

What's New in Researcher Development?

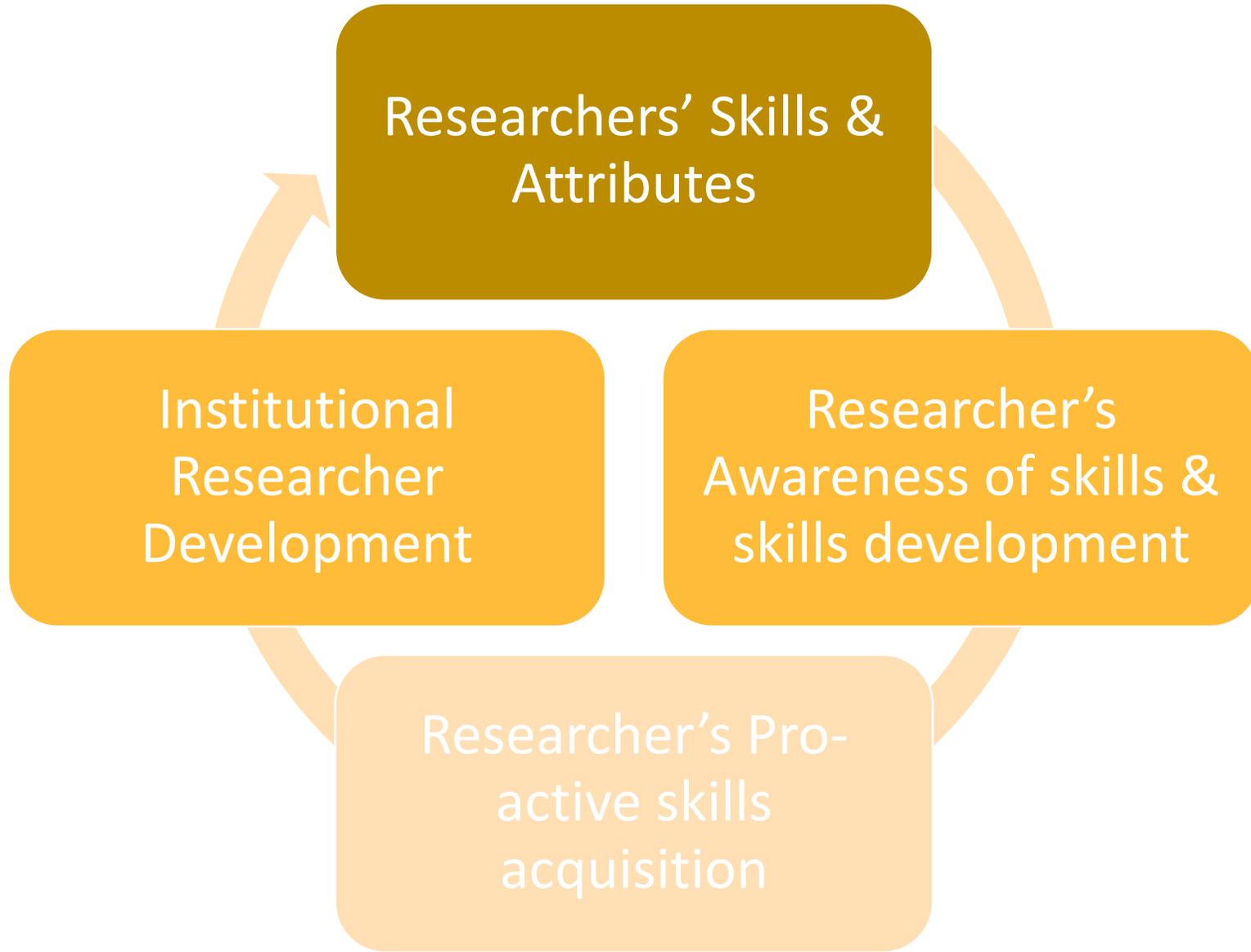
Professor Grace Lees-Maffei

Chair, Researcher Development Working Group



1. What is Researcher Development?

- Fosters and strengthens the particular skills and experience needed for researchers in all fields
- Promotes professional pathways for career researchers
- Work undertaken across the HE and industry sectors
- Coordinated efforts of research staff at all levels with human resources and training and development staff
- Occurs with a context in which career researchers are often employed on fixed-term contracts



Researchers' Skills & Attributes

Institutional Researcher Development

Researcher's Awareness of skills & skills development

Researcher's Pro-active skills acquisition

1.1 Contexts for Researcher Development

- European Context
- UK Context
- UH Context

Researcher development is fostered through the European Commission's pan-European

[EURAXESS - Researchers in Motion](#) programme

using:

- EURAXESS Human Resources Strategy for Researchers (HRS4R)
- European Charter for Researchers and Code of Conduct for the Recruitment of Researchers

Institutions which are judged to be compliant with the HRS4R and the Charter and Code are able to use the HR Excellence in Research Award badge.



The HR Excellence in Research Award is managed in the UK by **Vitae** which promotes researchers' career development.

Vitae is part of the **Careers Research and Advisory Centre** (f. 1968), a not-for-profit registered UK charity career development.

