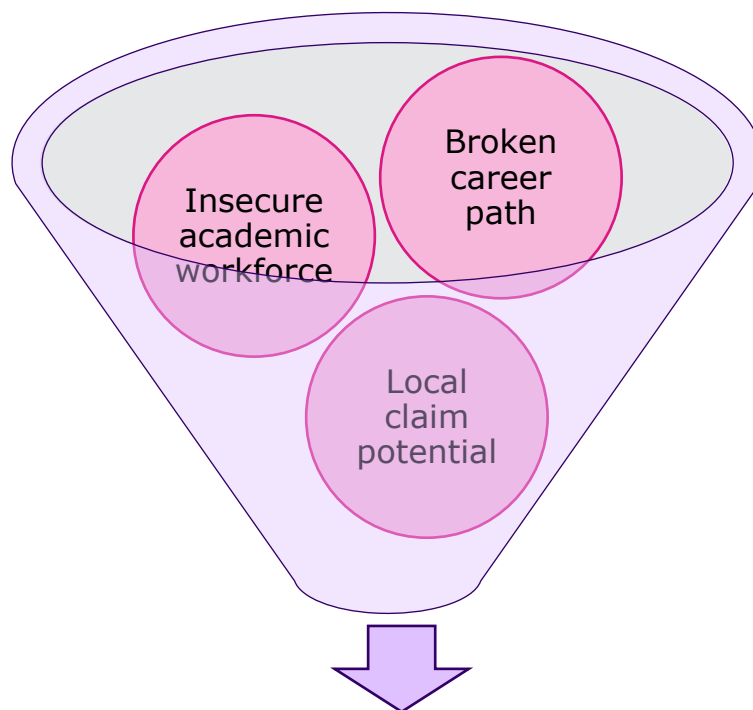
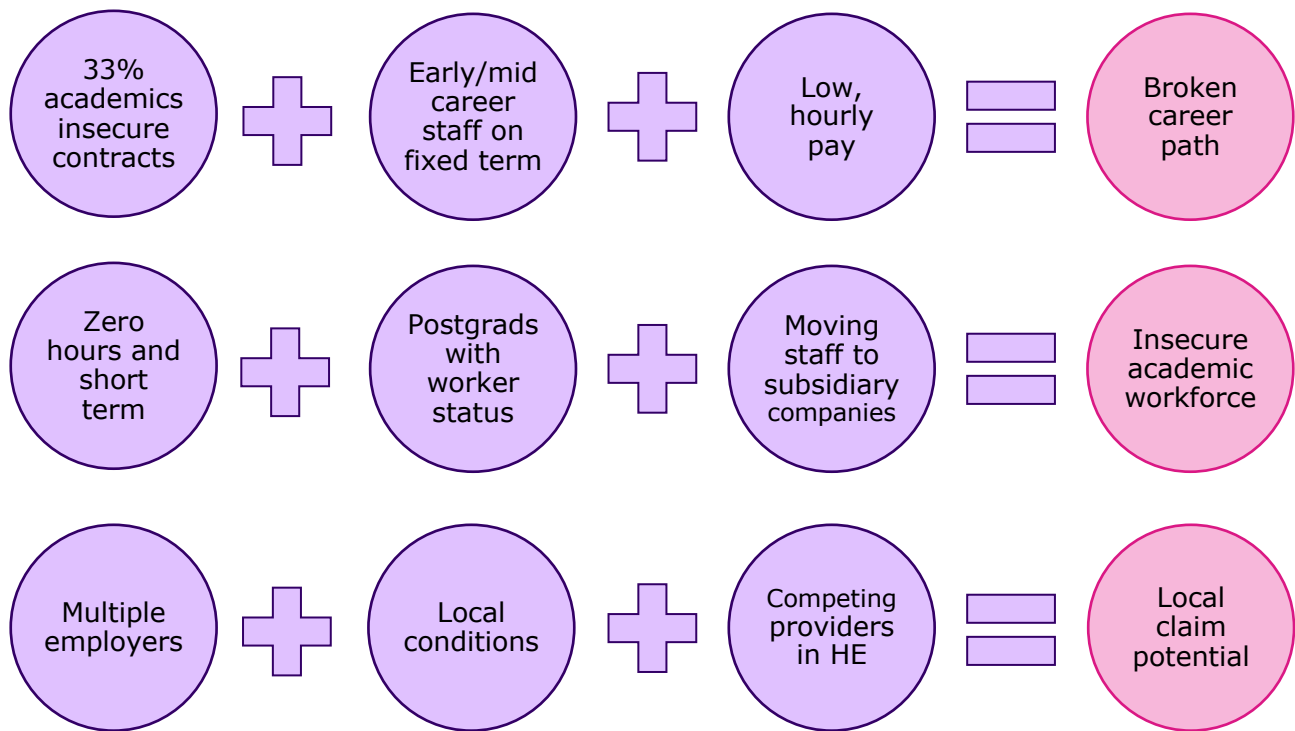




