University of Leeds

Early-Career Researcher Development Steering Group

Supporting the Career Development of Research Staff: CROS 2017

Executive Summary

Purpose

1. This paper provides a summary report on the results generated by the latest Careers in Research Online Survey (CROS) which was completed by 246 postdoctoral research staff (26% of the 937 staff surveyed).

2. The Steering Group is invited to consider these survey results and to endorse the recommendations set out in this paper.

Context and key points to note

3. The paper relates these results to the University's commitments to the Concordat to Support the Career Development of Researchers and to the European HR Excellence Award scheme.

4. It identifies significances and reflects on trends in the data from 2013 onwards and suggests, where possible, why these may be occurring. These include:

    a. An increase in the number of research staff on contracts of less than 24 months.
    b. Positive increases in awareness of the employer's and line manager's responsibilities towards postdoctoral research staff and significantly increased satisfaction with the SRDS process.
    c. Consistently high levels of aspiration/expectation of gaining an academic career despite labour market realities.
    d. A demand for mentoring and development opportunities for leadership skills and career-building.
    e. A perceived lack of opportunity to undertake teaching and to gain recognition for this.
    f. A significant increase in awareness of Athena SWAN amongst respondents.
    g. Low levels of engagement with University-wide induction.

5. While the findings demonstrate continued good progress towards some of our Concordat Action Plan goals,[1] it is acknowledged that more remains to be done to support the career development of research staff, much of which is ongoing.

6. The Concordat is currently under review and this is expected to result in amendments to the European HR Excellence Award and CROS 2019 which are likely to be more inclusive of both postdoctoral research and teaching roles. Therefore, it is recommended that Leeds should adopt this wider perspective when considering the career development needs of all postdoctoral staff on fixed or open-ended contracts.

---

[1] The University of Leeds Concordat Action Plan can be found here: http://www.sddu.leeds.ac.uk/wp-content/uploads/2014/12/Interim-Plan-2017-18.pdf

Supporting the Career Development of Research Staff: CROS 2017

Introduction

1. The University of Leeds' *Strategic Plan 2015-2020: Investing in Knowledge and Opportunity* recognises the importance of staff aspirations to the success of its goals. A "vibrant PhD and postdoctoral community" is vital to the quality of, income from and impact of its research. The biennial *Careers in Research Online Survey (*CROS)[2] is a method by which Leeds is able to assess the development and wellbeing of its postdoctoral community. It provides insights into the views of research staff with regard to their workplace experiences, career aspirations and career development.[3]

2. CROS is a national biennial survey run by Vitae on behalf of UK higher education institutions and has become well established as an evaluation mechanism for UK institutions. A total of 67 UK HEIs took part in 2017 (14 of which are from the Russell Group).

3. The CROS results provide useful data to measure progress regarding the impact of the University's *Concordat Implementation Strategy and Action Plan 2015-2018.* The Action Plan was developed to address issues identified through the 2013 and 2015 CROS surveys and through wider consultation with research staff and principal investigators.

4. The CROS results also provide evidence for the University's *European HR Excellence in Research Award* and Athena SWAN submissions. Maintaining and improving on our performance in relation to both of these standards has significant implications for the sustainability of our research agenda in view of the weighting they are given by major funding bodies.

5. The Steering Group is invited to consider the key themes emerging from the survey and to endorse the recommendations contained in this paper.

6. Our 2017 CROS survey generated a response rate of 26% (Russell Group: 27%) from the 937 postdoctoral staff with 'research' in their job description on fixed-term or open-ended contracts who were invited to participate. Data on the demographics of the survey respondents is included in Annex 1 (section 2).

7. When considering the survey results, it may be useful to note that, as part of a pilot exercise at the request of the national CROS and PIRLS Steering Group, when CROS 2015 took place those on fixed term or open-ended contracts with 'teaching' in their job title were also invited to participate if they self-identified as informal or voluntary researchers aspiring to an academic career. As a result there is some fluctuation of results across the 2013, 2015 and 2017 surveys due, in part, to changes to the profile of the survey population. For this reason, reference is also made throughout this paper to 2013 survey responses to show the longer term trends.

8. The following sections explore the key strengths and areas for further improvement suggested by the survey results. The numerical data on which these findings are based is included in Annex 1 with reference made to the relevant survey questions.

Key Strengths

9. Overall, respondents to the survey indicated positive perceptions of working at the University with 90% indicating that they would recommend Leeds as an employer (Q.36). This reflects a sustained level of high engagement across the 2013 and 2015 survey results.

---

10. In addition, the results indicate significant increases in the degree of clarity that respondents now have regarding workplace roles and responsibilities. In 2013, 60% of respondents stated that they knew what their responsibilities as members of research staff at Leeds were and this has increased to 80% in the 2017 survey. Clarity regarding the responsibilities of Principal Investigators has also increased from 51% in 2013 to 62% in 2017 (Q.38).

