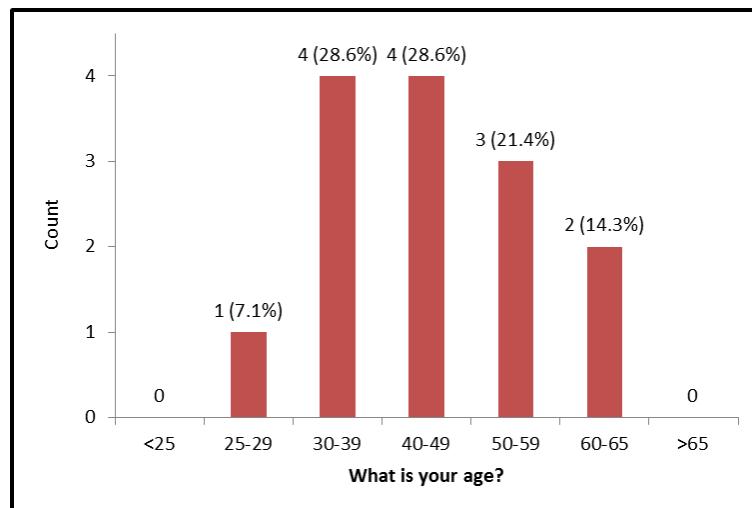


Figure 3: Responses to survey Q52

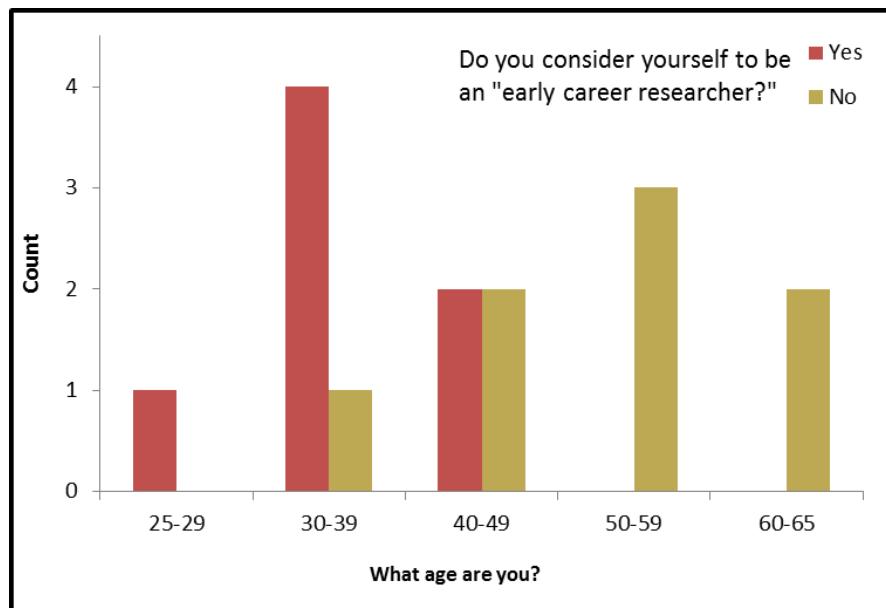


Figure 4: Comparative responses to Q52 & Q10

5.1.2 Gender

The gender breakdown within the Faculty is largely female with just under three quarters (69.4%) of researchers' female compared to 30.6% male in 2016. This has become gradually less polarised over the last five years but varies annually due to the relatively low staff numbers.

There is also noticeable divisional disparity between genders with health research being much more heavily female when compared to the other two divisions as shown in Table 4. The other divisions have varied and are getting closer to equal proportions of both genders in recent years whilst DHR has become more unequal since 2014, reaching 85.7% female in 2016.

Table 4: Gender breakdown by division of faculty contract researchers 2011-2016

| Gender | Divisions (Headcount & Percentage of Division) | | | | | | Overall Annual Totals | |
|--------|--|--------------|---------------|--------------|--------------|--------------|-----------------------|---------------|
| | BLS | | DHR | | LMS | | | |
| | Female | Male | Female | Male | Female | Male | Female | Male |
| 2011 | 5 (62.5%) | 3 (37.5%) | 16 (72.7%) | 6 (27.3%) | 3 (75.0%) | 1 (25.0%) | 24 (70.6%) | 10 (29.4%) |
| 2012 | 5 (55.6%) | 4 (44.4%) | 18 (78.3%) | 5 (21.7%) | 3 (75.0%) | 1 (25.0%) | 26 (72.2%) | 10 (27.8%) |
| 2013 | 3 (42.9%) | 4 (57.1%) | 14 (73.7%) | 5 (26.3%) | 3 (60.0%) | 2 (40.0%) | 20 (64.5%) | 11 (35.5%) |
| 2014 | 6 (54.6%) | 5 (45.4%) | 16 (84.2%) | 3 (15.8%) | 1 (33.3%) | 2 (66.7%) | 23 (69.7%) | 10 (30.3%) |
| 2015 | 6 (46.2%) | 7 (53.9%) | 27 (93.1%) | 2 (6.9%) | 3 (60.0%) | 2 (40.0%) | 36 (76.6%) | 11 (23.4%) |
| 2016 | 5 (41.7%) | 7 (58.3%) | 24 (85.7%) | 4 (14.3%) | 5 (55.6%) | 4 (44.4%) | 34 (69.4%) | 15 (30.6%) |

The survey received a broadly representative response rate with 12 female responses (80%), compared to 3 male respondents (20%); which is likely a reflection of the divisional divide in response levels, reflecting the female: male ratio in DHR which was the largest represented division overall. Interestingly this is noticeable in comparison to previous surveys, with CROS 2015 having 54% female respondents, further indicating that the divisional divide within the Faculty impacted the results.

There are some disparities between genders in the pay grade on which staff are employed, however a shift towards more equality has been shown in the past three years. For example in 2016 over 70% of females were in grades 7-9 compared to 57.2% of males. Due to the small number of staff, especially at higher pay grades, small changes such as a single appointment greatly change the proportions and comparisons between genders.

The majority of questions did not show noticeable differences in responses between genders; however a difference is demonstrated in two questions. All males 'Agree' or 'Strongly Agree' they feel fully part of the Faculty compared to only two females, with 41% of females disagreeing with the statement (Figure 5). Similarly, all males 'Strongly Agree' they feel optimistic about their career whilst female responses are much more mixed with the majority (41%) feeling 'Neutral'.

Further, all males 'Strongly Agree' that they have a good working environment whilst the levels of agreement for females to this statement are much lower. However, similar to other responses, these patterns have to be viewed with caution due to the lower response rates.

One issue identified is that 66.7% of respondents either 'Agree' or 'Strongly Agree' that it is more difficult for women than for men to reach the most senior positions in their field (Q16.2); suggesting a large proportion of people view this as a problem, even though this is not demonstrated directly in the grading statistics.

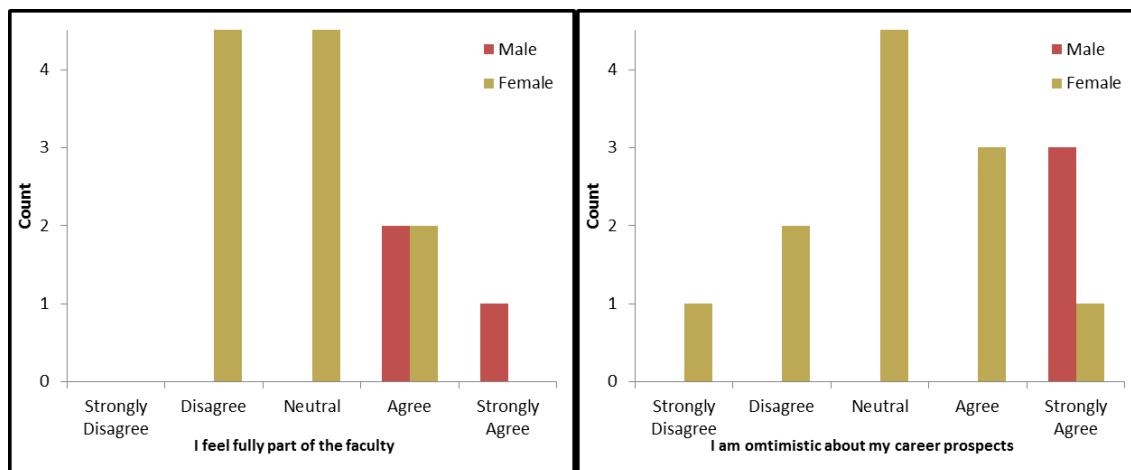


Figure 5: Comparison of responses to survey Q39 & Q16 with gender (Q53)

Gender related issues were also raised around caring responsibilities and lack of support. When asked to 'add any comments on difficulties the might be faced by women and not by men in your department' responses included "*Caring responsibilities that only enable me to be able to work part time*"; "[...] *issues around caring responsibilities*"; "*Less flexibility and availability through family or caring responsibilities.*"; "*Women in general have more caring responsibilities outside of work that impact on work*"; "[...] *the childcare issue*" and "*women taking on the majority of child care responsibilities*". This can result in difficulties in career progression such as "*this reduction [in working hours] then causes her problems when she wants to progress in her career*".

Gender also features heavily in the University's Concordat action plan. There is a key focus on support with childcare through increased provisions for support and assisting with commitments to allow researchers to partake in other events such as conferences and fieldwork. The action plan also aims to monitor promotions and progressions by gender to ensure equality between genders; this however does not tackle the overarching issue of perceptions amongst researchers of the difficulties in progressing between genders.

5.1.3 Ethnicity & nationality

Overall the Faculty lacks in diversity in terms of researcher ethnicities and nationalities and this is clearly reflected in the survey responses received. The Faculty appears to be becoming more diverse over time with a greater range of ethnicities represented in higher proportions. For example, staff from an Asian background now make up 12.2% of the headcount compared to 0% five years ago. However comparatively over the same timeframe the representation of other ethnicities has reduced from 2 members of staff in 2011-2013 to 0 in 2016 (Table 5). The survey respondents were 92.9% white with only one respondent from an Asian background.

The Faculty is however becoming much more diverse in nationality breakdown with the highest proportion of both EU and International staff members in 2016 with 20.4% and 8.2% respectively. As shown in Table 6 this is a significant increase, especially in EU staff up from 8.8% in 2011.

There is a clear difference between divisions in staff nationality breakdowns. BLS appears to be the most diverse division, whilst DHR is predominantly UK biased, with 82.1%. This trend is broadly matched with high levels across recent years, with no international (non-European) research staff employed in DHR across the past five years.

As a result of the low response levels, and singular response detailing a different ethnicity within the responses the influence of ethnicity has not been further presented in order to maintain anonymity.

Table 5: Ethnicity breakdown for faculty contract researchers 2011-2016

| Ethnicity (Faculty-wide) | Ethnicity Breakdown (Headcount & Percentage in each bracket) | | | |
|-----------------------------|--|-----------------|---------------|---------------|
| | Asian | Other Ethnicity | Not Disclosed | White |
| 2011 | 0 (0%) | 2 (5.9%) | 3 (8.8%) | 29 (85.3%) |
| 2012 | 2 (5.6%) | 2 (5.6%) | 5 (13.9%) | 27 (75.0%) |
| 2013 | 1 (3.2%) | 2 (6.5%) | 2 (6.5%) | 26 (83.9%) |
| 2014 | 2 (6.1%) | 0 (0%) | 2 (6.1%) | 29 (87.9%) |
| 2015 | 5 (10.6%) | 0 (0%) | 2 (4.3%) | 40 (85.1%) |
| 2016 | 6 (12.2%) | 0 (0%) | 3 (6.1%) | 40 (81.6%) |

Whilst no nationality data were collected through the survey one response to the details on ‘Have you ever applied for a research fellowship?’ evidenced a lack of confidence due to their nationality, “*I am not sure that a foreigner can win the competition among British applicants*”. This response may be as a result of the processes and requirements of fellowship applications, of perceived criteria, or could be a result of a lack of awareness of the opportunities available.

Table 6: Nationality breakdown by division of faculty contract researchers 2011-2016

| Nationality | Divisions (Headcount & Percentage of Division) | | | | | | | | | Overall Faculty Totals | | |
|-------------|--|--------------|--------------|---------------|--------------|-----------|--------------|--------------|--------------|------------------------|---------------|-------------|
| | BLS | | | DHR | | | LMS | | | | | |
| | UK | EU | INT | UK | EU | INT | UK | EU | INT | UK | EU | INT |
| 2011 | 7 (87.5%) | 0 (0%) | 1 (12.5%) | 19 (86.4%) | 3 (13.6%) | 0 (0%) | 3 (75.0%) | 0 (0%) | 1 (25.0%) | 29 (85.3%) | 3 (8.8%) | 2 (5.9%) |
| 2012 | 7 (77.8%) | 0 (0%) | 2 (22.2%) | 20 (87.0%) | 3 (13.0%) | 0 (0%) | 3 (75.0%) | 1 (25.0%) | 0 (0%) | 30 (83.3%) | 4 (11.1%) | 2 (5.6%) |
| 2013 | 6 (85.7%) | 0 (0%) | 1 (14.3%) | 15 (78.9%) | 4 (21.1%) | 0 (0%) | 3 (60.0%) | 1 (20.0%) | 1 (20.0%) | 24 (77.4%) | 5 (16.1%) | 2 (6.5%) |
| 2014 | 10 (90.9%) | 0 (0%) | 1 (9.1%) | 16 (84.2%) | 3 (15.8%) | 0 (0%) | 2 (66.7%) | 0 (0%) | 1 (33.3%) | 28 (84.8%) | 3 (9.1%) | 2 (6.1%) |
| 2015 | 10 (76.9%) | 1 (7.7%) | 2 (15.4%) | 25 (86.2%) | 4 (13.8%) | 0 (0%) | 4 (80.0%) | 0 (0%) | 1 (20.0%) | 39 (83.0%) | 5 (10.6%) | 3 (6.4%) |
| 2016 | 5 (41.7%) | 4 (33.3%) | 3 (25.0%) | 23 (82.1%) | 5 (17.9%) | 0 (0%) | 7 (77.8%) | 1 (11.1%) | 1 (11.1%) | 35 (71.4%) | 10 (20.4%) | 4 (8.2%) |

5.1.4 Disability

The employment of staff who disclose a disability has doubled over the past five years with 12.2% of staff (6 staff members) disclosing they have a disability compared to only 5.6% in 2012. Overall the rates of non-disclosure are low with two in 2011 and 2012 and one in 2016 (Table 7).