# UCU campaign pack for higher education branches



# Introduction – a strategy to counter the casualisation challenge



Local claims, national support

UCU's strategy is based on creating national support and national pressure on the sector, and resourcing branches to take the fight to their employers locally around nationally agreed strategic objectives.

If we're smart and organised, we can drive real change in the workplace.

## Proactive local claims

We're asking branches to lodge local 'claims' – proactive calls for negotiations around concrete de-casualisation objectives, backed up by the threat of reputation based campaigning and local disputes, and supported by the national union. Branches should create ownership of these claims by tailoring them to the needs of casualised workers themselves, who should endorse them. For example:

- Eradicate zero hours contracts and 'as and when contracts'
- End use of 'casual worker' arrangements
- Bring outsourced or insourced work back in house
- Fractionalisation of hourly paid workers
- Transfer of fixed term staff onto permanent contracts

## Effective local tactics

UCU's strategy includes simple campaign tactics that are tailored to local conditions. For example:

- Organised groups of staff on insecure contracts make a huge difference
- Proactive and structured negotiations around 'local claims' (not consultation)
- Having a supporting campaign plan that includes:
  1. Working with students
  2. Building a plausible threat of reputation damage
  3. Building a plausible threat of industrial action

The national union is here to help any branch that will take up the cause of casualised staff.

The union has waged an effective war in the press on the higher education employers with a succession of reports that have won press attention.

<https://www.ucu.org.uk/socc-casestudies>

We've also provided resources for branches to find their own casualisation data. You can use these tables to see how your institution ranks in a series of indexes of insecurity.

[https://www.ucu.org.uk/media/10899/Precarious-work-in-higher-education-Oct-21/pdf/UCU\\_precarity-in-HE\\_Oct21\\_l883c067yz25.pdf](https://www.ucu.org.uk/media/10899/Precarious-work-in-higher-education-Oct-21/pdf/UCU_precarity-in-HE_Oct21_l883c067yz25.pdf) (more up to date data can be provided on request with reasonable notice).

We've produced detailed guidance for branches in negotiating on casualisation.

[https://www.ucu.org.uk/media/7823/Negotiating-on-casualisation-in-higher-education-a-UCU-bargaining-guide-for-branches-Dec-17/pdf/ucu\\_negotiatingoncasualisation\\_he\\_revdec17.pdf](https://www.ucu.org.uk/media/7823/Negotiating-on-casualisation-in-higher-education-a-UCU-bargaining-guide-for-branches-Dec-17/pdf/ucu_negotiatingoncasualisation_he_revdec17.pdf)

And finally, we've produced this campaign pack.

## About this campaign pack

In this document you will find:

- **Model campaign plan timetable ..... 6**
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## Model campaign plan timetable

	<b>Actions</b>	<b>Target dates</b>	<b>Support and resources available</b>
<b>1</b>	Call meeting of casualised members/non-members to raise issues and pass enabling motion	Week 1	National speaker (HEC, ACC, Bargaining and Negotiations Team)  Model motion included in this pack
<b>2</b>	Launch survey of casualised staff/members	Week 2	Model postgraduate survey and model hourly paid staff survey included in this pack
<b>3</b>	Sub-group to develop local claim using national materials and local issues	Week 6	Model claim  Brief supporting negotiating guidance  Regional/ national office or Bargaining and Negotiations Team to get support with this.
<b>4</b>	Sub-group to plan supporting campaign strategy	Week 7	Contact your Regional / national office or Bargaining and Negotiations Team to get support with this.
<b>5</b>	Get endorsement of claim	Weeks 9 - 12	Meeting or e-ballot or meeting
<b>6</b>	Lodge the local claim with their employer	Week 15	Model claim
<b>7</b>	Sub-group follow-up/progress	Week 20	Contact your Regional / national office or Bargaining and Negotiations Team to get support with this.
<b>8</b>	Review progress of negotiations and support needed and feed back	Week 22	Regional / national Official
<b>9</b>	Meeting to discuss escalation as agreed in plan if necessary	Week 25	Branch meeting/Regional / national Official