11. Positive progress also appears to have been made with regard to perceptions regarding the usefulness of the University's SRDS process as a means of supporting focused career and professional development. 61% of respondents who had participated in the SRDS process rated it as useful or very useful compared with 45% of respondents in 2013 (although it should be noted that only 54% of respondents had taken part). Where SRDS discussions have taken place, they appear to have been well received with respect to providing feedback, discussing career aspirations and identifying training or other CPD opportunities (Q.14). One respondent stated:

    "My manager has been excellent in providing the right balance of guidance and autonomy in my research role as Postdoctoral Research Assistant, and in recognising the value and skill of particular tasks that I undertake."

12. Three quarters of respondents indicated that they know where they and their research fit into the school's/institute's strategy (Q.41), which suggests a good degree of alignment between the work being undertaken by researchers and wider organisational priorities, particularly when combined with 81% of respondents agreeing that they are integrated into their department's research community (Q.11).

13. The majority of respondents regard the University as committed to Equality and Diversity with 91% agreeing or strongly agreeing with this statement compared to 86% across the Russell Group. In addition, 64% of respondents perceive Leeds to promote wellbeing at work compared to 50% of respondents in other Russell Group institutions (Q.43).

14. The University's investment in supporting and promoting gender equality appears to have contributed to a significant increase in awareness of the Athena SWAN Gender Equality Charter Mark with 90% of respondents indicating some level of awareness of it compared to 44% in 2013. There appear to be generally increased levels of awareness amongst the survey population across a range of UK initiatives for research staff (Q.15) including an increase from 24% to 39% regarding the Concordat for Engaging the Public with Research and 32% to 50% regarding the HR Excellence in Research Award. Whilst there is more work to do in some of these areas, it is an indication of positive progress to date.

15. In terms of the extent to which respondents feel that they are encouraged to engage in personal career development (Q.22), Leeds compares relatively well to its Russell Group peers with 80% agreeing that this is the case compared to 74% of Russell Group respondents. However, as indicated in the next section on areas for improvement, a significantly smaller percentage of respondents indicate that they have a clear career development plan (54%).

Areas for Further Improvement

16. The survey results reflect some recurring themes and issues which continue to present challenges for the respondents. Specific issues include the following:

17. The nature of the employment relationship continues to be a source of frustration for research staff. Almost half (49%) of respondents to the survey were on contracts of 2 or less years which is a reality more generally across the sector. However, this employment status remains a factor in the degree to which research staff feel valued and is reflected in some of the free text comments:

"More opportunities for progression so that my specific skills are not lost because I have to move – this would give more of a feeling of being valued for doing the research which the University needs to be a world leader."

"Not treat contract researchers as disposable. Many of us have far more experience than permanent staff yet are treated like juniors. This applies in every university I have worked in"

18. Given that the context in which research posts are funded, this reality is unlikely to change significantly in the near future, but it places an increased responsibility on Principal Investigators as line managers and the University as an employer to provide researchers with a good range of work- and development-related opportunities to enhance their continued career progression. A positive example of this is reflected in the comment from one respondent below:

    "I was pleased to discover that as a 12 month, fixed term postdoctoral fellow in research and engagement, I am entitled to the same travel and conference allowance for the year as my colleagues who are permanent members of staff, and to additional internal funding options for overseas conferences. This is enabling me to maximise my professional profile and network before I go on the jobs market again in a few months' time."

19. However, responses to Q.9 suggest that many of the respondents to the survey do not feel that their contribution to academic activities beyond research publications (79%) are recognised and valued by the University. In particular, only 52% of respondents report having been involved in teaching/lecturing activities (Q.29) with 38% of respondents perceiving it to be an activity where their contribution is valued and recognised (Q9). Only 50% reported recognition on writing grant proposals and 47% on student supervision (Q9).

20. In addition, significant numbers of respondents indicated that they would like the opportunity to engage in a broader range of activity beyond their immediate research, including mentoring and supporting other researchers (51%), undertaking a placement outside of higher education research (47%), managing a budget (50%), and a range of other activities (Q.27-30). When considered in the context of only 54% of respondents having a clear career development plan (Q.22), there is potentially more scope to consider how best to support those colleagues who need to identify and access the skills they will require over the longer term. As commented by one respondent, those skills need to equip colleagues to gain employment beyond higher education:

    "Training is (inevitably) geared towards an academic career path. For the overwhelming majority of PhD students/post docs this is not going to be an option."