Table 7: Disability breakdown of faculty contract researchers 2011-2016

| Disabilities (Faculty-wide) | Disability Breakdown (Headcount & Percentage in each bracket) | | |
|--------------------------------|---|----------------|---------------|
| | No Disability | Has Disability | Not Disclosed |
| 2011 | 30 (88.2%) | 2 (5.9%) | 2 (5.9%) |
| 2012 | 32 (88.9%) | 2 (5.6%) | 2 (5.6%) |
| 2013 | 29 (93.5%) | 2 (6.5%) | 0 (0%) |
| 2014 | 31 (93.9%) | 2 (6.1%) | 0 (0%) |
| 2015 | 43 (91.5%) | 4 (8.5%) | 0 (0%) |
| 2016 | 42 (85.7%) | 6 (12.2%) | 1 (2.0%) |

Due to the difference in question structure, and in order to maintain anonymity the influence of disability has not been analysed in relation to career progression. However, the survey results incorporate three staff members who have a disability or impairment and one preferring not to disclose (Figure 6). Whilst not proportionally representative these figures show that some representation is made of those with a disability through the survey. No mention of the effect of having a disability was apparent in the responses to any question within the survey.

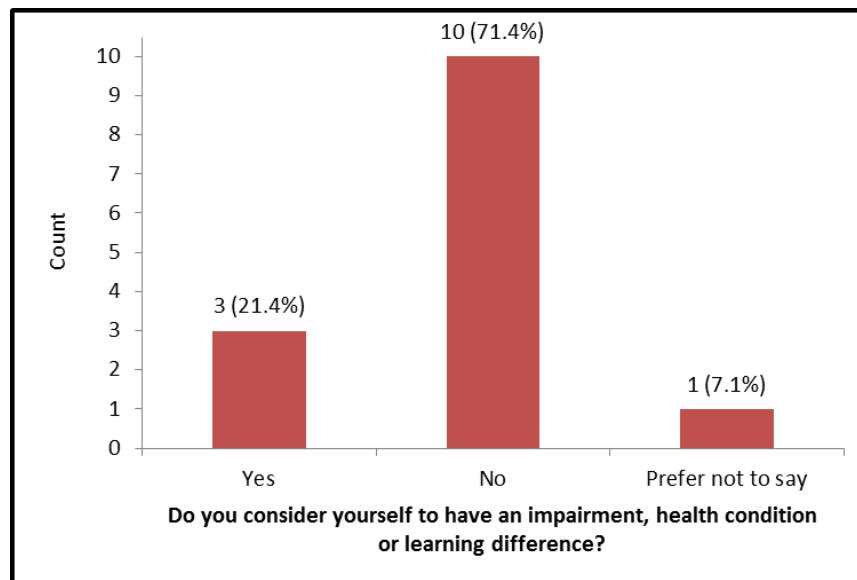


Figure 6: Responses to survey Q58

5.2 Contracts and Employment Policies

One of the predominant themes developed through the survey is the use of contracts and employment policies in relation to contract researchers. The theme is common across the sector and is also prevalent in discussion with contract researchers. The key subthemes developed include:

Fixed-Term Contracts

Bridging Funds

Grading & Job Role

Flexible Working

5.2.1 Fixed-term contracts

As is common across the sector in researcher roles the majority of staff are employed on fixed-term contracts for a specified amount of time, most often related to the funding length of the specific research project they are employed for. Across the Faculty the rates of staff on permanent/indefinite contracts¹⁴ are increasing with 12.2% in 2016 compared to 5.6% in 2012. This level is lower than national figures, where 33.3% of medical/health research only staff are on permanent contracts¹⁵.

There is a clear divisional divide between contract types with all research staff in BLS in 2016 being on fixed-term contracts compared to 82.1% and 88.9% for DHR and LMS respectively. Due to the small number of researchers employed on an indefinite contract at any one time there is a large degree of annual variability between divisions. However figures for those on fixed-term contracts are noticeably higher than those found by similar studies, with CROS 2015 showing 74% on a fixed-term contract nationally and Lancaster Researchers' Survey 2012 76.8% across the University.

Table 8: Contract type breakdown by division 2011-2016

| Contract Type | Divisions (Headcount & Percentage of Division) | | | | | | Overall Annual Totals | |
|---------------|--|--------------|---------------|--------------|--------------|--------------|-----------------------|--------------|
| | BLS | | DHR | | LMS | | | |
| | FT | PERM | FT | PERM | FT | PERM | FT | PERM |
| 2011 | 7 (87.5%) | 1 (12.5%) | 20 (90.9%) | 2 (9.1%) | 4 (100%) | 0 (0%) | 31 (91.2%) | 3 (8.8%) |
| 2012 | 9 (100%) | 0 (0%) | 21 (91.3%) | 2 (8.7%) | 4 (100%) | 0 (0%) | 34 (94.4%) | 2 (5.6%) |
| 2013 | 7 (100%) | 0 (0%) | 17 (89.5%) | 2 (10.5%) | 4 (80%) | 1 (20%) | 28 (90.3%) | 3 (9.7%) |
| 2014 | 11 (100%) | 0 (0%) | 16 (84.2%) | 3 (15.8%) | 2 (66.7%) | 1 (33.3%) | 29 (87.9%) | 4 (12.1%) |
| 2015 | 12 (92.3%) | 1 (7.7%) | 27 (93.1%) | 2 (6.9%) | 4 (80%) | 1 (20%) | 43 (91.5%) | 4 (8.5%) |
| 2016 | 12 (100%) | 0 (0%) | 23 (82.1%) | 5 (17.9%) | 8 (88.9%) | 1 (11.1%) | 43 (87.8%) | 6 (12.2%) |
| 2016 Totals | 12 (24.5%) | | 28 (57.1%) | | 9 (18.4%) | | 49 (100%) | |

¹⁴ The term 'permanent contract' is used by HR to describe those who are employed on an 'indefinite contract' as referred to by researchers and in the survey questions. For clarity the phrase 'indefinite contract' will be used throughout this report.

¹⁵ Higher Education Statistics Agency – Staff in Higher Education Statistics Publication 2011/12 (https://www.hesa.ac.uk/files/HESA_Staff_2011_12.zip) (Most recent cost-free data) Accessed: October 2016

The responses to the survey broadly match the breakdown across the Faculty with 16.7% of respondents on indefinite contracts. It is also clear that despite the contract being described as indefinite, all those who responded are still linked to a funding end date upon which their employment could be terminated if replacement funding is not identified. Thus in reality these contracts are similar to fixed-term arrangements in that they are just as likely to be ended and staff will receive redundancy notice towards the end date. Therefore this process is misleading as it does not result in the added job security that is suggested when 'indefinite' contracts are provided with an included end date.

The number of contracts staff members have held varies greatly, with 26.7% being on their first contract whilst 20% have had ten or more fixed-term contracts during their employment at the University (Figure 7).

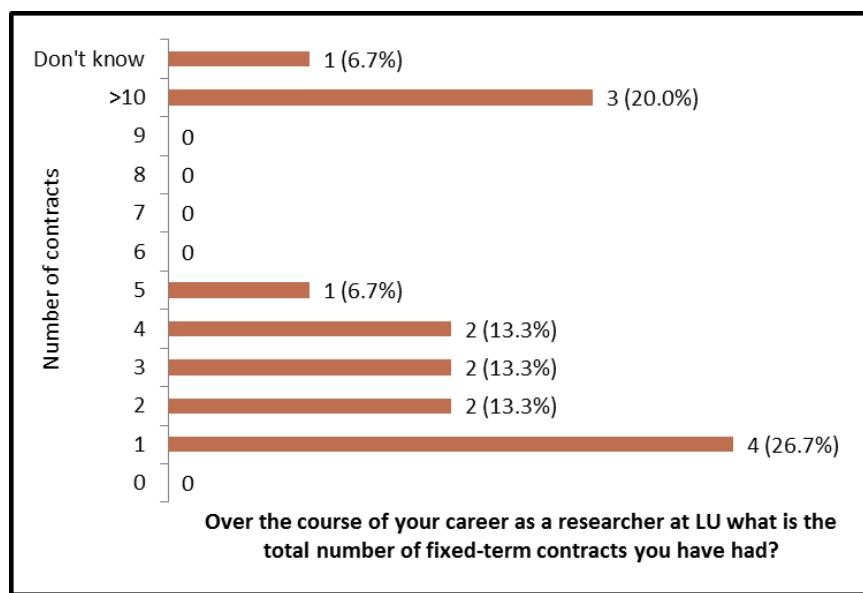


Figure 7: Responses to survey Q7

Through a variety of questions in the survey, fixed-term contracts appear to be a key barrier to contract researchers, career development and their ability to progress, as explained "*there is little flexibility of time/funding to make meaningful changes*" and this results in respondents feeling "[...] *uncomfortable with having remained on a time limited contract arrangement for a number of years*". (Quotes in response to the questions 'If you did have a PDR/probationary review, what impact has it had on your career progression and/or development?' and explaining answer to 'I am considering leaving my job and pursuing a different career.')

Many contract researchers also explain they are currently looking for, or considering looking for jobs at other institutions, with a large number of these as a direct result of their current fixed-term contracts. The majority of researchers (64.3%) are unsure if they see themselves being employed in FHM in three years' time as shown in Figure 8. Explanations for these responses included "*I don't feel I have the academic credibility [to gain an indefinite contract]*"; "*my post is contract based*"; "*although I'm on an indefinite contract it is still tied to funding*" and "*it is dependent on contract opportunities*". This indicates concerns that contracts are one of the key reasons researchers leave, or consider leaving the University.

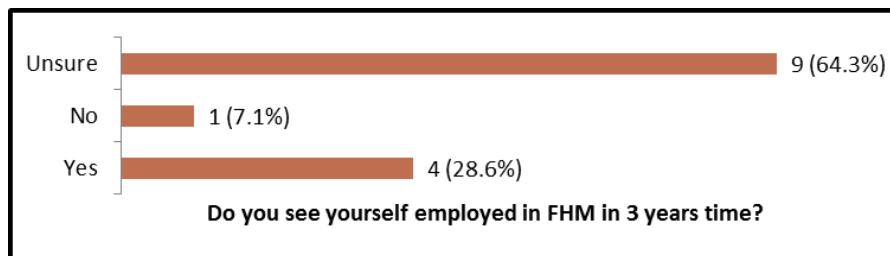


Figure 8: Responses to survey Q45

Similarly when asked to provide reasoning to their answer to the statement ‘I am considering leaving my job and pursuing a different career’, many respondents gave reasons related to fixed-term contracts such as “[as a result of the lack of contract stability] I am actively looking for other jobs - either at another university or in another department. This is a bit depressing”; “my fixed term contract ends next year” and “I would like to stay at Lancaster but worried may not be opportunity available for me when my contract ends.”

This further demonstrates the transient nature of the contract researcher role and the impact of the reliance on fixed-term contracts and the resultant loss of staff to other institutions or careers. The above comments also highlight the negative influence of fixed-term employment practices upon staff morale when it is necessary for researchers to search for a new job, often at a key point in the current project when consistency is crucial for analysis, final reporting, impact, dissemination and publication. This can have an impact on both the study and researcher, when the work produced at the final reporting stage is one of the key points of the project and this is inevitably affected if staff are concerned about their future or leave to take up a new post prior to their current work having been completed. Section C8 within the Concordat action plan details how the University plans to focus on collecting data on the reasons for researchers leaving, so it is likely the exposure of this issue will become more prevalent as this work continues.

5.2.2 Bridging funds

The use of funds available to bridge researchers between fixed-term contracts is becoming a more prevalent practice across the higher education sector. A number of universities, including Stirling¹⁶, Bournemouth¹⁷ and Sussex¹⁸, have clear procedures in place which allow researchers to apply for funding whilst waiting for the commencement of their next contract. This provides the staff with support and confidence that they will not be left out of employment between contracts, allowing them to focus on their immediate work and assisting in the retention of skilled researchers within the University.

There appears to be no standardised process across the University, or specifically within FHM, for the use of bridging funds to support contract researchers. Whilst these have been espoused at University level and encouraged in theory by senior management, at a departmental level they are difficult to identify, or show little evidence of implementation resulting in the funding not being

¹⁶ University of Stirling – Bridging funding for fixed-term contract research staff (<http://www.research.stir.ac.uk/documents/STIRLINGBRIDGINGFUNDING.pdf>) Accessed: November 2016

¹⁷ Bournemouth University – Bridging Fund Scheme (<https://intranetsp.bournemouth.ac.uk/policy/BU%20bridging%20fund%20scheme%20guidelines.pdf>) Accessed: November 2016

¹⁸ Sussex University - Guidelines for use of Bridging Funds for Research Staff (<https://www.sussex.ac.uk/webteam/gateway/file.php?name=guidelines-for-use-of-bridging-funds-for-research-staff.pdf&site=302>) Accessed: November 2016

accessible¹⁹. This is addressed within the current Concordat action plan and is seen as a key area for improvement for the University. The use of bridging funds has been shown to result in numerous benefits, including encouraging the retention of skilled staff, avoiding disruptive breaks in employment, and allowing research to continue²⁰.

Within FHM there appears to be little use of bridging funds to support researchers with only two respondents indicating they have experienced funds being used to ‘bridge or support [their] continued employment in the Faculty’ (Figure 9). It appears a number of other informal arrangements have occurred in order to support researchers, largely through one-off arrangements by Principal Investigators (PIs).

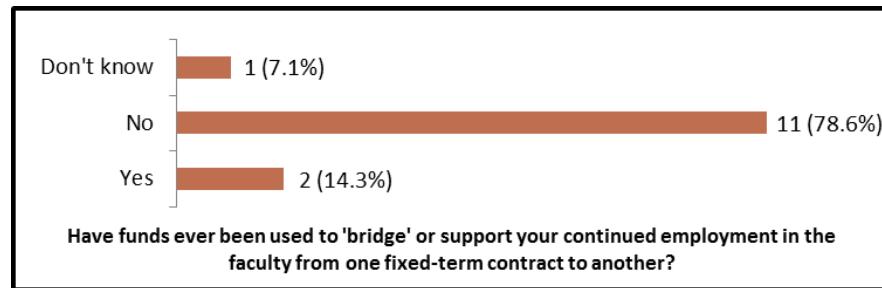


Figure 9: Responses to survey Q8

Researchers provided details in response to the above question and stated “*this has been done informally, funds [were] found by the PI for whom I was working*” and “*line manager has at times found funding to ‘bridge’ between contracts but this has come from funding from research projects*”. Similarly another respondent explains “*funds were found by a PI for a 3 month period from one contract finishing to another becoming available.*”

One respondent detailed difficulties in obtaining bridging funds, “*in my previous post the ability to bridge the funding was stopped by the Faculty even though funds were available*”. It is therefore clear more efforts are required to promote the use, availability and awareness of bridging funds to ensure contract researchers are able to remain employed between discrete contracts, and therefore retained by the Faculty over the longer term.

