

University of St Andrews PIRLS Survey 2015

Showing 137 of 137 responses

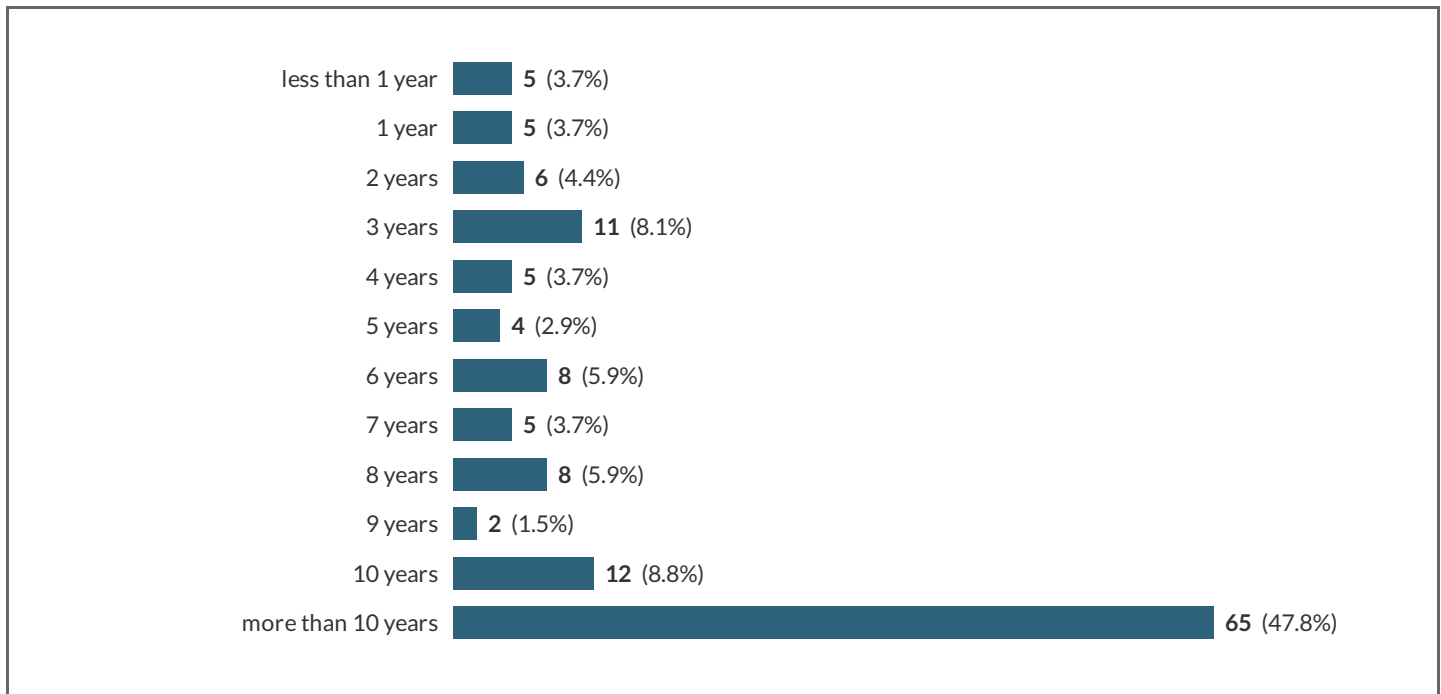
Showing **all** responses

Showing **all** questions

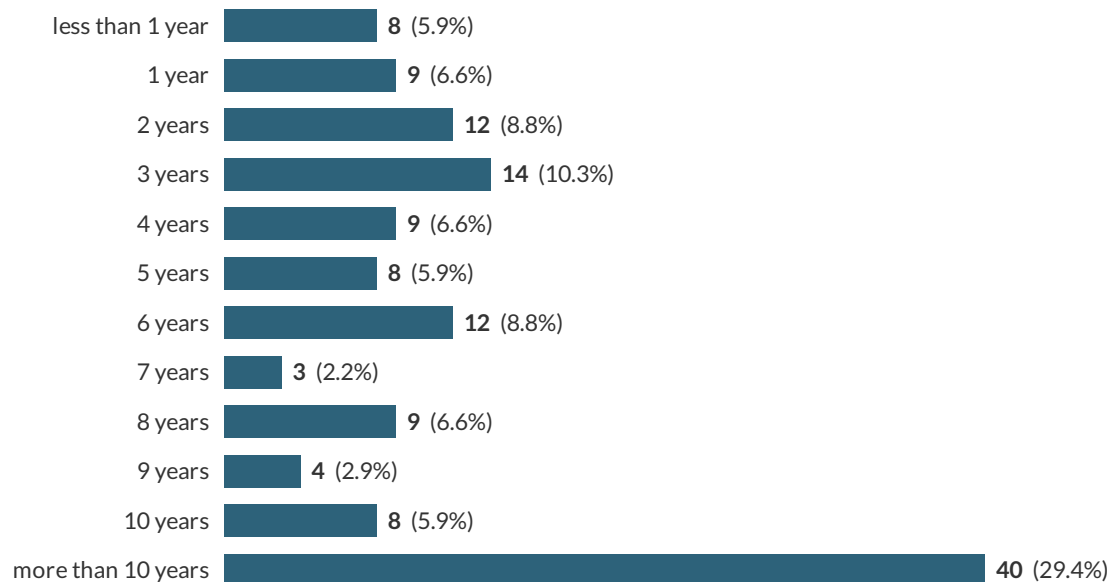
Response rate: 22%

Section A - Your experience as a principal investigator/research leader.

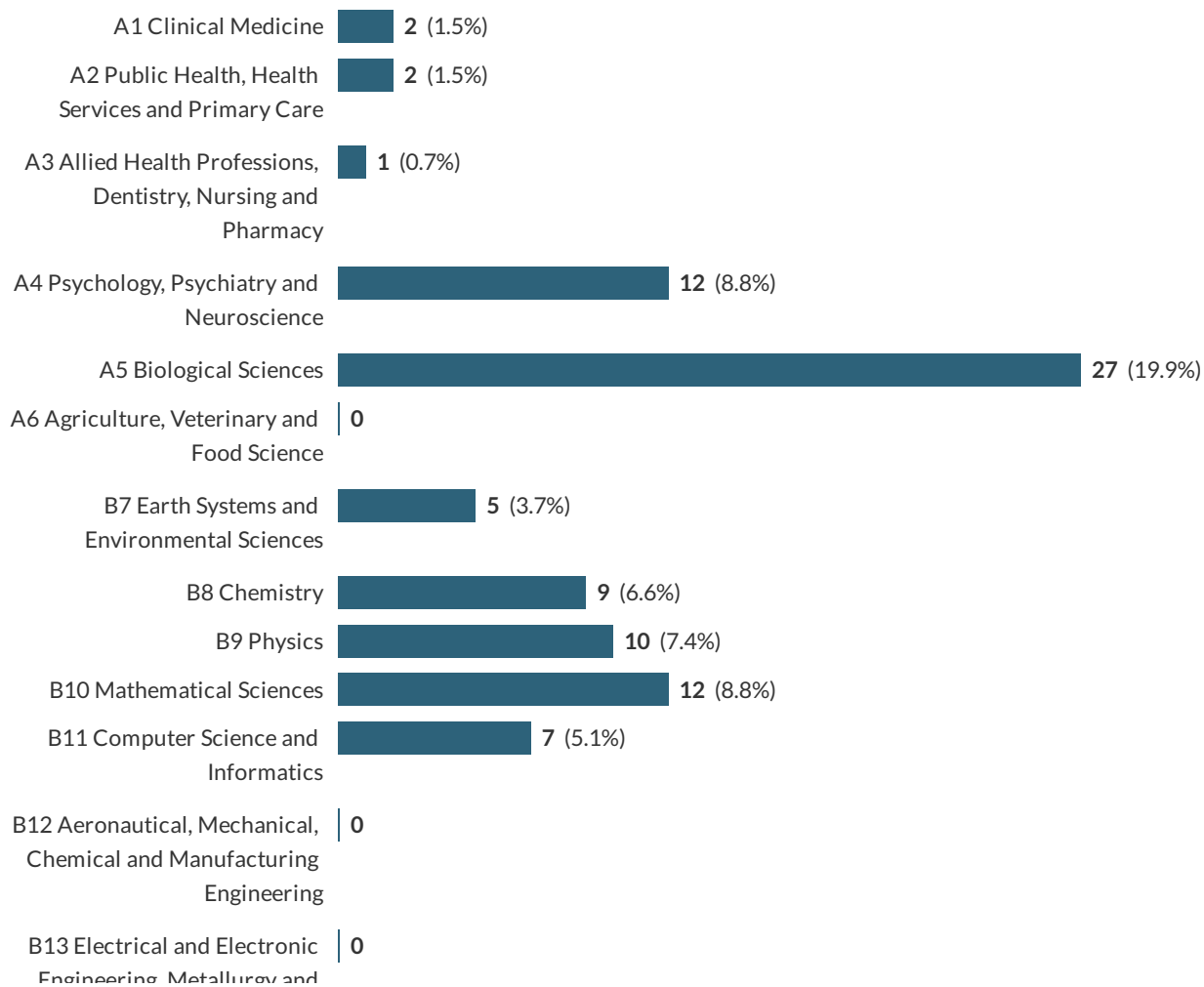
1 How long have you been a PI/research leader?

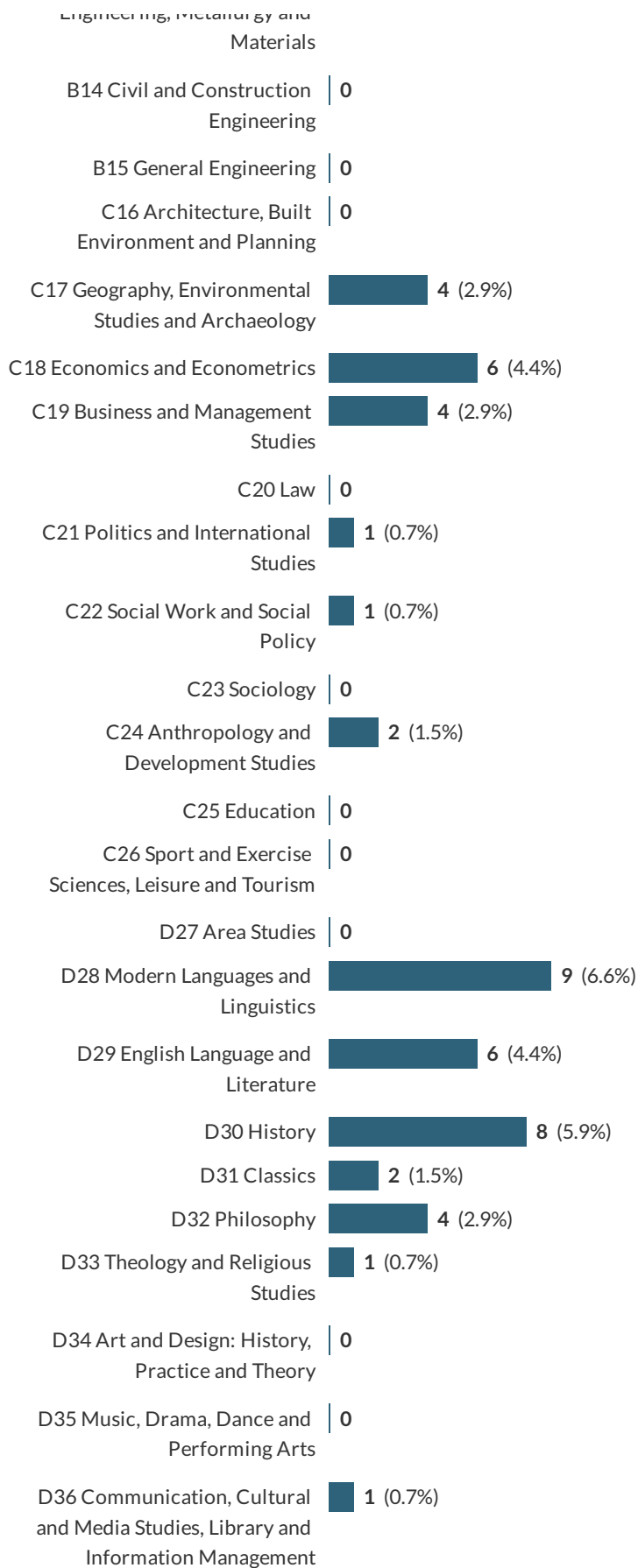


2 How long have you been a PI/research leader in your current institution?



3 What is your main subject specialism?

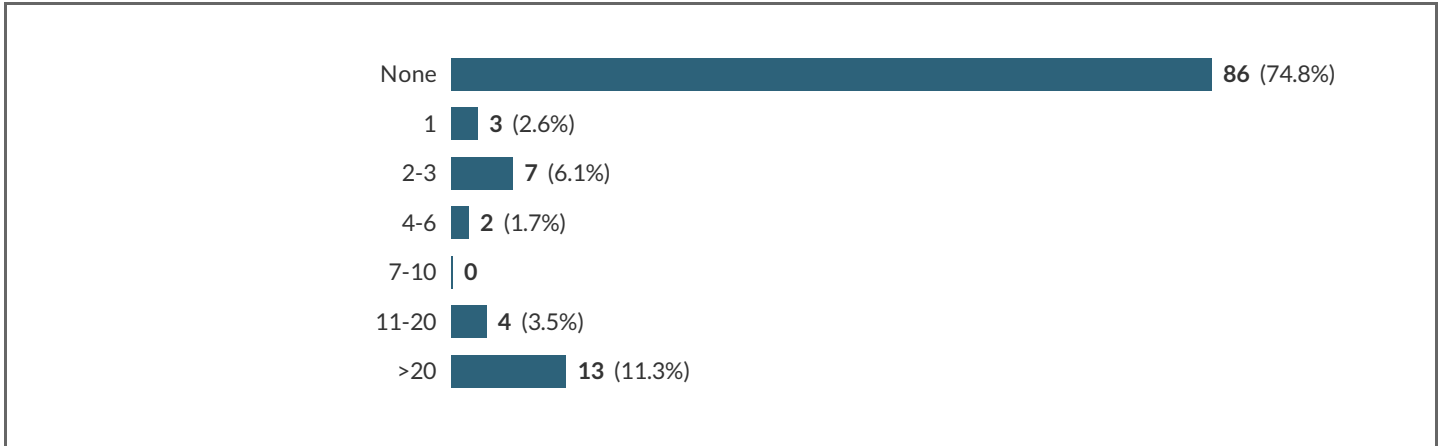




4 For how many people are you responsible?

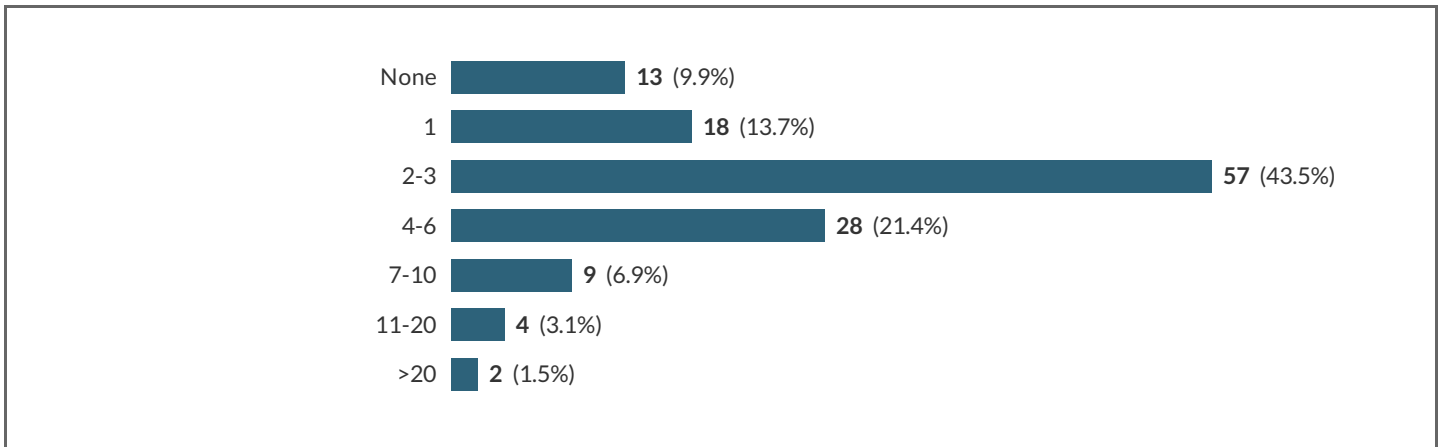
4.1 Academic staff

4.1.a Academic staff - Please select one response per row



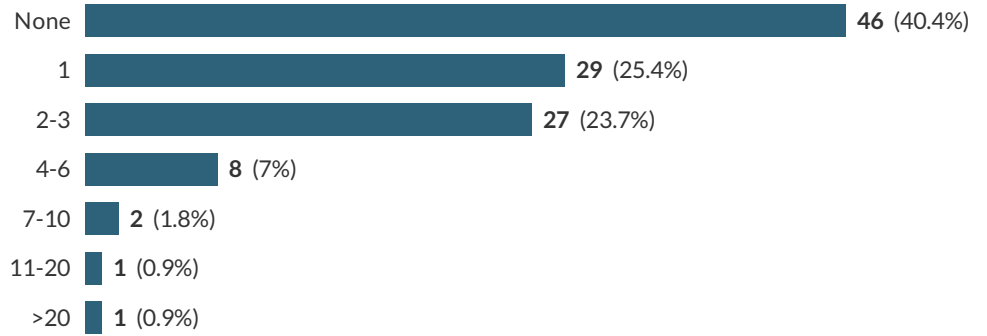
4.2 Postgraduate research students

4.2.a Postgraduate research students - Please select one response per row



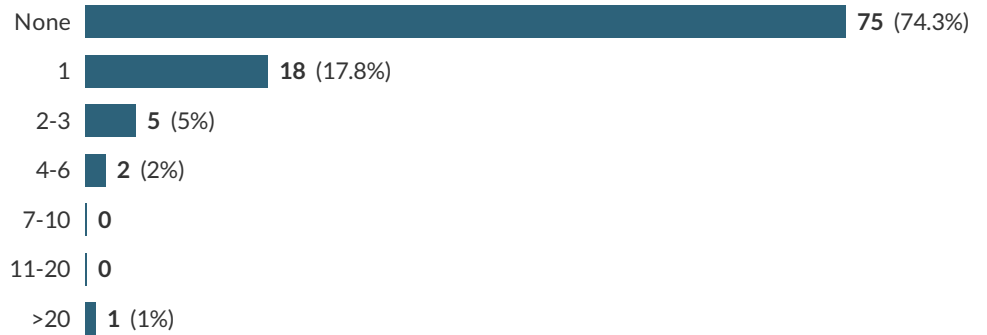
4.3 Research staff

4.3.a Research staff - Please select one response per row



4.4 Technical support staff

4.4.a Technical support staff - Please select one response per row



4.5 Administrative support staff

4.5.a Administrative support staff - Please select one response per row

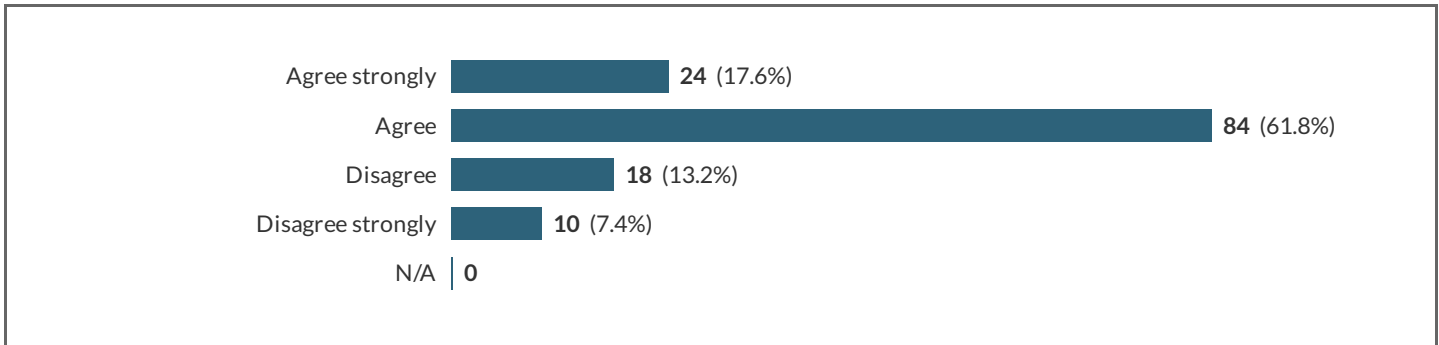


Section B - Recognition and value.