## Model branch motion

### This branch notes:

- the shameful levels of casualisation in the higher education sector, with more than a third (33%) of academic staff on insecure contracts
- that universities typically rely on hourly paid staff to deliver around a third of their undergraduate teaching
- that 2/3 of research staff are still on fixed-term contracts
- [Insert relevant local details]
- That UCU membership has risen sharply in the last year, particularly among precariously employed staff
- That precariously employed member played a key role in the recent industrial action

### This branch believes:

- that it is high time this university took decisive measures to increase job security and that the university should commit to time-limited negotiations on a new collective agreement.

### The branch resolves:

1. To convene a meeting with casualised members and representatives at the earliest possible time to discuss the basis for a claim
2. To conduct a supporting survey of casualised staff to help with drafting the claim, building an evidence base and increasing the profile of the union's campaign;
3. That following this meeting a group should be tasked with drafting a claim for submission to management and planning a supporting campaign for the coming year;
4. That the claim should be submitted to management no later than xxxx
5. That progress on negotiations shall be reported back to meetings of the branch and casualised members and a branch meeting will be held no later than [2 months after the claim submitted] at which all options for action to support the claim will be considered.

## Getting the Branch Ready

A key element of effective negotiation around casualisation is understanding and mapping the key power relationships that exist on our campuses and developing a supporting campaigning approach that allows the union to build and use its collective power at the best possible moment.

We offer a one-day challenging casualisation course which aims to help branch reps and officers to:

- Identify the barriers faced by those on casual contracts
- Identify ways to involve full-time staff in the elimination of casual contracts
- Analyse information, whole worker organising, mapping the power of the workplace
- Understand how to use majority petitions to gain member support
- Analyse existing claims
- Write a claim to present to your branch and your employer
- Scrutinise your claim

This could be followed up half day branch strategy day where you can discuss your claim in more detail and flesh out your organising and communications plans. Please contact your regional / national office to discuss.



## Model formal claim

UCU is recognised to negotiate over core industrial issues like pay, terms and conditions, contracts and policies. Too often our managements attempt to push discussion with UCU into forms of consultation, effectively exchanging correspondence with us, taking on board comments and so on, but not negotiating over concrete claims for action.

The point of a formal claim is to make demands for negotiation over specific and concrete calls for action. We seek to negotiate over a call for a pay rise for hourly paid staff, for example, or the eradication of zero hours contracts. We then assess progress against these claims through negotiation and then decide whether or not we have reached the point of failing to agree, triggering a disputes procedure or deploying some form of collective action in support of our claim.

This can mean industrial action at the end point of a disputes procedure but it's vital to remember that there are lots of ways of deploying collective action at other points of the process to focus management's attention on our claim – mass meetings, petitions, protests and so on. Planning these should form part of a strategy day and progress in any negotiations should constantly be reviewed with an eye on whether the time has come to use some form of collective action.

Below we have set out a model claim. This includes some key generic elements that should form part of any claim, such as a call for time-limited negotiations, as well as some suggested headings referencing common demands relating to casualisation. But the important thing is that casualised staff should have ownership of the claim so it's vital that they are involved at every stage in its formulation.

### University and College Union: [UNIVERSITY OF NAME] Casualisation - formal heads of claim

#### 1. Introduction

As you will be aware the issue of the use of insecure contracts in the higher education sector now has a very high public profile. This is a national priority issue for the University and College Union, and now also one for this branch at [UNIVERSITY NAME]

We believe that we have a common interest in improving the contractual terms of employment of staff in higher education. While a few individuals are likely to find them appropriate to their circumstances, the truth is that for the majority insecure contracts have a seriously detrimental effect on the wellbeing of university staff. In a UCU survey of staff on insecure contracts, over half of respondents (56%) said that they had struggle to pay the bills.

Nearly two-fifths (39%) had had problems keeping up with mortgage or rent commitments and three in 10 (29%) had had difficulties putting food on the table. This is one major reason why whenever they are surveyed, staff invariably express the desire for more secure employment.

In addition, a growing body of research indicates that any so-called 'efficiency' gains from hiring teachers on the cheap are in fact illusory. Recent research into the use of flexible labour has suggested that '*easy hire and fire*' is a false economy that saves money only at the cost of organisational learning, knowledge accumulation and knowledge sharing, thus damaging innovation and labour productivity growth'.