5.2.3 Grading and job role

Researchers are employed across a variety of grades in the Faculty, largely reflecting their job position within the division. The majority of staff in 2016 are employed in grade 7 as a Senior Research Associate (46.9%). This is a step change as in the previous four years a higher proportion were employed in grade 6, suggesting a movement to researchers being employed in higher grades this year. The last two years also show more staff employed in the higher grade 8 and 9 positions compared to the previous years, although the number of staff in these grades remains small by comparison (Table 9).

¹⁹ Previously information was published to researchers around bridging funds; however this is not written into policy and is no longer publicised to the general University community. The previous information stated: “*The Concordat urges organisations to develop systems capable of supporting continuity of employment for researchers. Lancaster’s policy is that if further ongoing funding will definitely become available for projects, then wherever possible and if appropriate, bridging funding will be made available to ensure continuity of employment for researchers. This is non contractual and each case will be considered on its own merits.*”

²⁰ University of Oxford – Bridging Support Scheme
[\(https://www.admin.ox.ac.uk/personnel/end/bridging/bridgescheme/\)](https://www.admin.ox.ac.uk/personnel/end/bridging/bridgescheme/) Accessed: 21st Dec 2016

Table 9: Employment grade breakdown of faculty contract researchers 2011-2016

| Year | Grade 6 (RA) | Grade 7 (SRA) | Grade 8 & 9 (RF, SRF) |
|------|---------------|---------------|-----------------------|
| 2011 | 18 (52.9%) | 15 (44.1%) | 1 (2.9%) |
| 2012 | 22 (61.1%) | 12 (33.3%) | 2 (5.6%) |
| 2013 | 19 (61.3%) | 7 (22.6%) | 5 (16.1%) |
| 2014 | 15 (45.5%) | 13 (39.4%) | 5 (15.1%) |
| 2015 | 21 (44.7%) | 19 (40.4%) | 7 (14.9%) |
| 2016 | 16 (32.7%) | 23 (46.9%) | 9 (18.4%) |

There is some gender disparity between the employment levels at various grades; however these figures need to be viewed with caution given the low overall number of male contract researchers within the Faculty. For example 42.9% of males within the Faculty are employed on grade 6 roles compared to 29.4% of females, this is a significant difference compared to previous years where 47.2% of females were in grade 6 positions. This suggests there has been a move towards females being employed on higher grades in the last year, a practice that should be maintained as the Concordat action plan aims to develop gender equality in promotions and progression for researchers.

Responses to the survey broadly represent the breakdown of staff within the Faculty as shown in Figure 10. Importantly the survey also managed to capture researchers across the entire range of job roles and pay grades assisting in the reliability of conclusions that can be drawn from the results.

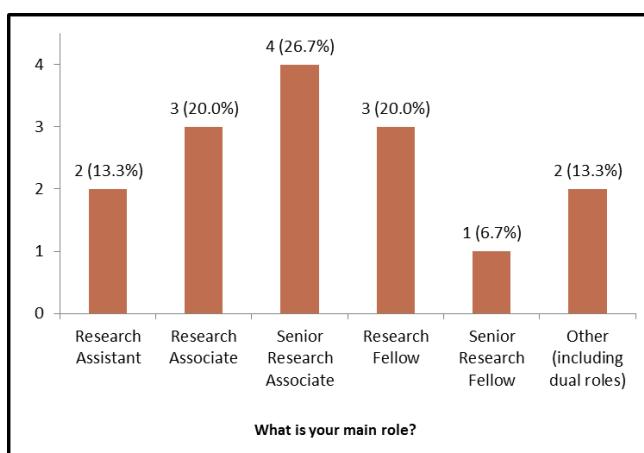


Figure 10: Responses to survey Q2

Overall responses appeared to be broadly similar across pay grades and job roles for the majority of the survey. However two questions illustrated a clear divide in answers depending on the respondents' job role. As Table 10 shows all those in Fellow or Senior Fellow positions disagree that they can manage their workload whilst 90% of researchers employed in Assistant, Associate & Senior Associate roles agree that they can manage theirs.

Table 10: Comparison of responses to survey Q33 with job role/grade

| I can manage my workload in the time available | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| Role | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Research Associate & Research Assistant | 0 | 0 | 0 | 5 | 0 |
| Senior Research Associate | 0 | 1 | 0 | 3 | 1 |
| Research Fellow & Senior Research Fellow | 1 | 3 | 0 | 0 | 0 |

Researcher grade and job role also impacts upon feelings towards inclusion within the Faculty. Interestingly this trend is contrary to what would be expected with those staff on lower grades, and also newer members of staff, feeling more part of the Faculty compared to higher, more experienced staff who feel less valued. Only Research Associates & Assistants agree that they 'feel fully part of the Faculty, whilst all higher grades were either neutral, or in disagreement with, this statement (Table 11).

Table 11: Comparison of responses to survey Q39 with job role/grade

| I feel fully part of my faculty | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| Role | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Research Associate & Research Assistant | 0 | 1 | 0 | 4 | 0 |
| Senior Research Associate | 0 | 1 | 3 | 0 | 0 |
| Research Fellow & Senior Research Fellow | 0 | 3 | 1 | 0 | 0 |

5.2.4 Flexible working

Flexible working policies are now seen as important in all areas of work and allow staff to balance their working life with a variety of other tasks such as caring responsibilities and other commitments. Flexible working allows contractual obligations to be met, but not necessarily through a traditional 9-5 working day.

Flexible working policies vary greatly across the sector, with some universities, such as York²¹ and Bath²² having clear formal policies and application process; whilst other institutions have more informal arrangements. These incorporate a variety of practices including working from home, job sharing, flexible working hours and part-time working. Many of these options are available in some form at most institutions across the sector.

Survey respondents make clear use of the opportunity to work flexibly with 80% stating they make use of the arrangements in some form. This is largely seen positively, for example in response to the question 'From the list below, please select the factors that have most benefitted you in your career. (Please select as many options as necessary)' just under half of researchers chose the reply

²¹ University of York – Flexible Working (<http://www.york.ac.uk/admin/hr/flexible-working/#tab1>)
Accessed: 10th Nov 2016

²² University of Bath – Flexible Working (<http://www.bath.ac.uk/hr/working/flexible-working/index.html>)
Accessed: 10th Nov 2016

“The ability to work part-time/flexibly.” This indicates that flexible working is seen as a key aspect in the careers of many contract researchers.

Another comment in response to their opinion on the statement ‘Staff are regularly expected to put their job before their families.’ includes *“I tend to spend time working in the evening and occasionally at the weekends as this fits in well with family life and if offers the flexibility for me to be around for important school events etc.”* One researcher, when adding final comments at the survey closure, also stated *“Part-time working is great for work life balance and I am happy with my working hours.”* These quotes indicate that staff see flexible working as important and that it is beneficial to their overall working life.

On the other hand there are a number of issues and negative aspects of flexible working. As Table 12 shows there is an issue with meetings still being scheduled outside core office hours, therefore limiting the use of flexible working time arrangements. Staff who do, and those that do not, utilise flexible working, show disagreement with the statement ‘Meetings are seldom scheduled outside of 10am and 4pm’. Whilst the University flexible working hours policy is currently under review²³, guidance and advice is needed to ensure it can be utilised effectively by staff and that they have a clear understanding of these working arrangements. That this may not be the case is further evidenced by comments on University family friendly policies that *“although the University espouses family-friendly policies, flexible working etc., it feels like lip service because the reality is very different.”*

Table 12: Comparison of responses to survey Q35 with use of flexible working practices

| Meetings are seldom scheduled outside of 10am and 4pm | | | | | |
|---|-------------------|----------|---------|-------|----------------|
| Use Flexible Working? | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Yes | 1 | 3 | 2 | 5 | 0 |
| No | 0 | 1 | 1 | 1 | 0 |

Flexible working can also result in negative opinions and an impact upon the career progression of those who utilise it. For example in response to the question ‘In this department staff who use work-family policies (e.g. job sharing, part-time work) are considered to be less serious about their careers than those who do not use these policies.’ Four respondents either agreed or strongly agreed with the statement, whilst all other respondents indicated *“Don’t know”*. This demonstrates the presence of an atmosphere where those who use these policies are seen as less serious about their careers, and worryingly no respondents disagree with this statement. This is further evidenced by three respondents detailing *“Due to part-time/flexible work arrangements”* when explaining the greatest obstacles to their career. One respondent also explained how, when utilising flexible working, *“[...] the trade-off is that you sacrifice the ability to apply for more interesting or exciting posts.”*

A number of issues around flexible working are also apparent, especially in relation to overworking and unrealistic expectations. Respondents explain how they feel under pressure to do work outside of normal working hours in order to keep up, and one researcher commented that they *“don’t mind working weekends/evenings when it is something I choose to do but object when it becomes something that is expected of me.”* (Response when asked for details about family friendly practices). Others detail how they have *“little choice but to work in evenings, weekends and holidays”* and that there is a *“culture of long working hours, excessive workloads and unspoken*

²³ Lancaster University HR - Example of Flexible Working hours scheme
<http://www.lancaster.ac.uk/hr/total-reward/files/flexi.html>) Accessed: 10th Nov 2016

expectations". Therefore it is clear that in some cases the concept of flexible working is stretched into expectations of more out of hours work than is acceptable or comfortable for faculty researchers.

Both the CROS 2015 survey and Lancaster Researchers' Survey 2012 did not collect data on flexible working arrangements and it is not possible to compare attitudes and working arrangements with previous research.

5.3 Wider Contributions

Contract researchers make wider contributions to the Faculty and University which are often outside of their contract remit and as such they play an important role in the overall operation of the University. These contributions vary greatly between researchers and this section will detail:

Contributions Made

Reasons for Not Contributing More

5.3.1 Contributions made

The contract researcher body in the Faculty make a variety of contributions to the Faculty and University in many different areas. As identified in Figure 11 this includes supervision of postgraduate students, committee membership and supporting other staff within the Division or Faculty. Only three respondents stated they were unable to become involved in these activities, with the reasoning for this detailed in Section 5.3.2.

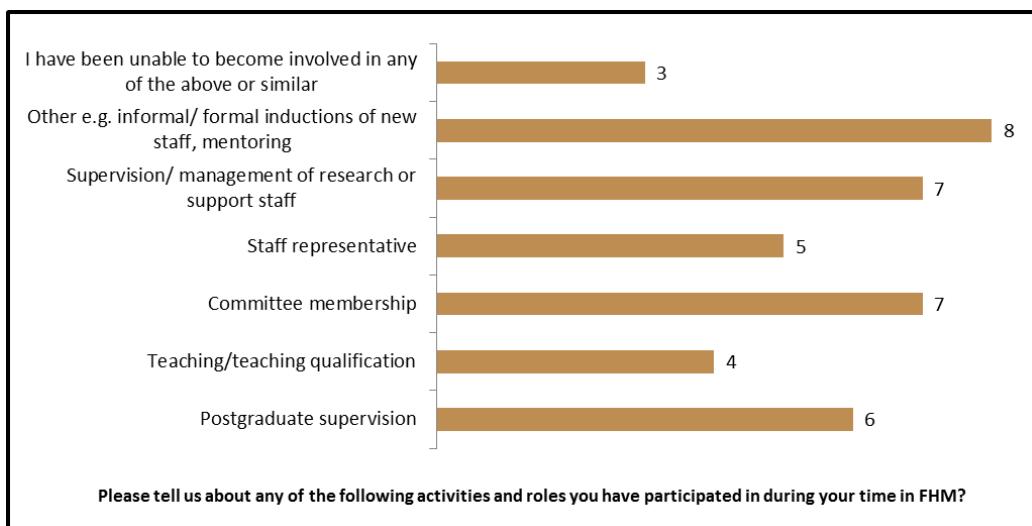


Figure 11: Responses to survey Q9

Some researchers also provided additional detail to the above question including “we had two students in our lab this summer”; “I have taken on [extra] elements of research – [such as] data entry/recruitment...”; “at varying times I have been involved in all these activities, at both FHM and University level” and “[I have been] chair of a number of committees and acted as a mentor to other researchers”.

5.3.2 Reasons for not contributing more

Some respondents feel unable to contribute more widely for a number of reasons and these were detailed in response to the question ‘If you have not undertaken any of the selected list, what would enable you to participate in the above or additional areas?’. One of the main reasons identified was a lack of time available, for example, “nothing at this point, way too busy” and “I have been unable to become involved”. One respondent also detailed how their fixed-term contract prevented them from contributing “with the fixed term contract work one can only fulfil the role that you are paid for because otherwise you will not complete the tasks for the commissioner”.

A number of respondents also described how they were unable to contribute due to a lack of opportunities presented to them. One explained “*fixed term research staff tend to be invisible when it comes to being allocated roles of this type*” whilst another states disappointment at the policy that “*studying for a PhD [is] not seen as suitably qualified to take on these roles even though [I have] many years [professional] experience*”.

It was also made clear that some researchers do not want to contribute due to difficulties they have previously faced such as “*a tendency to invite researchers onto these committees as ‘contract researcher’ representative rather than for their professional research experience.*” This is clearly a contradictory area, as whilst representation is needed in a range of committees it needs to be presented in a way that is seen as beneficial to all those involved. The University is keen to involve researchers in all areas of the University’s research governance structures, as detailed in Section B3 & B4 of the Concordat action plan, and feel researchers should be involved in all major decisions at both departmental and institutional levels. However, these researcher responses illuminate some of the barriers that currently exist preventing such involvement and work should be undertaken to combat these in the future.

5.4 Promotions Process

The University's process and policies for promotion and progression are a common theme throughout the survey with considerable dissatisfaction expressed in responses and as a result this area is seen as one of the main barriers to career development.

Promotions processes vary greatly across the higher education sector, with Lancaster's process recently being reviewed²⁴; however a number of key aspects include the lack of opportunity for those on grade 6, the lack of understanding of the process and the difficulty in achieving promotion when employed solely in a research-related capacity.



5.4.1 Lack of awareness

There appears to be a general lack of awareness of the promotions process, its existence, and how it can be utilised by contract researchers across the Faculty. In response to the question 'I consider the University's criteria and processes for promotion/career progression to be ...' the most common option, chosen by nine respondents (60%), was "*Not known to me*". This indicates a large proportion of the contract researchers are simply not aware of any options and opportunities available to them and therefore do not approach this avenue of career development. This is further reinforced by only 20% of respondents stating they are familiar with the University's processes as detailed in Figure 12.