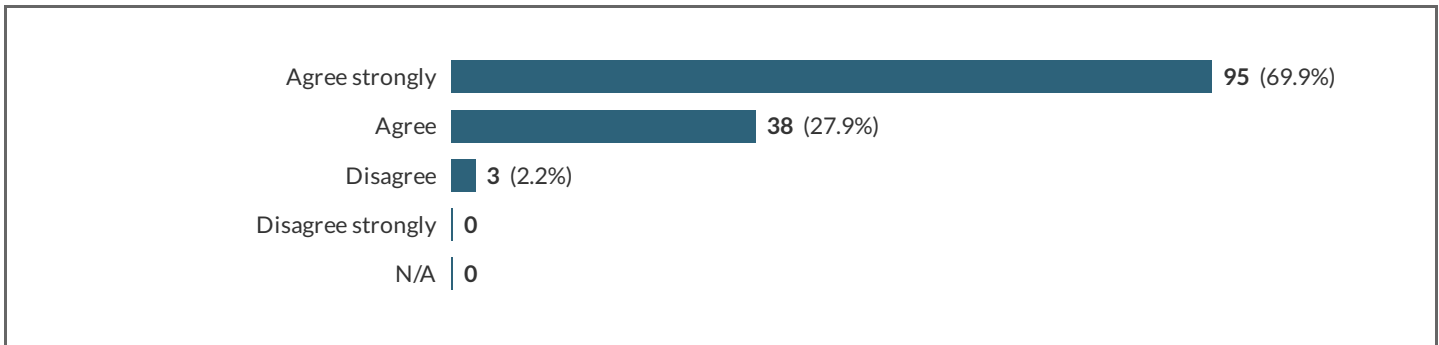
5 a) Research activity

5.1 Academic collaborations (including interdisciplinary and international)

5.1.a Academic collaborations (including interdisciplinary and international) - My institution recognises and values the contribution I make to:

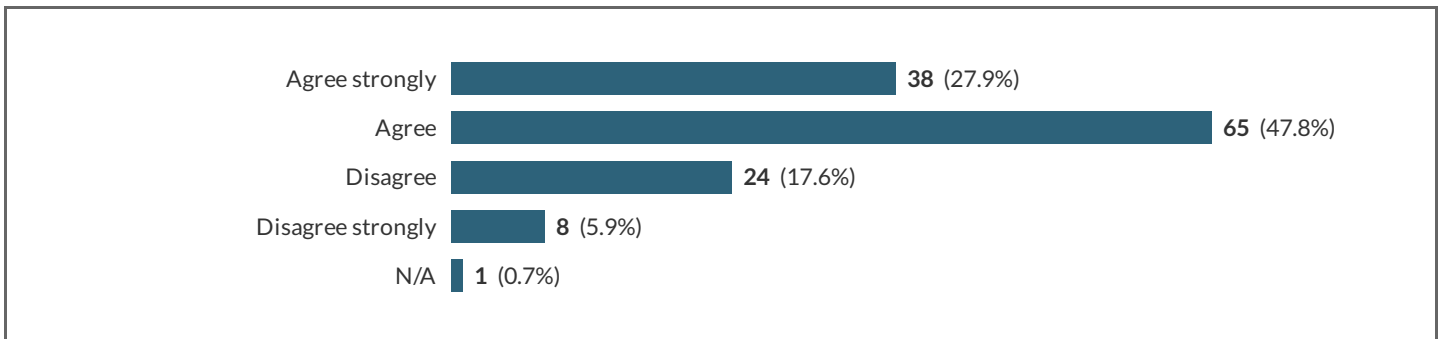


5.1.b Academic collaborations (including interdisciplinary and international) - I think this activity is very important in being a successful PI/research leader:

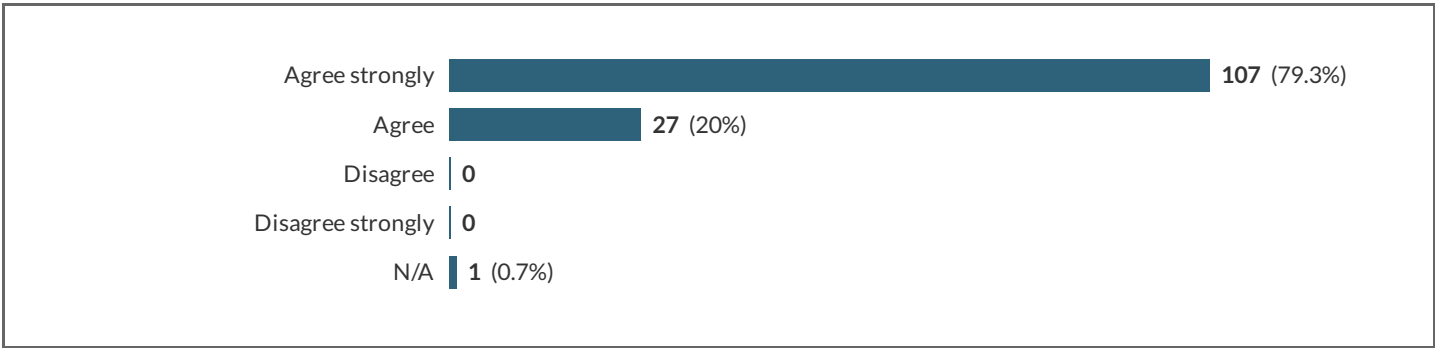


5.2 Advancing your research area

5.2.a Advancing your research area - My institution recognises and values the contribution I make to:

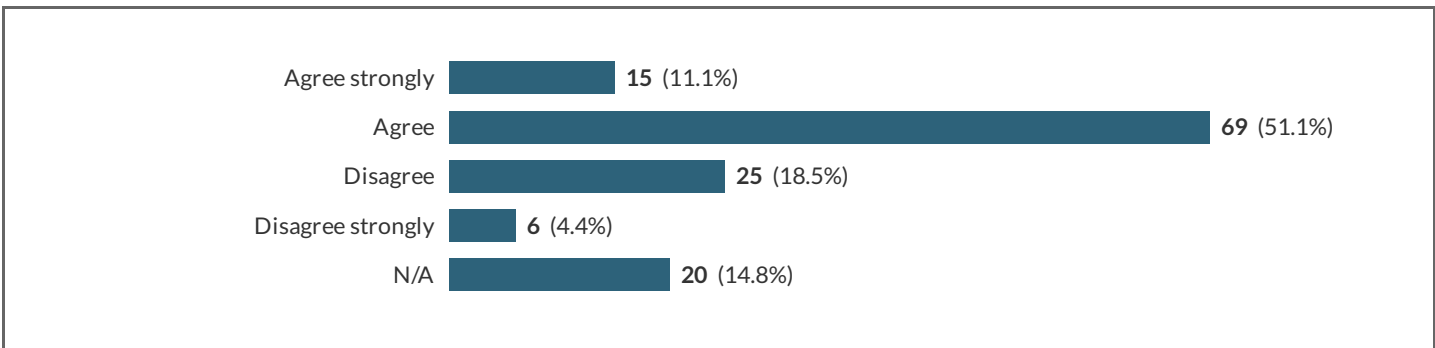


5.2.b Advancing your research area - I think this activity is very important in being a successful PI/research leader:

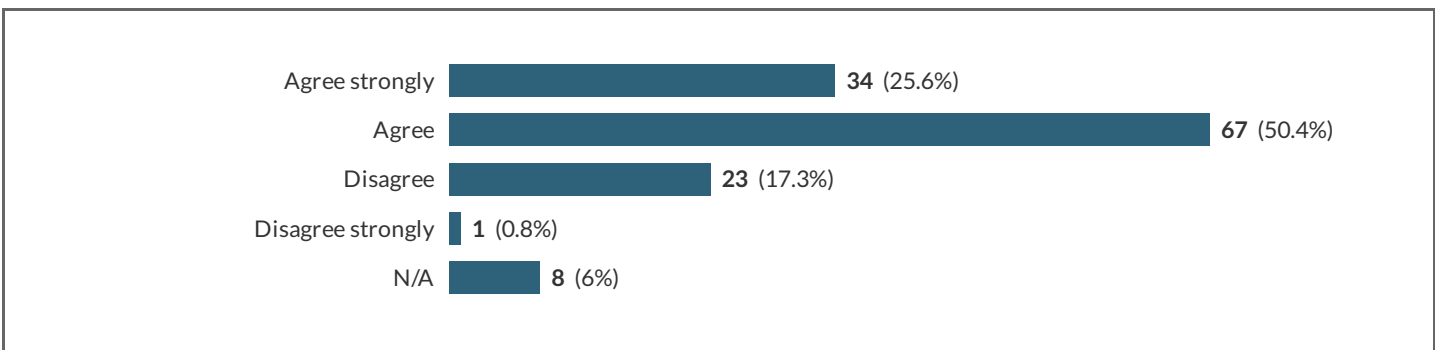


5.3 Collaborations outside HE (with other sectors, research users)

5.3.a Collaborations outside HE (with other sectors, research users) - My institution recognises and values the contribution I make to:

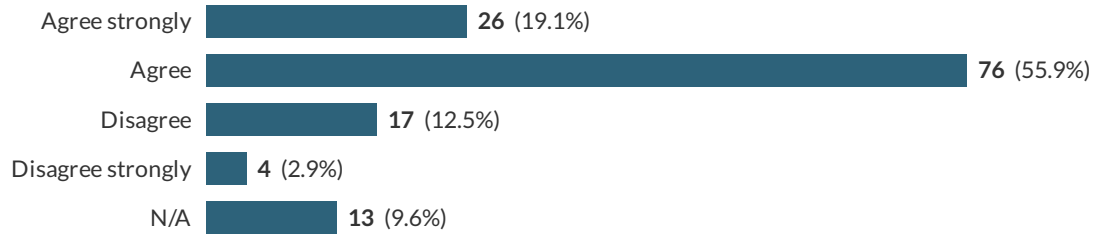


5.3.b Collaborations outside HE (with other sectors, research users) - I think this activity is very important in being a successful PI/research leader:



5.4 Good research conduct (ethics, intellectual property, etc)

5.4.a Good research conduct (ethics, intellectual property, etc) - My institution recognises and values the contribution I make to:



5.4.b Good research conduct (ethics, intellectual property, etc) - I think this activity is very important in being a successful PI/research leader:

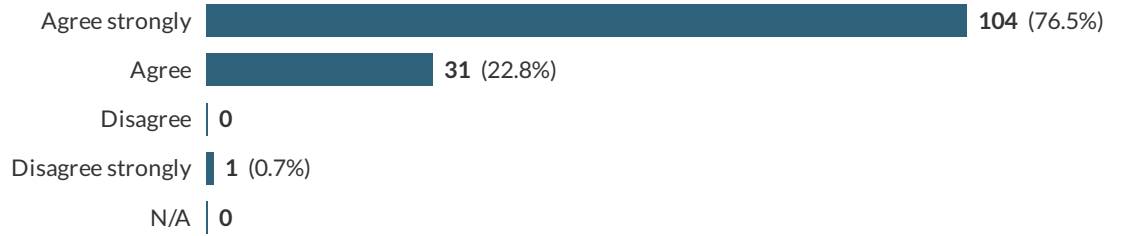


5.5 Research outputs, including publications

5.5.a Research outputs, including publications - My institution recognises and values the contribution I make to:

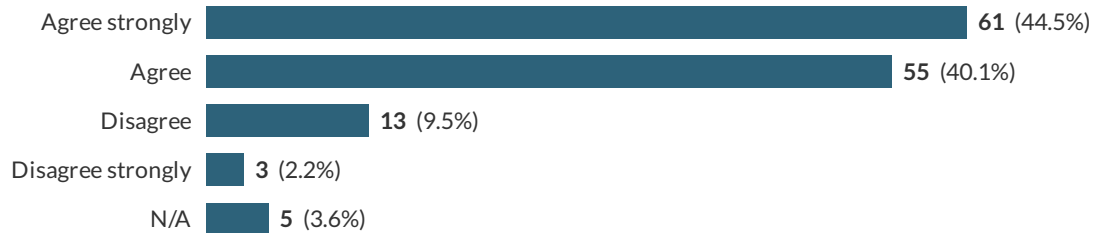


5.5.b Research outputs, including publications - I think this activity is very important in being a successful PI/research leader:



5.6 Securing research funding

5.6.a Securing research funding - My institution recognises and values the contribution I make to:



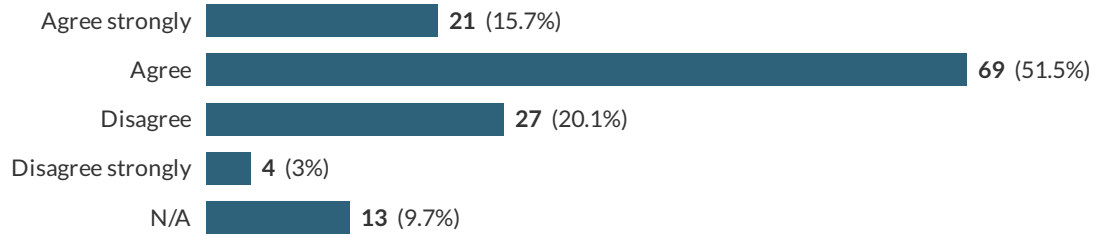
5.6.b Securing research funding - I think this activity is very important in being a successful PI/research leader:



6 b) Inspiring/leading other researchers

6.1 Building a research group

6.1.a Building a research group - My institution recognises and values the contribution I make to:

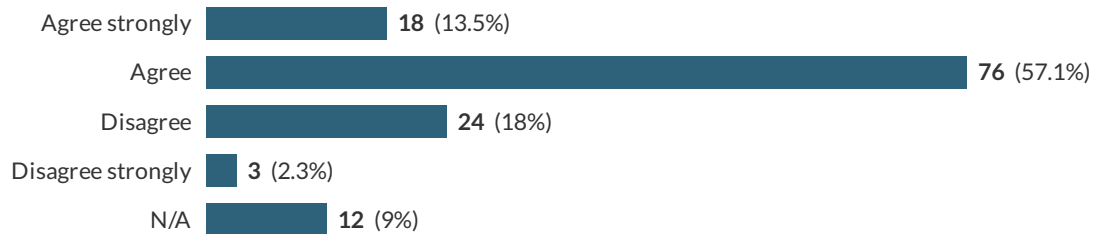


6.1.b Building a research group - I think this activity is very important in being a successful PI/research leader:



6.2 Leading a research group

6.2.a Leading a research group - My institution recognises and values the contribution I make to:

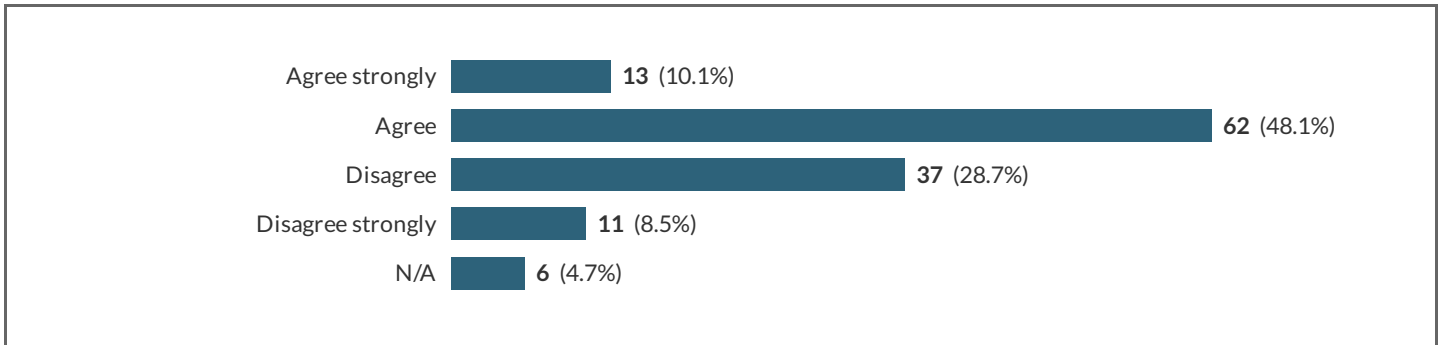


6.2.b Leading a research group - I think this activity is very important in being a successful PI/research leader:

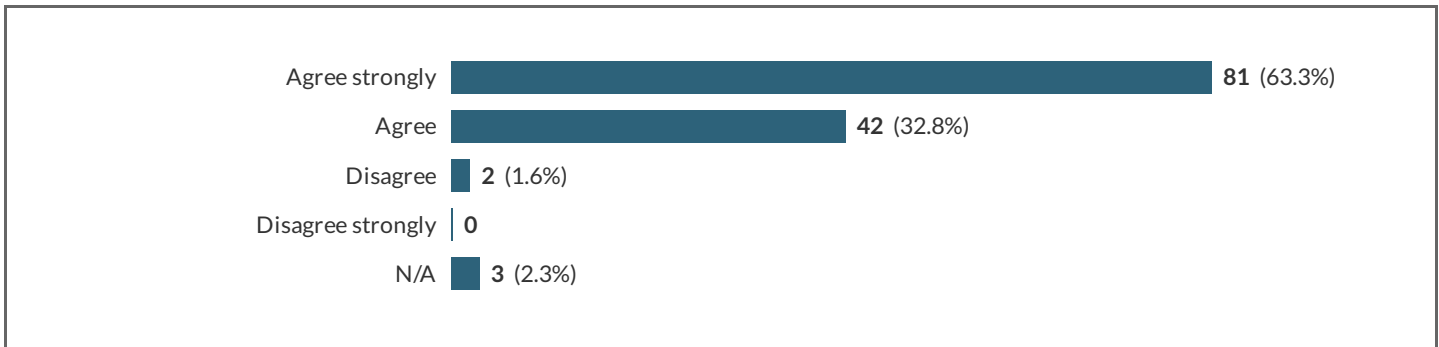


6.3 Motivating individuals

6.3.a Motivating individuals - My institution recognises and values the contribution I make to:

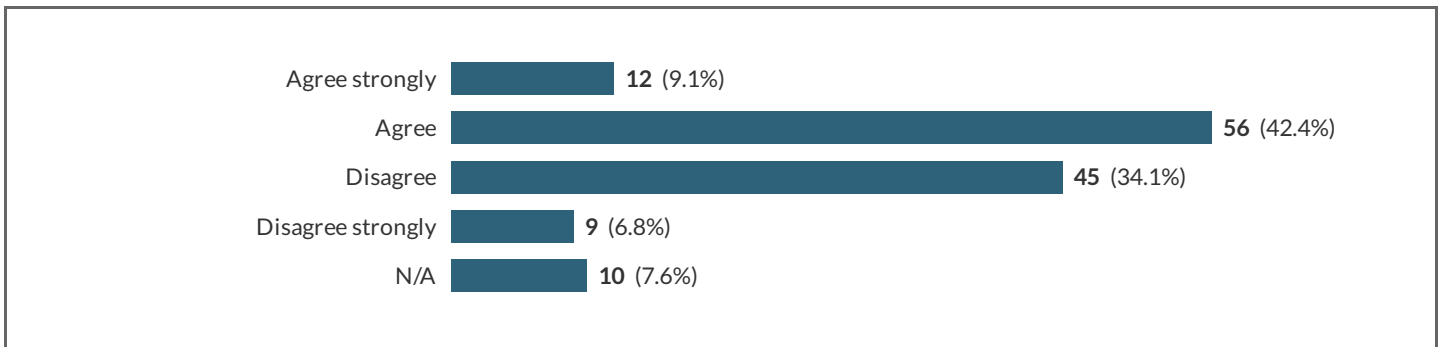


6.3.b Motivating individuals - I think this activity is very important in being a successful PI/research leader:



6.4 Providing career development advice to others on careers inside higher education

6.4.a Providing career development advice to others on careers inside higher education - My institution recognises and values the contribution I make to:

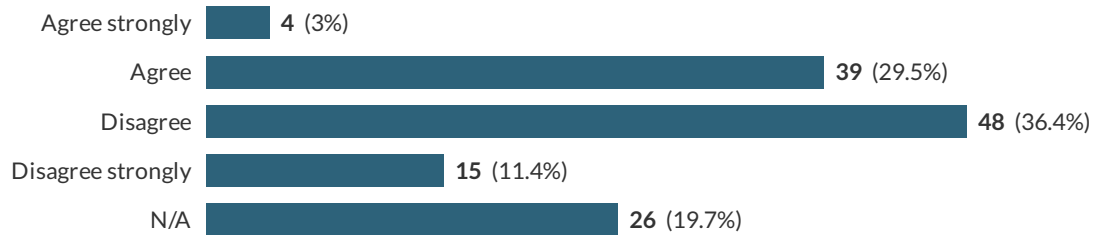


6.4.b Providing career development advice to others on careers inside higher education - I think this activity is very important in being a successful PI/research leader:

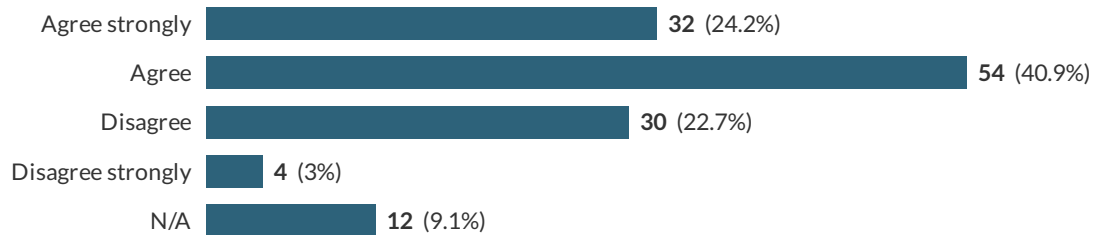


6.5 Providing career development advice to others on careers outside higher education

6.5.a Providing career development advice to others on careers outside higher education - My institution recognises and values the contribution I make to:



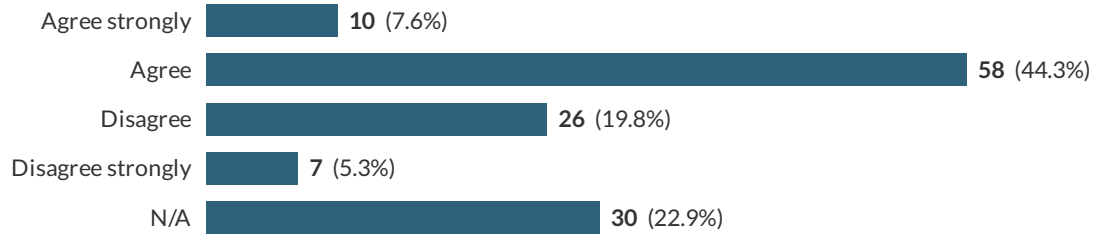
6.5.b Providing career development advice to others on careers outside higher education - I think this activity is very important in being a successful PI/research leader:



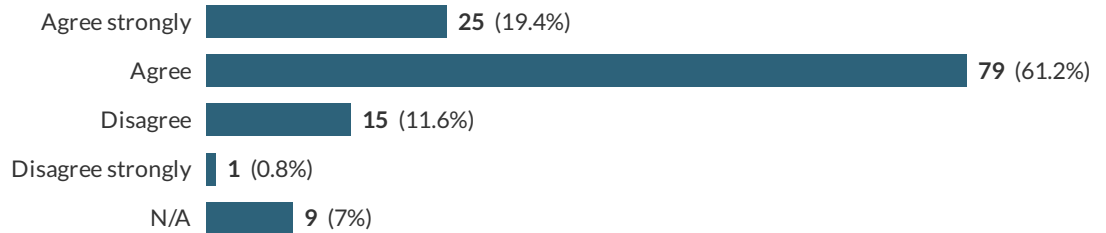
7 c) Management activity

7.1 Appraisal/review of staff

7.1.a Appraisal/review of staff - My institution recognises and values the contribution I make to:

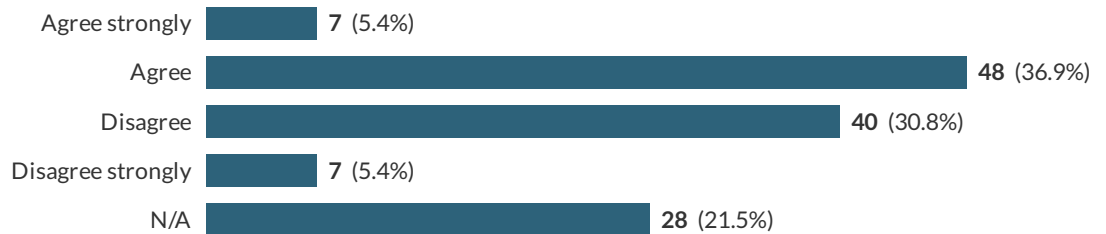


7.1.b Appraisal/review of staff - I think this activity is very important in being a successful PI/research leader:

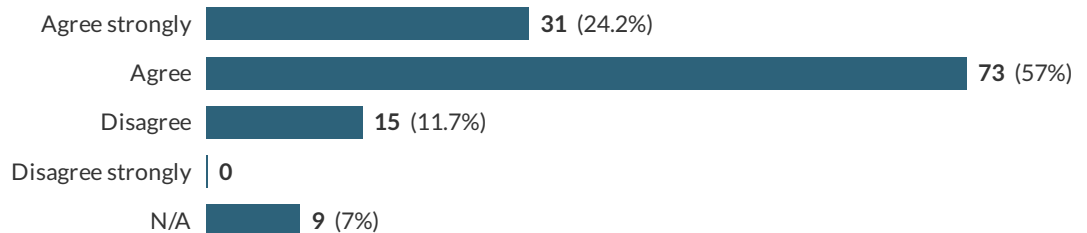


7.2 Budget/finance management

7.2.a Budget/finance management - My institution recognises and values the contribution I make to:

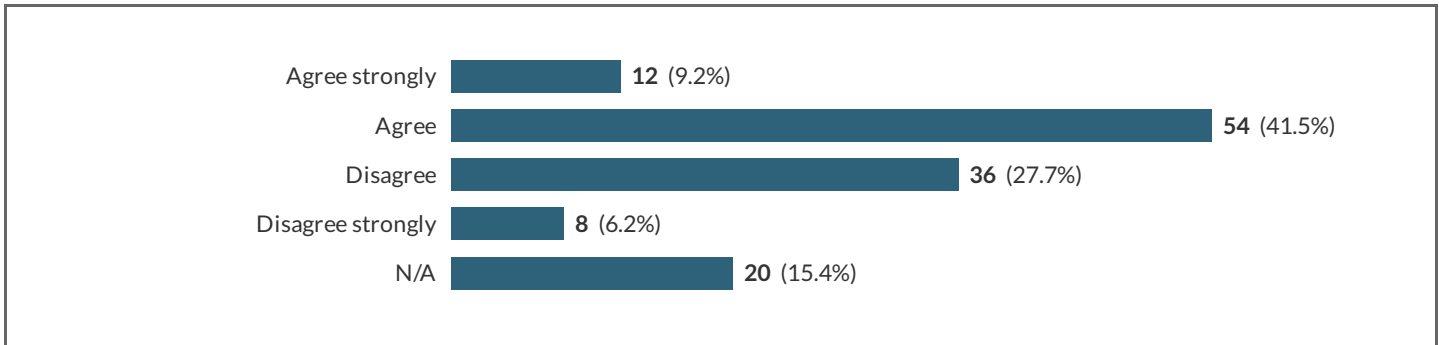


7.2.b Budget/finance management - I think this activity is very important in being a successful PI/research leader:

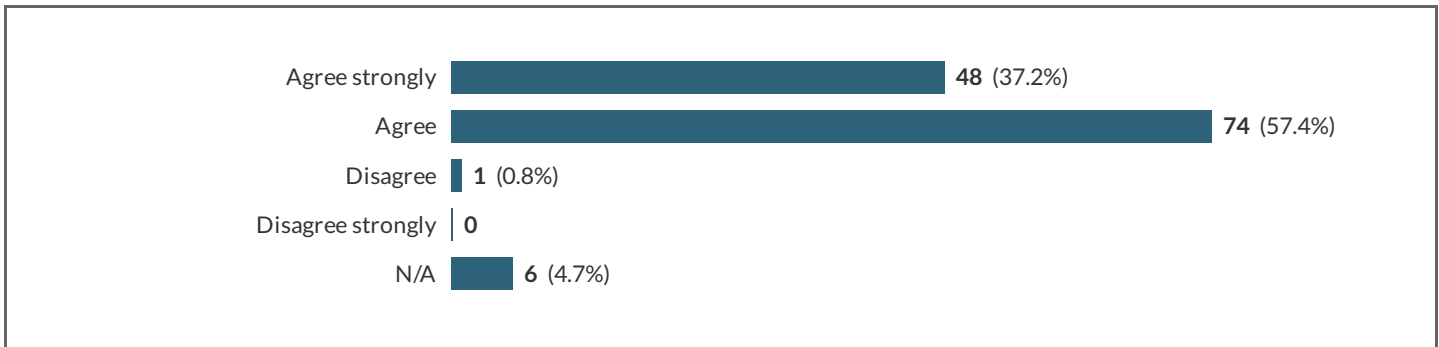


7.3 Developing research staff

7.3.a Developing research staff - My institution recognises and values the contribution I make to:

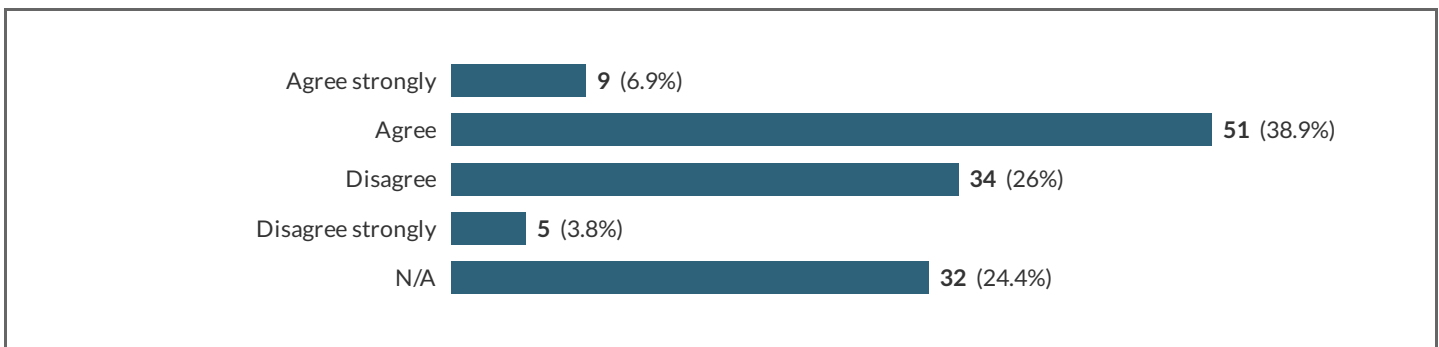


7.3.b Developing research staff - I think this activity is very important in being a successful PI/research leader:

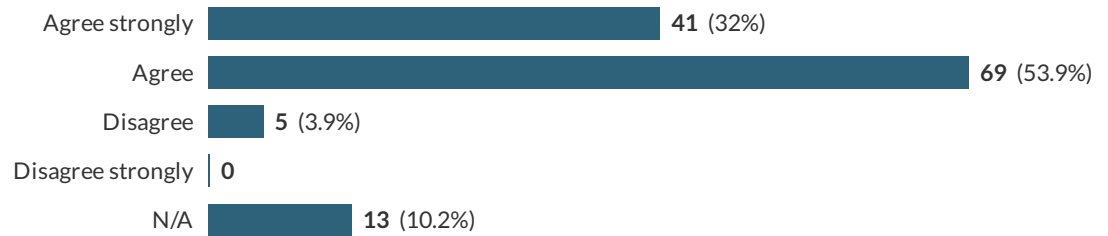


7.4 Managing research staff performance

7.4.a Managing research staff performance - My institution recognises and values the contribution I make to:

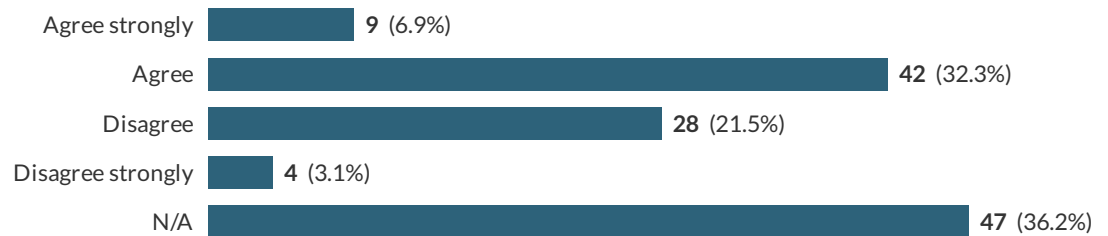


7.4.b Managing research staff performance - I think this activity is very important in being a successful PI/research leader:

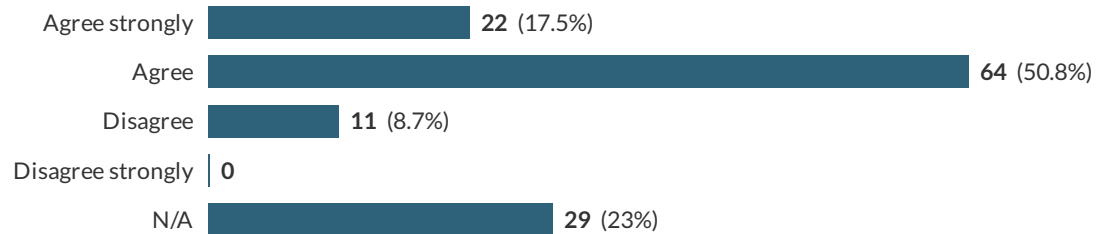


7.5 Managing/supervising other staff

7.5.a Managing/supervising other staff - My institution recognises and values the contribution I make to:

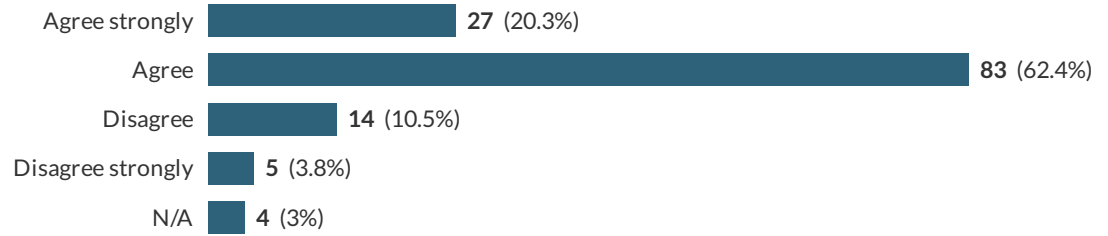


7.5.b Managing/supervising other staff - I think this activity is very important in being a successful PI/research leader:

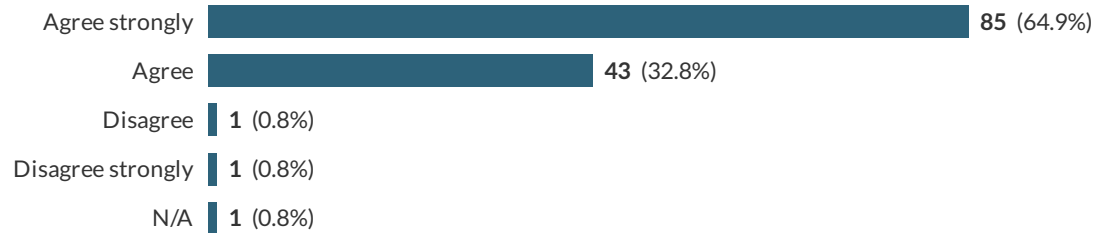


7.6 Supervising research students

7.6.a Supervising research students - My institution recognises and values the contribution I make to:



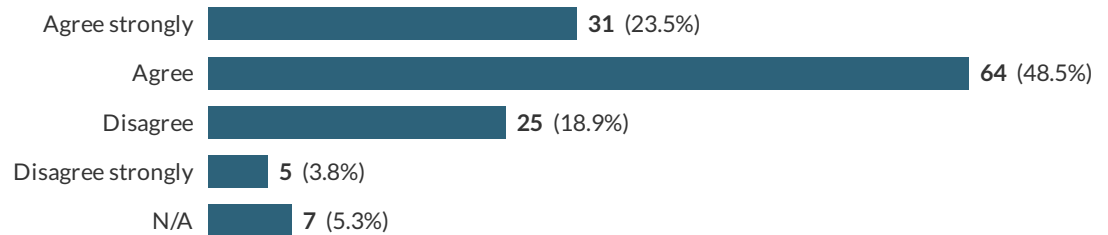
7.6.b Supervising research students - I think this activity is very important in being a successful PI/research leader:



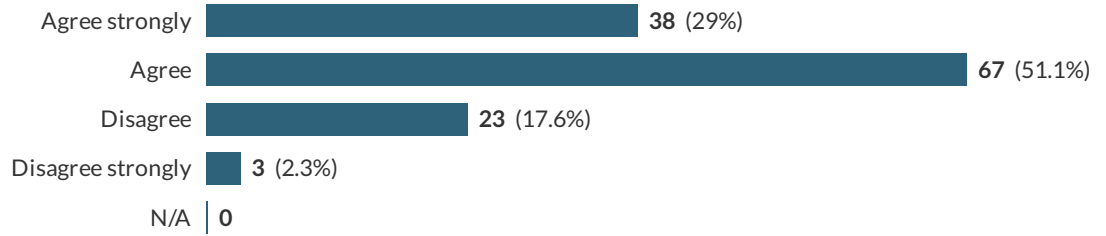
8 d) Engagement and impact

8.1 Demonstrating the impact of research

8.1.a Demonstrating the impact of research - My institution recognises and values the contribution I make to:

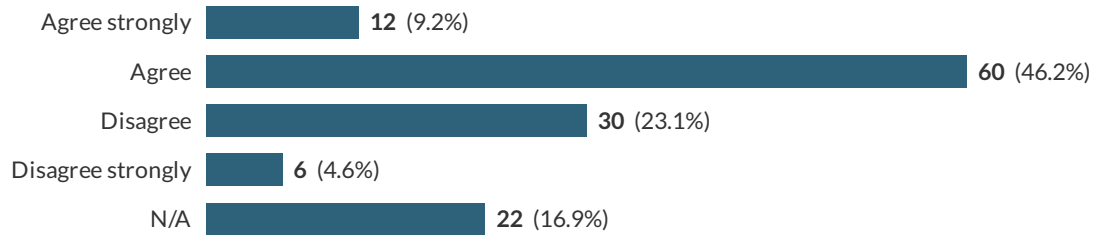


8.1.b Demonstrating the impact of research - I think this activity is very important in being a successful PI/research leader:

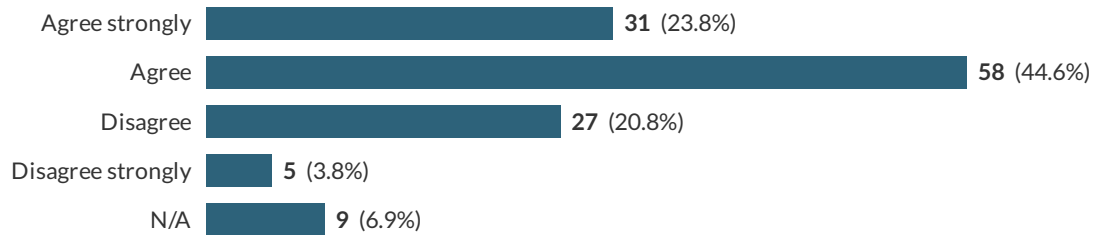


8.2 Knowledge exchange (through collaborative training, people exchange, commercialisation and development)

8.2.a Knowledge exchange (through collaborative training, people exchange, commercialisation and development) - My institution recognises and values the contribution I make to:

