

**Support and Career Development Survey for Researchers  
at  
Nottingham Business School, Nottingham Trent University**

**Internal Report**



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## **Background**

The Concordat to Support the Career Development of Researchers (2008) highlighted the importance to improve the employment and support for researchers and researcher careers in higher education in the UK. In light of this, Nottingham Business School (NBS) is committed to establish a long-term career path for early career researchers, not only to attract talented researchers but also to prepare itself to become a strong contender among the prestigious universities in a similar field. To achieve this ambition, NBS is interested in understanding early career researchers' current professional and career development as well as the support that they have received at Nottingham Business School. A link to a short survey was sent out to all NBS researchers in July 2021 to gather the information for this purpose with a four-weeks of responding window.

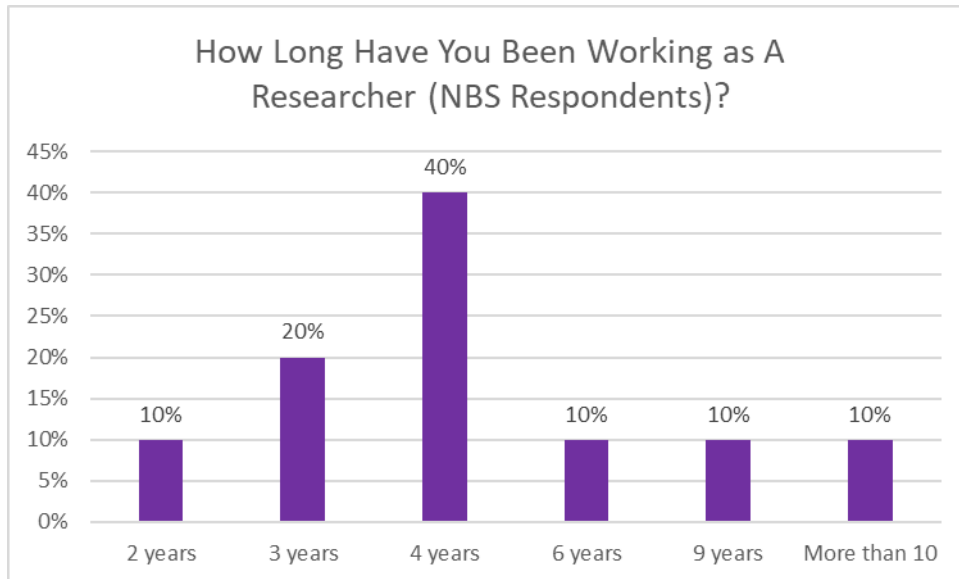
This report explains the results from the said survey (the local situation) as well as the outcomes of the comparisons with the national results on the same questions. The national results were extracted from the Career in Research Online Survey (CROS) for all university research staff in the UK from 2013 to 2019. The CROS was also conducted to understand early career researchers' experiences, career aspiration, professional development, and career development opportunities. It is necessary to point out that unlike survey conducted for NBS researchers, the CROS surveyed researchers from the individual university as a whole rather than focused on a particular department or school in the university.

## **Results**

10 out of 16, full-time researchers from NBS responded to this short survey. This is equivalent to 63% of the response rate. Although, this study intended to compare the NBS researchers' experiences (at local level) with the UK researchers' experiences (at the national level), it is vital to acknowledge the gap in the comparisons as the number of the NBS respondents is small. However, the comparisons will provide some insights into the local situation (NBS) against the national benchmark regarding the researchers' current professional and career development.

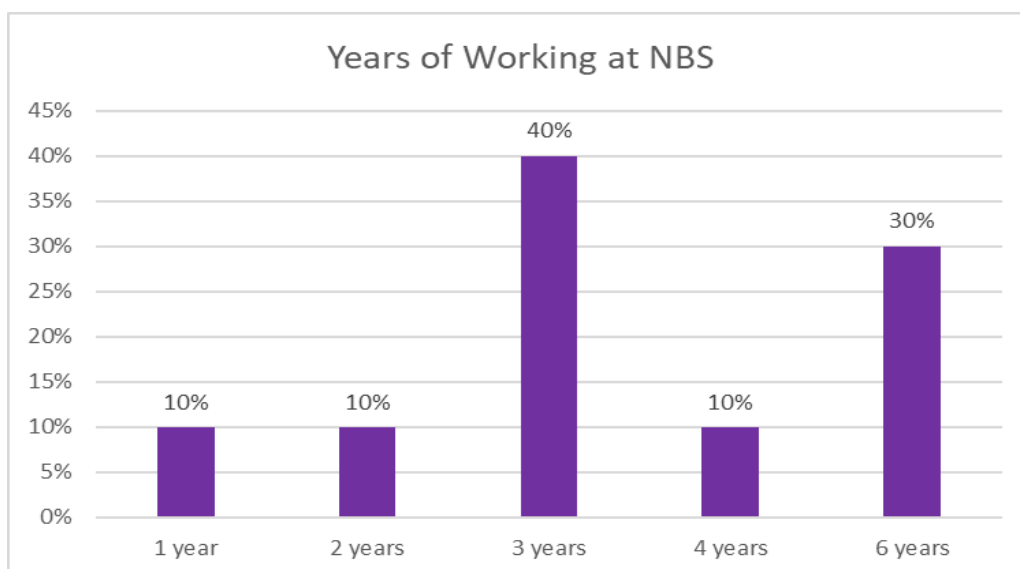
## Years of Experience

Chart 1: Years of Working as A Researcher (NBS Respondents Only)



In terms of their experiences of working as a researcher, excluding any period of doctoral study, 40% (the highest percentage) of the NBS researchers who responded to the survey have been working as a researcher for 4 years. Collectively, 70% of them have been working as a researcher for 2 to 4 years (Chart 1). A slightly different picture shows when compared to the national results. According to the results of the national Career in Research Online Survey (CROS), one quarter of the respondents had been engaging with research work for more than a decade (2013 to 2019 on average).

Chart 2: Years of Working at NBS

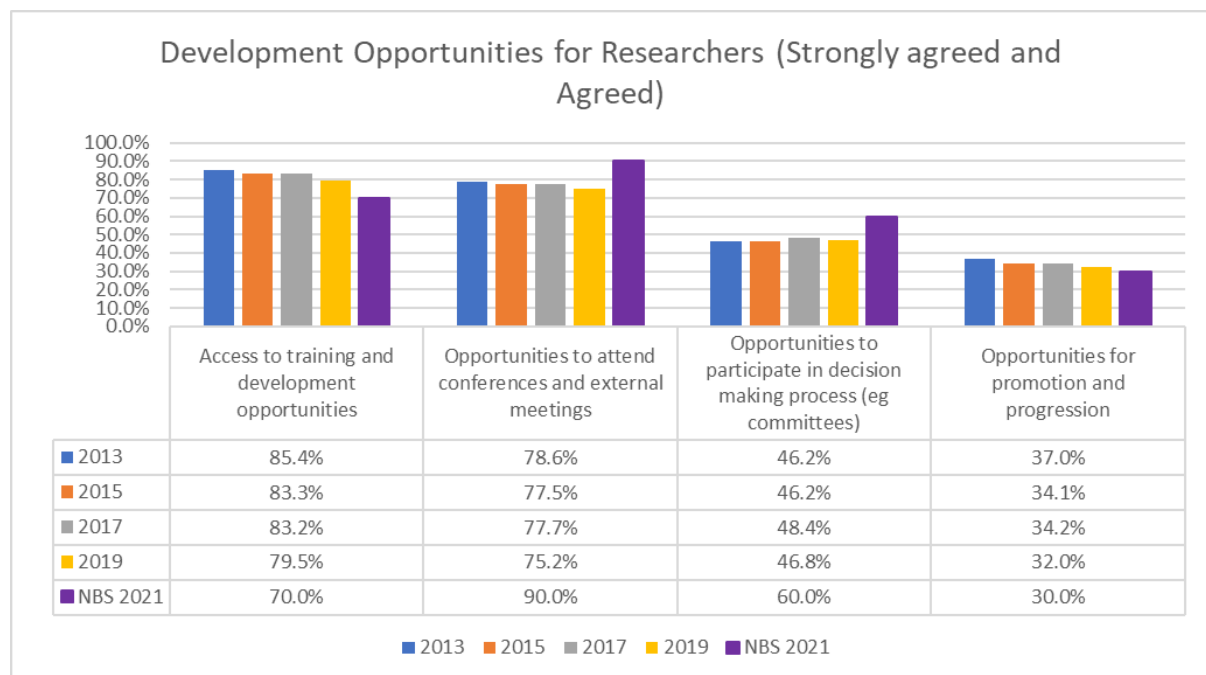


40% (the highest percentage) of the respondents have been working at NBS for 3 years, followed by 30% of them working at NBS for 6 years (Chart 2). Collectively, 80% of the NBS respondents have been working at NBS at least for 3 years or more. It appears that the respondents from the NBS survey have been working at NBS as their current institution slightly longer than the researchers who responded to the national Career in Research Online Survey (CROS). The national results (2013-2019) show that nearly 60% of the respondents had been working at their current institutions for 3 years or less than that.

### Support and Career Development

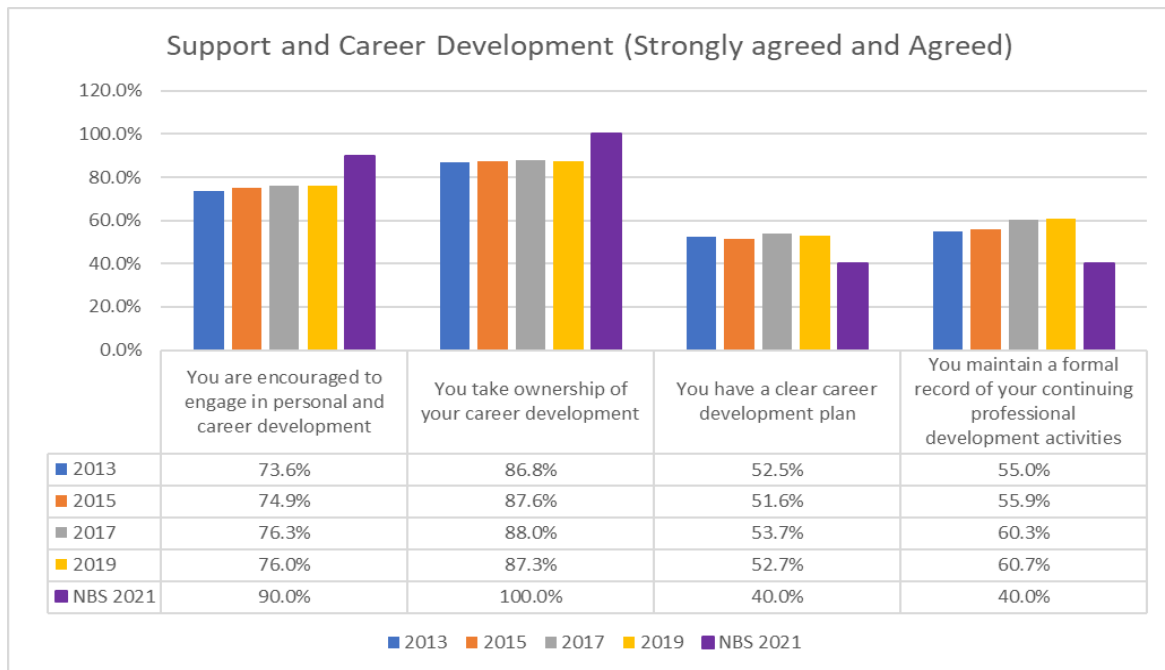
The following sections introduce the results of NBS researchers' career development and the support that NBS provided with the references of the national (CROS) results (from 2013 to 2019) for the comparisons.

Chart 3: Development Opportunities for Researchers (NBS and National Results)



In comparison with other types of staff at NBS, 90% of the researchers who responded to the survey agreed that they had opportunities to attend conferences and external meetings. This result was better than the national results of 77% (on average over 6 years). 70% of them agreed that they had access to training and development opportunities and the percentage was lower than the national results of 83% (on average). 60% of them agreed that they had opportunities to participate in decision making process, which was better than the national results of 47% (on average). Only 30% of them felt that they had opportunities for promotion and progression, which was approximately in line with national results of 34% (Chart 3).

Chart 4: Career Development for Researchers (NBS and National Results)



Regarding the career development (Chart 4), all the respondents (100%) from NBS felt that they took ownership of their career development and 90% of them felt that they were encouraged to engage in personal and career development. The results for these two questions were better than the national results from the CROS over time. However, the respondents from NBS felt less positive with having a clear career development plan (40%) and maintaining a formal record of their continuing professional development activities (40%) as compared to the national results (52% and 58% on average respectively).

Table 1: Area of Work in The Long Terms (NBS and National Results)

In which area do you aspire and expect to work in the long terms %	Year	2013	2015	2017	2019	NBS 2021
Research and teaching in HE	Aspire	42.9	42.5	43	39.9	60
	Expect	35.4	33.6	36.7	33.4	40
Research in HE	Aspire	33.4	34.4	34.4	36.2	70
	Expect	25.2	25.7	24.2	24.5	30
Teaching in HE	Aspire	1.3	1.7	1.4	1.4	20
	Expect	1.7	2.4	2.4	2.7	30
Other role in HE	Aspire	1.3	1.5	1.6	1.4	10
	Expect	1.9	2.3	2.1	2.3	30
Research career outside HE	Aspire	8.5	8.1	8.3	8.2	20
	Expect	10.1	11.3	10.9	11.3	20
Self-employment	Aspire	2.8	2.8	2.6	2.5	10
	Expect	1.6	1.6	2.1	1.8	10
Teaching career outside HE	Aspire	0.2	0.2	0.2	0.2	
	Expect	0.6	0.6	0.5	0.6	20
Other occupations	Aspire	4	3.6	3.6	4.2	
	Expect	7.2	7.3	6.8	7.5	10
Don't know	Aspire	5.4	5.2	4.9	5.9	
	Expect	16.3	15.2	14.3	15.9	10

When asked in which area the respondents from NBS aspire and expect to work in the long terms (Table 1), generally, higher education (HE) was the field that they wanted to pursue for their future career development. 60% of them aspired to work in both research and teaching in HE (as compared to around 40% of the national figures), with 40% of them expecting to work in research and teaching (as compared to just over one third of the national figures). 70% of the NBS respondents aspired to only conduct research work (as compared to the national figure of one third), with 30% of the NBS respondents expecting to work in research solely in the long terms (as compared to the national figure of 25%).

## Current Roles

Chart 5: Current Roles: Working with Others (NBS and National %)

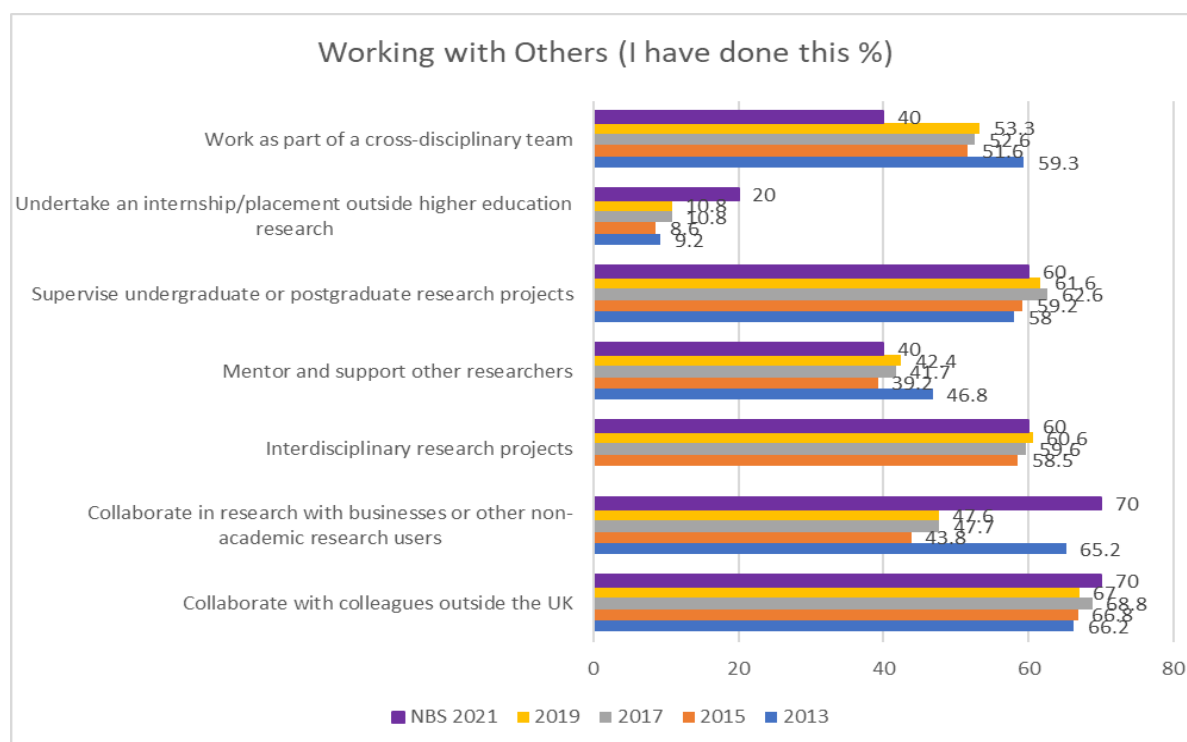


Table 2: Current Roles: Working with Others (NBS and National %)

Working with others	Year	2013	2015	2017	2019	NBS 2021
Collaborate with colleagues outside the UK	I have done this	66.2	66.8	68.8	67	70
	I would like to do this	29.7	29.6	28	29.6	30
	I currently have no interest in this	4.1	3.6	3.1	3.4	0
Collaborate in research with businesses or other non-academic research users	I have done this	65.2	43.8	47.7	47.6	70
	I would like to do this	29.8	39.6	37.6	38.6	30
	I currently have no interest in this	5	16.5	14.6	13.8	0
Interdisciplinary research projects	I have done this		58.5	59.6	60.6	60
	I would like to do this		36	35.4	34.6	40
	I currently have no interest in this		5.5	5	4.8	0
Mentor and support other researchers	I have done this	46.8	39.2	41.7	42.4	40
	I would like to do this	40	43.4	41.6	42	60
	I currently have no interest in this	13.2	17.4	16.7	15.6	0
Supervise undergraduate or postgraduate research projects	I have done this	58	59.2	62.6	61.6	60
	I would like to do this	31.3	30.8	28.4	28.6	40
	I currently have no interest in this	10.7	10.1	9	9.9	0
Undertake an internship/placement outside higher education research	I have done this	9.2	8.6	10.8	10.8	20
	I would like to do this	42.4	43.6	43.7	45.3	40
	I currently have no interest in this	48.4	47.8	45.5	43.9	40
Work as part of a cross-disciplinary team	I have done this	59.3	51.6	52.6	53.3	40
	I would like to do this	33.8	40.1	40	39.7	60
	I currently have no interest in this	6.9	8.2	7.4	7.1	0

Regarding the respondents' current roles in working with others (Chart 5 and Table 2), 70% of the researchers from NBS had the experiences in collaborating in research with business or other non-academic research users as well as collaborating with colleagues outside the UK. The percentage for these two questions was higher than the national results (67% and 51% on average respectively), especially for collaborating in research with business or other non-academic research users. Perhaps, this result is not surprising as NBS has a long history of collaborating in research with business or other non-academic research users, such as public sectors, charitable or non-profit organisations.

The percentages for having the experiences in interdisciplinary research projects (60%), supervising undergraduate or postgraduate research projects (60%) and mentoring and supporting other researchers (40%) were in line with the national results. 40% of the respondents from NBS had the experience in working as part of a cross-disciplinary team, which was lower than the national results (54% on average). Similar to the national trend, the NBS respondents had the least experience in undertaking an internship/placement outside higher education research (20%) but expressed that they would like to have this experience (60%).

Chart 6: Current Roles: Research and Financial Management (I have done this - NBS and National %)

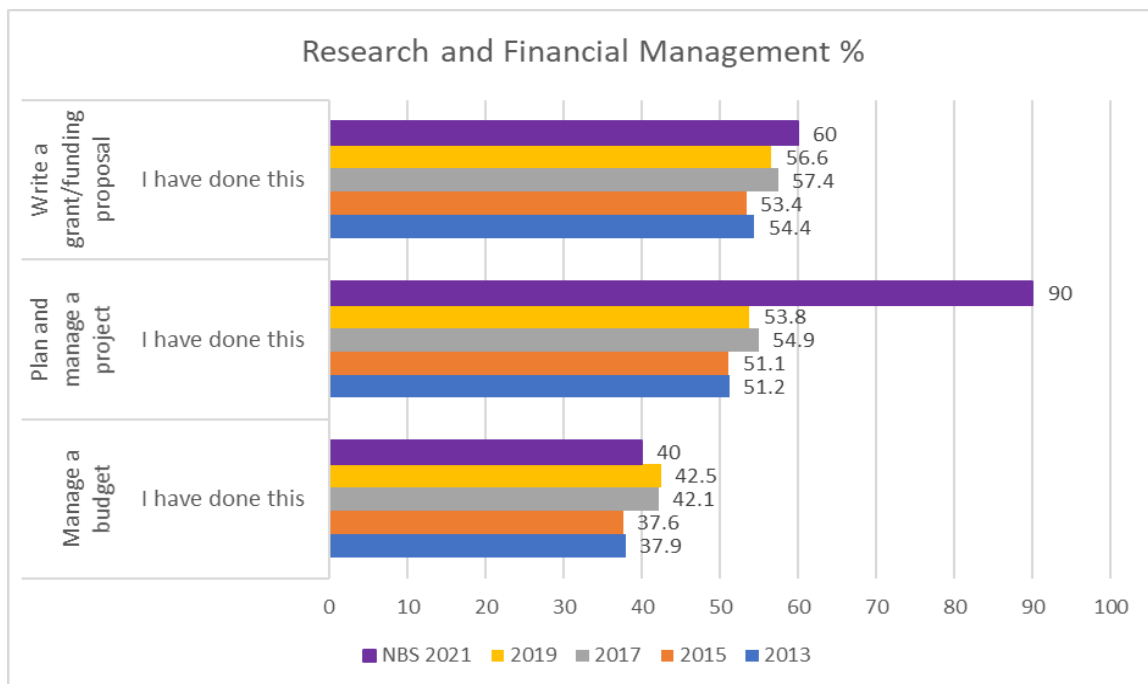




Table 3: Current Roles: Research and Financial Management (NBS and National %)

Research and financial management	Year	2013	2015	2017	2019	NBS 2021
Manage a budget	I have done this	37.9	37.6	42.1	42.5	40
	I would like to do this	42.9	43.9	41.6	40.2	50
	I currently have no interest in this	19.2	18.5	16.2	17.3	10
Plan and manage a project	I have done this	51.2	51.1	54.9	53.8	90
	I would like to do this	41.5	41.8	38.9	39.3	10
	I currently have no interest in this	7.2	7.1	6.2	7	0
Write a grant/funding proposal	I have done this	54.4	53.4	57.4	56.6	60
	I would like to do this	38.1	38.7	36.7	36.1	40
	I currently have no interest in this	7.5	7.8	5.9	7.3	0

In the area of research and management (Chart 6 and Table 3), 90% of the respondents from NBS had the experience in planning and managing a project, which was significantly higher than the national results (53% on average). 60% of them had the experience in writing a grant/funding proposal, followed by 40% for managing a budget. These figures were relatively similar to the national results. Although 40% of the NBS respondents had the experience in managing a budget, 50% of them expressed that they would like to gain experience in this area. This percentage (manage a budget – *I would like to do this*) was higher than the national figures (42% on average).

Chart 7: Current Roles: Engagement and Impact (NBS and National %)

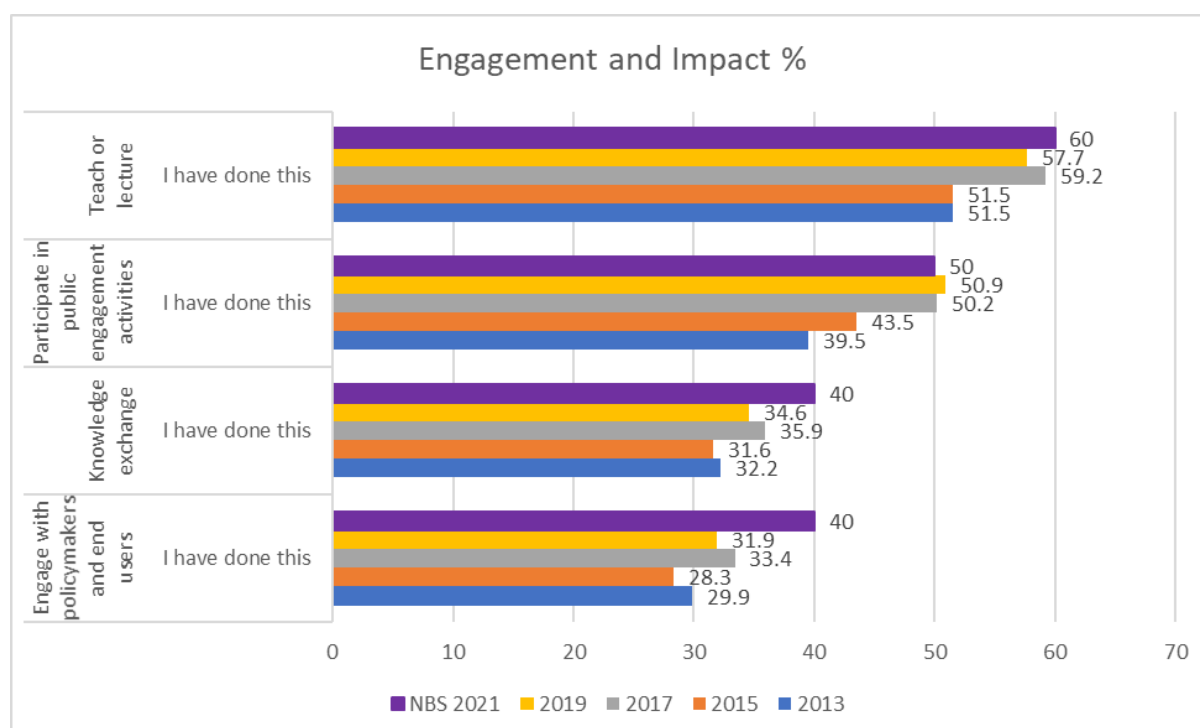


Table 4: Current Roles: Engagement and Impact (NBS and National %)

Engagement and impact	Year	2013	2015	2017	2019	NBS 2021
Engage with policymakers and end users	I have done this	29.9	28.3	33.4	31.9	40
	I would like to do this	45.1	47	45.4	47.6	60
	I currently have no interest in this	25	24.7	21.1	20.4	0
Knowledge exchange	I have done this	32.2	31.6	35.9	34.6	40
	I would like to do this	50.5	52.1	49.6	52	50
	I currently have no interest in this	17.3	16.4	14.5	13.4	10
Participate in public engagement activities	I have done this	39.5	43.5	50.2	50.9	50
	I would like to do this	40	38.7	34.7	34.9	40
	I currently have no interest in this	20.5	17.9	15.1	14.2	10
Teach or lecture	I have done this	51.5	51.5	59.2	57.7	60
	I would like to do this	31.3	31.5	26.6	26	30
	I currently have no interest in this	17.3	17	14.2	16.2	10

Regarding their roles in engagement and impact (Chart 7 and Table 4), 60% of the respondents from NBS had the experience in teaching or lecturing and 50% of them had the experience in participating in public engagement activities. The NBS results for these two roles were in line with the 2017 and 2019 national figures. 40% of the NBS respondents had the experiences in knowledge exchange and engaging with policymakers and end users, which were higher than the national results (33.5% and 31% on average respectively). Moreover, 60% of the NBS respondents expressed that they would like to gain the experience in engaging with policymakers and end users and this figure was also higher than the national results (46% on average).

Chart 8: Current Roles: Communication and Dissemination (NBS and National %)

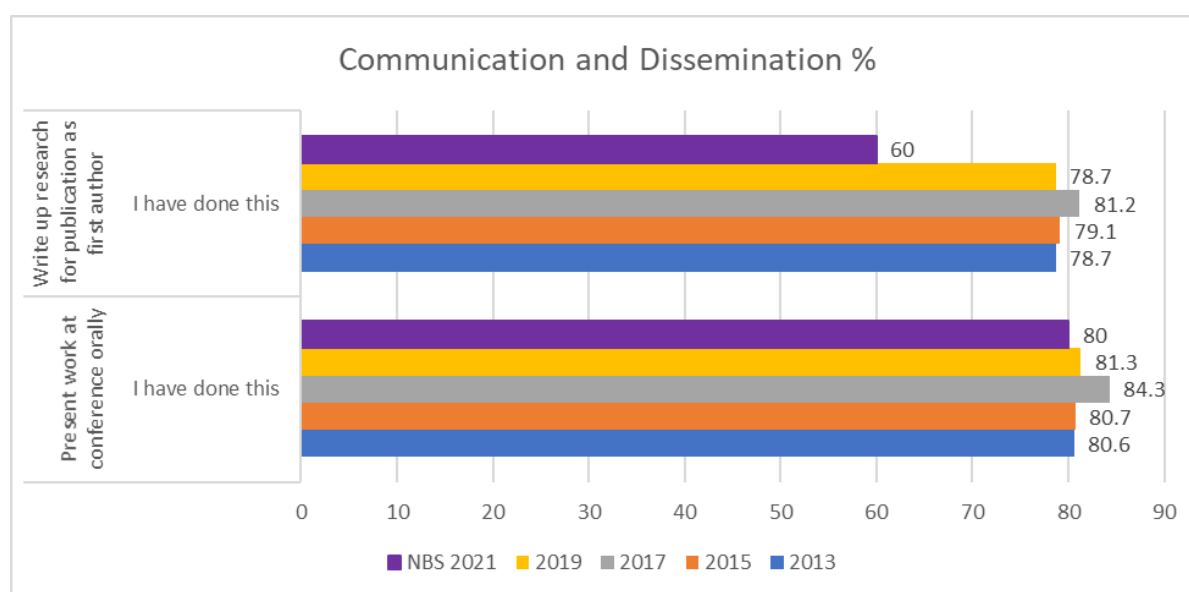


Table 5: Current Roles: Communication and Dissemination (NBS and National %)

Communication and dissemination	Year	2013	2015	2017	2019	NBS 2021
Present work at conference orally	I have done this	80.6	80.7	84.3	81.3	80
	I would like to do this	15.7	15.8	13.1	15.4	20
	I currently have no interest in this	3.7	3.5	2.6	3.3	0
Write up research for publication as first author	I have done this	78.7	79.1	81.2	78.7	60
	I would like to do this	19.1	19.3	17.6	19.5	40
	I currently have no interest in this	2.2	1.6	1.3	1.8	0

Regarding the roles in communication and dissemination (Chart 8 and Table 5), 80% of the respondents from NBS had the experience in presenting work at conference orally and this result was similar to the national result of 82% on average. 60% of the NBS respondents had the experience in writing up research for publication as first author and the figure was lower than the national figure of 79% on average over time. However, 40% of the NBS respondents expressed that they would like to gain the experience in writing up research for publication as first author.