The UK process incorporates the:

- [Concordat to Support the Career Development of Researchers](#)
- QAA Quality Code for Research Degree Programmes



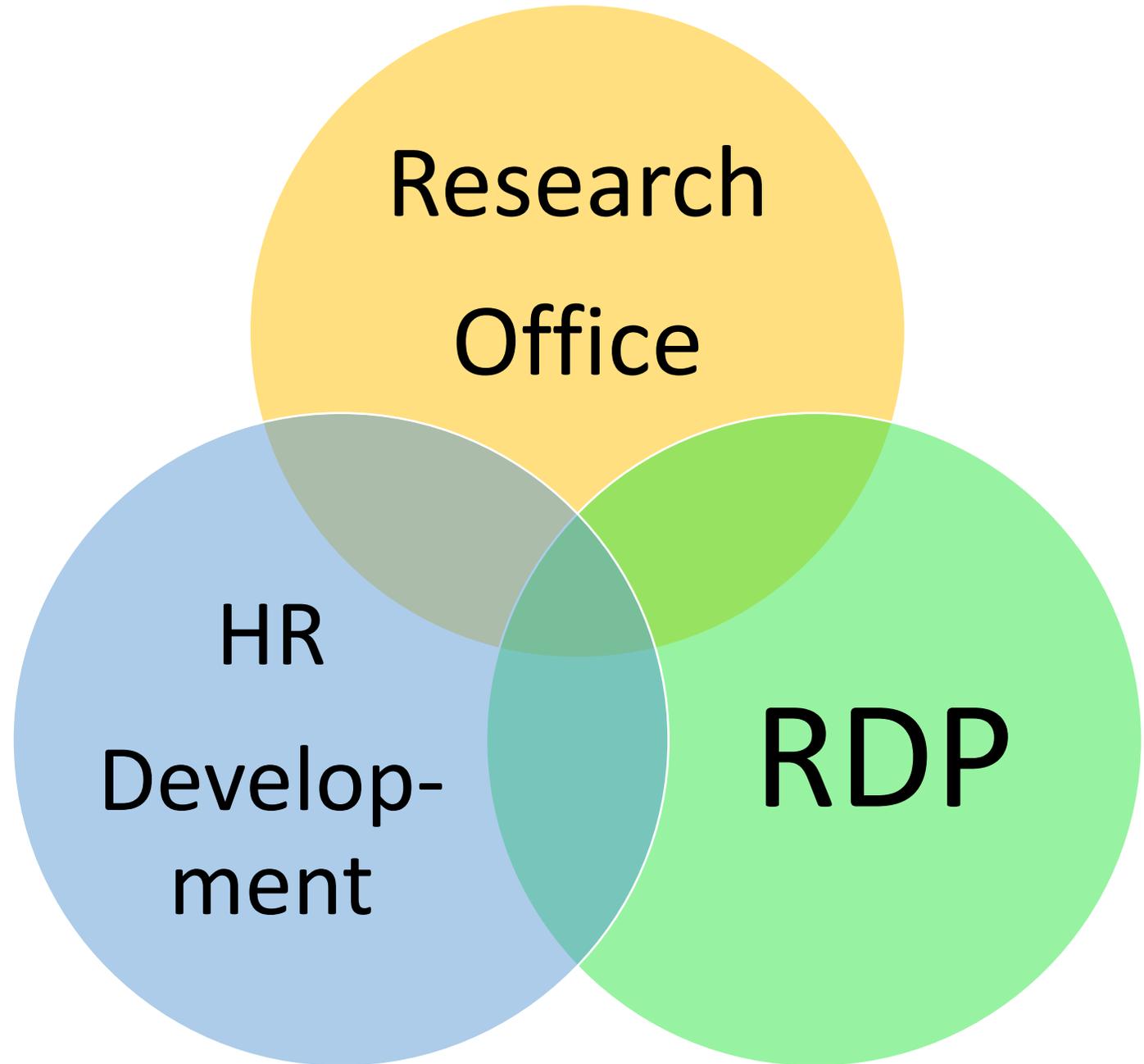
Concordat to Support the Career Development of Researchers

7 Principles covering:

- Recruitment & Selection
- Recognition & Value
- Support & Career Development
- Researchers' Responsibilities
- Diversity & Equality
- Implementation & Review



Delivering
Researcher
Development
at UH



Researcher Development Working Group

Members

- Researchers from each School
- Human Resources
- Equality, Diversity and Inclusion
- Research Office
- Researcher Development Programme
- Careers

For Information:

- ADRs
- Theme Champions
- Director, Doctoral College

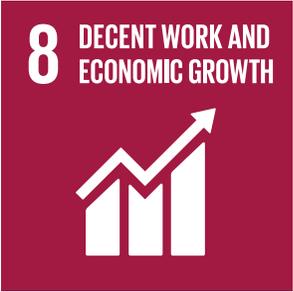
2. Global Challenges

- UKRI's [Global Challenges Research Fund](#)
- The [Global Goals](#) for Sustainable Development