21. The reported demand for opportunities to manage a budget, mentor others and undertake placements beyond HE may reflect a general awareness amongst respondents that they need to prepare for a range of career paths. The aspiration to establish a career in Higher Education has stayed consistently high amongst respondents (80%) with fewer respondents (60%) expecting this to be the case (Q.26). However, this is still a higher level of expectation than can potentially be realised. Therefore, there remains a continuing need to engage research staff in career planning that extends beyond Higher Education at an early stage and for this to be perceived as a positive choice.

22. Whilst access to time to engage in CPD appears to have improved since 2013, over 10% of respondents indicated that they have not taken any time for professional development over the past year (Q.24). The majority (66%) appear to have taken between 1-5 days for CPD over the past year (Q.24). This is below the Concordat recommended 10 days per year.

23. In terms of equality and diversity, as noted above, the majority of the survey results indicate a broadly positive range of perceptions regarding the University's commitment to equality of opportunity across the protected characteristics. However, from an Athena SWAN perspective, it may be worth noting a reduction from 74% of respondents indicating that they had equal access to flexible working in 2013 to 68% of respondents in the 2017 survey (Q.10). In addition,

10% of respondents indicated that they had experienced some form of discrimination. The free text comments will be shared with colleagues in the Equality and Policy Unit for information and follow up with respect to ensuring research staff know what to do if they have been discriminated against.

24. Another area for improvement is the extent to which research staff are made aware of and benefit from engaging with university-wide induction provision. Over a third (34%) of respondents stated that this was not offered to them, with only 38% of those offered induction indicating that they had found it useful (Q.20). Free text comments indicated a range of reasons for this including the timings of the induction sessions, a lack of awareness and a perception that induction was not relevant for those who had undertaken their doctorate studies here:

"Due to my start date it was hard to find the time to book in to relevant (university) induction programmes. Therefore, I only have just found out about relevant issues which I feel that I should have known about earlier."

"At times I felt I had to go find out what induction activities were required/available."

Faculty and local inductions appeared to be more positively received. However, 18% of respondents indicated that they had not been offered this (Q.20) which suggests that more can be done to provide research staff with a positive experience of working at Leeds.

Conclusion and Recommendations

25. While the findings of CROS 2017 provide evidence of good progress against a number of the priorities set out in the University's action plan, they also highlight areas for further exploration and improvement. The establishment of a Steering Group for Early Career Researchers provides a valuable opportunity to review some of these issues and work in collaboration with key partners including OD&PL, HR and Research leads.

26. Some suggested areas for focused activity for the Steering Group to consider/endorse include:

- HR and OD&PL will continue to develop and support our Principal Investigator community to ensure that they are aware of their role in supporting the induction, career planning and professional development of their research staff. These expectations are set out in the [Guidance on the Employment of Researchers](#) document which was published in 2012 and is being updated for recirculation in 2018 Further consideration should be given to how to embed it effectively in PI development, SRDS discussions etc.
- Research staff will be given access to new leadership development provision including Aspiring to Lead and Learning to Lead to support the early development of leadership skills.
- Further work will be undertaken to promote the University's mentoring scheme (and local schemes where appropriate) to research staff, encouraging their participation as mentors and mentees.
- OD&PL will work with relevant colleagues to explore the potential for an increased range of online resources and support for research staff in career planning and personal effectiveness.
- The responses from CROS will be considered in the context of our Concordat Implementation Strategy and Action Plan and any gaps addressed. The action plan will also be reviewed in relation to the broader definition of research active staff which will inform future iterations of the HR Excellence in Research Award and CROS.
- The dissemination and discussion of these survey results with key senior stakeholders including Pro Deans for Research and Innovation and Student Education to explore opportunities for research staff to access activities relating to inter-disciplinary research, teaching and learning, knowledge transfer etc.

27. Also of note is the dip in responses to agreement (Q.9 to 11, 14, 43 to 45) and usefulness (Q.20) in 2015 when those staff on teaching contracts who also do research were included in

the survey. When preparing responses to the recommendations the needs of this group should be considered.

28. Key factors in our University's ability to address the needs of our research community effectively are maintaining a sustained dialogue with staff and making a systematic use of data/evidence to assess the impact of our policies and provision. It is proposed that a subgroup of the ECR Development Steering Group maintains oversight of progress in relation to our HR Excellence in Research Action Plan and establishes a reporting framework that will enable evidence of that to be monitored.

Annex 1. Careers in Research Online Survey (CROS) 2017 Data

1. Overview

This annex provides data from the Careers in Research Online Survey (CROS) 2017 that underpins the findings reported in the main body of this report.

The survey was run at Leeds from 16 April 2017 until 31 May 2017 (the national closing date) and had a response rate of 26% for completed surveys. The Russell Group response rate excluding the University of Leeds was 27%. This report is based on completed survey data (246 responses based on a population size of 937). All values within tables and graphs are given as percentages unless otherwise stated. Faculty breakdowns have been provided where there were greater than 10 responses in order to protect privacy.