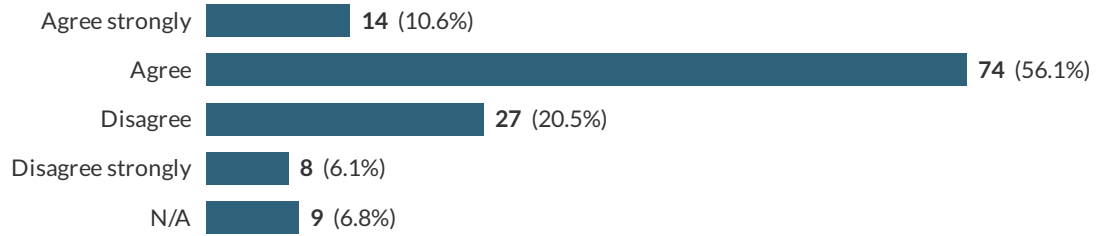


8.2.b Knowledge exchange (through collaborative training, people exchange, commercialisation and development) - I think this activity is very important in being a successful PI/research leader:

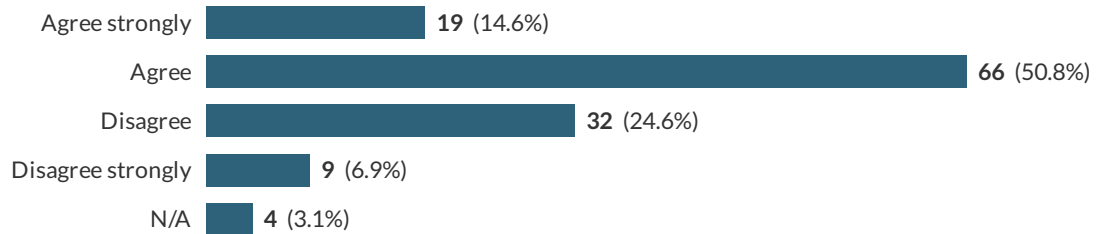


8.3 Management and administration within the institution

8.3.a Management and administration within the institution - My institution recognises and values the contribution I make to:

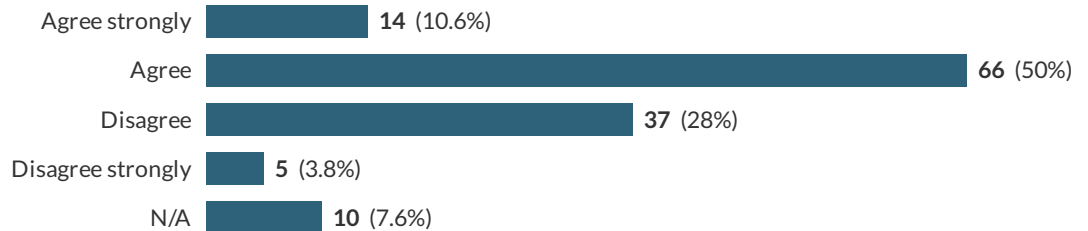


8.3.b Management and administration within the institution - I think this activity is very important in being a successful PI/research leader:

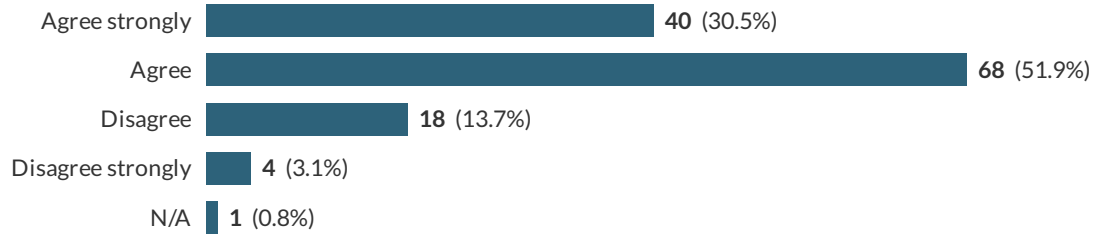


8.4 Public engagement and outreach activities

8.4.a Public engagement and outreach activities - My institution recognises and values the contribution I make to:

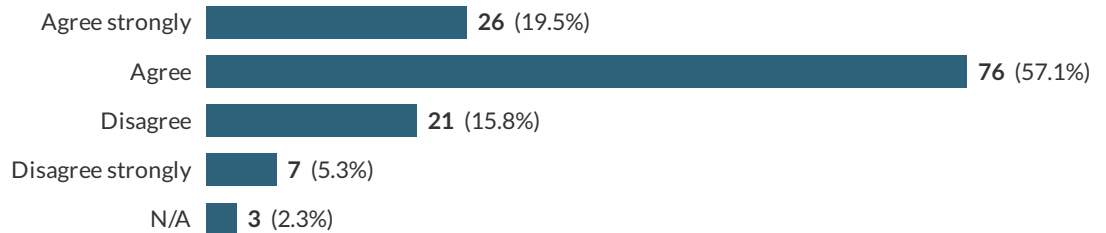


8.4.b Public engagement and outreach activities - I think this activity is very important in being a successful PI/research leader:

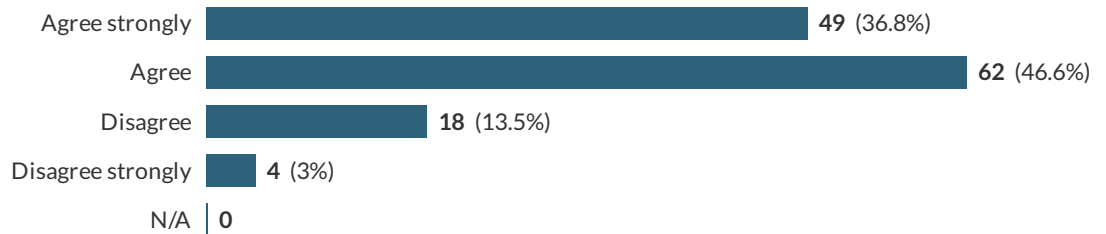


8.5 Teaching and lecturing

8.5.a Teaching and lecturing - My institution recognises and values the contribution I make to:



8.5.b Teaching and lecturing - I think this activity is very important in being a successful PI/research leader:



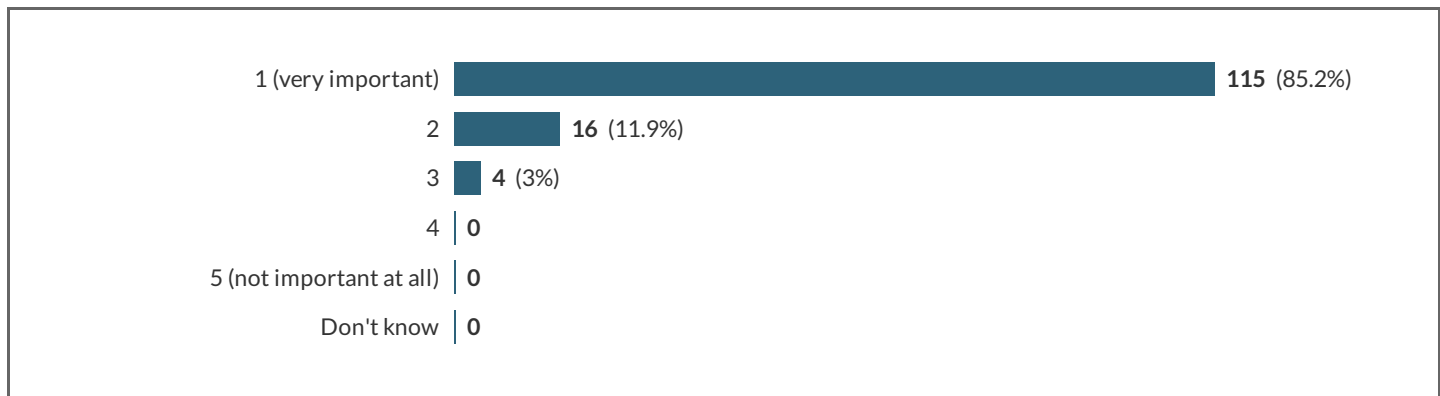
9 Please provide any comments about the importance of research-related activities and how your contributions are recognised and valued by your institution.

Showing 5 of 35 responses	
This is very confusing. I do some of these things because of my research and others as Head of Department	124131-124125-7343063
Institution supports with infrastructure, library, computing and other facilities.	124131-124125-7358769
It is somewhat disheartening that only one of the above questions relates to the actual conduct of research, "Advancing your research area", and that all others are about the administration, dissemination or consequences of research. One area that is not listed above is the role of education outside of the institution, i.e. writing pedagogical review articles, teaching at summer schools.	124131-124125-7391005
More could be done to value and recognise the contribution of research leaders/PIs, especially when the role involves managing others. For example, through more training and support, having staff supervision included in workload models. It seems that all that is valued is research income, impact and outputs ... but managing and motivating research staff and students is critical to achieving these other things. More recognition of the links needed.	124131-124125-7421354
I do not feel supported at the moment but I have found a supportive senior research active mentor within my University and that has helped me recover my motivation.	124131-124125-7535326

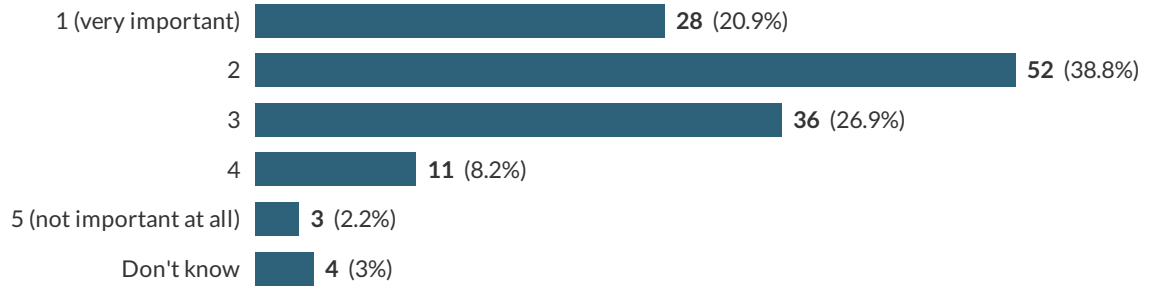
Section C - What makes a good research leader?

10 How important do you consider the following statements to be in the behaviours of an excellent research leader?

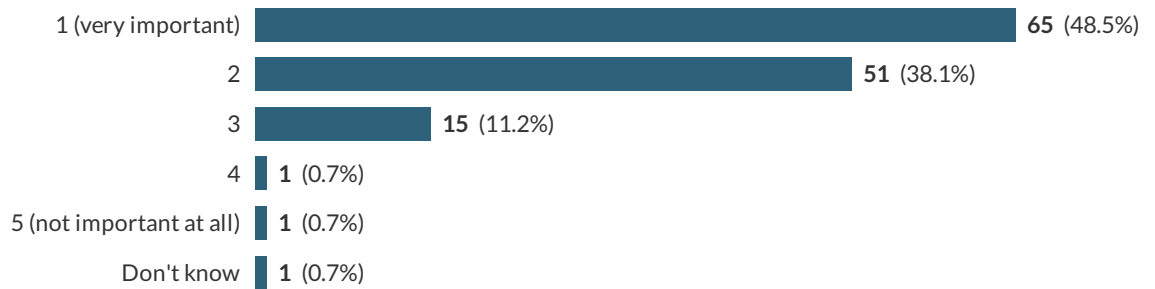
10.1 Advances significantly the discipline/research area



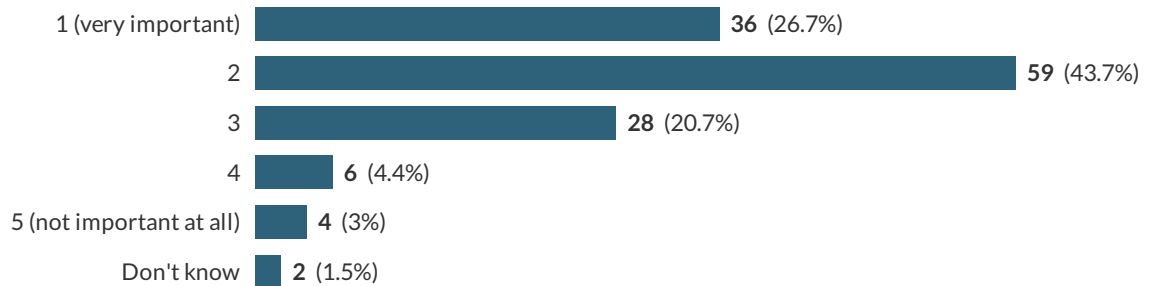
10.2 Appreciates and demonstrates the impact of research



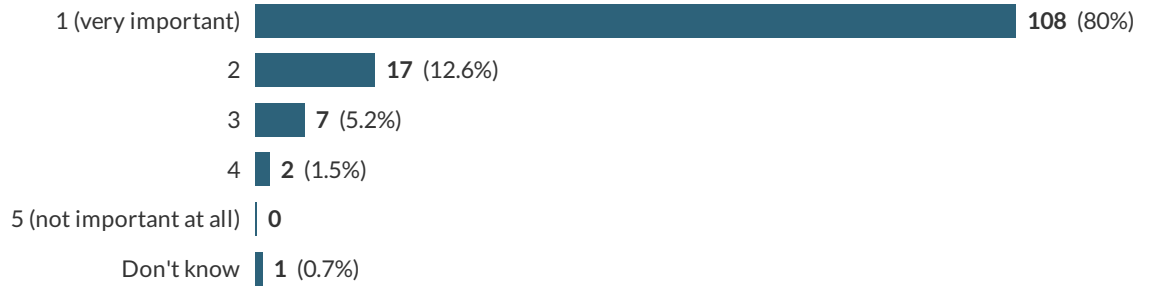
10.3 Creates opportunities and nurtures researchers' careers



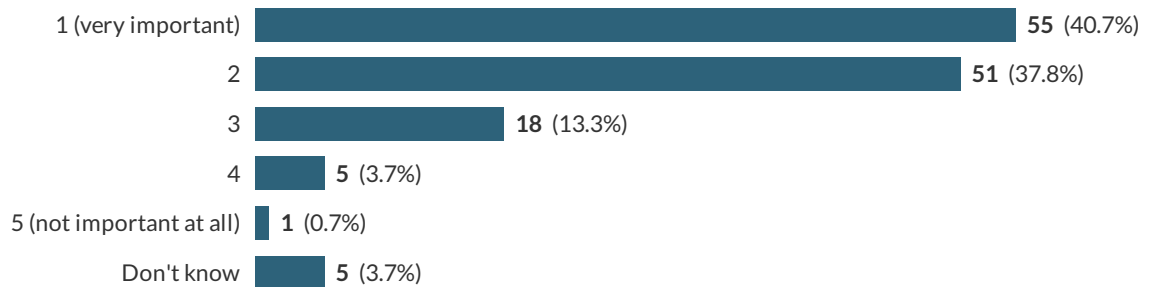
10.4 Engages in income generation and advises and supports applications led by others



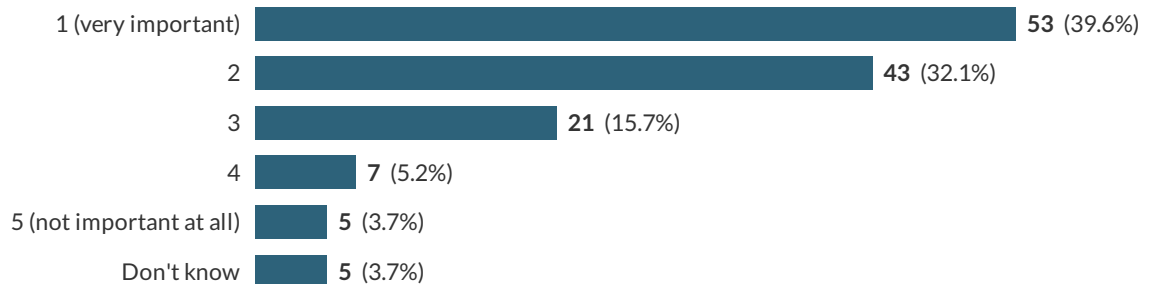
10.5 Exemplifies the highest standards of research integrity and conduct



10.6 Influences, leads and manages researchers and groups using a range of leadership styles effectively



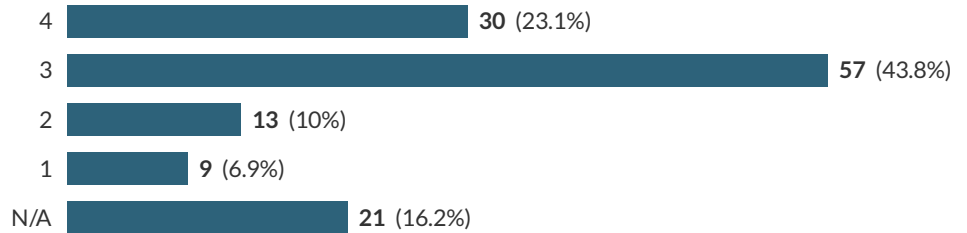
10.7 Models exemplary continuing professional development behaviour to inspire others



11 Please use the dropdown lists to indicate your level of confidence in relation to the following aspects of leading researchers, and where you would benefit from more support/training/development. If you don't do one of these activities then please select 'not applicable (N/A)'.

11.1 Conducting appraisals

11.1.a Conducting appraisals - How confident are you? (4 = fully confident, 1 = not at all confident)

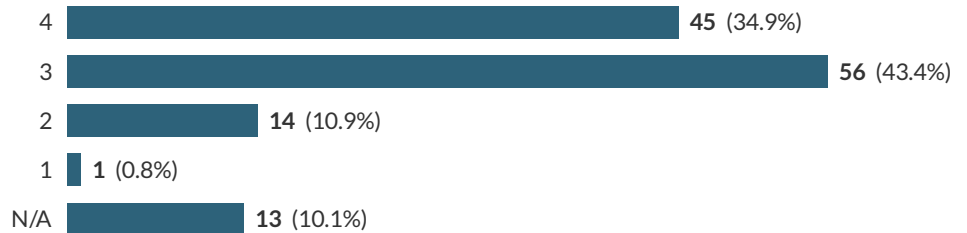


11.1.b Conducting appraisals - Would you benefit from more support/training/development?



11.2 Leading your people/group

11.2.a Leading your people/group - How confident are you? (4 = fully confident, 1 = not at all confident)

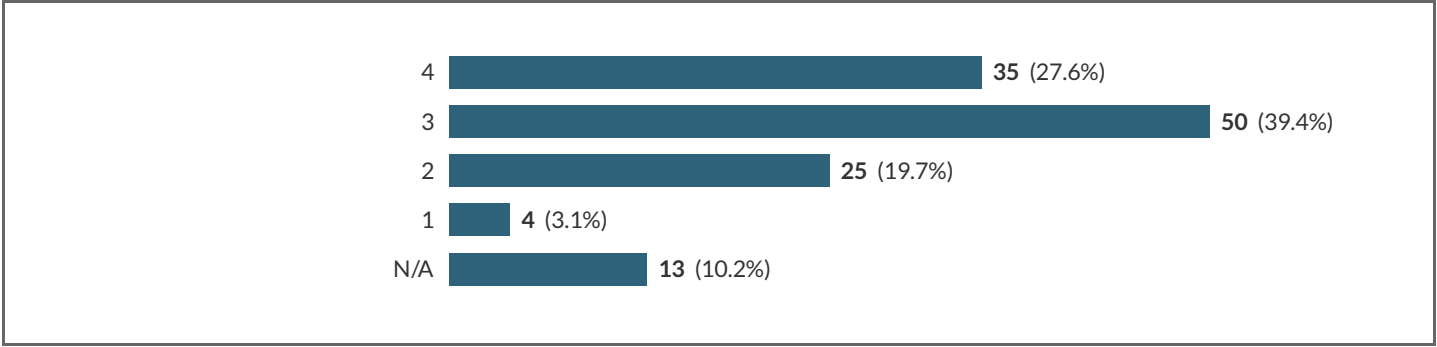


11.2.b Leading your people/group - Would you benefit from more support/training/development?