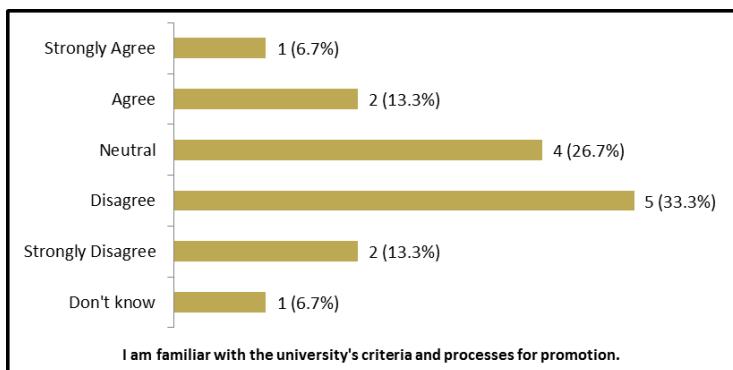


Figure 12: Responses to survey Q16.4

Furthermore open text responses to a number of questions indicate the lack of awareness of promotion opportunities. In response to 'Please give details of your successful/unsuccessful promotion or progression:' one person stated "*I didn't know that I could...*", whilst another said "*I understand the only means of promotion is by applying for a higher grade position*" indicating a lack of knowledge on the processes available. Another respondent answered "*There is no promotion or progression process open to contract researchers at Lancaster University*" indicating they are unaware of options or have incorrect information available to them. By association, this also implies that PIs may lack knowledge, not be aware, or provide incorrect information about researcher promotion in the University.

²⁴ Lancaster University HR - 2016/17 Promotions Guidance (http://www.lancaster.ac.uk/hr/total-reward/files/PG_16_17.pdf) Accessed: 11th Nov 2016

The general lack of awareness could be as a result of an overall lack of discussion of the formal systems in place between contract researchers and their line managers or heads of department. The survey shows a large number of respondents (57.1%) have not had the opportunity to discuss internal promotion or progression with their line manager. In comparison however the majority (50%) have been able to discuss the opportunity for fellowships and external work with their supervisor. This indicates disconnection between the availability of discussions around internal processes compared to those around external process. This could be for a variety of reasons either as a result of the researchers' interests or a possible lack of knowledge amongst managers about internal processes. This appears to be a similar situation to that found by the Lancaster Researchers' Survey 2012 where 58.8% of respondents had not had the opportunity to discuss their promotion opportunities, suggesting that there has been little change and progress in this area over the past five years.

One respondent explained how "*I have so far not seen the need to try and discuss promotion or career progression by movement up the spine scale with my line manager or head of department. I have, however discussed fellowship applications with both, my line manager and my head of department*" reinforcing the above point that one type of discussion is more prevalent than the other.

5.4.2 Dissatisfaction with the process

Overall five survey respondents have experienced a positive grade increase during their career; however the majority of these (60%) were as a result of applying for new, higher grade positions and not as a direct result of the promotions process. This appears to be similar to the levels identified within the previous Lancaster Researchers' Survey which found only 29% of researchers had ever been promoted. Both surveys therefore demonstrate high proportions of staff (62.5% and 71% respectively) that have not experienced a promotion or grade change during their time working at Lancaster, despite a number having high levels of experience and service as detailed in Section 5.5.1. However it is important to note the wording of survey questions uses the terms 'promotion' and 'grade change' which could lead to some inconsistencies for reporting results.

The CROS survey does not include questioning on grade changes and promotion experiences therefore comparisons cannot be drawn with this national survey.

Only two respondents chose positive statements when asked to describe the University's promotion process. The most commonly used descriptors were:

- "Not known to me" – Nine respondents
- "Demotivating" – Four respondents
- "Obstructive" – Three respondents
- "Unreasonable" – Three respondents

Noticeably the only two choices not selected by any participants when describing the promotions process were "*Transparent*" and "*Arbitrary*".

When responding to the survey question 'Please give details of your successful/unsuccessful promotion or progression:' one respondent concludes with "*Contract researchers are therefore in my view treated very unfairly in comparison with academic staff on permanent contracts*" indicating unhappiness with the system currently in place. When asked for details on any grade changes another respondent explained "*Although the amount of responsibility I took on increased, my researcher grade only changed as a result of quite a lengthy/involved re-grade process rather than a promotion acknowledging my increased skills/experience*". This again suggests dissatisfaction in the process for promotion and progression amongst the survey participants. The CROS 2015 survey demonstrates similar national dissatisfaction around promotion for researchers with only 34.1% stating they felt researchers were treated equally with other staff in relation to opportunities for promotion and progression.

There is also some evidence of researchers taking lower grade jobs in order to maintain employment, therefore demonstrating a backwards step in their career progression and promotion opportunities. When providing details about grade changes one stated “*At times it [job role] has decreased when a contracted piece of work has been available but at a lower grade. I have accepted this grade lowering to maintain employment. e.g. Grade 7 to Grade 6.*” This shows how researchers are prepared to take a pay cut in order to remain employed, with similar experiences detailed in the Lancaster Researchers’ Survey, demonstrating the institutional level of the issue. This further raises questions around the suitability of progression policies that allow this to take place.

Two respondents also explained how previously agreed arrangements were altered or dismissed when the opportunity for promotion arose. One stated that they “*believed I would be getting [a further] contribution point [after a specified period], then this was denied. No reason, denied ever agreeing it*” when asked for details on job changes and to ‘state whether any discussions that did take place were held with your line manager/PI/HoD’. This situation clearly undermines confidence in the processes and can result in lower morale when staff feel they are not treated fairly. Another respondent detailed how their line manager supported a promotion application but “*HR informed her that as I was a contract researcher there was no additional funding to allow me to move onto a higher salary point so promotion was not possible*”. Similarly this leads to negative feelings towards the University when barriers like this are part of a collective work experience.

This dissatisfaction and experiences of the promotions process have a noticeable impact upon the confidence of contract researchers to utilise policies such as salary increments and progression. As Figure 13 shows the vast majority of respondents would not feel confident putting themselves forward for promotion, with only 28.6% feeling confident they would do this. Similarly 28.6% agree they would feel confident to put themselves forward for a salary increase on increment. Whilst some of these respondents may have reviewed policies to find they were not eligible, others may not feel confident due to previous experiences, or those of colleagues, which suggest they are unlikely to be successful.

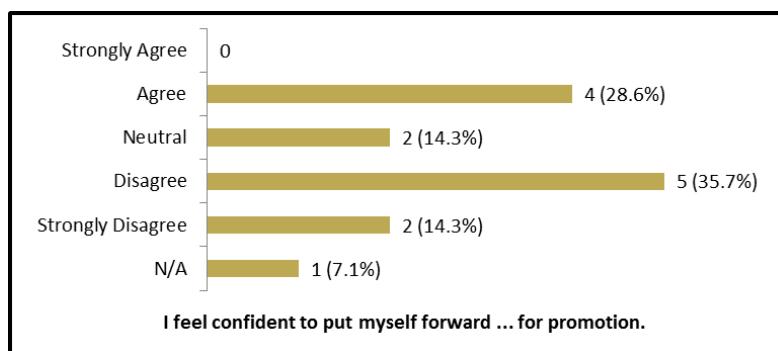


Figure 13: Responses to survey Q41.6

A number of Research Councils now encourage the costing of anticipated promotions and salary increments to be included within proposals²⁵, however it is clear this needs to be more widely understood and utilised in order to allow the promotion of researchers within the grant budget. This however does not alleviate lack of job security and does not combat the common need to take lower grade research positions in order to maintain employment.

²⁵ BBSRC – Grants Guide Point 5.10 (<http://www.bbsrc.ac.uk/documents/grants-guide/>) Accessed: 19th Dec 2016

Unfortunately changes to the University's promotions policy do not appear as an action point within the Concordat plan, with the only promotion based point being in relation to gender equality. However, this Faculty survey suggests it should be a key area to improve, both the policy itself and associated education and understanding of it.

5.4.3 Fellowship applications

Whilst there are a number of issues in relation to academic promotions within the University, the survey evidenced a large level of good practice and encouragement in relation to fellowship applications. These fellowships are promoted as key career development opportunities by the University and therefore it is important that applications are supported where appropriate. As detailed in Section 5.4.1, discussions about fellowships appear to be much more prevalent than those related to promotion with respondents explaining "*I have, however discussed fellowship applications with both, my line manager and my head of department.*" and "*Identifying/applying for fellowships - discussed with LM, & HoD. Decided not to apply on this occasion but both very encouraging/supportive of an application.*" This demonstrates there appears to be support for fellowship applications, with 38.5% of researchers stating that they have discussed applications with their managers (Figure 15).

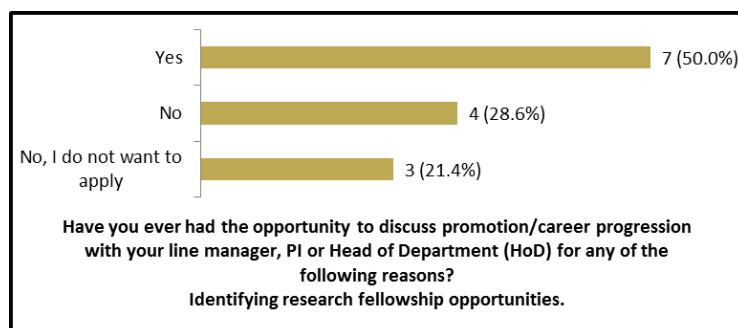


Figure 14: Responses to survey Q17.4

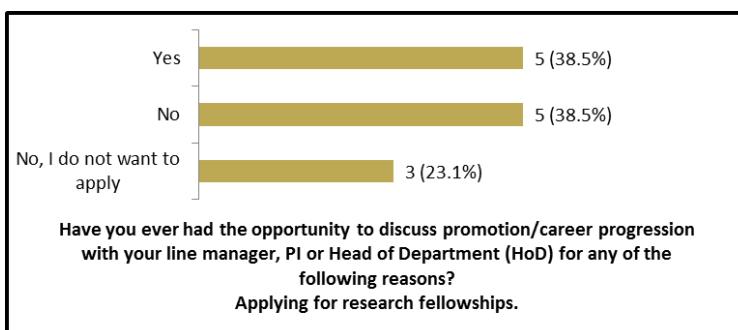


Figure 15: Responses to survey Q17.5

There have however, only been two respondents who have ever applied for a research fellowship. Those that have not applied provide a variety of reasons, with these largely focussing on their opinions that they are likely to be unsuccessful, or difficulties in being able to complete the application. One explains "*I am not sure that a foreigner can win the competition among British applicants*", with another saying "*This is my second career, which I began in my mid-forties. Now in my mid-fifties I feel I would not be considered for a fellowship if competing with people 20 or 30 years younger than I am.*" This indicates their belief that any application would not be successful and therefore reduces their confidence or wish to apply. Another also explains how "*I am later in my*

career and do not believe that an application would be viewed favourably against an 'early career' researcher."

Some researchers state they "*hope to do soon*" whilst some do not wish to apply stating that "*I am not especially interested.*" The University has clear aims to increase fellowship applications amongst researchers with a defined goal of 10% more fellowship applications as part of the Concordat action plan, indicating that it is keen to increase applications and some provision has been made for increased support in this area. More assistance is indicated as being beneficial however, as one researcher explained they are limited in applying due to time constraints, "*I wanted to apply for a fellowship but due to personal circumstances, I could not find the time to do so outside of my normal working hours.*" Given the necessary resources and institutional support required to submit a fellowship application it should not be an expectation that researchers be expected to complete these applications in addition to their formal paid grant work and maintain a work-life balance.

5.5 Researcher recognition and integration

A theme that is prevalent throughout the survey and appears within and alongside other themes identified is the issue of recognition and integration of contract researchers within the Faculty community. Due to the nature of their employment, working on funded research and occasional difficulties faced, there is often a feeling of not being fully valued within the Faculty and departments and being seen as an ‘outsider’. The key areas within this theme are:

'Early Career Researchers'

Being Overlooked

Not Feeling Valued

5.5.1 ‘Early career researchers’

The phrase ‘early career researcher’ is very often used to describe contract researchers as a group. Whilst some researchers are early in their career a large proportion are more experienced and see research as their main career path. There is an incorrect assumption and expectation across the sector that all staff wish to progress to teaching related roles yet it is clear from this, and other surveys, that this is not the case²⁶. Throughout the sector, including at Lancaster University, ‘early career researcher’ is often used as a catch-all phrase to describe contract researchers in a variety of contexts, where it is often not the most appropriate descriptor. Of the survey respondents 60% do not consider themselves to be ‘early career’ for a variety of reasons (Figure 16). Whilst the CROS surveys do not collect data on researchers’ perceptions on this point, the Lancaster Researchers’ Survey 2012 demonstrated a differing picture. This survey showed 65.2% of researchers across the University considered themselves to be ‘early career’, in comparison to the 40% within the FHM researchers.

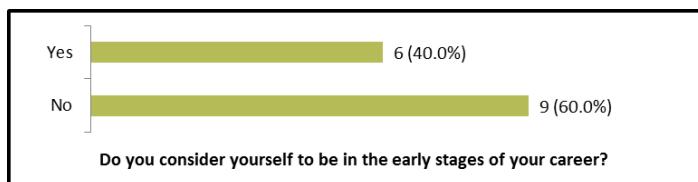


Figure 16: Responses to survey Q10

Contract researchers within the Faculty are academically well qualified with 86.7% holding a doctorate, with the remainder holding either a taught postgraduate qualification or a diploma. The Faculty researcher base is well established and has extensive experience as demonstrated in the survey results, 46.2% of staff have been employed by the University for longer than 3 years and 35.7% have been employed by the Faculty for between 6 and 9 years. 23.1% of staff have been employed by the University for less than a year.

The average length of service to 2016 is 2.42 years across the Faculty, with slight variations between the divisions, with the medical school having a longer average length of service than other divisions at 3.67 years (Table 13). Whilst this remains relatively low, there are indications of change over the last five years, suggesting staff remain for longer. However this may be a result of longer research projects and not necessarily improved employment practices.

Alongside HR data, Figure 17 also demonstrates how a large proportion of staff have had experience at other institutions and thus cannot be viewed as ‘early career researchers’. Prior to

²⁶ Vitae – CROS 2015 Aggregate Results – Figure 6

joining Lancaster 73.3% of the staff had been employed elsewhere in a research capacity, with 66.6% having held a role elsewhere for more than three years. At least two of the staff members were employed in research elsewhere for more than fifteen years before joining Lancaster.

