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| Perceived Barriers to becoming research active | Actions | Outcomes |
| Theme: Time |  |  |
| Time (management) |  |  |
| Work-life-balance |  |  |
| Ability to work on days off |  |  |
| Being a wife and mum/unequal domestic behavior |  |  |
| Pursuing a research career or becoming a mum |  |  |
| Theme: Personal |  |  |
| Fear |  |  |
| Confidence (in own abilities) |  |  |
| Discipline |  |  |
| Fear of confrontation |  |  |
| Specific clarity |  |  |
| Prioritize – Financial implications |  |  |
| Setting own personal criteria |  |  |
| Be comfortable in yourself |  |  |
| Speaking up |  |  |
| Theme: interpersonal |  |  |
| Respect, recognition, credibility |  |  |
| Lack of understanding of feminism internally/externally |  |  |
| Give up due to having to justify your research area |  |  |
| Others being dismissive and you being submissive |  |  |
| More credibility given to men |  |  |
| Making your voice heard | Had meeting with HoS | HoS attentive to concerns |
| Encouraging support |  |  |
| Nepotism |  |  |
| Theme: Structural |  |  |
| Funding |  |  |
| Administration |  |  |
| Being in temporary job |  |  |
| Too many other demands beyond regular teaching |  |  |
| Receiving support to balance workload |  |  |
| System is top down, lack of support |  |  |
| Doing research with or without funding | Actions | Outcomes |
| Theme: Structural |  |  |
| Knowing who to talk to in terms expense payments | Speaking to the director of research  Speaking to Martin Pickard (funding bids) | Unknown |
| Support for resources | Speaking to the director of research | Unknown |
| Expense payments |  |  |
| Potential for undergrad student involvement in unfunded research as unpaid RA but undertaking the research as part of their dissertations | UROS scheme |  |
| Theme: Time |  |  |
| Time allocated to work on un-funded research/evaluation projects | Clarify to others when you will be working/researching. | Others (staff/students) know that you are unavailable on these days |
| Documented workload allocation |  | This is often not discussed and abnegated by line managers and heads of schools |
| Scheduling of meetings |  |  |
| Pilot studies and unfunded research | Actions | Outcomes |
| Theme: Structural |  |  |
| Research climate not good |  |  |
| Theme: Interpersonal |  |  |
| Build up partnerships with people beyond the university | Don’t be afraid, pick up the phone |  |
| Negotiate integrity of research, roles and outcomes | Create agreements on workloads, publications, and other outputs prior to commencing work |  |
| Use people already at the university | Research office, accounts, |  |
| Utilizing students skills | When using students there were fears about them being competent enough to do work. | More work in checking everything, output not often not as good.  Others have been more fortunate and students have produced good work. |
| Theme: Personal |  |  |
| Finding out whether your role permits you to be Principal Investigator, Co-Investigator, consultant |  |  |
| Is it the right time within your academic career |  |  |
| Learning from being wrong | Submit for internal review | Understanding what potential reviewers will pick up on, critique |
| Learning from working on a number of studies | Make yourself available to those doing research in your school and beyond | Confidence in writing bids, preparing doable projects, finding out about the minutiae of research from start to finish |