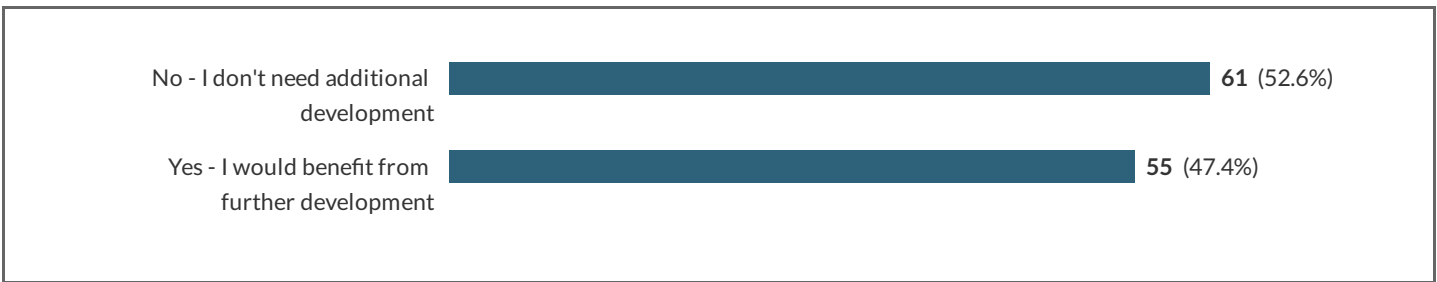


11.3 Managing group/project finances

11.3.a Managing group/project finances - How confident are you? (4 = fully confident, 1 = not at all confident)

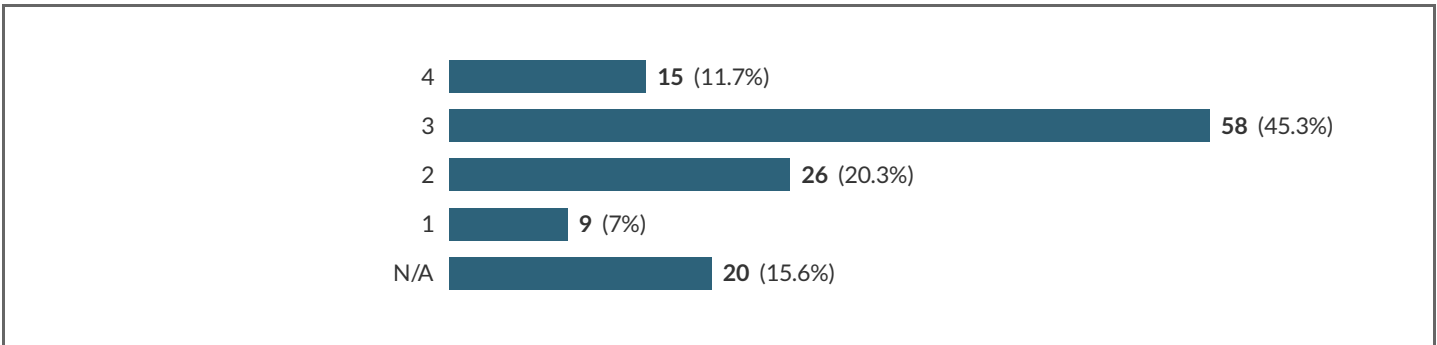


11.3.b Managing group/project finances - Would you benefit from more support/training/development?

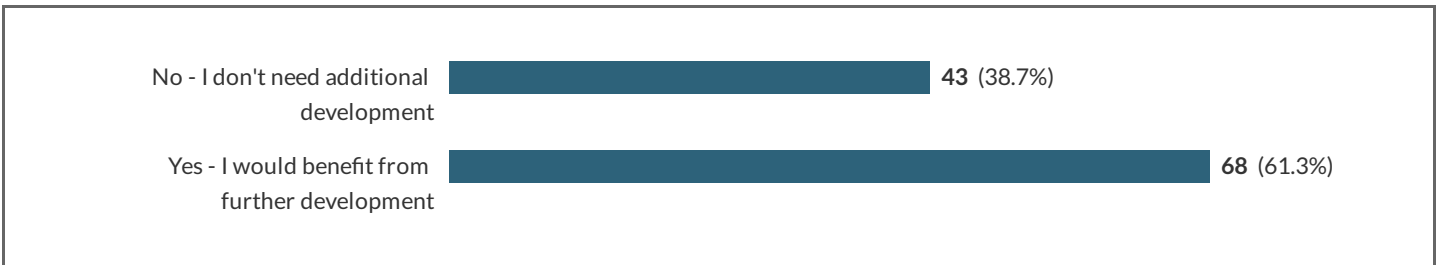


11.4 Managing staff performance

11.4.a Managing staff performance - How confident are you? (4 = fully confident, 1 = not at all confident)

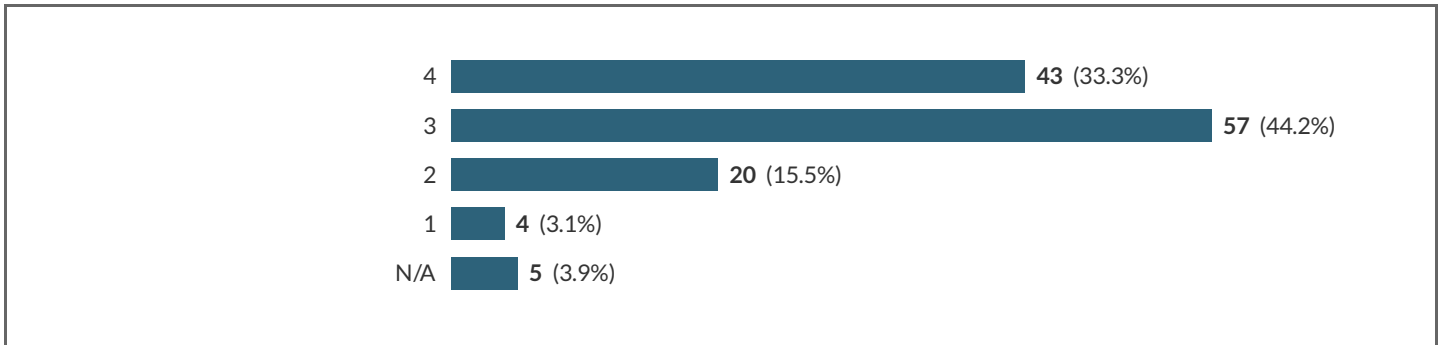


11.4.b Managing staff performance - Would you benefit from more support/training/development?

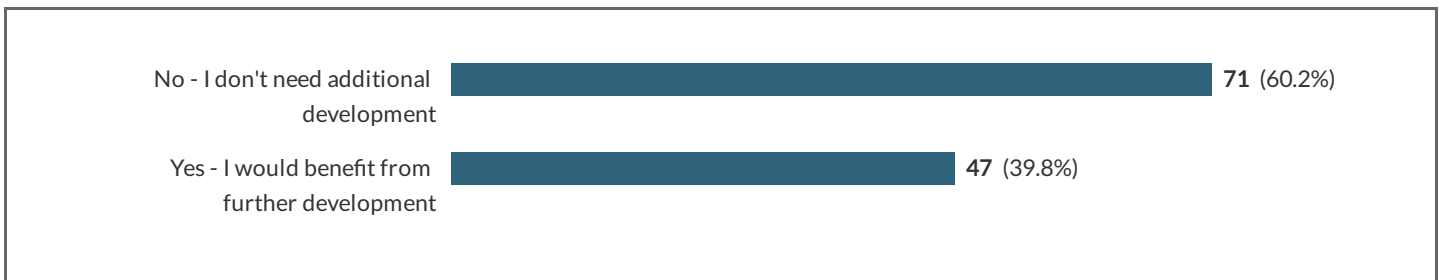


11.5 Motivating individuals

11.5.a Motivating individuals - How confident are you? (4 = fully confident, 1 = not at all confident)

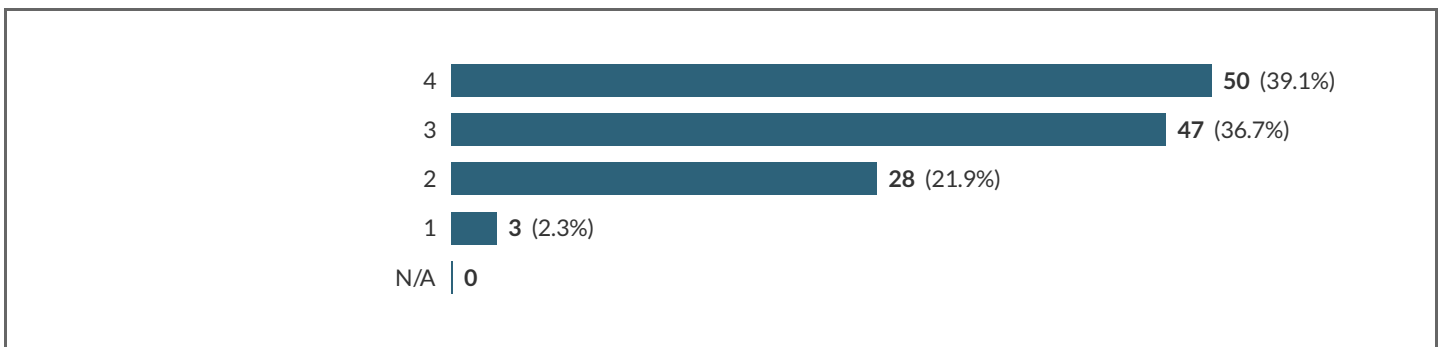


11.5.b Motivating individuals - Would you benefit from more support/training/development?



11.6 Personal effectiveness (time management, etc)

11.6.a Personal effectiveness (time management, etc) - How confident are you? (4 = fully confident, 1 = not at all confident)

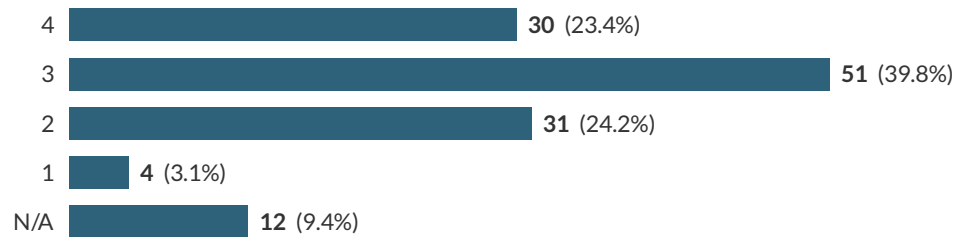


11.6.b Personal effectiveness (time management, etc) - Would you benefit from more support/training/development?



11.7 Providing research staff with advice on the range of career opportunities

11.7.a Providing research staff with advice on the range of career opportunities - How confident are you? (4 = fully confident, 1 = not at all confident)

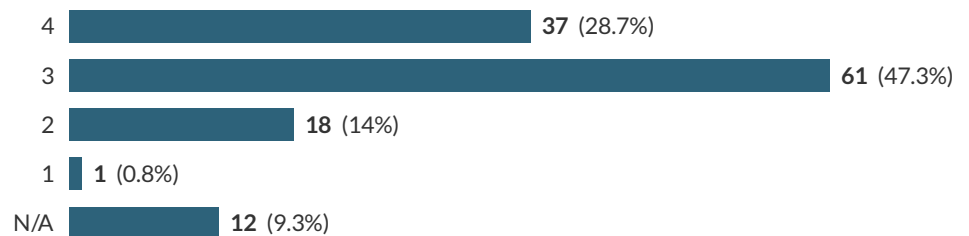


11.7.b Providing research staff with advice on the range of career opportunities - Would you benefit from more support/training/development?

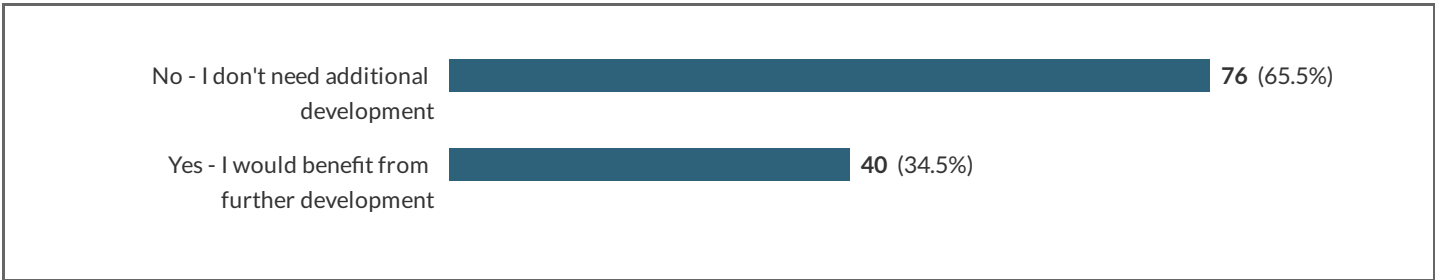


11.8 Recruiting and selecting group members

11.8.a Recruiting and selecting group members - How confident are you? (4 = fully confident, 1 = not at all confident)

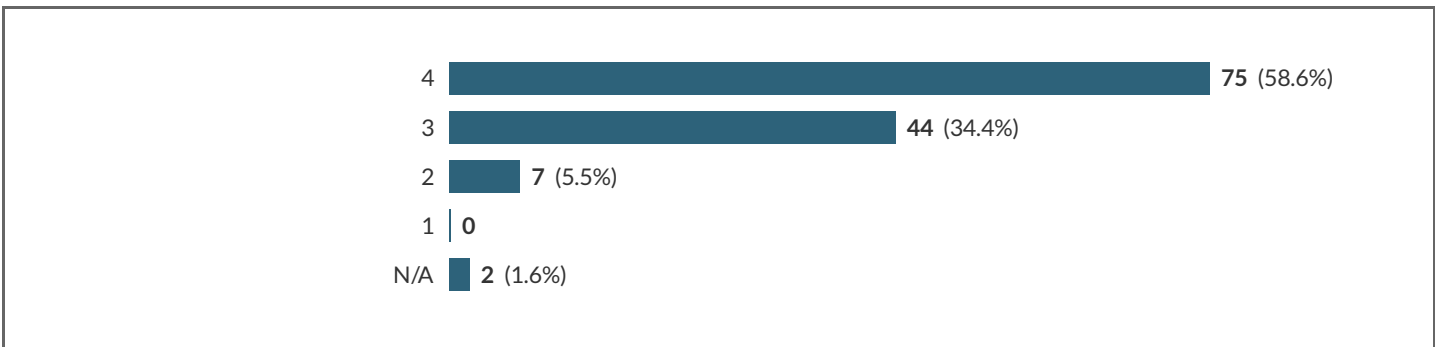


11.8.b Recruiting and selecting group members - Would you benefit from more support/training/development?

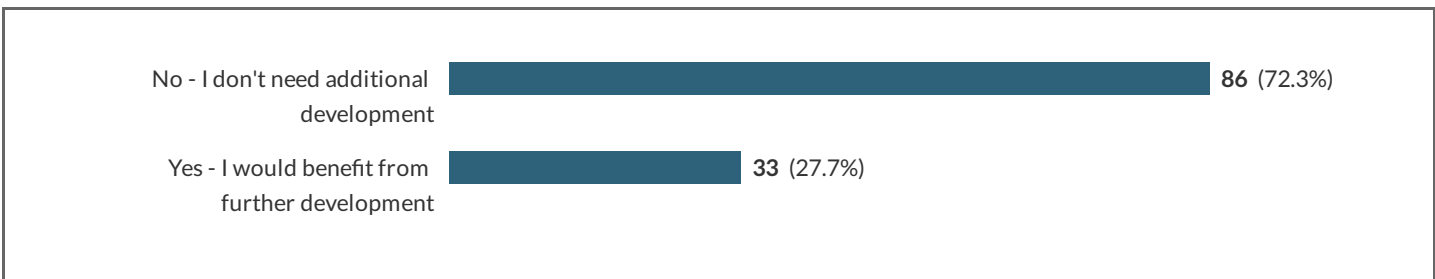


11.9 Supervising research students

11.9.a Supervising research students - How confident are you? (4 = fully confident, 1 = not at all confident)



11.9.b Supervising research students - Would you benefit from more support/training/development?

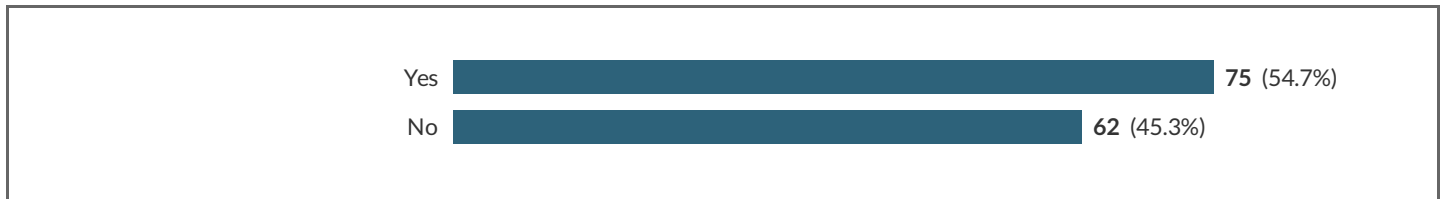


12 Please provide any comments about good research leadership or any aspect of training, support or other development activities.

Showing 5 of 25 responses	
Quality of development is key. Most of what is on offer is trite and superficial.	124131-124125-7343063
Development best supplied by individuals from within my speciality - chemistry.	124131-124125-7358769
More subject specific training would be useful as there are different practices/career pathways in the arts/social sciences as compared to sciences	124131-124125-7421354
A lot of the time gut instinct is involved to make the group shine - this can't be taught but is learned through experience. I have selected 'I would benefit from additional training' for many of the responses - meaning the opportunity to keep abreast of new approaches required by all. Also these sessions are good opportunities to discuss experiences with and exchange ideas with peers.	124131-124125-7535326
Semi-retired, hence the limited range of activities detailed above. Have have extensive training and experience in this and previous academic posts, including HoD	124131-124125-7587443

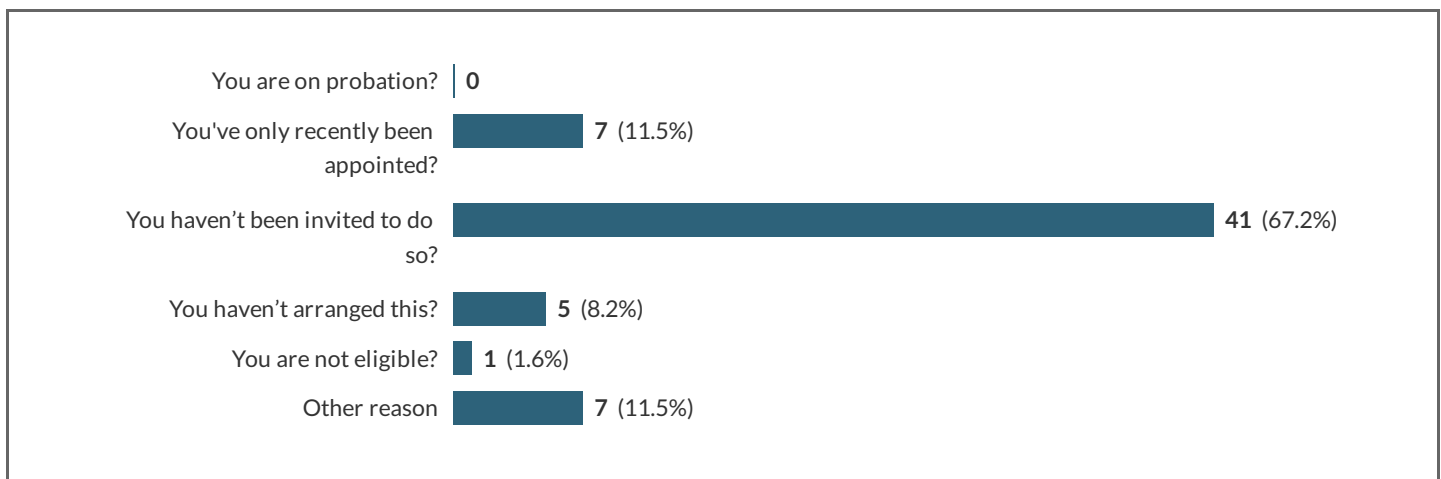
Section D - How your institution supports you as a principal investigator/research leader.