Table 13: Average length of service by division for faculty contract researchers 2011-2016

| Average Length of Service (Years) | BLS | DHR | LMS | Overall Annual Average |
|--------------------------------------|-------------|-------------|-------------|---------------------------|
| 2011 | 2.00 | 1.23 | 1.25 | 1.41 |
| 2012 | 1.44 | 1.78 | 0.25 | 1.53 |
| 2013 | 1.71 | 2.68 | 5.00 | 2.84 |
| 2014 | 1.36 | 3.45 | 8.00 | 3.17 |
| 2015 | 2.00 | 2.28 | 5.00 | 2.49 |
| 2016 | 2.33 | 3.04 | 3.33 | 2.92 |
| Overall Division Average | 1.83 | 2.40 | 3.67 | 2.42 |

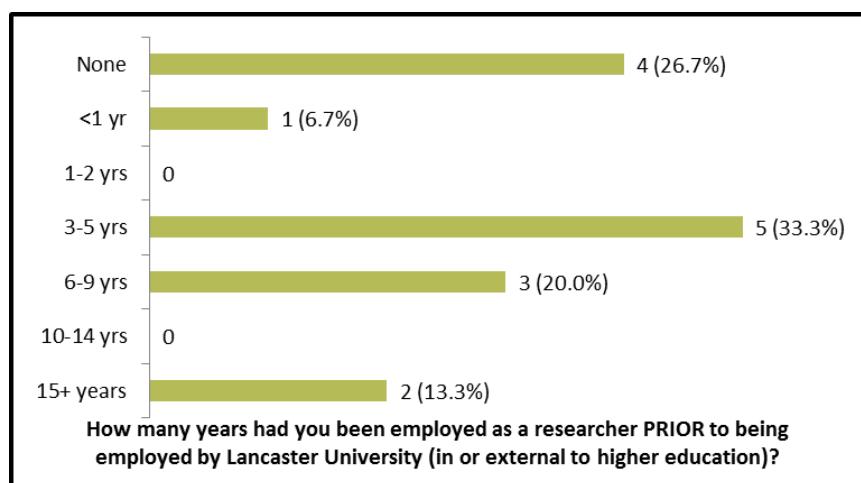


Figure 17: Responses to survey Q5

A large number of the survey open text fields also provided valuable insight into the opinions of staff in relation to being known as 'early career researchers'. When asked to expand on their answer to Q10, respondents who had answered 'No' explained "*I have very good expertise in my methods and broad experience*" and "*I have been working as a contract researcher since 1998, in this and other [HE] institutions, so 'early stage researcher' does not describe my employment history, experience or skill set.*" Another stated that "*prior to beginning work [at LU] I worked as a lecturer in further education – reaching quite senior positions managing A level and GCSE programmes*". These comments indicate that many staff do not consider themselves to be in the early stages of their career, despite being commonly referred to as such.

Conversely a smaller number of staff do consider themselves to be in the early stages of their career and it is important to ensure practices cater for both types of researchers within the University. One researcher describes their reasoning for considering themselves at an early stage in their career as "*I absolutely love my job, it brings such diversity and an absolute wealth of amazing opportunities and experiences that have and will only serve to enhance both my professional and personal development*". Similarly others explain they are "*currently developing research skills as part of job and part time PhD*" and have "*yet to obtain significant funding*". These comments show how those that see themselves at an early stage of their career are still developing and may look towards career progression in the future.

Concerningly one respondent explains their answer of ‘Yes’ to the question by stating “*Although I am 8 years post PhD I have no job security*” indicating an issue with their contract stability and their associated perception of career development and progression.

5.5.2 Being overlooked

Another aspect of the recognition of researchers is the apparent overlooking of some researchers in a variety of ways due to their role. When asked in survey Q40 for reasons why they did not fully feel part of the Faculty the joint most commonly given response was ‘Overlooked’ by five respondents (31%), alongside ‘Well-informed’. A number of quotes in response to open text questions also suggest researchers perceive that they are often overlooked in favour of other staff within the Faculty.

When asked ‘If you have not undertaken any of the selected list, what would enable you to participate in the above or additional areas?’ in relation to wider contributions, one staff member indicated “*fixed term research staff tend to be invisible when it comes to being allocated roles of this type*” whilst another suggested “*studying for a PhD so not seen as suitably qualified to take on these roles even though many years experience in health care at a senior level*”. This suggests that, whilst staff would like to contribute, there appears to be higher level barriers to them partaking in scholarly activities where they may be overlooked and not viewed as highly as other potential contributors.

Similarly there are examples of contract researchers appearing to be overlooked for their research ability and viewed purely for their job positioning, which some view as a negative experience. When asked for reasons for not feeling fully part of their faculty one researcher described “*I and other research staff often feel like second-class citizens*” and another provided details on their wider contributions “*There is a tendency to invite researchers onto these committees as 'contract researcher' representative rather than for their professional research experience.*” Again this suggests researchers see themselves as overlooked and less valued than other members of staff and feel their contributions are made on a ‘token’ basis, with their professional experiences less considered.

On the other hand there appears to be efforts towards including contract researchers more widely in University decision making with a key aim to include a researcher representative on all University and faculty research committees as part of the Concordat action plan. This is viewed as a positive move and can be seen as good progress as long as it is managed and reasoned clearly. The Faculty currently has researcher representation on the FHM Research Committee and the FHM Equality Enhancement Committee.

5.5.3 Not feeling valued

Throughout the contract researcher workforce within the Faculty there also appears to be a common theme of feeling undervalued and underappreciated which is clear throughout various questions in the survey. In Q39 when asked if they felt fully part of their faculty only five respondents (35.7%) showed a level of agreement to this statement, with all others either feeling neutral or disagreeing.

Various questions in the survey show some evidence of researchers feeling undervalued, for example in relation to whether they would be employed within FHM in three years and their wish to focus on their own research interests, one respondent stated “*but [I] am not sure how supportive the Faculty would be of this*”.

Other staff members make their opinions more explicit by stating “*researchers are transitional and as a result less valued than 'gold book' staff*” and “*under-valued – research staff are not valued as highly as academic staff*” when providing explanations for their reasoning behind if they feel fully part of the Faculty. When asked similarly about feeling fully part of their department, another explains they feel “*insecure – despite being here for nearly 10 years I have no job security beyond my*

current contract". This suggests staff do not feel as though they are valued as much as other colleagues and it could be argued that these feelings are likely to have an impact on morale and work ethic within the Faculty. This is clearly illustrated by a final general comment by one respondent "*I cannot emphasise strongly enough my view that contract researchers at Lancaster are treated very differently from permanent academic staff*".

5.6 Support for researchers

One of the key areas that can assist in career progression is the support received by contract researchers within the Faculty and the various types of support that are available. This varies between staff members, and there are differing experiences across the Faculty. The main areas examined are:

Support Systems

Positive Aspects
of Support

Negative Aspects
of Support

The availability and use of support varies amongst contract researchers and therefore these results are generalised in order to develop a broader scale picture of the support characteristics within the Faculty.

5.6.1 Support systems

The Faculty, and University, have a variety of support systems in place for all staff. These are used by the majority of survey respondents however they differ in apparent usefulness to individual researchers for varying reasons.

Induction period/plan

The majority of respondents had an induction when they joined the Faculty. However, one researcher did not have an induction and three were unsure if one was conducted. Inductions appear to vary in usefulness depending on who conducted it to the member of staff concerned. When asked for details on their induction two staff explained "*I went along to the University induction, and was also given a quick tour of the building by my divisional officer. Otherwise not much else I don't think*" and "*I had a list of courses I had to complete but it wasn't a very formal or particularly helpful induction*". This demonstrates improvements to inductions are needed, with, as a minimum, the University standardised format²⁷ followed more closely and better publication of this to those involved in conducting inductions for new staff members.

Conversely some contract researchers explained a very positive experience with their induction, for example "*this was very thorough and supported by my first line manager at the time*". This indicates there is some good practice within the Faculty in relation to inductions and success appears to somewhat depend on the manager facilitating the induction at the time.

Overall these patterns broadly match those in other surveys, with the induction experience varying and a need for a broader, more standardised process across the sector. This is also identified as a priority for the University in order to provide more rounded, useful inductions to researchers, as detailed in the Concordat action plan²⁸.

Mentoring scheme

A good awareness of the availability of a mentoring scheme is evident in the Faculty with 60% of contract researchers stating they are aware of the mentoring scheme. However only one member of staff is directly involved in being mentored. A large proportion of those that are aware feel they would benefit from a mentor but are not yet involved in the scheme. The overall reasons for this lack of involvement are unclear, only a singular researcher explained "*I applied for the mentoring but*

²⁷ Lancaster University HR – Guidelines for inducting new staff (<http://www.lancaster.ac.uk/hr/recruitment/files/induct.html>) Accessed: 28th Nov 2016

²⁸ Lancaster University – Concordat Action Plan 2015-17 – Section C10 (<https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/research/research-development/LUConcordatactionplan2015-17.pdf>) Accessed: 19th Dec 2016

a match could not be found." This indicates there can sometimes be issues with being assigned an appropriate mentor, a point that is made on the University webpages. It is explained that demand for mentors often exceeds supply and a match 'can on occasion take some time (months).'²⁹

The Lancaster Researchers' Survey also identified the lack of mentoring as a key barrier to researchers' career progression, whilst CROS 2015 found 45.2% of researchers nationally would like to be mentored but currently have not undertaken this. The Concordat action plan clearly identifies this issue and a number of points are focussed towards the mentoring scheme including providing incentives to attract further mentors and aims to generate a 50% increase in matches across the University.

Performance & Development Review (PDR)

The University has a strong culture of annual PDRs for staff members in order to monitor progress and to discuss career planning and employment goals with their immediate supervisor. These are available to all staff within the University who are employed for longer than 12 months and therefore incorporate the majority of contract researchers. The associated roles and responsibilities are detailed within University policy, with the responsibility of conducting reviews for research staff falling to the study principal investigator³⁰.

Fourteen of the fifteen respondents (93.3%) had a PDR conducted within the last year indicating most researchers have this facility available to them. Opinions of the PDR process and its effectiveness vary greatly between researchers; which could be for a variety of different reasons. Six respondents felt their PDR had a positive impact upon their career progression whilst eight (53.3%) felt it had no impact. Despite this, overall 86.7% of all respondents indicated they are satisfied with their PDR, suggesting that although some researchers feel it had no impact upon their career progression they were still satisfied with the process.

Many respondents commented positively upon their PDR when asked to provide reasons for their opinions. Multiple researchers explained the process was useful "*I can realise what possible ways of my career development [...] and "it has been helpful to look at what I am doing".* Another explains how "*I find the PDR a really great opportunity to have a conversation with my PI focussed upon my career. I find the targets we set really helpful. My PI has made me think really seriously about my career, what I want to achieve, and how I can achieve it.*" These quotes clearly indicate these staff members find the PDR process beneficial and for some, progress has been made in their careers as a result of their review.

Another respondent's PDR had a discernible impact upon their career when they "*identified professional development opportunities during PDR that were then funded in application to FHM career development fund*". This demonstrates some PDRs having a noticeable impact upon the researcher's career development and has resulted in the use of faculty funding in order to further progress their career. Wider use and knowledge of this process and the availability of funding options could allow more researchers to develop their careers further.

On the other hand some researchers have concerns about the usefulness of the PDR process in relation to their career progression. One stated "*I feel it is largely a paper exercise. A meeting is held, objectives set but in reality these have not directed career progressions because the needs of the project are prioritised.*", whilst another explained "*in the confines of a strict term contract there is little flexibility of time/funding to make meaningful changes.*" These comments make it clear that

²⁹ Lancaster University HR – Mentor Matching schemes at Lancaster University (<http://www.lancaster.ac.uk/hr/OED/CPD/Mentoring/Schemes.html>) Accessed: 28th Nov 2016

³⁰ Lancaster University HR – PDR Policy (<http://www.lancaster.ac.uk/hr/pdr/files/PDRPolicy.pdf>) Accessed: 6th Dec 2016

whilst the meeting takes place and goals are set, due to the nature of the employment these are regularly not met due to other prioritised demands. This is an area that needs addressing as whilst the project is inherently important its success should not be seen as exclusive to the detriment of researcher development. A comprehensive review of the PDR process is taking place and this is also identified within the current Concordat action plan as being important, with an explicit focus on identifying researchers' development needs.

5.6.2 Positive aspects of support

Throughout the survey it was evident that the support received by researchers is extremely important to their development, progression and overall job satisfaction. It is reassuring that the majority of support received appears to be valuable and useful to most members of research staff. Respondents also detailed how there are adequate opportunities for personal development and training within the University, as Figure 18 shows 66.6% of respondents agreeing with this statement.

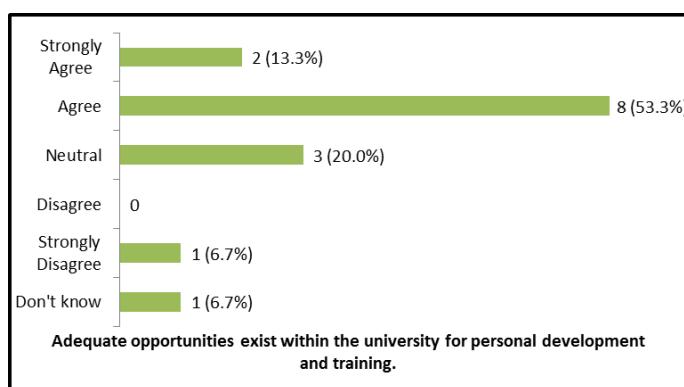


Figure 18: Responses to survey Q23.1

Thirteen respondents to the survey (81.3%) selected 'Support of line manager' as one of the factors which has most benefitted them in their career, making this the second most common choice after 'Hard work' (Figure 19). This suggests that the majority of staff see their line manager as key supporters in their career. This is further evident in a number of other survey questions where the PI or line manager has been supportive of the researcher when faced with difficulties with policies and University procedures. A key example of this is support between contracts. Whilst there does not appear to be wider University support for researchers to maintain employment many detail experiences of their PI finding funding to support them between two fixed-term contracts on a one-off basis. Three respondents quoted experiences such as "*funds found by the PI for whom I was working to keep me in continuous employment*"; "*funds were found by a PI for a 3 month period from one contract finishing*" and "*line manager has at times found funding to 'bridge' between contracts*".

Some line managers also appear to have provided a large amount of support and encouragement to researchers in various ways, including holding discussions around promotions and fellowship applications. Responses mentioned "*I was supported by my line manager to apply for promotion*" and "*[I] discussed fellowship applications with both my line manager and my head of department*". Another detailed how their line manager and head of department were "*both very supportive/encouraging of an application*" when discussing their previous experience of applying for new, higher positions. Thus the majority of support received in this area has been beneficial, suggesting that whilst individual PIs and managers are supportive, wider systems and policies negatively impact career progression associated with promotion and fellowships.

In answer to a number of survey questions, especially those related to the PDR process, the vast majority of respondents indicated that they were encouraged and found the feedback they were provided with useful, suggesting the support was positive in most cases. This however, highlights a disparity between issues across the University. The useful and encouraging feedback on managerial level support suggests that immediate managers can be highly supportive of career progression; however lack of career progress amongst researchers suggests there are higher level institutional or national barriers preventing this.

A number of survey respondents also identified support of other people as playing an important role in their career. As Figure 19 demonstrates the support of both colleagues and partners/spouses ranks highly in the factors which have most benefitted the careers of those involved.