Where comparable Russell Group data is available it is provided.

Where there is a 10% or higher increase in a response between 2013 and 2017 this is highlighted in light green with a $^\uparrow$ next to the 2017 figure. (There were no decreases of 10% or more.) Where there was a 10% or higher decrease from 2013 to 2015 with a subsequent increase of 5% or more this is highlighted in pink with a $^\vee$ next to the figure. This indicates where there was a dip in a response in 2015 when staff who were employed to teach but also did research were included.

2. Demographics

Questions 3, 4, 49, 51, 50 on demographics
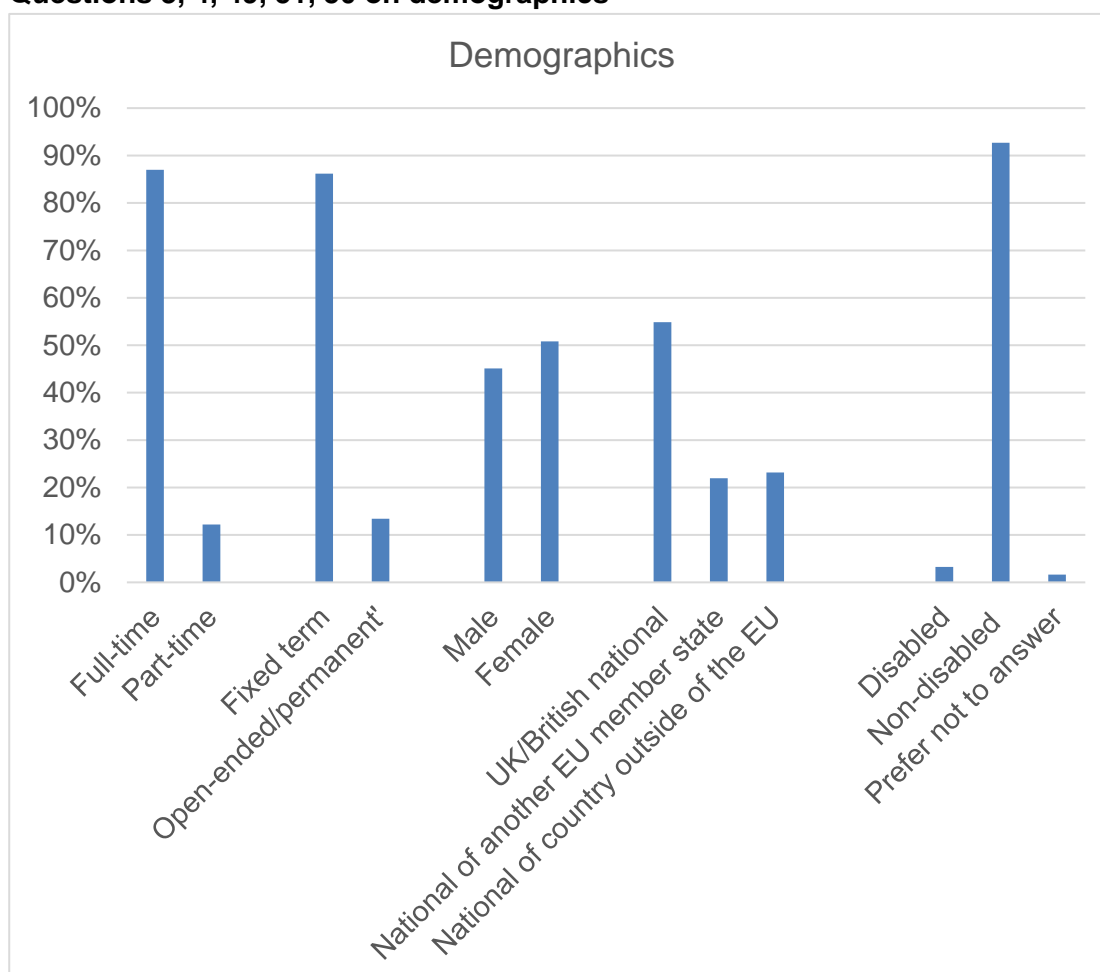
Question 7. What is the main source of funding for your research activity?