Finally, staff on insecure contracts also tell us that their fixed-term and casual terms of employment place major obstacles in the way of them delivering the quality support their students deserve. Mounting pressure on staff has thus far been mitigated by their extraordinary efforts to maintain a high standard of education. But this cannot be expected to last forever unless action is taken.

Once damaged, reputations are very hard to rebuild. Students coming into the higher education system deserve to know that the people that make their education possible are being employed on contracts, pay rates and terms and conditions that enable them to do their jobs properly. A good student experience is not guaranteed by the quality of a building but by the quality of the educational experience.

[INSERT LOCAL CONTEXT TEXT]

## 2. Statement of intent

Our claim is for the university senior management to agree a joint statement which:

- Allows for a joint review of working practices;
- Accepts the need for time-limited discussions;
- Negotiates a review of relevant policies and working practices;
- Provides the leadership across and within schools and colleges and to commit sufficient resources (people and money) to achieve this objective.

## 3. Tackling unpaid labour

The university should agree steps, including:

- An increase in the preparation time paid for each class to a minimum of x hours for every hour to reflect the work actually done in preparation and scholarship;
- All [INSERT LOCAL NOMENCLATURE FOR CASUALISED STAFF] staff to be paid for a minimum of [X] Office Hours/post-tutorial administration per week;
- All [INSERT LOCAL NOMENCLATURE FOR CASUALISED STAFF] staff to be paid for attending lectures that are connected to courses they teach;
- A joint review of marking tariffs;
- An end to unpaid labour as a condition of bursaries and payment for teaching at the same rates as [INSERT LOCAL NOMENCLATURE FOR CASUALISED STAFF] staff.

#### **4. Removing unequal treatment across schools and colleges**

The university should agree steps, including:

- Ensuring that all [INSERT LOCAL NOMENCLATURE FOR CASUALISED STAFF] staff are paid for the same activities across all Schools;
- Ensuring equal access to incremental progression for staff on different forms of contract
- Reviewing the grades paid across schools to ensure compliance with other agreements;
- Ensuring equal access to paid time for professional development opportunities.

#### **5. An end to the use of 'worker' contracts:**

Our claim is for the transfer of all people teaching via 'worker' contractual arrangements, whether through external agencies, subsidiaries companies or 'bank' arrangements onto proper employment contracts and their assimilation to the national pay spine, matched to the national role profiles at the appropriate academic level.

#### **6. An end to the use of zero hours contracts and controls on variable hours contracts:**

Our claim is for all staff employed on zero hours contracts to be transferred onto fractional employment contracts or, where student demand cannot reasonably be predicted, variable hours contracts with a ratio of guaranteed hours to flexible hours of no more than 2:1

#### **7. Fractionalisation of hourly-paid lecturers**

Our claim is for an agreed mechanism for transferring onto fractional contracts all hourly paid staff who have been working at [0.XFTE] or above within a given period (precise level to be determined according to specific hourly paid workforce in place at your institution.)

#### **8. Reduction of the use of fixed-term contracts**

We are seeking commitment to a joint review of existing policies for the employment of staff on fixed-term contracts policy with a view to reducing the use of fixed-term contracts and creating greater job security and continuity of employment for academic staff.

- Teaching Fellowships should be fixed-term contracts of a minimum of one year's duration;
- The university must commit to re-negotiating its fixed-term contract policy and convening of a joint UCU-university working group to examine how to create a more stable, supportive and developmental research culture at the university.

#### **9. Agreement on provision of specific facilities time**

Conducting effective negotiations on improving employment will require a significant commitment of time from reps and in particular those on insecure contracts. Therefore our claim includes a call for agreement on a specific allocation of paid time off or, in the case of

hourly paid staff, paid time on, to allow our representatives to meaningfully participate in the processes around and within these negotiations.

## **10. Negotiating forum**

UCU submits this claim as a matter for negotiation. This is a matter pertaining to the pay, terms and conditions of academic staff in the main. As such, we want negotiations to be held between representatives of the UCU and university management alone.

It is important that the negotiations are conducted in a timely fashion and that the objective should be to reach agreement by the end of the summer term with implementation at [insert date].

## **11. Terms of agreement to be incorporated into university policies**

UCU believes that the terms of agreement reached following negotiation should be incorporated into the university's policies.