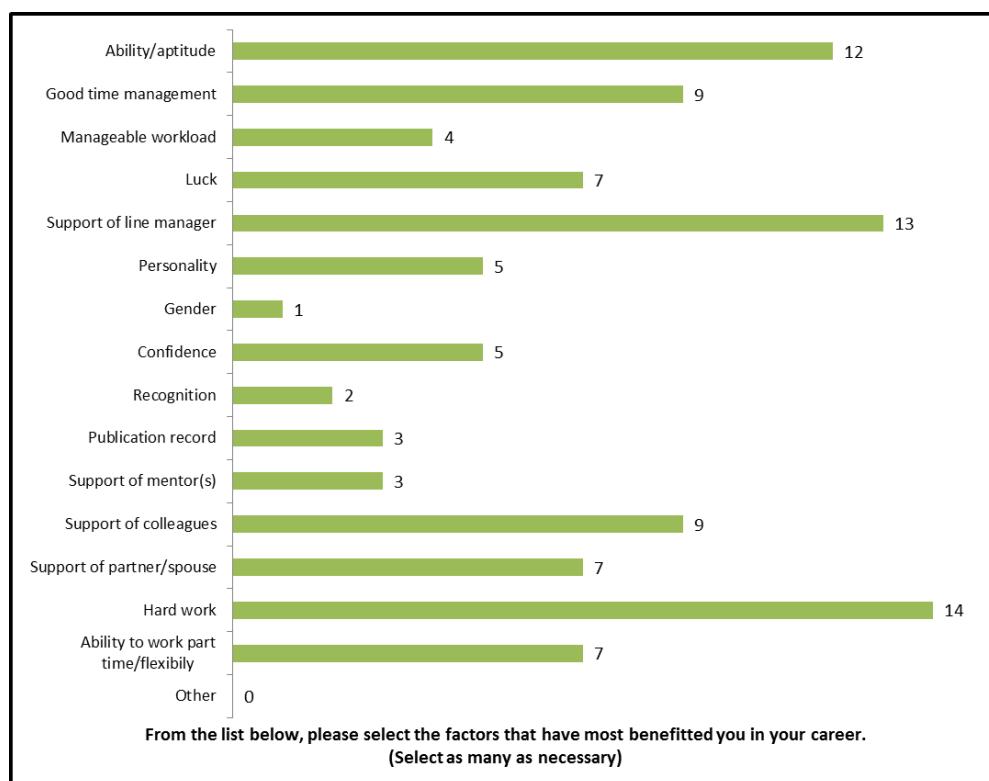


Figure 19: Responses to survey Q31

The Concordat action plan details a number of steps that are designed to further help PIs and managers support contract researchers. A new development programme³¹ aims to help PIs increase their knowledge and understanding which can influence support provided to researchers and allow more progression and development to take place.

5.6.3 Negative aspects of support

Despite the mostly positive impressions of the support available to contract researchers there is also some evidence of negative experiences. This varies from a general lack of support to more specific issues, such as undue pressure or expectations. In Q32, when asked for factors which have created the biggest obstacle to their career, both 'Lack of support/guidance by line manager' and

³¹ Lancaster University HR – Researcher Development Programme

(<http://www.lancaster.ac.uk/hr/OED/Research/Research-Support/index.html>) Accessed: October 2016

'Difficult colleagues' were selected by four respondents. Whilst it is not clear if these issues were in their present employment, issues are apparent with some line managers which negatively impacts researchers' career progression. Figure 19 illustrates this, with almost half of researcher survey respondents (7) citing 'Luck' as a factor benefitting their career.

It appears that line managers/PIs are less likely to be encouraging of researchers to aim for promotion or higher grade jobs. This could be for a variety of reasons, including lack of opportunities, PI/line manager awareness of issues surrounding the promotions process, or an attempt to maintain lower staff costs. All of these factors are likely to influence the level of discussions around promotions and job changes.

A small number of issues are also apparent which appear to reduce confidence in line managers. For example one researcher detailed how they had expected to receive a further salary contribution point following another year in post, but that "[...] this was denied. No reason, denied ever agreeing it." This type of experience potentially reduces staff members' confidence in their manager and negative feelings are likely to impact morale and possibly future career progression.

There also appears to be a prevalent issue across the Faculty of an inherent culture of expectations to work excessively and contribute outside of normal hours. As detailed in Section 5.2.4 a number of staff reported how there is a pressure in their departments to work outside the norm, and take work home. Respondents explained "*while expectations to work longer hours, take work home and manage very big workloads isn't necessarily explicitly requested by line managers, there is a culture of expectation and acceptance that this is the case in academic life*" and "*there is a deeply entrenched culture within the Faculty, and the wider University, of expecting staff to manage unreasonably high workloads, which means that staff often have little choice but to work in evenings, weekends and holidays to try and keep on top of the demands.*"

Another researcher contributed "*within my department there is a culture of long working hours, excessive workloads, and unspoken expectations that people will deal with emails and other work whilst on leave or in evenings and at weekends*". It is also clear that a number of managers themselves are setting examples to their staff "*there is very poor leadership amongst some senior managers – this sets a bad example and expectations about norm of long hours*" and "*for example, managers will take annual leave then will take part in teleconferences and answer emails or work over weekends [...] this creates unnecessary pressures/insecurities in teams which is often out of control of line managers/PI*".

The above points illuminate a culture of expectation and working outside normal hours and this includes, and can be compounded by, examples set by individual managers. This is seen as prevalent across the sector, and not restricted to the Faculty or University as detailed by Thomsen et al. (2006).³²

³² Thomsen, J.; Jarbol, D. and Sondergaard, J. (2006) 'Excessive workload, uncertain career opportunities and lack of funding are important barriers to recruiting and retaining primary care medical researchers: a qualitative interview study (https://www.researchgate.net/profile/Jens_Sondergaard/publication/6940951_Excessive_workload_uncertain_career_opportunities_and_lack_of_funding_are_importtant_barriers_to_recruiting_and_retaining_primary_care_medical_researchers_A_qualitative_interview_study/links/00b49524ee45130b3e00000.pdf) Accessed: 20th Dec 2016

6. Summary discussions

Overall it is clear that whilst the Faculty of Health and Medicine has an expanding base of contract researchers there are a number of issues that impact upon this workforce and their career progression and development. These vary, with some being personal or professional, some managerial and some institutional level issues that need addressing in order to provide the best environment to allow researchers to develop and progress in their chosen career pathways.

The issues detailed largely appear to affect researchers regardless of demographics. There is little difference in experiences between those of different ages, ethnicities, disabilities and nationalities other than the minor ones detailed within the results. There are however, some influences of gender upon the results and experiences of contract researchers. These include issues around gendered responsibilities predominantly outside the workplace but which impact on employment experience, and differing opinions on treatment of different genders within the working environment. The impact and solutions to these gender related issues are likely to be the focus of the Athena Swan submission for the Faculty and are therefore not directly explored in this report

Key issues for the career progression of contract researchers focus on employment policies and practices through which they are employed and how they are treated within the working environment. These issues vary, from local issues affecting some contract researchers, to large scale cultural issues across the sector which will require much work to overcome in the future.

A key concern throughout the analysis relates to adequate communication and knowledge exchange between contract researchers, the Faculty and the institution. This encompasses most areas of the results through a lack of **knowledge of procedures and policies** being evident through many of the themes. For example, the common selection of answers such as 'Not known to me' and 'Don't know' indicates that a number of researchers are unaware of particular processes that may be beneficial to them in their careers. Whilst this is specifically identified in relation to promotions in Section 5.4.1, the issue occurs across many areas including contract types, support systems and contributions by researchers. This is an important concern and should be addressed as it is clear that whilst there are strong opinions within the respondent group, a clearer understanding of the processes and opportunities available to them may encourage and permit contract researchers to progress further. It is also important that communication between the institution and line managers/PIs is improved in order to make them aware of their key responsibilities and potential approaches to assist researchers in their career progression. Similarly it is important managers and departmental heads work to reduce the **culture of excessive working** where possible and provide support to those who are struggling with their workloads, in order to ensure researchers have a positive experience and an appropriate work-life balance.

Employment practices, and specifically the **use of fixed-term contracts**, are arguably the biggest issue for contract researchers in relation to their career progression and development. The use of time limited contracts undermines, and can prevent, the ability to progress through the grading structure and uses up valuable time and effort in the process of securing future employment which could be better utilised towards development. This employment practice also has deleterious impacts upon the Faculty and University when contract researchers are regularly and out of necessity moving position and being forced to find new jobs. This loses a valuable skills base if a researcher moves institutions and results in further costs and effort in recruiting and retraining new researchers to an equivalent standard. Similarly the pressures of having to find a new job towards the end of their contract are likely to have an impact on researchers' motivation and productivity at a key reporting stage for the project, leading to an impact on research outputs, dissemination and potential further funded work related to studies.

Whilst a new policy on fixed-term contracts is currently under review as part of the Concordat action plan, it is clear this is a sector-wide issue. In combatting this issue and reducing the use of fixed-term contracts further, providing increased job security and career development potential, there is the potential for the University to become a leader in this area for the sector.

Whilst a number of issues and barriers to the career progression of contract researchers have been raised it is equally important to note there are identifiable areas of **good practice across the Faculty and University** which assists contract researchers in developing for the future. Locally researchers detail how there is generally sufficient and highly beneficial support from their immediate managers and the usefulness of the PDR process. Similarly a large number offer how they think there are adequate opportunities for personal development and training within the University.

More widely the University have, in recent years, contributed **effort towards supporting the development of researchers**. The newly launched Concordat Implementation Group aims to improve the facilities and opportunities available to researchers and to increase the number of contract researcher representatives across University committees. A number of events incorporated within the new Researcher Development Programme aim to provide more diverse opportunities for contract researchers to develop and improve their skills base. It is, however, extremely important that contract researchers are able to exploit these opportunities and therefore any inherent attitude of the project being the sole focus, with no time for career progression activities, needs to be addressed.

Similarly it is imperative that the **different ambitions and aspirations of contract researchers** are taken into account in the planning and delivery of support and training events. Whilst some researchers may wish to move into a teaching role in the future, a large proportion are satisfied in their role and wish to maintain a career in research. This needs to be acknowledged and managed as some events may be suitable for one group but not for the other and different, varying training and development opportunities need to be provided.

The results demonstrate the variety and quantity of **contributions contract researchers make to the Faculty and University as a whole**, many of which are outside their contract remit and play an important role in the successful operation of the institution. Many researchers have participated in a variety of other activities which contribute to the Faculty and they often see these as an important opportunity for personal development and wider integration with the University community. Some researchers find difficulty in being able to contribute for different reasons including project pressures and a lack of opportunities. These could be seen as key areas to improvement as the contributions of researchers have multiple benefits for the University, the Faculty, and researchers individually, allowing for personal, team and organisational development in the longer term.

A number of **research staff groups** have been established in recent years including the University-wide Research Staff Association and the Faculty-specific Researcher Career Development Group. These groups perform an important role in allowing researchers to interact and network with each other in order to voice their opinions, share knowledge and raise issues which affect them. These groups provide important opportunities and support to contract researchers and should be encouraged and supported by the University to grow and develop in the future.

Barriers to the career progression of contract researchers which need to be overcome have been identified in this report but there are also considerable areas of good practice in supporting contract researchers and their career progression. There is considerable importance in maintaining and increasing these levels of support and guidance, which will have noticeable impacts both for researchers and the University. A number of practices in this area are currently negatively impacting the career progression of researchers and are seen as key areas to review and improve upon in order to better cater for contract researchers within the institution. A review of this type is to have substantial benefits to the Faculty and institution including reduced training and recruitment costs,

more skilled researchers and higher morale, leading to more consistent productivity in research projects.

Policies and practices that are suggested for review have been identified as key areas within the University Concordat Action Plan, which is currently under review and is being updated. The formation of the new implementation group is a key positive step in implementing these changes however it is important the points are met and key measures for success are identified and monitored to ensure an accurate picture of changes. Whilst the majority of recommendations have been identified by the Concordat group, our report also highlights further key areas of improvement for the future as set out in Section 7.

7. Recommendations

A number of recommendations have been provided for methods which could increase the opportunities for career progression and development for contract researchers. These vary in ease of implementation and overall impact and would need to be implemented as part of a wider programme of changes, as executed through the Concordat Action Plan. The areas detailed below are supplementary areas deemed to be important which are not currently identified elsewhere.

Table 14: Recommendations for areas of improvement

| Recommendations for areas of improvement | Impact | Implementation Costs/Resource |
|--|--------|-------------------------------|
| Further diversify the workforce in relation to gender, ethnicity and additional demographic characteristics identified by the Equality Enhancement Committee | Medium | Medium |
| Explore the introduction of structured bridging funds for researchers between contracts | High | High |
| Make researchers feel valued and part of the Faculty community through increased integration activities | Medium | Low |
| Reduce the use of the catch all phrase “early career researcher” as a descriptor across the University | Medium | Low |
| Address the culture of working out of hours and excessive workloads | High | High |
| Examine the promotions process and opportunities for progression, and raise awareness of this amongst both researchers and managers | High | Medium |
| Remove the use of the term ‘indefinite’ for contracts where this is not the case | Medium | Low |
| Explore approaches of sustainable, secure employment of researchers that avoid a reliance on short/fixed-term contracts | High | High |

8. Further exploration opportunities

There is considerable scope for further exploration of the impact the current method of working has on contract researchers and the Faculty more generally. Whilst a number of steps are identified in Section 4 and repeated below, other wider work is suggested.

8.1 Interviews and wider perception gathering

As detailed in 4.1 the use of interviews and informal discussions is seen as an important next step in order to identify opinions and specific experiences of the themes detailed within this report. These interviews would allow themes to be questioned and issues to be raised and explored in more detail than the open text boxes allowed within the survey. This would require considerable time and organisation, both in the arranging of the interviews, conducting them and the required analysis afterwards.

Due to the small number of contract researchers within the Faculty the conducting of interviews and use of the resulting information will have implications on confidentiality and participant anonymity and therefore will have to be carefully managed to ensure the correct information is both collected and distributed appropriately.

As explained within Section 4.2 these interviews, alongside other information could be used to develop a number of case study profiles of researchers undergoing differing career paths and having had differing experiences. These could be used to further evidence the issues involved and provide a baseline for improvements in the future.

8.2 Costing and quantification of current practices

In order to further inform the institution and encourage the implementation of changes and recommendations it is suggested to develop a costings profile, detailing the costs of recruitment, re-training and development for the continual turnover of research staff compared to the costs of staff retention. This could be further expanded to attempt to quantify the changes in productivity and outputs from researchers in relation to their development and morale.

In order to conduct this analysis extensive work and access to data would be required in order to develop an accurate cost profile. This may be difficult in some scenarios as it becomes difficult to quantify differing influences but a general picture would be beneficial in providing justification for future policy changes.

8.3 Repeat survey and reporting

To identify the impact of any changes and provide evidence of the success of any strategies implemented it will be important to conduct a repeat of a survey similar to this one to provide comparisons and note any changes in experiences and improvements. Whilst some past comparisons have been possible with other surveys, due to the very different nature of the surveys and questions involved a repeat of a similar nature would allow for better comparisons and mapping of improvements to be made.