Funding distribution	University of Leeds (2017)	Russell Group (2017)
Charity funded	17.1%	17%
EU/EC funded	14.6%	13%
Institution funded	14.2%	17%
Research council funded	34.1%	27%
UK industry funded	4.9%	4%
UK Government funded	9.3%	12%
Other	5.7%	

Question 34. Response rates from the faculties:
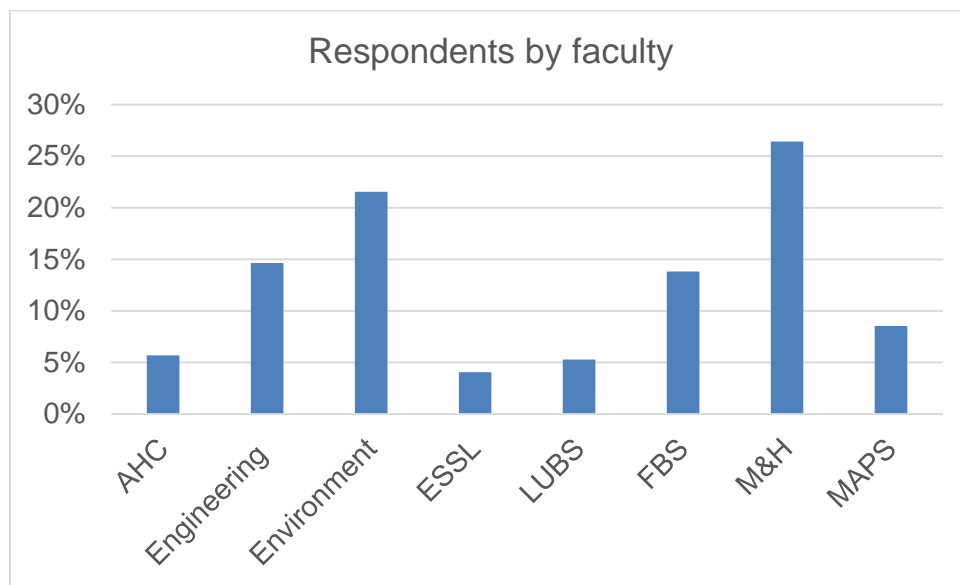
3. Question response data

Questions 9, 10 and 11 on being valued as essential members of staff

	University wide responses						Responses by Faculty (Agree Strongly + Agree)										
	Agree Strongly (AS)	Agree (A)	Disagree	Disagree Strongly	Don't know	Not applicable	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 % A +SA	2015% A+SA	2017 % A +SA
Q9 To what extent do you agree that your institution both recognises and values the contributions you make to:																	
Grant funding applications	15	35	13	6	11	20	93	43	38	60	35	54	55	62	48	41	50
Knowledge transfer and commercial activities	10	32	11	5	16	26	64	49	30	40	35	38	42	62	47	37ᵛ	42
Managing budgets / resources	6	26	19	8	12	29	79	40	19	0	21	31	32	52	35	30	32
Peer reviewing	8	26	21	12	18	15	57	43	26	10	24	38	35	43	39	33	34
Publications	27	51	7	2	9	3	86	89	79	60	68	69	83	76	80	70ᵛ	79
Public engagement with research	13	43	10	6	17	11	79	60	51	50	53	69	52	57	53	42	56
Supervising / managing staff	6	29	17	7	9	33	21	49	17	20	44	31	38	43	34	32	34
Supervising research students	9	38	15	9	10	20	43	60	32	20	56	31	51	57	46	42	47
Teaching and lecturing	11	28	15	7	9	31	43	37	32	30	21	54	49	43	34	40	38
Q10 To what extent do you agree that your institution treats you (as a member of research staff) equally with other types of staff in relation to:																	
Access to training and development opportunities?	31	52	7	2	8	0	86	83	79	80	82	92	83	90	88	86	83
Opportunities to attend conferences and external meetings?	32	46	10	4	7	1	86	91	74	60	85	77	69	86	80	78	78
Opportunities to participate in decision making processes?	12	38	20	8	11	10	64	37	40	30	58	46	58	57	46	48	50
Opportunities for promotion and progression?	9	24	23	18	21	4	36	26	28	10	35	38	37	48	36	35	33
Requests for flexible working?	29	39	3	2	16	11	86	63	68	60	62	69	73	62	74	66	68
Terms and conditions of employment (excluding any fixed term nature of contract)?	20	38	14	5	15	9	86	60	60	60	56	46	41	86	56	51	58
Visibility on websites and staff directories?	28	48	9	4	9	2	93	77	87	80	62	77	63	95	78	76	76
Q11 To what extent are you integrated into your…?																	
Department's research community?	27	53	18	2			86	80	79	70	71	77	83	100	82	76	81
Institution's research community?	17	50	28	5			71	74	67	50	59	62	65	81	72	62ᵛ	67
Wider disciplinary community?	17	49	29	5			86	69	79	50	62	46	52	86	70	65	66

Question 12. Over the past two years (or since taking up your position if that is more recent) have you participated in staff appraisal?

	University of Leeds
No	46
Yes	54
You are on probation	29
You've only recently been appointed	30
You haven't been invited to do so	25
You are not eligible	7
You haven't arranged this	5
Other	4

Question 14: How would you rate the usefulness of your institution's staff review/appraisal scheme?