## **12. Implementation, monitoring and review**

The provisions of the agreement reached should be disseminated in a manner that provides for uniform application across the university. Managers should be fully trained on the provisions of this agreement. The terms of the agreement should be monitored and reviewed after 24 months.

## Model local claim – supporting guidance in brief

Key bargaining objectives	Negotiating guidance
<p><b>Negotiating forum</b></p>	<p>This is important as managements will be keen to shuffle this issue into working groups or maintain it as an issue for consultation over the wording of policies. It's important to maintain it as a subject of negotiation in which failure to agree could trigger a dispute. This makes it easier to deploy collective action in support of our claim.</p>
<p><b>Terms of agreement to be incorporated into university policies</b></p>	<p>It's important to assert the principle of negotiating the overarching principles of agreement which should then be cascaded down into policies.</p>
<p><b>Statement of intent</b></p>	<p>The aim of the joint statement is to get an upfront commitment that can be publicised, that provides a timeframe for the negotiations and that the university can be held to account on.</p> <p>This is an important point for holding management negotiators to account and for giving UCU moral authority in the case of management backsliding. Critically this statement includes a commitment to fully resourcing any agreement.</p> <p>This is important because policies that make an 'in-principle' case for fractionalising staff on hourly paid contracts or transferring staff onto permanent contracts can be defeated in practice by faculty or department-level budgeting policies enforced from a higher level.</p>
<p><b>Tackling unpaid labour</b></p>	<p>This is a common issue for hourly paid staff of all kinds and it extends from PhD students teaching without pay on bursaries to all kinds of Associate Lecturer posts where pay multipliers do not take sufficient account of preparation, marking or administration time and which do not allow any time for scholarship. The clauses here cover several of these examples but you should adapt them to reflect your own situations.</p>

<p><b>Removing unequal treatment across schools and colleges</b></p>	<p>Some disciplinary differences in treatment related to different modes of teaching and assessment are understandable but it is far too common for devolved budgeting and management of casualised staff to entail the use of completely different grades, the payment of different allowances for the same duties and so on as a way of minimising departmental spending.</p>
<p><b>An end to the use of 'worker' contracts</b></p>	<p>Where hourly paid staff are being employed as 'worker' to deliver small group teaching, it has to be an objective to challenge this status and win transfer to proper employment contracts. There is nothing in the patterns of work involved in hourly paid teaching that justifies the use of worker arrangements in the vast majority of cases.</p>
<p><b>An end to the use of zero hours contracts and controls on variable hours contracts</b></p>	<p>It is a UCU policy objective to end the use of zero hours contracts in higher education, including so-called variable hours contracts which are in fact zero hours contracts by another name. Where it is not possible to secure agreement to employing people on proper fractional part-time contracts, it should be possible to get agreement on the use of variable hours contracts that have controls on hours in them.</p>
<p><b>Reduction of the use of fixed-term contracts</b></p>	<p>Fixed term contracts have proliferated among teaching only jobs and they remain the predominant form of employment of researchers. With teaching fellowships, as they are often called, these contracts must be for at least 12 months and their use as fixed-term contracts should be under review. The model claim should include a call for reviewing the use of fixed-term contracts policies, re-negotiating fixed-term contract policies and serious joint work to develop ways of increasing job security in research where funding is time-limited.</p>
<p><b>A commitment to providing facilities time</b></p>	<p>The aim here is to embed within the agreement around the conduct of negotiations a firm commitment to providing dedicated facilities time, over and above what is normally allowed. The argument is that conducting the kind of consultation, reading and analysing documents and attending negotiation meetings will be a significant commitment of time.</p> <p>Casualised staff in particular will be prevented from engaging in such negotiations without paid time on being agreed. Rather than open up extensive discussions around facilities time in general, it is suggested that this is argued for as specific facilities time to support a specific problem. This is similar to the approach taken to supporting job evaluation in framework negotiations.</p>

## Where to access UCU's negotiating guidance in full

UCU has already issued guidance to branches to assist them in negotiating around casualisation. This guidance can be accessed in full here and should be used to support any negotiations:

[ucu\\_negotiatingoncasualisation\\_he\\_revdec17.pdf](#)

## Model petition

**We, the undersigned, call on [X UNIVERSITY] to make clear its commitment to providing high quality education for students by taking decisive action to improve job security for academic staff.**

Casual and insecure contracts blight people's lives and destroy their careers, causing real hardship and distress. They also disrupt educational relationships, stifle the development of teaching staff and often put them under unbearable pressure to cut corners by employing them on poor hourly rates that fail to cover the work they really do. Yet in spite of this across the sector, a third of all academics are employed on insecure or temporary contracts.