13 Have you been appraised/reviewed in the past two years?



Section D - How your institution supports you as a principal investigator/research leader.

14 You have not participated in appraisal because:

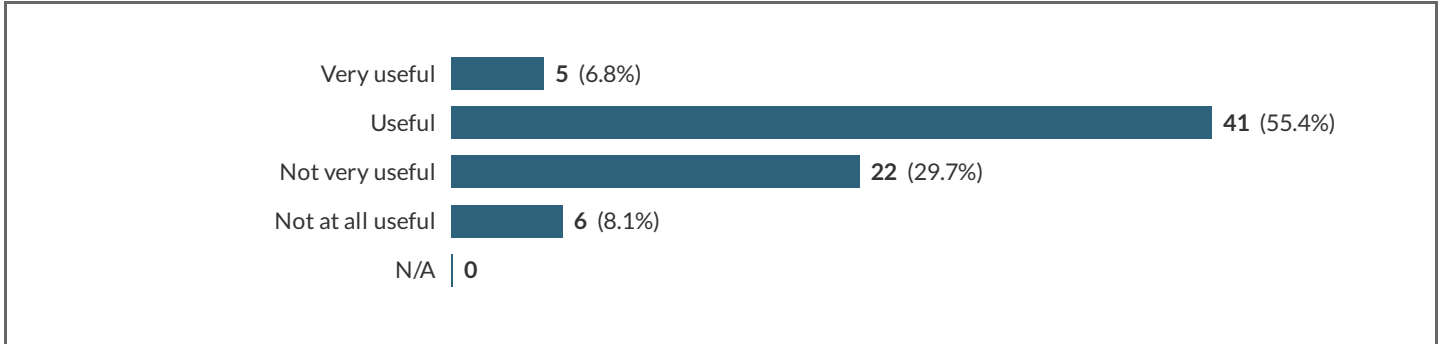


Section D - How your institution supports you as a principal investigator/research leader.

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

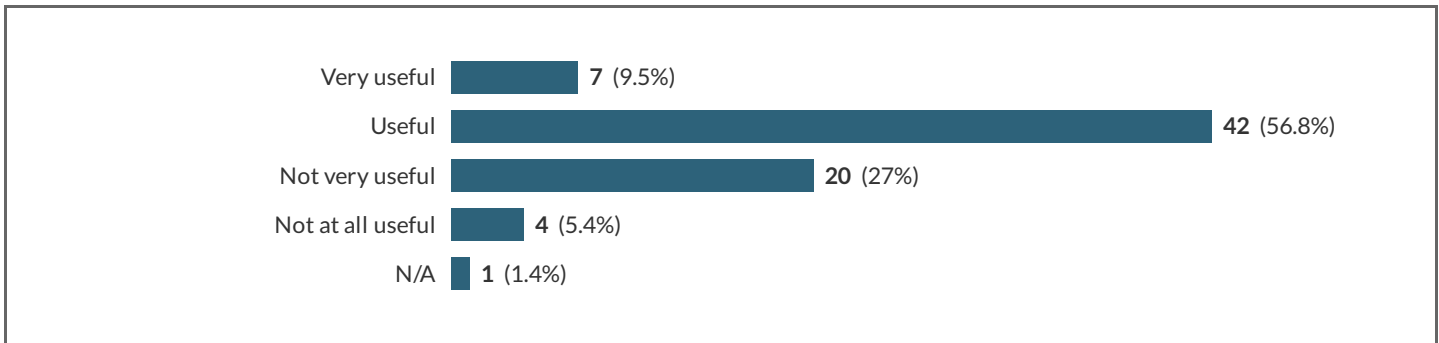
15.1 Overall?

15.1.a Overall? - Please select...



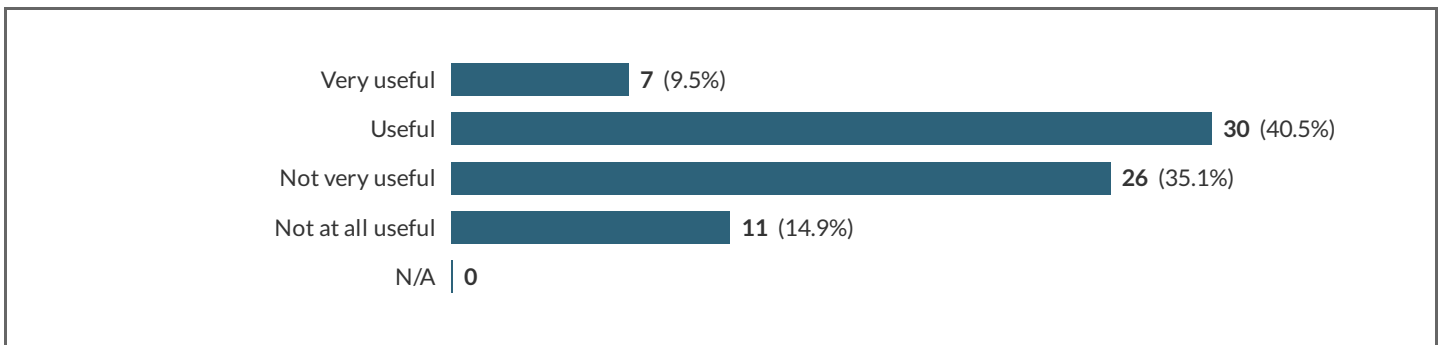
15.2 For highlighting issues?

15.2.a For highlighting issues? - Please select...



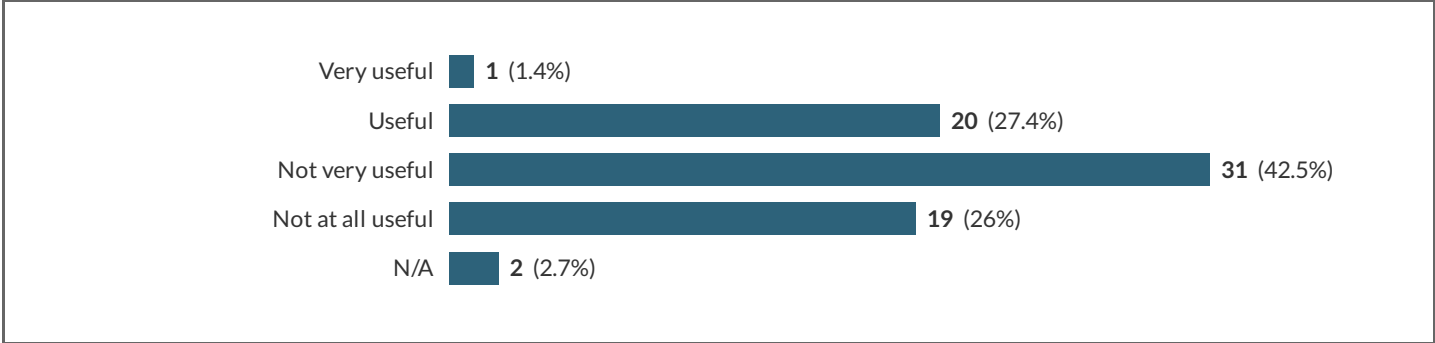
15.3 In identifying your strengths and achievements?

15.3.a In identifying your strengths and achievements? - Please select...



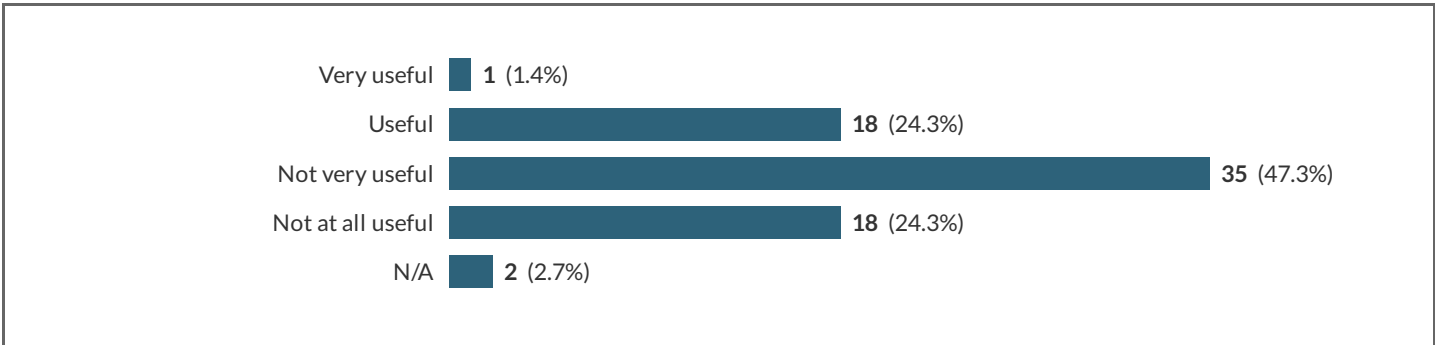
15.4 In leading to training or other continuing professional development opportunities?

15.4.a In leading to training or other continuing professional development opportunities? - Please select...



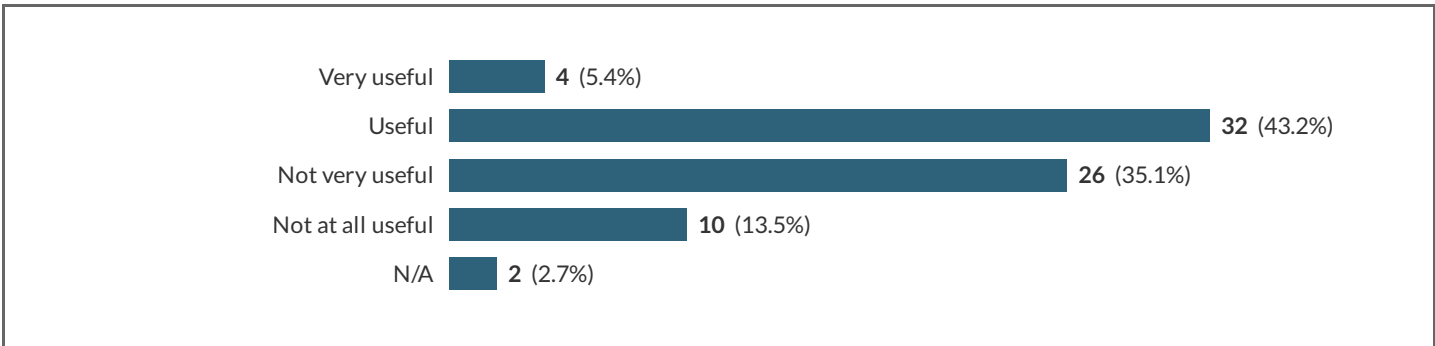
15.5 In leading to changes in work practices?

15.5.a In leading to changes in work practices? - Please select...



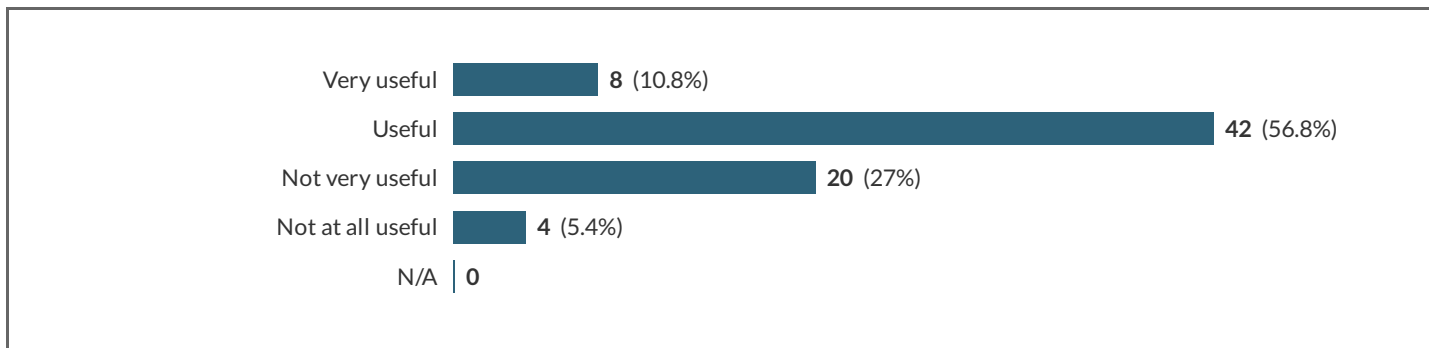
15.6 In helping you focus on your career aspirations and how these are met by your current role?

15.6.a In helping you focus on your career aspirations and how these are met by your current role? - Please select...



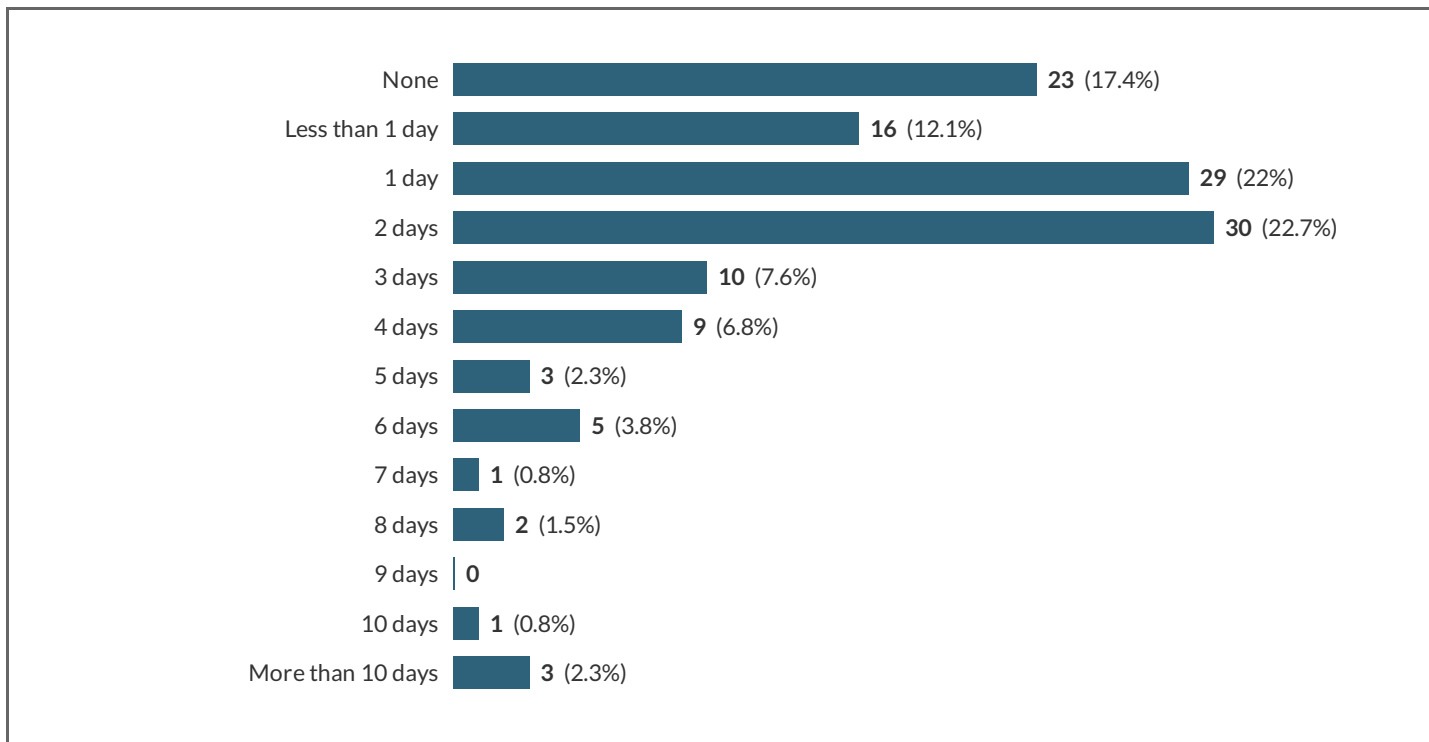
15.7 In reviewing your personal progress?

15.7.a In reviewing your personal progress? - Please select...



Section D – How your institution supports you as a principal investigator/research leader.

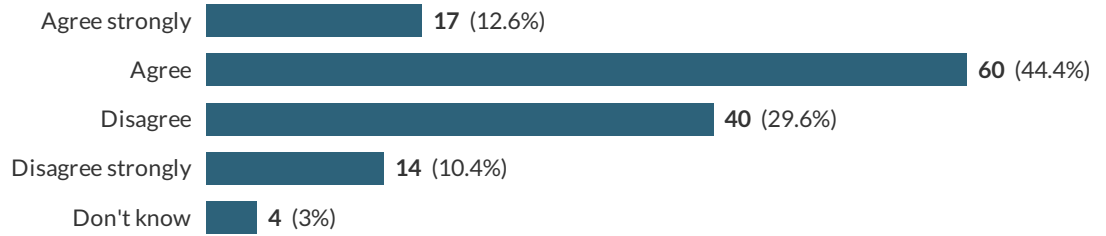
16 During the past 12 months (or since taking up your current position if that is more recent) approximately how many days have you spent on training and other continuing professional development activities?



17 Please indicate your level of agreement or disagreement with the following statements.

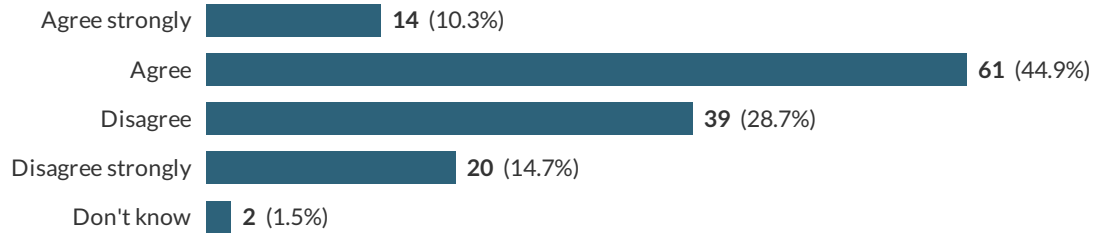
17.1 I am appropriately rewarded for my contributions to the institution

17.1.a I am appropriately rewarded for my contributions to the institution - Please select...



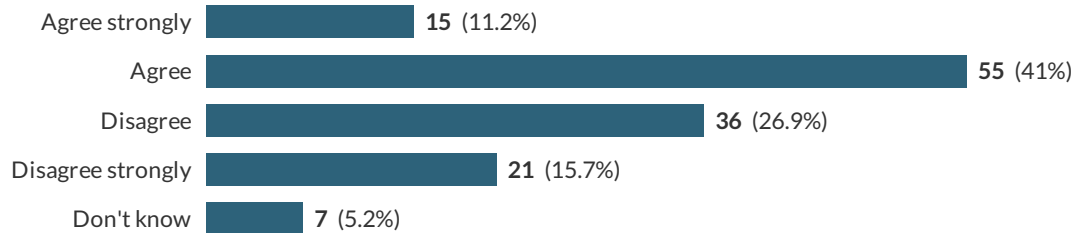
17.2 I am satisfied with my work-life balance

17.2.a I am satisfied with my work-life balance - Please select...



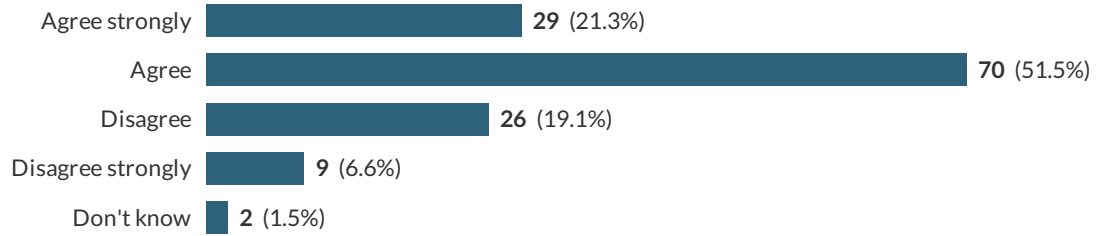
17.3 I believe I am well led by institutional senior management

17.3.a I believe I am well led by institutional senior management - Please select...



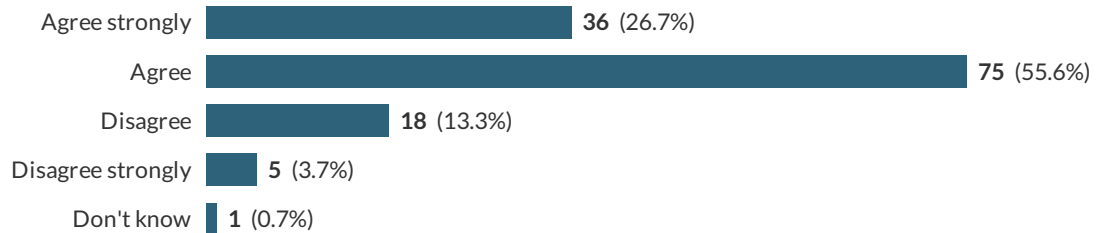
17.4 I feel integrated within the institution

17.4.a I feel integrated within the institution - Please select...



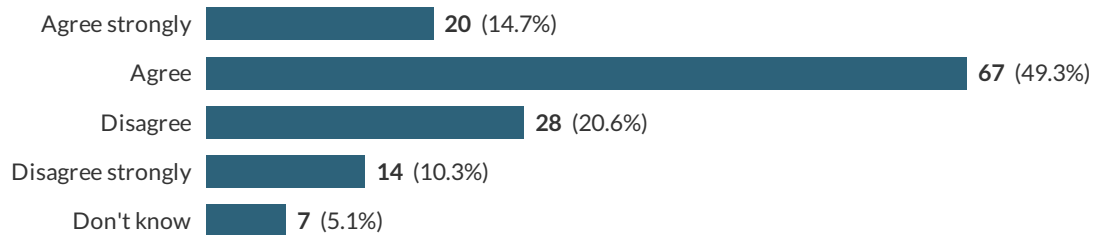
17.5 I have a good level of job satisfaction

17.5.a I have a good level of job satisfaction - Please select...



17.6 I understand how my research activities are aligned with my institution's strategic priorities

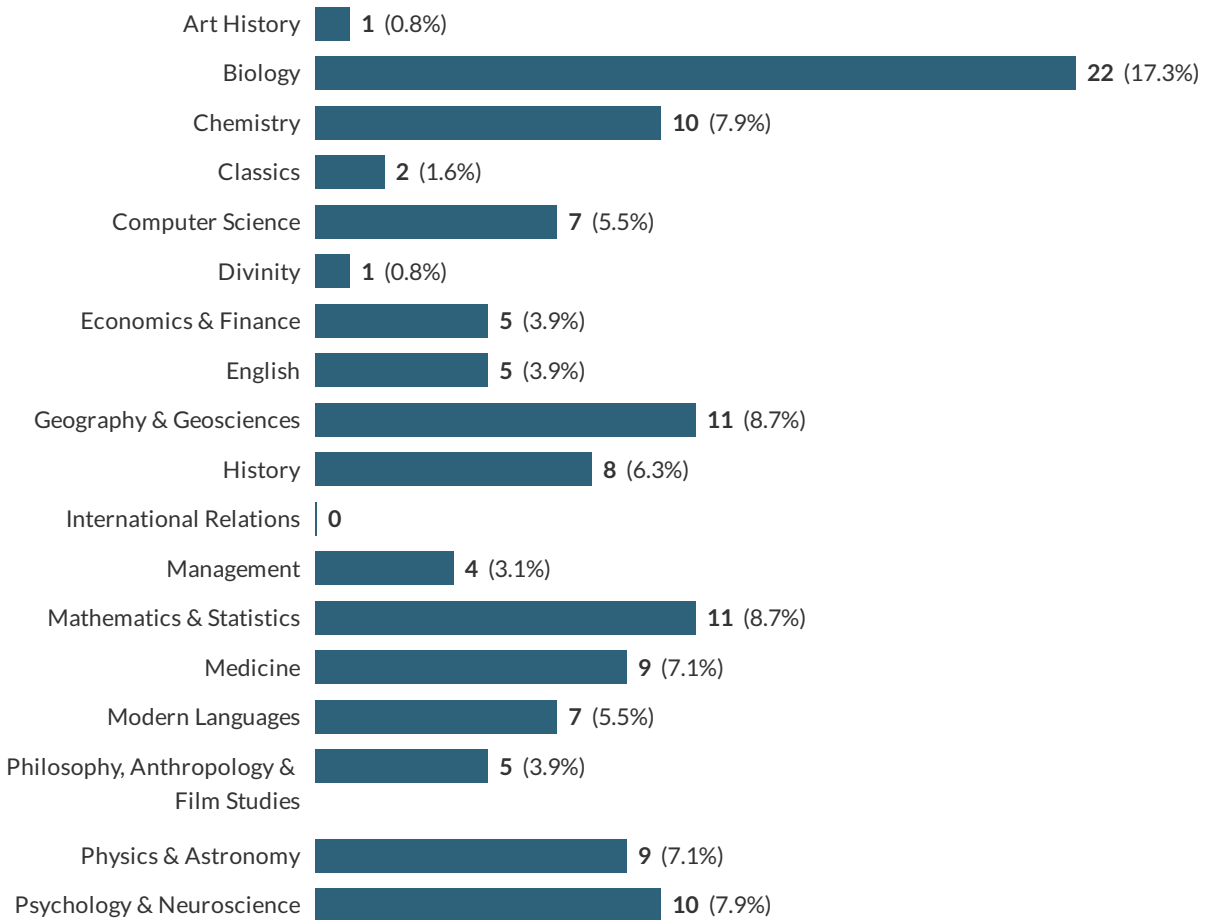
17.6.a I understand how my research activities are aligned with my institution's strategic priorities - Please select...



18 Please provide any comments about review, appraisal and engagement.

Showing 5 of 23 responses	
Everybody is extremely busy as the university put on more admin instead of allowing people to think. This eats energy and time from the senior management. One sad example is that much work was put into REF but the university did not recognise those schools who succeeded in high grades. Again, this eats the senior staff's energy which is then not available to guide more junior staff.	124131-124125-7315813
St. Andrews University is a good employer and a good place to work	124131-124125-7358769
Appraisals always tend to focus on the negative/what more to be done instead of actually recognising and praising the positive successes, which can be very de-motivating. Better mentoring needed for mid-career staff, it's not just early-career staff who benefit from this. Overall weekly workload just seems to be growing all the time, and this makes maintaining a healthy work-life balance difficult	124131-124125-7421354
I have no idea how my outputs are viewed by the institution. My school has recently appointed a new Dean and this transition has been a demoralising exercise - the new Dean's management methods are draconian and yet we do not seem to have recourse. I am not singled out by this brutal approach but it is demeaning and unproductive. Yet PI's just seem to take it -this suggests to me that the position of academic PIs is currently very weak and insecure - this should not be the case. Just because of austerity we should not be treated like disposable unworthies - collective lack of respect is the thing I find hardest and most surprising.	124131-124125-7535326
All I get is criticism at the moment.	124131-124125-7551184

19 Please tell us which School you work in.



Section E - Equality and diversity.

20 Please indicate your level of agreement or disagreement with the following statement:

20.1 I believe my institution is committed to equality and diversity

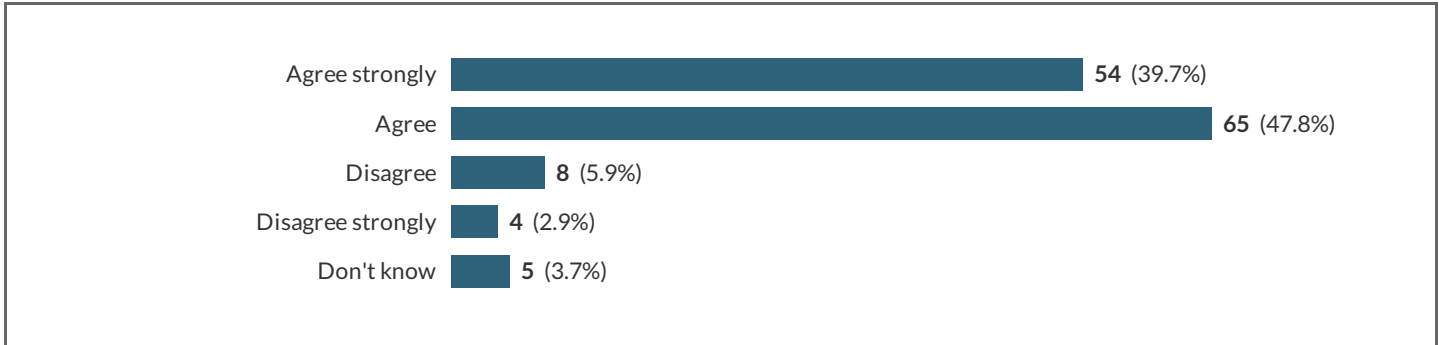
20.1.a I believe my institution is committed to equality and diversity



21 Overall, I think that staff at my institution are treated fairly, regardless of ethnic background, gender, gender identity, religion or belief, sexual orientation, disability or age with regard to:

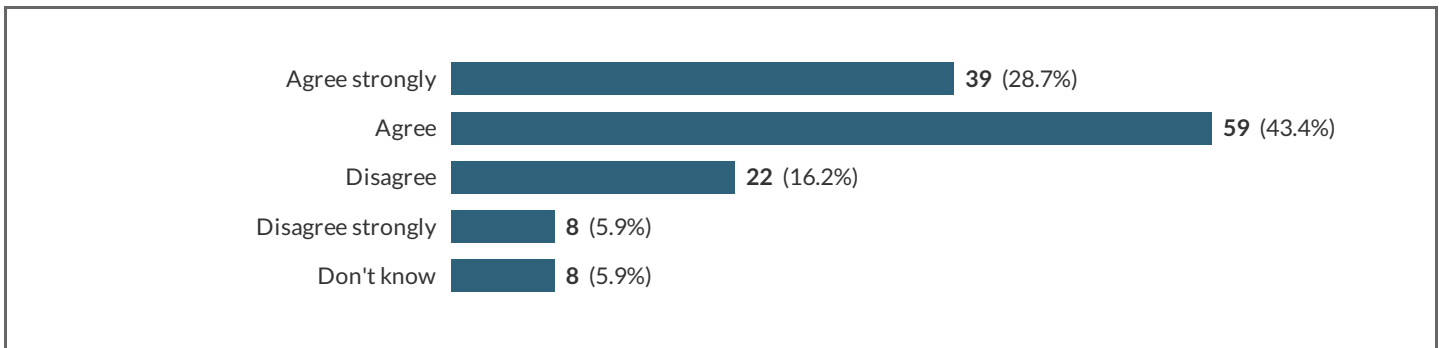
21.1 Recruitment and selection

21.1.a Recruitment and selection



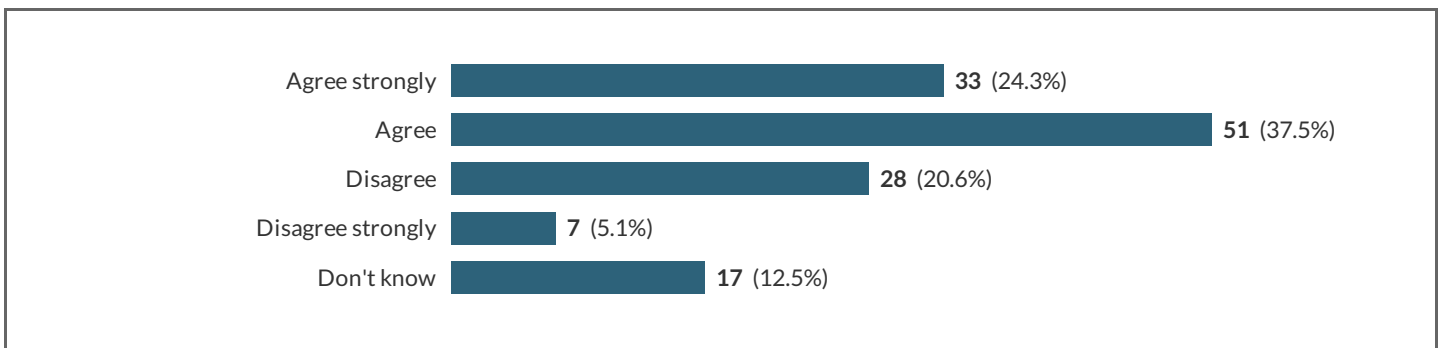
21.2 Career progression / promotion

21.2.a Career progression / promotion



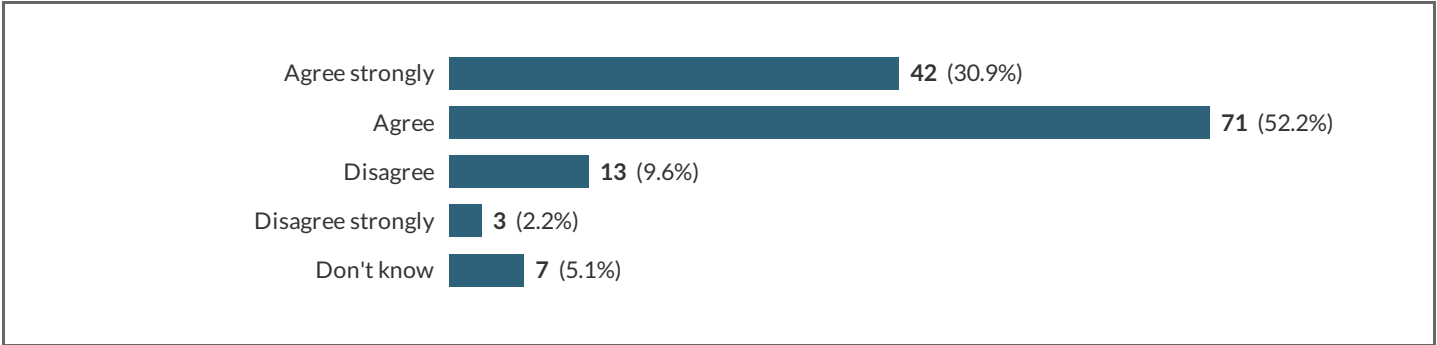
21.3 Reward

21.3.a Reward



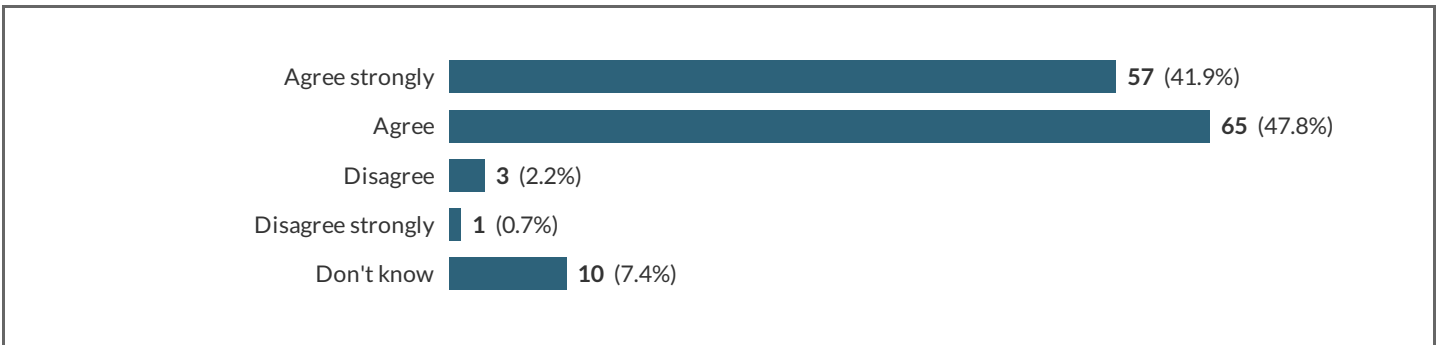
21.4 Day to day treatment at work

21.4.a Day to day treatment at work



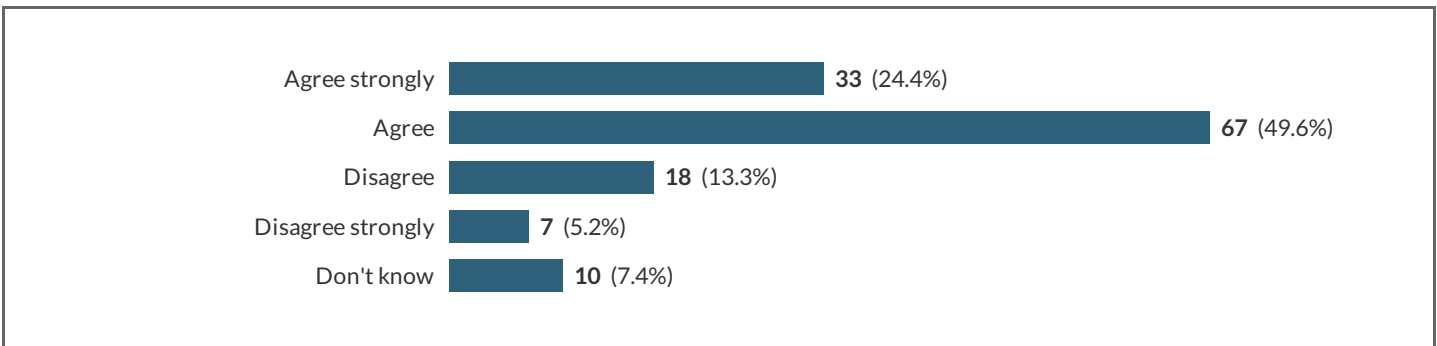
21.5 Access to training and development

21.5.a Access to training and development



21.6 Participation in decision making

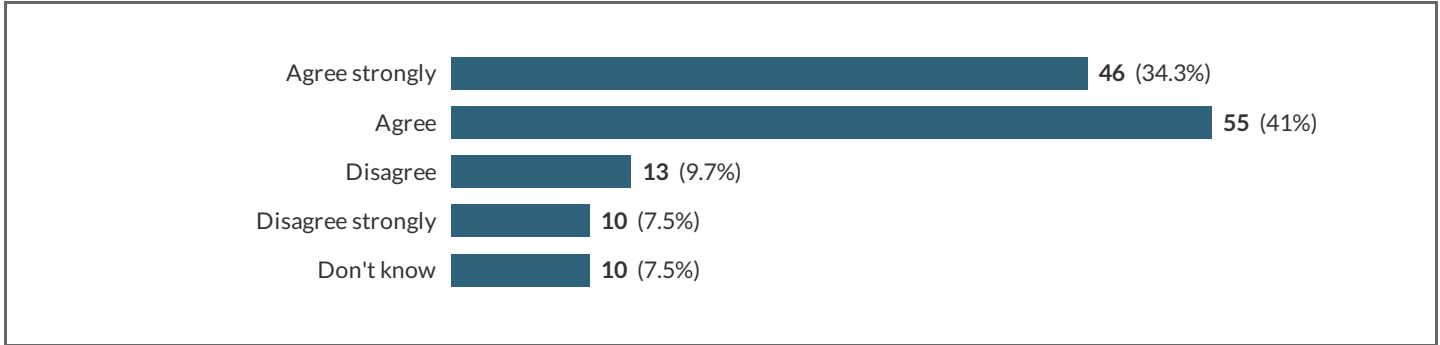
21.6.a Participation in decision making



22 Overall, I think that staff at my institution are treated fairly irrespective of:

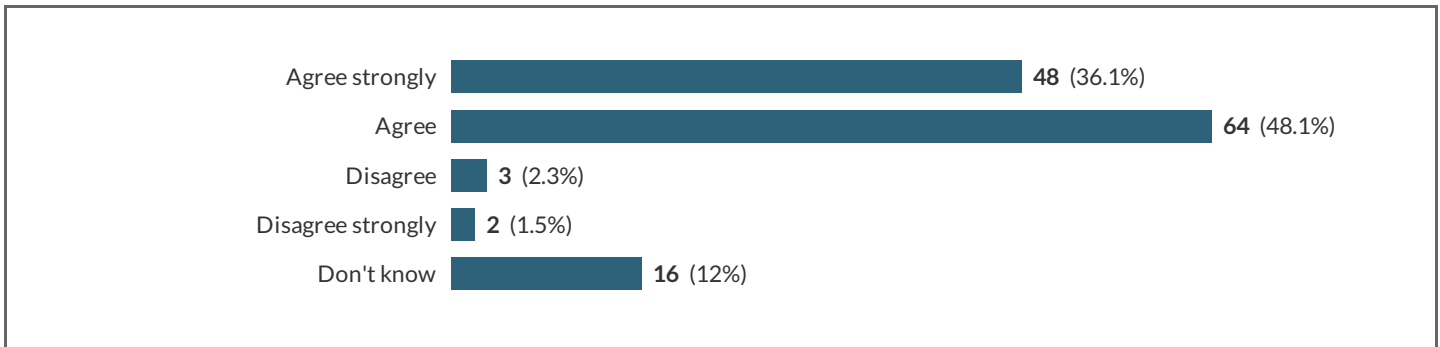
22.1 Age

22.1.a Age



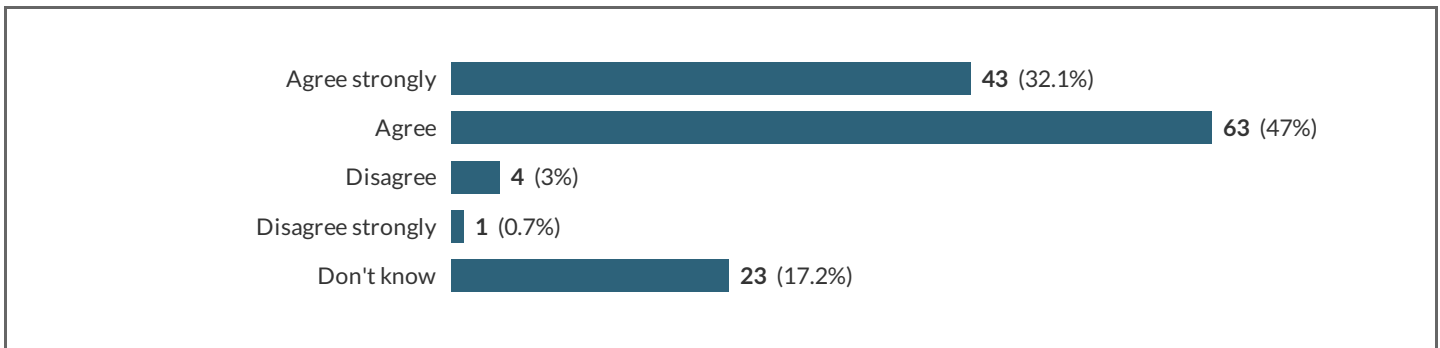
22.2 Ethnicity

22.2.a Ethnicity



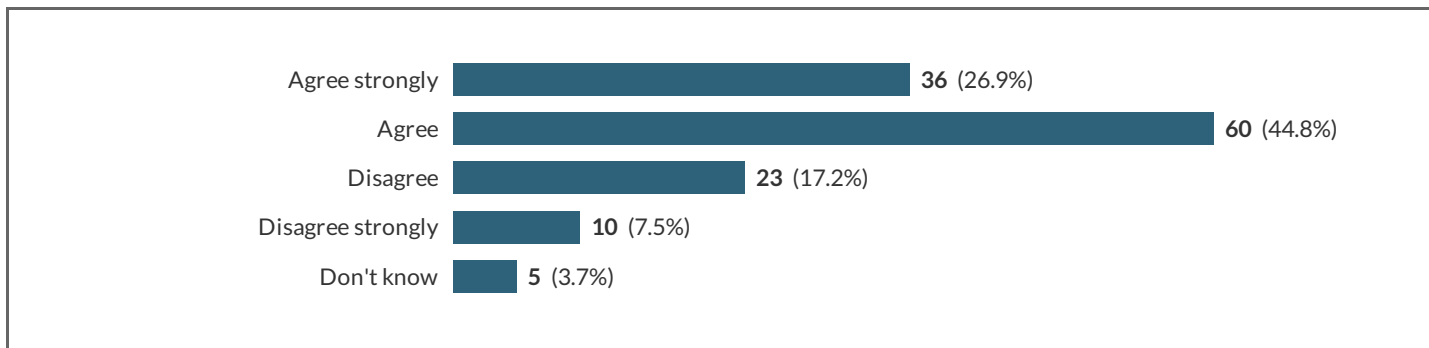
22.3 Disability

22.3.a Disability



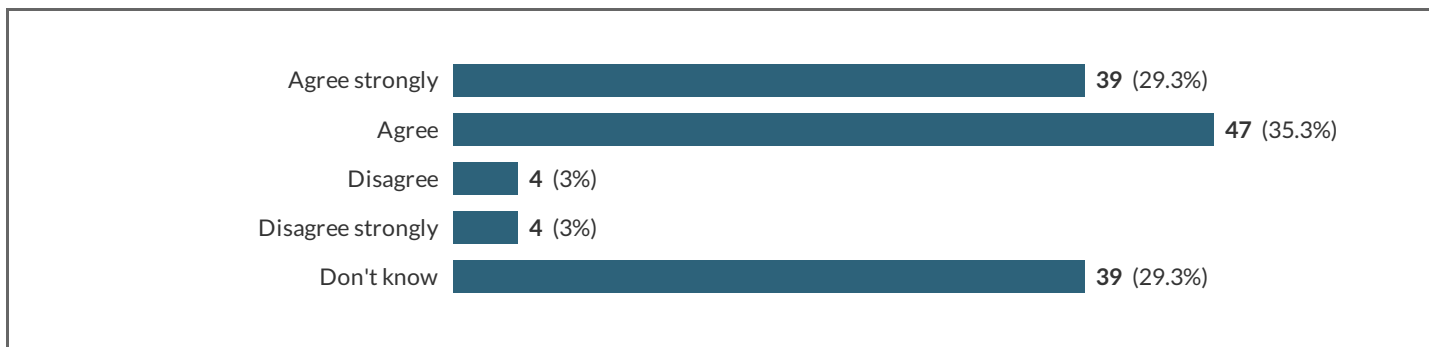
22.4 Gender

22.4.a Gender



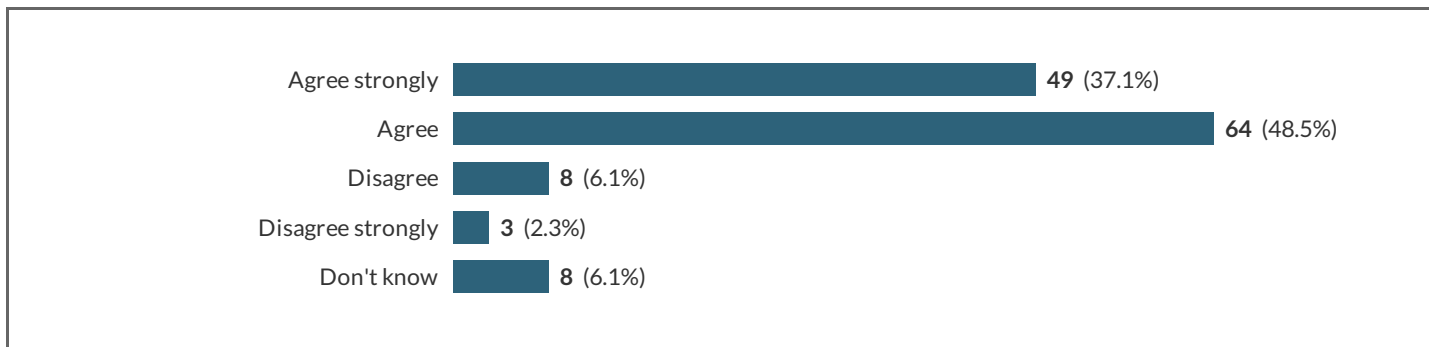
22.5 Gender identity

22.5.a Gender identity



22.6 Nationality

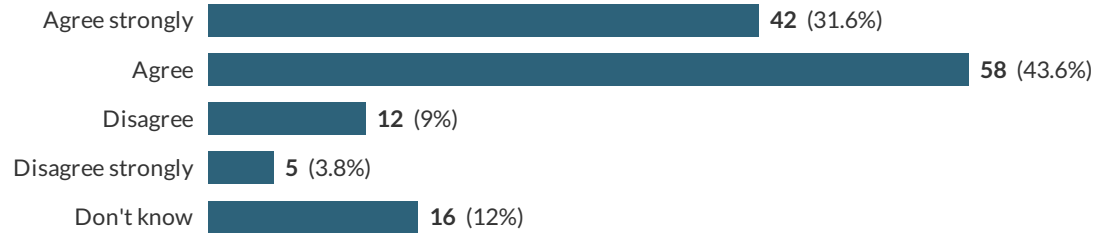
22.6.a Nationality



22.7 Pregnancy and maternity

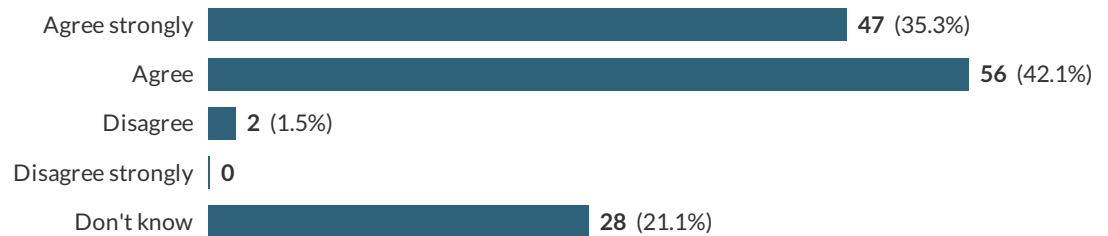
22.7.a Pregnancy and maternity





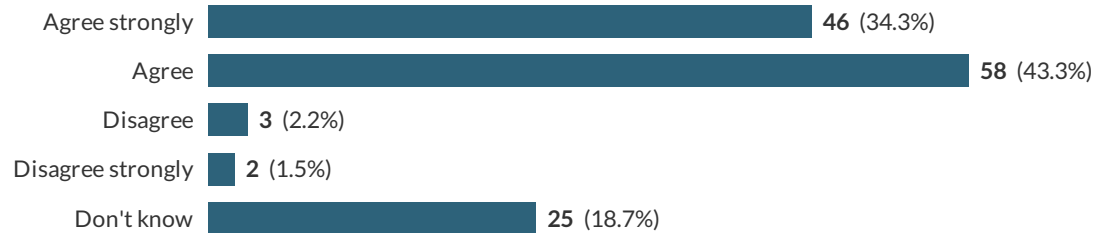
22.8 Sexual orientation

22.8.a Sexual orientation



22.9 Religion/belief

22.9.a Religion/belief



23 Have you felt unfairly discriminated against in your current post?



23.a If yes, please explain in what way you felt discriminated against?

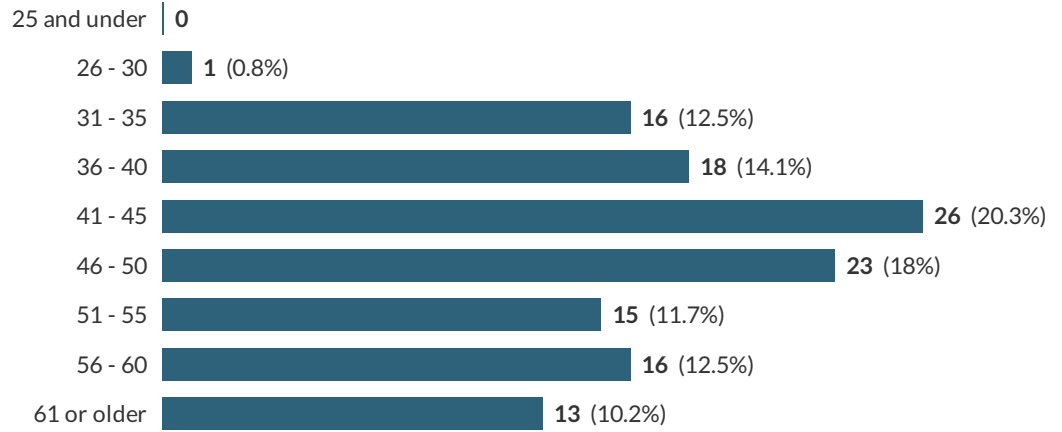
Showing 5 of 15 responses	
Occasionally I have encountered a little anti-English prejudice but nothing significant	124131-124125-7537685
I get criticised for raising questions about diversity.	124131-124125-7551184
as a woman, I've been expected to perform at a higher level than men for the same recognition	124131-124125-7552373
prefer not to discuss	124131-124125-7662007
I think there is still a reluctance in some areas to take younger female colleagues seriously, and to reward them equally for their contribution to the institution (in terms of both retribution and promotion).	124131-124125-7749714

24 Please provide any additional comments you have about aspects of diversity and equality.

Showing 5 of 22 responses	
I feel that some local postdocs who never worked abroad find it very challenging to deal with international staff that is more successful.	124131-124125-7315813
St. Andrews is doing its best in all these categories	124131-124125-7358769
One important aspect not mentioned above is diversity of social background; it is not good enough to target recruitment of undergraduates from SIMD20/SIMD40, but to then fail to target continuing representation throughout the academic career pipeline.	124131-124125-7391005
My own school has historically been very male-dominated (although this has started to change positively in more recent years), and this affects the culture of the department. Also lack of positive female role-models at senior level. More could also be done to support female returners after maternity leave, as this has a significant impact on research. Other leading UK universities offer research leave at the end, targeted seedcorn funding, mentoring etc. As someone who was appointed to a lectureship at a young age I think age is also an issue - very hard to be heard and listened too. Again our school was traditionally comprised of older, males. Age would be less of an issue if the profile of the School/university was more diverse overall	124131-124125-7421354
I think equal opportunity for women has a long way to go in this country. While above I do not, as an individual, feel discriminated against - but there is a tired system of appreciation in my school and that is disappointing for all concerned - a very unnecessary situation especially in an age or enlightenment and equally opportunity. I should say my research goes on no matter the obstacles and this is the measure of PI's - perhaps because we are self motivated, institutional recognition is not a goal?	124131-124125-7535326

Section F - About you.

25 What is your age?



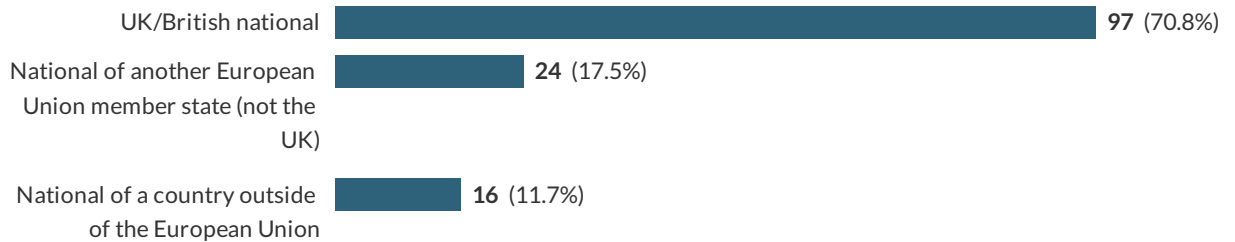
26 What is your gender?



27 Do you consider yourself disabled?

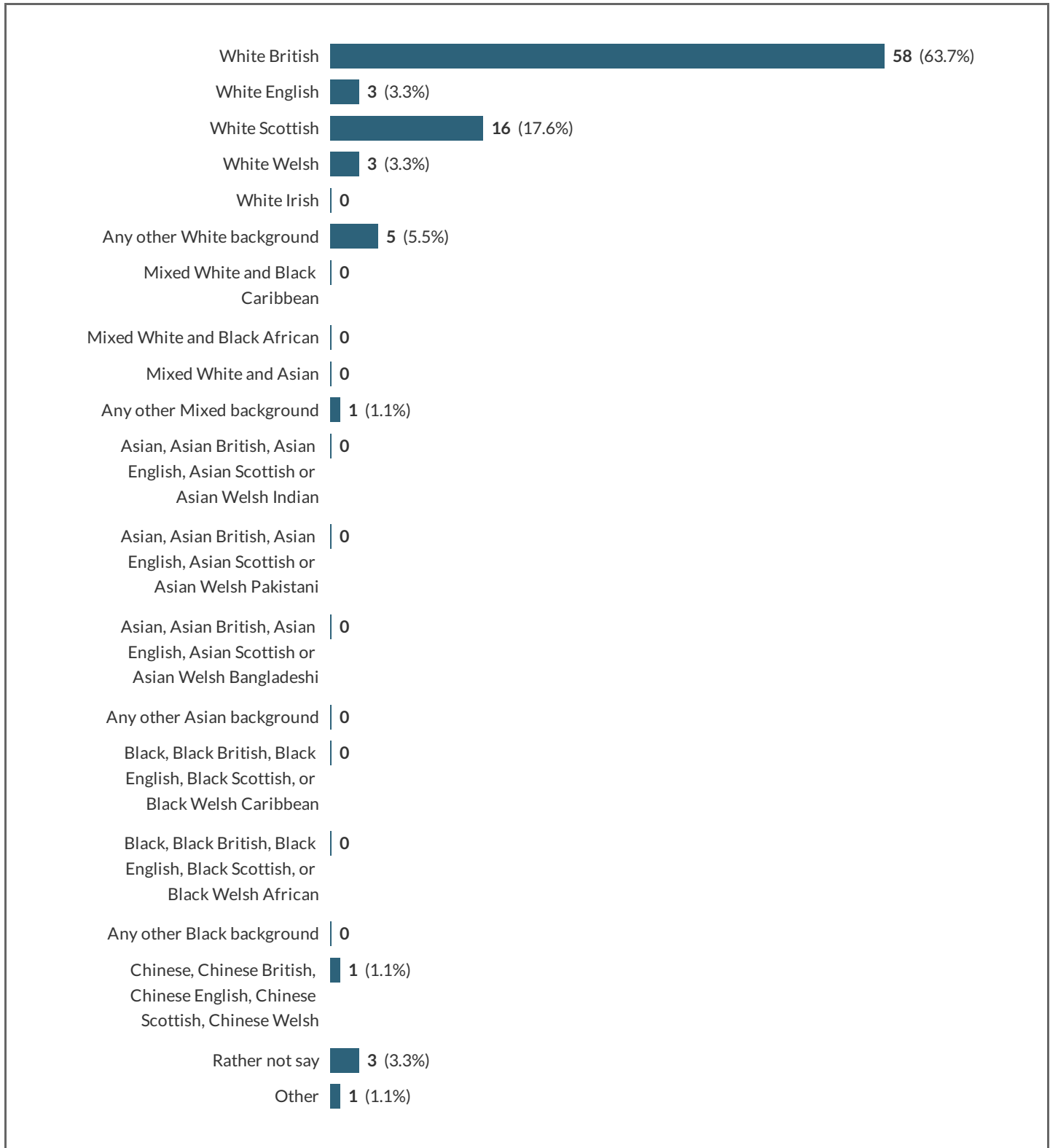


28 What is your nationality?



Section F - About you.

29 As a UK/British national, how would you classify your ethnic group and cultural background?



30 Please provide any final, additional comments.

Showing 5 of 18 responses	
Long may St. Andrews continue with its commitment to excellence and fairness.	124131-124125-7358769
<p>In some questions regarding personnel management I found it hard to answer as the answer depends on the research area.</p> <p>i.e., where a PI has a large group, because that is required by their research, then it is indeed important they have the skills to develop the careers of those group members. On the other hand I disagree with the idea that there is a one-group-size-fits-all regardless of research area: while some experimental sciences require groups of 20-30 staff members, this is clearly inappropriate for others. As such, I believe the requirements of training and support should be tailored to what is appropriate for a given research area. The questions made it hard to reflect this point.</p>	124131-124125-7391005
I do what I love and feel very privileged to be in this position. I would however like to help pave a way for my younger colleagues to love what they do and to feel privileged too but within an atmosphere of the respect they deserve.	124131-124125-7535326
This is not a very satisfactory survey - almost all my answers require some form of qualification, so should not be taken too definitively.	124131-124125-7537685
I am on a 20% contract, geared specifically towards personal research output and PG teaching and supervision. This affects the range and nature of the answers I have given	124131-124125-7587443