	University wide responses %					Responses by Faculty (Useful + Very Useful) %										
	Not at all useful	Not very useful	Useful (U)	Very useful (VU)	Not Applicable	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 U+VU	2015 U+VU	2017 U+VU
Overall?	4	35	52	9	0	60	71	57	100	50	33	60	67	45	39	61↑
For you to highlight issues?	4	25	57	12	2	60	75	76	100	44	67	71	67	52	39˅	68↑
In helping you to focus on your career aspirations and how these are met by your current role?	5	24	55	15	1	80	71	67	50	69	33	73	78	44	38	70↑
In identifying your strengths and achievements?	8	32	47	13	0	50	53	48	100	38	67	69	89	48	44	60↑
In leading to training or other CPD opportunities?	10	28	49	13	0	60	59	52	100	44	67	69	67	41	36	62↑
In leading to changes in work practices?	11	49	22	5	12	50	29	19	50	13	33	26	44	23	22	28
In reviewing your personal progress?	4	20	61	15	0	50	94	81	100	56	33	80	78	51	42	76↑

Question 15: How would you rate your knowledge and understanding of the following UK initiatives relevant to research staff?

	University wide responses %			Responses by Faculty (I Know it exists + I Have some understanding) %								University wide responses (I know it exists + I have some understanding) %		
	I know it exists , but don't know the detail	I have some understanding	I have never heard of it	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013	2015	2017
Athena SWAN Gender Equality Charter Mark	38	51	10	57	91	92	56	97	69	98	95	44	81	90↑
Concordat for Engaging the Public with Research	27	12	61	21	49	19	0	44	23	46	47	24	35	39↑
Concordat to Support the Career Development of Researchers	24	16	60	29	40	25	11	44	31	57	45	27	37	40↑
Concordat to Support Research Integrity	25	8	67	50	38	15	11	39	31	46	35	20	23	33↑
European 'HR Excellence in Research' Award recognition	39	11	50	46	40	43	50	62	38	51	67	32	36	50↑
National Co-ordinating Centre for Public Engagement (NCCPE)	22	5	73	29	36	21	0	32	8	34	40		23	27
RCUK 'Pathways to Impact'	38	35	27	36	74	81	75	82	46	71	85	56	73	73↑
Research Excellence Framework (REF)	26	68	6	7	91	96	100	97	92	97	86	87	92	94
Vitae	33	23	44	36	66	51	44	53	38	63	70	46	51	56↑
Vitae Researcher Development Framework (RDF)	30	18	51	29	46	42	50	53	23	62	55	36	44	49↑

Question 20: When you started with your current employer how useful did you find the following?

	University wide responses %						Responses by Faculty (Useful + Very Useful) %										
	Not offered	Offered but not taken	Not at all useful	Not very useful	Useful (U)	Very useful (VU)	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 U+VU	2015 U+VU	2017 U+VU
Institution-wide induction prog	34	7	2	20	26	12	55	50	18	38	41	22	33	57	37	24ˇ	38
Department/faculty/unit induction prog	18	3	2	19	36	17	55	54	32	50	65	38	64	57	50	32ˇ	53
Local induction to your role	18	4	3	7	39	30	64	73	54	75	82	38	74	79	69	41ˇ	69

Question 22: To what extent do you agree that:

	University wide responses				Responses by Faculty (Agree Strongly + Agree)								Agree Strongly + Agree			
	Agree Strongly (AS)	Agree(A)	Disagree	Disagree Strongly	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013	2015	2017	Russell Group
a. You are encouraged to engage in personal career development?	25	55	16	4	79	83	67	70	80	85	83	100	80	77	80	74
b. You take ownership of your career development?	32	54	13	2	78	85	79	100	88	83	86	95	88	87	86	88
c. You have a clear career development plan?	11	43	36	10	72	57	48	60	41	54	49	90	59	54	54	54
d. You maintain a formal record of your CPD activities?	14	47	32	8	93	74	42	80	50	38	64	72	57	54	61	60
e. You use the Vitae researcher development Framework to support your CPD activity	1	7	45	47	0	14	4	0	9	15	6	10	11	9	8	

