

Early Career Academic Survey

Summary of Findings

Descriptive Information

Survey Respondents

(n = 210)

Early Career Staff

- Research-focused (76%)
- Teaching and research (20%)
- Teaching focused (2%)

Employment

- Fixed-term (81%)
- Continuing/permanent (16%)

Gender

- 59% women
- 39% men
- 2% self-described

Age

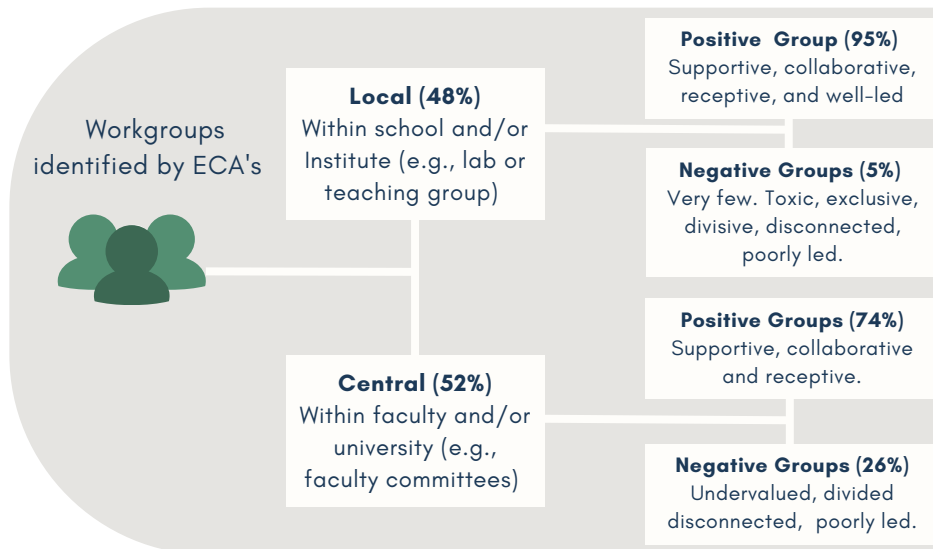
- Mean = 37.90 years
- SD = 7.51 years

Caring Responsibilities

- 47% with caring duties
- 53% without caring duties

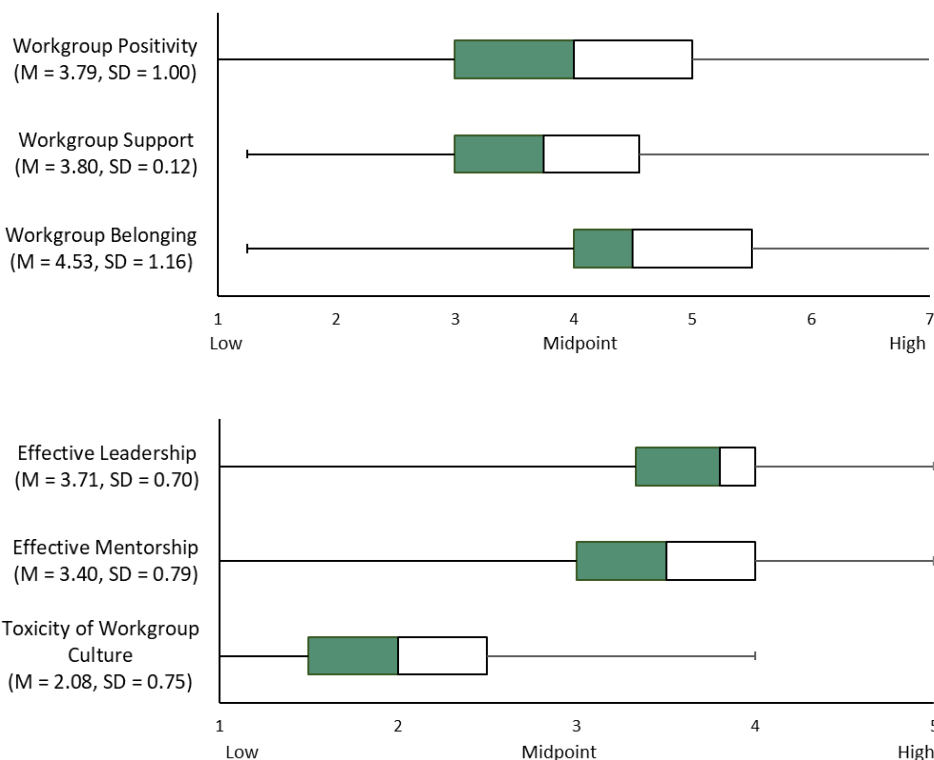
University Participation

- **University of Queensland** = 185 participants from 41 unique schools/institutes
- **University of Exeter** = 25 participants from 21 unique schools/institutes