The extent of casualisation at this university should be a source of shame and poses a threat to our reputation.

We believe that the working conditions of staff are the learning conditions for students and we think that it is unacceptable for universities who market themselves to students on their reputation for high quality provision to employ large numbers of their staff on contracts that prevent them doing their jobs properly.

### **We call on this university to:**

1. demonstrate its commitment to transparency by publishing data showing the proportions of undergraduate classes that are being taught by staff on insecure contracts and
2. show its commitment to real change by agreeing to negotiations with the UCU with the express aim of increasing job security, continuity of employment and opportunities for career progression.



## Model joint statement with Students' Union

The alliance with students is vital – joint pressure on employers is vital and will pay dividend because students are such a vital stakeholder in the marketised higher education system. The joint statement below has been used by a number of UCU branches in building a campaigning alliance with the local Students' Union.

### Joint statement by [UNIVERSITY OF XXXX] UCU and the University of [----] Students Union

We call on the [UNIVERSITY OF XXXX] to make clear its commitment to providing high quality education for students by taking decisive action to improve job security for academic staff.

Casual and insecure contracts blight people's lives and destroy their careers, causing real hardship and distress.

They also disrupt educational relationships, stifle the development of teaching staff and often put them under unbearable pressure to cut corners by employing them on poor hourly rates that fail to cover the work they really do. Yet in spite of this across the sector, almost one third of all academics are employed on insecure or temporary contracts.

The extent of casualisation at this university should be a source of shame and poses a threat to our reputation.

We believe that the working conditions of staff are the learning conditions for students and we think that it is unacceptable for universities who market themselves to students on their reputation for high quality provision to employ large numbers of their staff on contracts that prevent them doing their jobs as effectively as possible.

We call on the university to:

- demonstrate its commitment to transparency by publishing data showing the proportions of undergraduate classes that are being taught by staff on insecure contracts and
- show its commitment to real change by agreeing to negotiations with UCU, with the express aim of increasing job security, continuity of employment and opportunities for career progression.

## Model postgraduate survey

1. Name
2. Email address
3. Subject area
4. At which institution are you employed?

Drop down options

5. What is your job title?

### Your pay

6. What is your hourly rate of pay?

Drop down options

7. How many hours work per week on average you are paid for?

Drop down numbers

8. You should enter here the number of hours you are contracted and paid for per week, not the amount of time the work actually takes you

Drop down menu

9. How many hours work on average per week do you actually do to fulfil the duties you are paid for?

Drop down menu

10. Please tell us more about your pay. For each activity, tell us whether it is included in your hourly rate, whether you are paid separately for it, or whether it is not paid for.

Preparation time	Included in hourly rate Extra allowance of time paid at my hourly rate Paid at a different rate Unpaid
Marking	Included in hourly rate Extra allowance of time paid at my hourly rate Paid at a different rate Unpaid
Meeting students	Included in hourly rate

	Extra allowance of time paid at my hourly rate Paid at a different rate Unpaid
Department meetings	Included in hourly rate Extra allowance of time paid at my hourly rate Paid at a different rate Unpaid
Training	Included in hourly rate Extra allowance of time paid at my hourly rate Paid at a different rate Unpaid
Academic professional development	Included in hourly rate Extra allowance of time paid at my hourly rate Paid at a different rate Unpaid

11. Have you ever had any of the below problems with your pay:

Working more hours than you are paid for	all the time, frequently, occasionally, rarely, never
Late or irregular payment for work you have done	all the time, frequently, occasionally, rarely, never
Failure to pay you for work you have done	all the time, frequently, occasionally, rarely, never
Being expected to teach without payment (eg as a condition of a bursary)	all the time, frequently, occasionally, rarely, never

12. Do you have access to annual increments?

Y/N
-----

## Your contract

To the best of your knowledge, does your contract say that you are:

13. An employee: (ie you are employed by the university and have comparable employment rights to other university employees)

Y/N
-----

14. A worker: (usually paid only by 'assignments' or 'engagements', with the university making clear it has no obligation to offer you work)

Y/N

15. Were your contract and your employment status ever explained to you when you started work?

Y/N

16. Zero hours contracts: The basic definition of a zero hours contract is one in which your employer does not guarantee you any hours of work or makes no ongoing commitment to provide you with work. Do you think you are on such a contract?