Question 24. During the past 12 months (or since taking up your current position if that is more recent) approximately how many days have you spent on training and other continuing professional development activities?
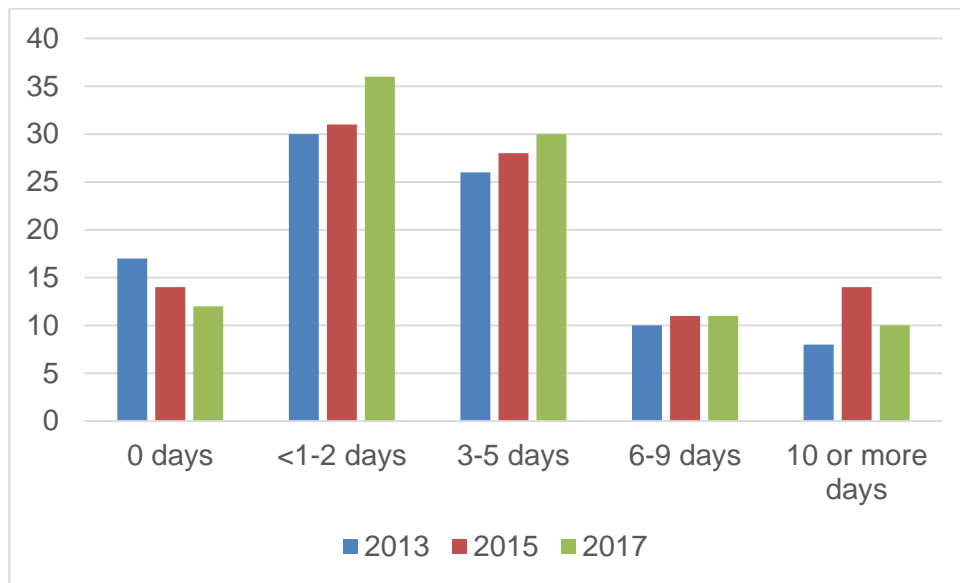
Question 26. In which area do you aspire and expect to work in the long term?
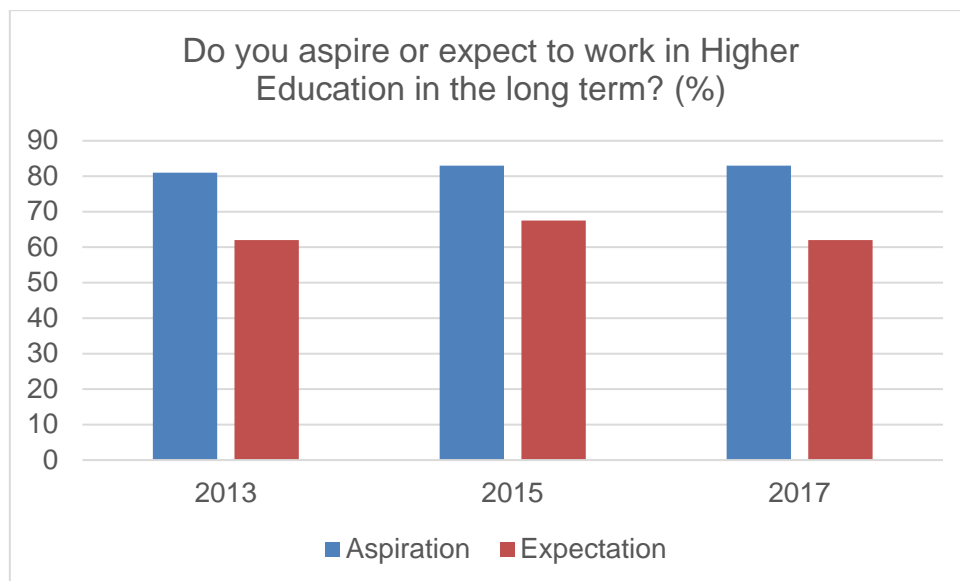
Question 27 to 30. Which of the following have you done, or would like to do as part of your current role?

		I currently have no interest in this	I have done this	I would like to do this
Q 27. Working with others	a. Collaborate with colleagues outside of the UK	5	64	31
	b. Collaborate in research with external organisations	13	47	41
	c. Interdisciplinary research projects	5	59	36
	d. Mentor and support other researchers	14	35	51
	e. Supervise undergraduate or postgraduate research projects	7	58	35
	f. Undertake an internship/placement outside higher education research	46	7	47
	g. Work as part of a cross disciplinary team	8	49	42
Q 28. Research & Financial Management	g. Manage a budget	16	34	50
	h. Plan and manage a project	5	47	48
	i. Write a grant/funding proposal	4	50	46
Q 29. Engagement and Impact	j. Engage with policy makers	20	27	53
	k. Knowledge exchange	15	31	54
	l. Participate in public engagement activities	18	43	39
	m. Teach or lecture	12	52	37
Q 30. Comm & dissem	n. Present work at a conference orally	2	81	17
	o. Write up research for publication as a first author	1	75	24

Question 36: I would recommend the University of Leeds as an employer?