Survey Means and Standard Deviations

Characteristics of ECA's Workgroups



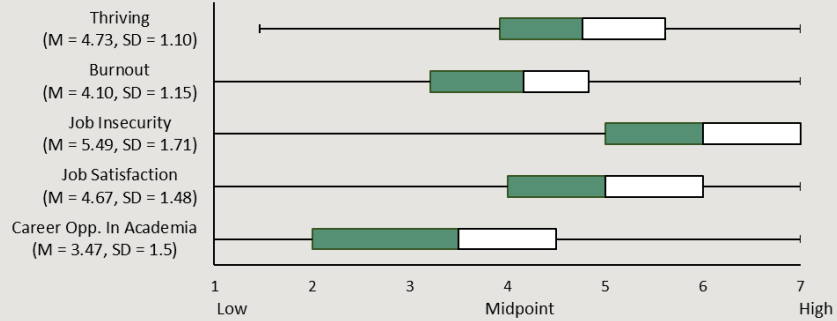
Scan this QR code to access the full report



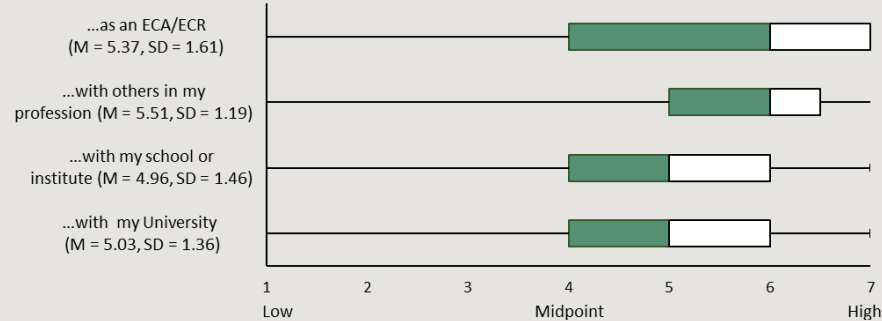
ECA's are reporting moderately high levels of thriving, moderate levels of burnout, and very high levels of job insecurity.

Job satisfaction is moderately high on average, despite staff feeling that their career progression opportunities are limited.

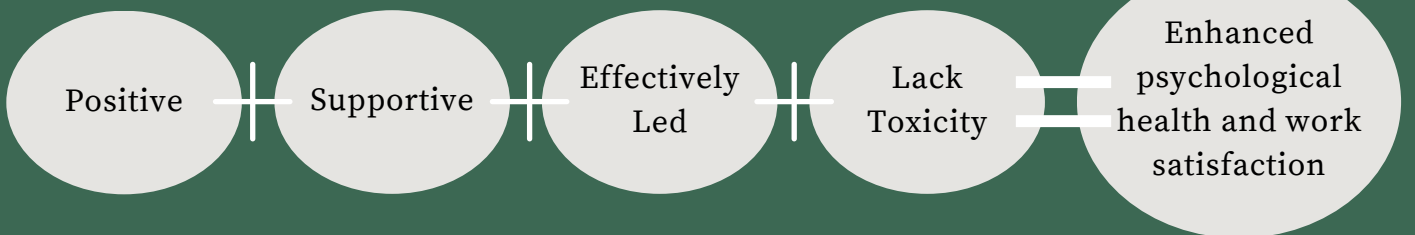
ECA Well-being and Career Characteristics



Workplace Identification Characteristics (I identify...)

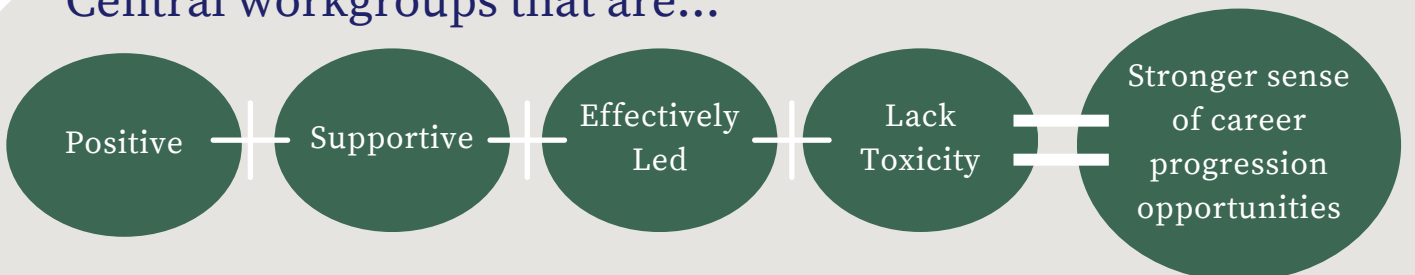


Local workgroups that are...



Local workgroups are important for ECA well-being, thriving, burnout, psychological distress, loneliness, and work satisfaction. Investing in building, and strengthening, local networks helps to enhance ECA well-being.

Central workgroups that are...



Central workgroups are critical for the career progression opportunities available both within and outside academia. **Investing in** building these four characteristics of central workgroups can help ECA's feel they have **opportunities for career progression**