Y/N

17. When did you first start working at your institution?

Scale 1 year - 10+ years

18. How long have you been on your current contract?

Scale 1 year - 10+ years

### Effect of your work on you

19. Have you ever experienced any of the following as issues as a result of the way the university employs you:

	Yes	No
Problems securing rented accommodation		
Problems paying rent		
Problems getting a loan		
Problems paying bills		
Problems making ends meet		
Problems with your VISA status		
Problems accessing or maintaining access to benefits		

20. Please indicate to what extent you agree or disagree with the following statement:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I could provide a better quality education with better pay and conditions					

## Your employer and your career

21. How would you rate your employer's provision of basic teaching facilities such as institutional email address, space for meeting students, teaching rooms, access to resources?

	Good	Adequate	Don't know	Inadequate	Poor
Institutional email address					
Intranet/moodle					
Space for meeting students					
Teaching rooms					
Access to resources					
Library					
Training and professional development opportunities					

22. How could your employer improve the training and professional development it offers you?

Open text answer

**Thank you for participating in our survey.**

**Not a UCU member yet?**

**Join now online here: <https://join.ucu.org.uk/>**

# UCU model survey of hourly paid and zero hours staff

## About you

1. Age
2. Gender
3. Ethnicity
4. Department/Faculty/work area
5. Subject area
6. Job title
7. Are you currently studying for a postgraduate qualification?

Y/N

## Information about your pay and working hours

8. What is your hourly pay rate?
9. Please list the duties that are included in this hourly rate:

	Yes	No
Teaching		
Marking		
Preparation		
Relevant meetings		
Administration		

10. Please list any duties you undertake that are not included in this hourly rate:

	Yes	No
Teaching		
Marking		
Preparation		

Relevant meetings		
Administration		

11. How much paid time is allowed within your hourly rate for marking and preparation?

% only answer

12. How much time per teaching hour do you actually spend on marking and preparation?

% only answer

13. Please list any other duties for which you are paid less than the hours that are necessary to complete them

	Yes	No
Teaching		
Marking		
Preparation		
Relevant meetings		
Administration		

14. Do you receive annual increments?

Y/N

15. IF YES TO 14  
Are these increments automatic?

Y/N

### Are you on a zero hours contract?

16. The basic definition of a zero hours contract is one in which your employer does not guarantee you any hours of work or makes no ongoing commitment to provide you with work. Are you on such a contract?

Y/N

17. IF YES TO 16  
Please give details [it would be helpful if you could insert the wording that your contract uses to describe your working hours (eg. 'Hours to be notified', 'hours as per timetable', 'no guaranteed hours', 'your hours will be determined by student numbers/enrolments' etc)

Open text answer

## Your experience of hourly paid work

18. How do you rate your experience of hourly paid work in terms of the following?

	Very good	Fairly good	No opinion	Fairly bad	Very bad
Your hourly rate of pay					
Your future job security					
Your workplace/office facilities					
Having enough paid time to prepare classes within paid time					
Having enough paid time to mark work within paid time					
Your opportunity to be involved in your department					
Your workload					
Your access to training and development opportunities					
Your sense of being valued by your employer					

19. Have you experienced unequal treatment as an hourly-paid member of staff, compared to your full-time or permanent colleagues?

## Your career

20. How many years have you been employed in hourly-paid teaching at any institution?

21. How many years have you been employed in hourly paid teaching at this institution?

23. How many years have you been employed on a contract where your hours are determined by a timetable issued termly/yearly?



Scale 1 year - 5+ years

24. Over the course of your teaching career so far, how many fixed term contracts have you had?

Scale 1 - 10+

25. What was the length of the longest and shortest fixed term contract you have had?

Scale months/years

26. Would you prefer to be employed on a permanent fractional contract?

Y/N

### Effect of your work on you:

22. Have you ever experienced any of the following as issues as a result of the way the university employs you:

	Yes	No
Problems securing rented accommodation		
Problems paying rent		
Problems getting a loan		
Problems paying bills		
Problems making ends meet		
Problems with your VISA status		
Problems accessing or maintaining access to benefits		

23. Please indicate to what extent you agree or disagree with the following statement:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I could provide a better quality education with better pay and conditions					

**Thank you for participating in our survey.**

**Not a UCU member yet?**

**Join now online here: <https://join.ucu.org.uk/>**

## UCU model survey of research staff

### About you

1. Age
2. Gender
3. Ethnicity
4. Department/Faculty/work area
5. Subject area
6. Job title

### About your qualifications and length of service as a researcher

7. What is the highest qualification that you hold?

	Tickbox
Undergraduate degree	
Taught postgraduate qualification	
Research masters	
Doctorate	
Other (please specify)	

8. What year were you awarded your highest qualification?
9. How many years have you been employed as a researcher since receiving your highest qualification?

	Length of service post receiving your highest qualification						
	None	<1 yr	1-2 yrs	3-5 yrs	6-9 yrs	10-14 yrs	15 yrs +
In total							
At this institution							
At other HE or research institutions in the UK							

At other HE or research institutions outside the UK							
At other bodies not listed above							

10. Since receiving your highest qualification – how many institutions/organisations have you been employed at as a researcher?
11. How many years had you been employed as a researcher prior to receiving your highest qualification?

	Length of service prior receiving your highest qualification						
	None	<1 yr	1-2 yrs	3-5 yrs	6-9 yrs	10-14 yrs	15 yrs +
In total							
At this institution							
At other HE or research institutions in the UK							
At other HE or research institutions outside the UK							
At other bodies not listed above							

12. Before receiving your highest qualification – how many institutions/organisations had you been employed at as a researcher?

### About your contract

13. What type of contract do you currently hold?

	Tickbox
Permanent	
Open ended	
Open ended, but refers to an end date	
Fixed-term	
Other (Please specify)	

14. Over the course of your career as a researcher, how many fixed-term contracts have you had?

	Number of fixed-term contracts for research engagements									
	1	2	3	4	5	6	7	8	9	>10
In total										
At this institution										
At other HE or research institutions in the UK										
At other HE or research institutions outside the UK										
At other bodies not listed above										

15. If you are on a fixed-term contract, do your contract and working conditions provide you the same terms and conditions as full time or permanent staff with regard to:

	Yes	No
Sick pay		
Annual leave		
Maternity leave and pay		
Shared parental leave		
Parental leave and paternity pay		
Pension membership (USS or TPS)		
Travel expenses including car mileage where appropriate		
Annual pay awards		
Right to participate in university governance		

16. If you are on a fixed-term contract or an open-ended contract with a stipulated end date or a 'risk of redundancy' clause, would you prefer a permanent contract?

Y/N

## About your career and future aspirations

17. Do you consider yourself to be in the early stages of your career?

Y/N

18. During your career as a researcher, have you ever been promoted?

Y/N

19. Have you ever had the opportunity to discuss your case for promotion with your line manager or principal investigator?

Y/N

20. Would you like to continue to work in higher education in the future?

Y/N/Not sure

21. If you answered yes to the above question – please tell us what your preferred career in higher education would be:

	1st choice	2nd choice	3rd choice	4th choice
Research				
Research and teaching				
Teaching				
Administration				
Other				

22. Have you ever considered leaving higher education?

23. IF YES TO 22

Please indicate the most important factors in making you consider leaving. Please rank them in order of importance:

	1	2	3	4	5	6
Lack of job security						
Prospect of better pay						
Unequal treatment						
Dissatisfaction with career progression						
Lack of promotion opportunities						

Work-life balance issues						
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24. Are you entitled to attend the employers' professional development courses?

Y/N/Not sure

25. IF YES TO 24  
Are the courses you're offered free?

Y/N/Not sure

26. IF YES TO 24  
Are you paid for attending the courses?

Y/N/Not sure

### Short-term funding and the conduct of research

24. Please indicate to what extent you agree with or disagree with the following statements about short-term funding

	Strongly Agree	Agree	Don't know	Disagree	Strongly disagree
It is an effective way of organising and conducting research activity					
It is an economical way of funding research					
It prevents the efficient accumulation of knowledge					
It prevents strategic planning of research activity					
It encourages the pursuit of research that generates short-term results over longer-term impact					
It creates a culture where unethical research practice (e.g. falsification or exaggeration of results) is likely					
It encourages the publication of results which cannot be reproduced by other research groups					

25. Please estimate how much time as a percentage of the lifetime of a grant or contract of employment you spend, or have spent, on activities relating to securing new employment, grant funding for yourself or your research staff:

Percentage

26. If your own research has been negatively affected by the short-term structuring of funding and contracts, please use this space to tell us how:

Open text

**Thank you for participating in our survey.**

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