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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 |  |  |
| Support for resources |  |  |
| Expense payments |  |  |
| Potential for undergrad student involvement in unfunded research as unpaid RA but undertaking the research as part of their dissertations |  |  |
| Theme: Time |  |  |
| Time allocated to work on un-funded research/evaluation projects |  |  |
| Theme:  |  |  |