THE GLOBAL GOALS

THE GLOBAL GOALS





Supporting the researcher talent pipeline

Rebecca Endean – Strategy Director

17 September 2018

2.1 Challenges for Researchers and Researcher Development

the challenges of now

- the democratisation of knowledge production
- the casualization of academic – and other – labour
- the performativity of higher education

#vitae18

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Personal, professional and career development for researchers

www.vitae.org.uk

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PGR Connect

A peer support initiative to provide connectivity and mental wellbeing for postgraduate research students at the University of Bradford

Louisa Futter

PGR Connect Project Manager, University of Bradford

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The Project

- Funded by Office for Students PGR Catalyst Fund during 2018/2019
- One of 17 taking place at institutions across the UK
- Part of the Catalyst Network, which aims to establish shared practice for supporting mental wellbeing in the PGR student community

The Aim

To develop an integrated, sustainable approach to PGR student wellbeing that is embedded in broader University of Bradford priorities, including internationalisation, student experience, and teaching and learning.

The Approach

The project has an emphasis on preventative early intervention initiatives.

It centres on the development of a peer support model within which a healthy thriving and connected PGR student community can be cultivated; one that will last beyond the Bradford student experience.

Academic Year 2018/2019



"I think it can't be underestimated how much resilience you need"

UOB PRES 2017

"One of the problems I hear about most is loneliness"

GHEINTIES 2018

"Poor mental health is simply accepted as part of doing a PhD. This desperately needs changing"

UOB PRES 2017

"Any stressors... could be magnified if the PGR did not have good peer and departmental support systems around them"

GHEINTIES 2018

Potential Advantage - PGR Mental Health and Wellbeing project

Dr. Elena Riva, Professor Louise Gracia, Puja Laporte, Jennifer Gerson and Professor Nick Powdthavee

University of Warwick, Coventry, CV4 7AL, UK

Aims

- Explore possible links between personality and wellbeing.
- Contribute towards a more cohesive and compassionate Postgraduate Research (PGR) community.
- Develop/evaluate a personalised and proactive model of positive wellbeing and mental health.



Potential gains to PGR students

- Insight into personality, mental health and wellbeing.
- Contributing to the development of responsive and evidence-based PGR support.
- Opportunities to engage in project activities, meet others and have fun.
- The potential to enhance relationship with supervisor based on insights gained.
- Entry into a prize draw.

Range of Wellbeing activities (Box 1)

Mindful sport: Yoga, Walk & Talks, Positive relaxation, Running.
Art-based: Sculpting, Observation drawing, Sketchbook making.
Social: Green experience, Friendship circle, Animal Encounters.

Contact details: Puja Laporte, Research and Wellbeing Facilitator - Puja.Laporte@wbs.ac.uk

Methodology/Analysis

- PGR students invited to complete opening wellbeing (W), mental health (MH) and personality tests (cohort 1).
- Follow-up W, MH and personality tests are carried out after Term 1 activities.
- Participants select and participate in a wellbeing activity during Term 1 (see Box 1). Attendance at 5/8 sessions required.
- New PGR students (Jan '19) invited to join (cohort 2, completing the same tests as above).
- During Term 2, investigators assign cohort 1 and 2 participants to two wellbeing activities based on selected personality traits (i.e. Extroversion and Introversion).
- All PGR Students (including those not in cohorts 1/2) invited to complete final W, MH and personality tests.

Throughout the project (Sept 2018 - Jan 2020):

- Participants provided with personality profiles at each stage.
- Quantitative analysis of participants' levels of W and MH, exploring the effects of each intervention.
- Qualitative (experiential) data gathered and analysed thematically.
- Interviews/focus groups with supervisors.
- Debrief and wellbeing support offered.



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Engaged
Disciplinary Leads

ECR

Doing Research

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Leading Research

Implementing a Development Programme for Middle Career Researchers
Dr Kieran Fenby-Hulse, Coventry University

3. Concordat Consultation



Driving cultural change through a revitalised Concordat

Dr Katie Wheat, Vitae

Dr Janet Metcalfe, Vitae

Workshop C1
Vitae Researcher Development International Conference 2018
Birmingham



The way research is done is changing

- Interdisciplinary research / multidisciplinary research teams / team science / grand challenges
- International experience
- Intersectoral readiness / career opportunities
- Evidencing impact
- Open access / publication
- Open data / reproducibility
- Open research / innovation / engaging the public
- Research integrity / RRI

Being an excellent researcher is not enough...

The 'Concordat so far'



- 1996 Concordat for the career management of contract research staff published
- 2008 Updated and published as The Concordat to Support the Career Development of Researchers
- 2017 Concordat Strategy Group (CSG) commissioned review
- 2018 **Review conducted by independent panel and report drafted**
- 2018 **Independent report and CSG response published, consultation announced**
- 2019 Revised Concordat anticipated, following consultation



The Concordat

to Support the Career Development of Researchers

Initial reactions and engagement

- What can funders do to ensure PIs are properly trained and developed as managers?
- What can we do to get short-term funding problem up to Government?
- Are we in danger of diluting talent pipeline by aiming for researchers to be all things?
- