

COST Action 15221 questionnaire with key informants - final

Page 1: Welcome

Thank you for agreeing to complete this survey which contributes to the achievement of our COST Action 15221. As a result of the Action we hope to propose effective institutional models of centralised support for teaching, learning, research and writing.

The purpose of the questionnaire is twofold:

1. To capture the knowledge, skills, values, motivations and processes that have led to your success, effectiveness and/or productivity in each of the four areas of writing, research, learning and teaching.
2. To explore what institutions can and/or should do to support effectiveness and/or productivity in each of the four areas of writing, research, learning and teaching.

Page 2: Research information and consent

This online questionnaire is made up of questions which are broadly about what contributes to success, effectiveness and productivity across research, writing, teaching and learning. The questionnaire does not record your name hence your answers will be entirely anonymous. All of the responses will be held confidentially and securely in Maynooth University, Ireland.

If during your participation in this study you feel the information and guidelines that you were given have been neglected or disregarded in any way, or if you are unhappy about the process, please contact the Secretary of the Maynooth University Ethics Committee at research.ethics@nuim.ie or +353 (0)1 708 6019. Please be assured that your concerns will be dealt with in a sensitive manner.

The results of this research will be used by COST Action 15221. We also hope to publish on the work and to present on it at international conferences. If you have any questions about the research, or the treatment of data, please contact Dr Alison Farrell (Maynooth University) by email on alison.m.farrell@mu.ie

The questionnaire will take approximately 20 mins to complete and it is divided into six sections.

If you are happy to complete the questionnaire for this research please tick the boxes below.

1. Please choose 'yes' to indicate that you have read and understood the research project information

- Yes
- No

2. Please choose 'yes' to confirm that you are at least 18 years of age.

- Yes
- No

3. Please choose 'yes' to confirm that you consent to participate in the **questionnaire** associated with this COST Action 15221 research.

Yes

No

It is noted that participants may withdraw from participating in this research at any point without any negative consequences.

Thank you for your participation.

Page 3: Section 1 - Participant Information

In this section we wish to learn a little bit about you and your higher education setting.

4. Gender

- Male
- Female
- Rather not disclose

5. Qualifications (please tick your highest degree)

- Bachelor degree
- Masters
- PhD/Doctoral level education
- Habilitation
- Other

5.a. If you selected Other, please specify:

5.b. Career stage

- Early career researcher (pre-doctorate, 1-7 years postdoctorate and/or 1-7 years higher education experience)
- Consolidator (7-12 years higher education experience and/or 7-12 years postdoctorate)
- Expert (12+ higher education experience)

5.c. Your discipline/department

5.d. Name of your current institution

5.e. Is your current institution public or private?

- Public - largely publicly funded
- Private - largely privately funded

5.f. Size of institution (approximate combined number of undergraduate and postgraduate students)

6. Country of your current institution

7. Length of time that you have been at current institution (including doctoral studies if applicable)

- 1-3 years
- 4-7 years
- 8-12 years
- 13-17 years

18+ years

8. Have you worked in other higher education institutions besides the one you are working in now?

Yes

No

8.a. If yes, how many other institutions have you worked in for one academic year or longer? *Optional*

9. What is your first/primary/birth language?

10. What is (are) the language(s) used in your current institution?

11. What is your preferred 'professional' language?

12. I identify myself as a successful academic writer

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

13. I identify myself as a successful researcher

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

14. I identify myself as a successful teacher

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

15. I identify myself as a successful learner within my profession

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

16. I identify myself as a successful administrator/manager

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

Page 4: Section 2 - Centralised supports in your institution

Note to respondents: by 'centralised support' we mean an office or centre, which is managed by dedicated staff, whose primary role is to provide institution-wide support for writing, research, learning and teaching activities.

Are the following supports provided ***centrally*** in your institution?

17. Writing/publishing support for **staff**?

- Yes
- No
- Difficult to say

18. Teaching and learning support (for example through a teaching and learning centre which aims *primarily* to support staff as teachers)?

- Yes
- No
- Difficult to say

19. Research support for staff?

- Yes
- No
- Difficult to say

20. Professional development and/or staff training and development?

- Yes
- No
- Difficult to say

Page 5: Section 3 - Writing

In this section we would like to hear your experience of the challenges you face as a writer and what helps you to overcome these challenges.

21. Please rank the following in terms of the extent to which they are barriers to writing, where 5 suggest they are significant barriers which are very difficult to overcome, and 1 suggests they are quite manageable challenges.

	5 - significant barriers which are very difficult to overcome	4	3	2	1 - quite manageable challenges
Other workload e.g. teaching, admin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of confidence about my writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of recognition of my writing by my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of reward for my writing from my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal and professional disagreement with the 'publish or perish' mentality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dislike of writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of institutional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of formal writing training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of a network of writers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please rank the following in terms of their impact on your **motivation** to write,

where 5 means they impact hugely, and 1 means they hardly impact at all.

	5 - impact hugely	4	3	2	1 - hardly impact at all
The support of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity to co-author (collaborate on writing tasks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passion for your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to share your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief that your writing can make a difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to learn more about my work; writing for professional understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The obligation to publish as a requirement around funding secured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wish to be recognised in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wish to advance my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What centrally provided writing support, in your experience, best leads to effectiveness and success in writing, where 5 is most useful and 1 is least useful

Please don't select more than 1 answer(s) per row.

	5	4	3	2	1
Writing workshops, courses, lectures etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured feedback – either from colleagues or critical friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dedicated short blocks of time to read/write within your position e.g. research days, writing retreats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated long blocks of time to read/write e.g. sabbatical leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to relevant literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editor corrections/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in supervising others' writing (including doctoral writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in working as part of an editorial board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in publishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailored support in writing for mainstream (non-academic) audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media writing training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications/media skills training e.g. for television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. What one piece of advice would you give an early career researcher about

academic writing?

A light beige rectangular box containing a smaller white rectangular box on the left side.

Page 6: Section 4 - Research Support

In this section we would like to get a sense of your impressions and experiences of being a researcher, and how researchers should be supported by institutions.

25. Rate how influential the following factors have been in terms of your **motivation** to be a successful and effective researcher, where 5 is very influential, and 1 is not all influential.

Please don't select more than 1 answer(s) per row.

	5 is very influential	4	3	2	1 is not all influential.
Intrinsic motivation (passion and curiosity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to progress the field/discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition by my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of competition within my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to learn more (lifelong learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to improve the quality of my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The opportunity to collaborate with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mobility – the opportunity to travel and working internationally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connectedness – the desire to be part of professional/research community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. If you collaborate with others on research, with whom do you collaborate? (tick all that apply)

- Other academic staff
- Other support staff e.g. library staff, colleagues in Admissions Office/Careers Office/Graduate Studies Office
- Industry professionals
- Undergraduate students
- Masters students
- Doctoral candidates
- Postdoctoral colleagues and other early career investigators
- International collaborators
- National collaborators
- Other (please specify)

26.a. If you selected Other, please specify:

27. What types of research supports have enabled you to continue/succeed in your research? Tick all that apply.

- Grant funding
- Release time to conduct research
- Flexibility to adjust commitments to research, teaching, and service
- Opportunities to collaborate with others (industry, academic or other the rend users)
- Workshops/professional development on researching
- International professional development opportunities (training schools, summer institutes, research seminars ...)
- Presenting research results at international events (workshops, seminars, conferences...)
- Attending research-oriented events (workshops, seminars, conferences...)
- Other (please specify)

27.a. If you selected Other, please specify:

28. What has been the most significant and effective research support that your institution has provided for you?

Page 7: Section 5 - Teaching Support

This section addresses asks about your teaching qualifications, what works in helping to develop teaching, and how teaching connects with research.

29. .

	Yes	No	Somewhat
Do you have a teaching qualification i.e. formal recognition of your teaching expertise including, for example, a certificate, diploma, degree, masters in teaching and/or education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you receive any initial teacher training i.e. training before you delivered your first class in higher education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you receive institutional support for your teaching during your first year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you avail of ongoing institutional support for your teaching (as part of continuing professional development)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Rate the following factors in terms of their importance with regards your teaching development where 5 is most important and 1 is least important.

Please don't select more than 1 answer(s) per row.

	5 - most important	4	3	2	1 - least important
Feedback (teaching evaluation) from your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback (teaching evaluation/review) from colleagues and/or mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Giving feedback on teaching to and/or mentoring other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing pedagogic practice through informal professional conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending teaching and learning workshops and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to teaching and learning workshops and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awards and recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team-teaching (co-teaching) opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International teaching opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Researching your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging with the scholarship of teaching and learning; reading the literature in this field and keeping up to date with developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student performance – student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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31. My impressions of teaching

Please don't select more than 1 answer(s) per row.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Not applicable
I have become a better university teacher by teaching in different institutions in my home country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become a better university teacher by teaching in international contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My research informs my teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Improving teaching and learning practices motivates my pursuit of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building rapport with my students is an important part of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. The support that I would most like my institution to provide for me as a teacher, at this stage in my career is ...

Page 8: Section 6 - Professional Learning Support: Initial and Continuing Professional Development

This is the last section of the questionnaire. In this final section we want to hear about your professional learning - initial and continuing.

33. In terms of your continuing professional development and learning, please rate the extent to which you think engaging in the following learning opportunities would help you to be successful and effective in your career where 5 is absolutely helpful and 1 is not at all helpful.

	5 - absolutely helpful	4	3	2	1 - not at all helpful.
Teaching and learning programmes e.g. accredited certificates, diplomas etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and learning workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference/event attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplinary related research support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross disciplinary research support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on building collaborations and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on engaging in EU/international projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT (technology) training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work life balance support/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating institutional systems and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. How important have the following factors been with regards your capacity to engage in continuing professional development (CPD) where 5 is very important and 1 is not at all important.

Please don't select more than 1 answer(s) per row.

	5 - very important	4	3	2	1 - not at all important.
The availability of CPD opportunities in my institution/university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding from my institution/university for CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal interest in further professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional recognition of further professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A clear framework for continuing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Institutional commitment to CPD for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional requirement for CPD for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. To what extent have the following personal traits/dispositions influenced your success across the four areas of writing, research, teaching and learning where 5 is most influential, and 1 is least influential.

Please don't select more than 1 answer(s) per row.

	5 - most influential	4	3	2	1 - least influential.
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimism, positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindness and compassion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sound values – respect, equality, fairness, integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic thinking and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination/persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to new experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to problem solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Willingness to travel for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to live and work overseas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. And finally, what advice would you give to an early career academic seeking to succeed across writing, teaching, research and learning?

Page 9: Data management

All data gathered from this questionnaire will be stored safely in password protected files.

The data gathered will be reported thematically without the need to identify the exact source of any particular comment/response. Any comments which might be deemed identifiable with a particular contributor will not be included in any report/publication. It must be recognized that, in some circumstances, confidentiality of research data and records may be overridden by courts in the event of litigation or in the course of investigation by lawful authority. In such circumstances the University will take all reasonable steps within law to ensure that confidentiality is maintained to the greatest possible extent.

The data will be retained until all necessary analysis of it has taken place; it is difficult at this stage in the project to predict how long that might be, however, we do not anticipate the data being stored for longer than 10 years. All data gathered will be stored safely in password protected electronic files. Dr Alison Farrell will have access to the data, as will participants in a COST Action 15221 training school to be held in Germany in January 2018, facilitators of that training school, and COST Action 15221 Management Committee members.

When it is no longer needed the data will be overwritten.

Page 10: Final page

Many thanks for completing this questionnaire and for participating in our research. You can learn more about our COST Action at our website www.werelate.eu

When we have analysed the results of the questionnaire we will post those findings on the website.