University wide responses				Responses by Faculty (Agree Strongly + Agree)										
Agree strongly (AS)	Agree (A)	Disagree	Disagree Strongly	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 AS+A	2015 AS+A	2017 AS+A
36	54	8	2	100	88	100	100	88	100	92	90	89	86	90

Question 38: In 2007 the University launched its 'Policy on the Employment of Researchers' which was updated in 2012 as the 'Guidance on the Employment of Researchers':

	University wide responses			Responses by Faculty (Yes)										
	Yes	No	Don't know	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 yes	2015 Yes	2017 Yes
a. Have you received information about this guidance?	38	31	30	57	25	40	30	35	46	35	57	22	21	38[↑]
b. Do you know what your responsibilities are as a member of research staff at the University of Leeds?	80	11	9	93	89	72	70	76	69	86	76	60	64	80[↑]
c. Do you know what your Principal investigator's responsibilities to you are?	62	25	13	79	64	51	60	68	46	63	76	51	55	62[↑]
d. Do you have a mentor?	41	51	8	71	47	34	50	44	38	35	43	41	36	41
e. Have accessed the SDDU online mentoring guidance?													13	

Question 39: Indicate your agreement with the following statements:

	University wide responses				Responses by Faculty (Agree Strongly + Agree)										
	Agree strongly (SA)	Agree (A)	Disagree	Disagree strongly	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 AS+A	2015 AS+A	2017 AS+A
I am satisfied with the range of training and development opportunities available to me at the University of Leeds	15	70	15	1	92	89	77	90	80	85	82	100	85	84	85
I find it easy to access the training and development opportunities available to me at the University of Leeds	16	60	20	4	92	75	66	80	77	92	73	90	81	75	76

Question 40: How useful do you find the following methods of communication?

	University wide responses				Responses by Faculty (Very useful + Partly useful)										
	Very useful	Partly useful	Not very	Not aware of	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 VU+P	2015 VU+P	2017 VU+P
The University's internal e mail information networks administered by RIS (also known as the RSU nets)	26	38	15	21	71	78	53	70	53	62	65	86	65	58	64
Research related information via www.researchresearch.com	13	18	11	58	29	44	13	40	32	38	34	33	21	20	31↑

Question 41: Do you know where you and your research fit into:

	Yes (Y)	Partly (P)	Not aware of …	No	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 Y+P	2015 Y+P	2017 Y+P
Your school's/ institute's strategy?	41	34	8	17	79	81	70	80	65	62	82	76	77	81	75
The University of Leeds' Strategy?	22	37	11	31	71	67	43	70	47	62	65	67	60	62	59

Questions 43 to 45 on equality, inclusion and fairness

Question	University wide responses					Responses by Faculty (Agree Strongly + Agree)											
	Agree Strongly	Agree	Disagree	Disagree strongly	Not applicable / Don't know	AHC	Engineering	Environment	ESSL	FBS	LUBS	M&H	MAPS	2013 AS+A	2015 AS+A	2017 AS+A	Russell Group AS+A
Q43 Please indicate your level of agreement with the following statements:																	
a. I believe my institution is committed to E&D	39	52	4	0	4	93	97	81	100	91	92	92	95	88	85	91	86
b. I am satisfied with my work life balance	26	47	20	6	2	79	74	74	70	79	62	65	86	70	71	73	68
c. My institution promotes better health and well-being at work	19	45	18	6	12	79	57	64	80	68	69	58	67		56	64	50
Q44 I think that staff at my institution are treated fairly regardless of personal circumstances such as age ethnicity, disability or gender in relation to:																	
Access to training and development	41	48	3	0	8	100	91	83	90	94	77	88	95	91	86	89	
Career progression and promotion	24	36	17	4	18	50	57	55	90	65	58	63	62	66	62	60	57
Day to day treatment at work	34	50	7	2	8	86	83	81	90	91	75	82	86	87	81	84	
Participation in decision making	26	39	15	3	17	58	60	64	80	65	58	66	76	70	64	65	
Recruitment and selection	27	44	9	2	18	58	60	72	90	73	58	75	86	76	71	71	
Reward	23	36	12	2	26	57	60	55	70	62	50	61	67	63	58	59	52
Q45 Overall, I think that staff at my institution are treated fairly irrespective of:																	
Age	39	42	5	1	12	93	89	77	90	79	67	82	81	83	78	81	72
Disability	38	40	1	0	21	64	83	74	100	76	67	82	81	82	78	78	
Ethnicity	40	42	4	1	13	64	86	75	100	85	58	86	95	86	81	82	74
Gender	37	43	12	1	8	79	86	79	78	85	58	74	90	82	76	80	73
Gender identity	38	34	2	0	27	57	77	66	80	71	58	74	86	76	71	72	
Nationality	39	43	5	1	12	86	71	83	90	82	75	82	90	84	82	82	
Pregnancy & maternity	33	35	5	2	24	71	77	60	50	62	50	78	76	74	64ˇ	70	61
Religion / belief	39	42	0	0	19	64	86	79	70	79	67	84	90	83	79	81	
Sexual orientation	41	39	0	0	21	79	77	75	80	76	67	84	90	77	74	80	