This could be completed once a number of improvements are implemented at a defined period or could be completed more informally through continual awareness amongst researchers to judge when the working environment has sufficiently changed to warrant a survey repetition.

Appendix 1 Data management plan

Contract Researcher Survey Data Management Plan

Project Name FHM RCAD Contract Researcher Survey 2016

Project Manager: Roger Pickup/ **Researcher:** Jake Brown

Institution University of Lancaster

Data Collection

What data will you collect or create?

This study will involve the use of both qualitative and quantitative data. The HR data will be quantitative and provided in Excel (xls) format incorporating the use of PivotTables. These data are largely anonymised at source but further identifying fields, such as employee number, were removed and deleted prior to analysis. The survey data were extracted into both PDF and Excel (xls) format allowing an overview and analysis to take place. The qualitative text responses to the survey were analysed using NVivo data management software. The quantitative data was analysed through the use of Excel and SPSS software packages.

How much data will be generated?

< 1 GB

How will the data be collected or created?

Data will be collected through the use of an online survey utilising the Bristol Online Surveys platform. This will be circulated to participants through email with a unique link for each respondent. The survey is completed and is completely anonymous so no personally identifiable information is collected. Due to the response rates questions are not compared through cases as this allows approximate identification of participants. The data can be viewed online or exported in a range of formats including Excel and PDF formats. Quality assurance will be completed through the sharing of the data amongst multiple analysts to compare thematic findings.

Documentation and Metadata

How will the data be documented and described?

The study will produce a report which details the context, history and background to the survey alongside descriptions of the data used and instructions on access to these data. A methodology is included which identifies how the data will be analysed, the processes used and any choices made in regards to data usage and presentation. All data will be stored locally and backed up centrally during the study period to ensure ease and speed of access.

Storage, Backup and Security

How will the data be stored and backed up during the lifetime of the project?

Data will be stored securely during the lifetime of the product locally on a University owned and managed laptop. This is encrypted and password protected and remains in a locked secure office when not in use. The data will also be backed up securely using the Lancaster University Box Sync service. This provides a secure real-time backup of the data

and is fully encrypted. The service also allows secure sharing of data to be completed.

How will you manage access and security?

Individual passwords are required to access the secure laptops on which the data are held. Sensitive information is anonymised with the originals. Participants will not be identified in the report and quotes will be provided with no identifier due to the low numbers involved. Data will be shared, if required using Lancaster University's secure supported online storage system "Box". This is also synced to provide a backup of the data and uses high level encryption to ensure data are secure.

Ethics and Legal Compliance

How will you manage any ethical issues?

Data will be anonymised at source to ensure no personal information is stored. To avoid issues of identification through knowledge of people's characteristics the analyst is external to FHM.

Selection and Preservation

What are the plans for long-term archiving and data sharing after submission of the research publication?

The data will be stored in Lancaster University's institutional data repository, Pure, for at least 10 years in line with Lancaster University's Research Data Policy. There are no associated costs to storing data in Pure other than time to ensure accurate metadata is in place. Pure is managed by the University Library, Research Services and ISS. As the total amount of data is likely to be in the region of <1GB, there will be no additional costs with depositing in Pure.

Data Sharing

How will you share the data?

The research data from this study will be archived by Lancaster University via Pure and will not contain any identifying data and will require permission to access the full HR data due to the sensitive and personal nature. This will be available once the project has ended through the research directory. Due to the sensitive and identifiable nature of the survey responses this will not be available. Users will be signposted to the data through the report content and this will also be detailed in a separate appendix.

Are any restrictions on data sharing required?

No restrictions on the sharing of other data are expected once an initial agreement has been reached that any disclosure of result is for the correct use and would not be used in a negative manner. As described above the survey responses will not be shared due to their confidential nature.

Responsibilities and Resources

Who will be responsible for data management?

The researcher has experience in data management and has successfully completed the University's information security training. Advice and guidance has also been received from the University library's Research Data Management team.

What resources will you require to deliver your plan?

Any software and resources is already available for free through the University systems and therefore does not require any further work; however access to the Lancaster University Pure research depository is required.

Appendix 2 Anonymised FHM researcher HR data

Sample of the anonymised HR data to give context to how the data were received and used. A full dataset is available on request of the authors as detailed in Appendix 1.

Table 15: Sample HR data as provided in Excel format

| FTC End Reason Description | 1 | Time-limited funding |
|---|----|-------------------------------|
| LoS | 3 | |
| Age | 3 | |
| Nationality | 3 | |
| Ethnic Origin | 3 | |
| Disabled | 2 | |
| Contract Hours | 2 | |
| Grade | 1 | Time-limited funding |
| FTE | 0 | Time-limited funding |
| Gender | 14 | Time-limited funding |
| Job title | 0 | Specific time-limited project |
| Contract Length | 1 | Time-limited funding |
| Contract Type | 0 | Time-limited funding |
| Part Time | 1 | Time-limited funding |
| Dept | 0 | Time-limited funding |
| Year | 0 | Time-limited funding |
| 2011 BLS Full Time FTC 1.17 Senior Research Associate M 1.00 7 36.50 | | |
| 2011 BLS Part Time FTC 1.67 Research Associate F 0.75 6 27.38 | | |
| 2011 BLS Full Time PERM 3.92 Reader M 1.00 8 36.50 | | |
| 2011 BLS Full Time FTC 3.33 Senior Research Associate F 1.00 7 36.50 | | |
| 2011 BLS Full Time FTC 3.42 Research Associate F 1.00 6 36.50 | | |
| 2011 BLS Full Time FTC 2.33 Senior Research Associate M 1.00 7 36.50 | | |
| 2011 BLS Full Time FTC 1.58 Research Associate F 1.00 6 36.50 | | |
| 2011 BLS Full Time FTC 0.67 Research Associate F 1.00 6 36.50 | | |
| 2011 DHR Part Time PERM 4.84 Senior Research Associate F 0.70 7 25.55 | | |
| 2011 DHR Part Time FTC 0.83 Research Associate F 0.50 6 18.25 | | |
| 2011 DHR Part Time FTC 0.58 Research Associate M 0.60 6 21.90 | | |
| 2011 DHR Part Time FTC 1.33 Research Associate M 0.50 6 18.25 | | |
| 2011 DHR Full Time FTC 0.45 Research Associate F 1.00 6 36.50 | | |

Data withheld to
preserve
anonymity

Appendix 3 FHM Contract Researcher Survey 2016



FHM Athena SWAN and RC&D Research Staff Survey 2016

About the survey

Information for participants

This research staff survey is an extended version of the faculty's Equality Enhancement Committee academic staff survey in support of our ongoing commitment to the principles of the [Athena SWAN Charter](#). This version of the survey includes researcher focused questions designed by the faculty's Research Career and Development group (RC&D). The survey will assess factors which impact on career development of research staff in the faculty with a specific focus on any potential gender disparities. It aims to:

- better understand career development needs;
- inform discussions within the faculty regarding improving practices and opportunities which currently affect researchers;
- gauge the wider contributions made by researchers at department, faculty and university levels.

All quantitative data will be kept strictly confidential, however we may wish to use direct quotes from qualitative data and if so we will ensure that these will remain anonymous. Any information that might specifically identify you or others will never be used when the survey is written or talked about. You are encouraged not to include personal identifiers - for yourself or others - in any text responses you provide.

The data collected from this survey will be stored securely and only the researchers conducting this survey will have access to this data.

We will employ researchers from outside of the faculty to analyse the data and no personal identifiers will be attached to your survey responses - email addresses will be separated from the survey responses by Bristol Online Surveys.

The data you provide will be combined with responses from other research staff within your division, and also with responses from research staff in other divisions in the faculty, and then summarised and analysed in order to inform future developments that aim to support career advancement for all.

The files on the computer will be encrypted (that is no-one other than the researcher will be able to access them) and the computer itself password protected. Any hard copies of data collected will be stored in a cabinet in a locked office. Hard copies and electronic files will be stored securely for 10 years following completion of the survey report.

There are no risks anticipated with participating in this survey. However, if you are concerned or distressed by any issues raised in the survey you are encouraged to speak to your line manager, a member of the HR Partner team, or contact the [Employee Assistance Programme](#).

The survey should take about 30 minutes to complete depending on your responses. You can save the survey at any time prior to submitting and return to complete it later. If you wish to do this, you will be provided with a URL to return to your saved survey.

You do not have to participate in this research and you are free to opt out of the research at any time. However, once your responses have been combined with others it may not be possible to extract your data.

The closing date for completing the survey is 23 September 2016.

For any questions, please contact Amelia Hunt (a.p.hunt@lancaster.ac.uk) or Hazel Morbey (h.morbey@lancaster.ac.uk).

I have read and understood the information provided above and understand that by submitting my completed survey I am giving my informed consent to participate.

About you, your career to date and future aspirations

1. Which part of the faculty do you mainly work in?

- Biomedical and Life Sciences
- CETAD
- Health Research
- Medical School
- Faculty Offices

2. What is your main role?

- Research Assistant
- Research Associate
- Senior Research Associate
- Research Fellow
- Senior Research Fellow
- Other (including dual roles)

2.a. If you selected Other, please specify:

3. What is the highest qualification that you hold or are studying for?

- Undergraduate degree
- Taught Postgraduate qualification (e.g., MRes, MSc, MA, PGDip)
- Masters by Research
- Doctorate
- Other

3.a. If you selected Other, please specify:

4. How many years have you been employed in a research role at Lancaster University and in the Faculty of Health and Medicine (FHM)?

Please don't select more than 1 answer(s) per row.

| | <1 yr | 1-2 yrs | 3-5 yrs | 6-9 yrs | 10-14 yrs | 15+ yrs |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| At Lancaster University | <input type="checkbox"/> |
| In FHM (established in 2008) | <input type="checkbox"/> |

2 / 27

5. How many years had you been employed as a researcher PRIOR to being employed by Lancaster University (in or external to higher education)?

Please don't select more than 1 answer(s) per row.

| Total | None | <1 yr | 1-2 yrs | 3-5 yrs | 6-9 yrs | 10-14 yrs | 15+ yrs |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |

6. What is your current working pattern and contract type? (Tick all that apply)

- Full-time
- Part-time
- Fixed-term
- Indefinite (no funding end date)
- Indefinite (with funding end date)
- Other

6.a. If you selected Other, please specify:

7. Over the course of your career as a researcher at Lancaster University what is the total number of fixed-term contracts you have had?

Please don't select more than 1 answer(s) per row.

| Total | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | >10 | Don't know |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> |

8. Have funds been used to 'bridge' or support your continued employment in the faculty from one fixed-term contract to another?

- Yes
- No
- Don't know

8.a. Please explain your answer

9. Please tell us about any of the following activities and roles you have participated in during your time in FHM:

- Postgraduate supervision
- Teaching/teaching qualification
- Committee membership

- Staff representative
- Supervision / management of research or support staff
- Other e.g. informal/formal induction of new staff, mentoring
- I have been unable to become involved in any of the above or similar

9.a. Please provide more detail on the activities and roles you have selected if you wish to.

9.b. If you have not undertaken any of the selected list, what would enable you to participate in the above or additional areas?

10. Do you consider yourself to be in the early stages of your career?

- Yes
- No

10.a. Please feel free to expand/explain your answer.

11. Since working at Lancaster University/FHM has your researcher grade changed?
e.g. from RA (6) to SRA (7); or SRA (7) to RF (8); or SRA (7) to RA (6) (Please select all that apply)

- Increased
- Decreased
- No change

11.a. If applicable, please provide any details of change(s):

Participation, support for development, and promotion practices

This section assesses whether you perceive that we have policies and practices in place that encourage the participation and promotion of women and men at all levels.

12. I know who my line-manager or appraiser is.

- Yes
- No

13. I have had a performance and development review (PDR) or probationary review in the last 12-18 months.

- Yes
- No

13.a. If you did have a PDR/probationary review, what impact has it had on your career progression and/or development?

- Positive impact
- Negative impact
- No impact
- Not sure

13.a.i. Please provide details for your choice.

13.b. If you did not have a PDR/probationary review in the last 12 to 18 months, please tell us why:

14. In the last 12-18 months I have carried out performance and development reviews for staff members I line manage or who I am the appraiser for.

- Yes
- No
- N/A

14.a. If you have not, please tell us why.

14.b. I offer to discuss development/progression opportunities with staff I line manage or appraise.

- Yes
- No
- N/A

14.b.i. If you have not, please tell us why.

15. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I was satisfied with my PDR/probationary review. | <input type="checkbox"/> |
| My appraiser gives me helpful feedback on my performance. | <input type="checkbox"/> |
| My appraiser encourages me to progress in my career. | <input type="checkbox"/> |
| My appraiser has encouraged me to undertake further training and pursue personal development opportunities relevant to my career. | <input type="checkbox"/> |
| My appraiser encourages me to have a strategic plan for promotion/career progression. | <input type="checkbox"/> |

16. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am optimistic about my career prospects. | <input type="checkbox"/> |
| It is more difficult for women than for men to reach the most senior positions in my field. | <input type="checkbox"/> |
| I have been encouraged to apply for promotion/more senior position. | <input type="checkbox"/> |
| I am familiar with the University's criteria and processes for promotion. | <input type="checkbox"/> |
| There are flexible promotion/recruitment policies (e.g., take into account part time work, career breaks) available to me. | <input type="checkbox"/> |
| Men do not receive preferential treatment in promotion in my department. | <input type="checkbox"/> |
| Women do not receive preferential treatment in promotion in my department. | <input type="checkbox"/> |

17. Have you ever had the opportunity to discuss promotion and/or career progression with your line manager, PI or Head of Department (HoD) for any of the following options?

Please don't select more than 1 answer(s) per row.

| | Yes | No | No, I do not want to apply |
|---|--------------------------|--------------------------|----------------------------|
| Research grade promotion by movement up the spine scale to a more senior grade through meeting formal University promotions criteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research career progression by movement up the spine scale to a more senior grade through role evaluation of your existing post resulting in a re-grade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research career progression by movement up the spine scale to a more senior grade through applying for a new position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifying research fellowship opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Applying for research fellowship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17.a. Please give any details for your responses and state whether any discussions that did take place were held with your line manager/PI/HoD (NB please do not use individuals' names):

17.b. Have you ever applied for a research fellowship?

- Yes
- No
- No, I do not want to apply

17.b.i. Please provide any detail for your response.

18. Would you like to continue to work in higher education?

- Yes
- No
- Unsure

18.a. If you answered 'yes', please tell us about your preferred career in higher education:

- Research only
- Research & teaching
- Teaching only
- Administration/management
- Research support
- Public engagement

Other

18.a.i. If you selected Other, please specify:

18.b. If you answered 'no', please tell us about your preferred career pathway outside of higher education:

18.c. If you answered 'unsure', please provide details of particular areas of uncertainty for you:

19. When you joined FHM did you have an induction period/plan?

- Yes
 No
 Unsure

19.a. Please give more details.

20. Please indicate which options are appropriate to the statement "I consider the University's criteria and processes for promotion/ career progression to be..." Please tick all that apply.

- Fair
 Unbiased
 Subjective
 Evidence Based
 Unreasonable
 Transparent
 Unpredictable
 Obstructive
 Valid
 Demotivating
 Reliable
 Motivating
 Helpful
 Opaque

- Arbitrary
 Not known to me

21. Have you had a promotion or career progression during your time in FHM?

Please don't select more than 1 answer(s) per row.

| | Yes | No | No, I did not want to apply |
|---|--------------------------|--------------------------|-----------------------------|
| Research grade promotion by movement up the spine scale to a more senior grade through meeting formal University promotions criteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research career progression by movement up the spine scale to a more senior grade through a role evaluation of your existing post resulting in a re-grade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research career progression by movement up the spine scale to a more senior grade through applying for a new position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21.a. Please give details of your successful/unsuccessful promotion or progression:

22. Have you applied for an additional increment / salary increase/ ex gratia payment?

- Yes
 No

22.a. If yes, was your application successful?

- Yes
 No

23. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Adequate opportunities exist within the University for personal development and training. | <input type="checkbox"/> |
| There are rewards, incentives and awards available to me at the University. | <input type="checkbox"/> |
| I have received rewards, incentives or awards from the University for my work. | <input type="checkbox"/> |

23.a. Please add any further comments related to any of the above statements.

24. Are you aware of a mentoring scheme available to you at the University?

- Yes
- No
- Don't know

25. I am currently mentored at the University

- Yes
- No

25.a. If no, would you benefit from having a mentor?

- Yes
- No
- Don't know

26. I have previously been mentored at the University

- Yes
- No

27. Please list any schemes or programmes offered at the University that you are aware of that help women to develop professionally.

28. Please add comments on difficulties that might be faced by women and not by men in your department.

29. Please add comments on difficulties that might be faced by men and not by women in your department.

| |
|--|
| |
|--|

30. Please indicate your level of agreement with the following statements. "I am satisfied with..."

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The success I have achieved in my career. | <input type="checkbox"/> |
| The progress I have made towards meeting my overall career goals. | <input type="checkbox"/> |
| The progress I have made towards meeting my goals for salary. | <input type="checkbox"/> |
| The progress I have made meeting my goals for the development of new skills. | <input type="checkbox"/> |

31. From the list below, please select the factors that have most benefitted you in your career. (Please select as many options as necessary)

- Ability/aptitude
- Good time management
- Manageable workload
- Luck
- Support of line manager
- Personality
- Gender
- Confidence
- Recognition
- Publication record
- Support of mentor(s)
- Support of colleagues
- Support of partner / spouse
- Hard work
- Ability to work part time / flexibly
- Other

31.a. If you selected Other, please specify:

| |
|--|
| |
|--|

32. From the list below, please select the factors that have been the greatest obstacles to you in your career. (Please select as many options as necessary)

- Ability/aptitude
- Poor time management
- High workload
- Misfortune
- Lack of support/guidance by line manager
- Personality
- My gender
- Lack of confidence
- Lack of recognition
- Lack of publications
- Lack of mentoring
- Difficult colleagues
- Partner / spouse's career
- Lack of motivation
- Lack of part-time / flexible work arrangements
- Due to part-time/flexible work arrangements
- Caring responsibilities
- Other

32.a. If you selected Other, please specify:

Workload and work-life balance

33. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I can manage my workload in the time available to me. | <input type="checkbox"/> |
| Staff are often expected to take work home at night and weekends. | <input type="checkbox"/> |
| To get ahead, staff are expected to work more than 50 hours a week. | <input type="checkbox"/> |
| Staff are regularly expected to put their job before their families. | <input type="checkbox"/> |

33.a. Please add any comments on any issue raised in this last set of questions.

34. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | strongly agree | agree | neutral | disagree | strongly disagree | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am successful at balancing my paid work and my personal life. | <input type="checkbox"/> |
| I face much conflict in balancing my work and personal life. | <input type="checkbox"/> |
| I make use of flexible working hours. | <input type="checkbox"/> |
| My career break (if any) was not detrimental to my career. | <input type="checkbox"/> |
| During my career break (if any) the level of contact with my department was appropriate. | <input type="checkbox"/> |

34.a. Please add any comments on any issue raised in this last set of questions.

35. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|---------|----------|-------------------|------------|
| | | | | | | |

| | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My department actively promotes a healthy work-life balance. | <input type="checkbox"/> |
| Meetings and events are seldom scheduled outside of 10am and 4pm. | <input type="checkbox"/> |
| My manager is quite accomodating of family related needs. | <input type="checkbox"/> |
| In this department staff who use work-family policies (e.g. job sharing, part-time work) are considered to be less serious about their careers than those who do not use these policies. | <input type="checkbox"/> |
| In this department staff who use flexible working are less likely to advance their careers than those who do not use flexible working. | <input type="checkbox"/> |
| To be viewed favourably by my department, staff must constantly put their jobs ahead of their families or personal lives. | <input type="checkbox"/> |
| To turn down career opportunities for family - related reasons will seriously hurt one's career progress in this department. | <input type="checkbox"/> |
| Many staff are resentful when men in my department take extended leave to care for newborn or adopted children. | <input type="checkbox"/> |
| Many staff are resentful when women in this department take extended leave to care for newborn or adopted children. | <input type="checkbox"/> |

35.a. Please add any comments on any issue raised in this last set of questions.

Workplace culture

This section looks at whether our workplace culture is welcoming to all.

36. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| There is a real commitment in the University to promote equality and diversity. | <input type="checkbox"/> |
| My department has a positive work environment. | <input type="checkbox"/> |
| My department has a more positive work environment now than a few years ago. | <input type="checkbox"/> |
| Men have preferential access to research space and resources in my department. | <input type="checkbox"/> |
| Women have preferential access to research space and resources in my department. | <input type="checkbox"/> |
| There is appropriate representation of both genders on major committees in my department. | <input type="checkbox"/> |
| In meetings managers pay just as much attention when women speak as men do. | <input type="checkbox"/> |
| In meetings staff pay just as much attention when women speak as men do. | <input type="checkbox"/> |
| There is appropriate representation of both genders on major committees in my faculty. | <input type="checkbox"/> |

37. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel fully part of my department. | <input type="checkbox"/> |

38. The reasons for my response to the previous question include...(please select up to five words that describe the reasons, and / or add some more words of your own or comment):

Please select no more than 5 answer(s).

- Well-informed
- Consulted
- Engaged
- Involved in decision-making
- Valued
- Align with departmental values
- Committed
- Enthusiastic
- Excited
- Loyal

- Rewarded
- Optimistic
- Ignored
- Overlooked
- Disinterested
- Personality conflicts
- Value conflicts
- Resource conflicts
- Resentful
- Despairing
- Pessimistic
- Distracted
- Other

38.a. If you selected Other, please specify:

39. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel fully part of my faculty. | <input type="checkbox"/> |

40. The reasons for my response to the previous question include...(please select up to five words that describe the reasons, and / or add some more words of your own or comment):

- Please select no more than 5 answer(s).
- Well-informed
 - Consulted
 - Engaged
 - Involved in decision-making
 - Valued
 - Align with departmental values
 - Committed
 - Enthused
 - Excited
 - Loyal
 - Rewarded
 - Optimistic
 - Ignored
 - Overlooked
 - Disinterested
 - Personality conflicts
 - Value conflicts

- Resource conflicts
 Resentful
 Despairing
 Pessimistic
 Distracted
 Other

40.a) If you selected Other, please specify:

41) Please indicate your level of agreement with the following statements. I feel confident to put myself forward...

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| For positions of responsibility within the department. | <input type="checkbox"/> |
| For positions of responsibility within the Faculty. | <input type="checkbox"/> |
| For positions of responsibility within the University. | <input type="checkbox"/> |
| As a Principal Investigator on a grant. | <input type="checkbox"/> |
| For an additional increment / salary increase. | <input type="checkbox"/> |
| For promotion. | <input type="checkbox"/> |

42) Please indicate your level of agreement that the following formal and informal networks in the Faculty / Department are useful to you.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | N/A |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My research group | <input type="checkbox"/> |
| Research seminars | <input type="checkbox"/> |
| Teaching teams | <input type="checkbox"/> |
| Informal social groups | <input type="checkbox"/> |
| Formal social events | <input type="checkbox"/> |
| Committees/working groups | <input type="checkbox"/> |
| Email communications | <input type="checkbox"/> |
| Women only/men only networks/groups | <input type="checkbox"/> |

43) I perceive the attitude towards gender in the faculty to be... (please select all that apply):

- Respectful
 Authoritarian

- Conservative
- Egalitarian
- Open-minded
- Unfair
- Supportive
- Fair
- Bullying
- Discriminatory
- Reverse discriminatory
- Excluding
- Proactive
- Accommodating
- Inclusive
- Vindictive
- Malicious
- Resentful
- Empowering
- Limiting
- Other

43.a. If you selected Other, please specify:

44. Please indicate your level of agreement with the following statements.

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Prefer not to answer |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I will actively look for a job at another university/department in the next year. | <input type="checkbox"/> |
| I am considering leaving my job and pursuing a different career. | <input type="checkbox"/> |

44.a. Please explain your answer if you wish.

45. Do you see yourself being employed in FHM in 3 years' time?

45.a. Please explain your answer here:

Awareness and impact of Athena SWAN

In this section we are interested in finding out about people's awareness of Athena SWAN and its impact in the faculty.

46. I am aware that FHM has an Athena SWAN Award

- Yes
 No

47. Please indicate your level of agreement with the following statements: "The Athena SWAN process and award has..."

Please don't select more than 1 answer(s) per row.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Helped to improve my visibility with my faculty/department. | <input type="checkbox"/> |
| Had a positive impact on the work environment in the faculty/department. | <input type="checkbox"/> |
| Had a positive impact on work practices in the faculty/ department. | <input type="checkbox"/> |
| Helped me to think more broadly about gender issues. | <input type="checkbox"/> |
| Had a positive impact on my career development. | <input type="checkbox"/> |
| Helped me increase my self-confidence. | <input type="checkbox"/> |
| Helped me to develop leadership skills. | <input type="checkbox"/> |
| Had a positive impact on my views on the advancement of women. | <input type="checkbox"/> |

48. I know who the Athena SWAN Champion / Co-ordinator is within my department.

- Yes
 No

49. I know who the Athena SWAN champions / coordinators are within FHM.

- Yes
 No

50. I have had the opportunity to be involved in the Athena SWAN initiative within my faculty / department.

- Yes
 No

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51. Before completing this survey had you heard of the FHM Research Career & Development (RC&D) group?

- Yes
 No

If you would like to find out more about the RC&D group please email rcd@lancaster.ac.uk.

If you are agreeable to being contacted by a member of the RC&D group about your individual employment experiences please email: rcd@lancaster.ac.uk

Monitoring information

52. Age

- <25
- 25-29
- 30-39
- 40-49
- 50-59
- 60-65
- >65

53. What is your sex? * Required

- Female
- Male
- Other
- Prefer not to say

54. Is your gender identity the same as the gender assigned to you at birth?

- Yes
- No
- Prefer not to say

55. Information about gender identity is considered sensitive personal data under the Data Protection Act. We want to make sure that we have permission to store this data for the purposes of monitoring and advancing equality and diversity in higher education. Please indicate if you give us permission to store this information and use it in this way. * Required

- Yes
- No

56. How would you describe your sexual orientation?

- Bisexual
- Gay man
- Gay woman/lesbian
- Heterosexual
- Other
- Prefer not to say

57. How would you describe your ethnicity? Please select the one box that you feel most closely represents your ethnicity.

- Arab
- Asian or Asian British - Bangladeshi
- Asian or Asian British - Chinese
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Other Asian background
- Black or Black British - African
- Black or Black British - Caribbean
- Other Black background
- Gypsy or Traveller
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian
- Other mixed background
- White
- Other ethnic background
- Not known
- Prefer not to say

58. Do you consider yourself to have an impairment, health condition or learning difference?

 More info

- Yes
- No
- Prefer not to say

59. Do you have caring responsibilities for any children (under the age of 18)?

- Yes
- No

60. Do you have caring responsibilities for any vulnerable or elderly adults?

- Yes
- No

61. Do you consider yourself to be the primary caregiver to any dependent children and/or adults?

- Yes
- No
- N/A

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62. Please add any comments you wish to make related to any topic mentioned in this survey.

Gender identity data holding authorisation

Your response has been recorded and we will not store the information you have provided regarding your gender identity.

Keeping you updated on the outcomes of the survey

The responses from the survey will be analysed and the report will be made available to all research staff members in the faculty.

We will be discussing the results of all the surveys (academic, research, professional services and students) with departments and in the Equality Enhancement Committee and will agree priority areas to address as part of our Athena SWAN Action Plan for 2016/17 onwards.

You have reached the end of this survey

Thank you for taking time to participate!

Appendix 4 FHM Contract Researcher Charter

Lancaster University Faculty of Health and Medicine Contract Researcher Charter

The Faculty values the contributions made by all of its staff, and in particular wishes to follow both the letter and the spirit of the *Concordat to Support the Career Development of Researchers* (<http://www.researchconcordat.ac.uk>). Whilst acknowledging that the primary role of a contract researcher is to deliver on the aims of the grant that funds their employment, this document sets out what Contract Researchers should expect additionally to contribute to the Faculty, and what in return they can expect from the Faculty. It is equally relevant to Contract Researchers and to their line-managers (typically, Principal Investigators). What follows refers explicitly to full-time staff, but applies equally to part-time staff with proportionate reductions in the quantitative elements.

In addition to work required to complete the terms of their contract, full-time Contract Research staff should expect:

1. To take an active interest in the wider work of the Faculty including participation in relevant departmental/school meetings and committees;
2. To undertake up to 5 working days of teaching and/or administrative duties per year, subject to the terms and conditions of the relevant funding body.

In return, full-time Contract Research staff can expect:

1. To be given at least 10 working days per year for professional development in addition to activities essential to the delivery of the research project(s) on which they are employed. These might, for example, include:
 - a) attendance at courses or conferences within their broad area of academic interest/expertise;
 - b) attendance at local seminars and colloquia on topics of general scientific interest;
2. To be kept informed of opportunities to apply for funds to travel to conferences or seminars relevant to their professional development additional to those covered by the grant that funds their employment;
3. To be advised on strategies for career development, including encouragement to take an active role in the preparation of research proposals that might fund their continued employment;
4. To be provided with secure office space including a desk, chair, space for books and files, access to telephone and computer.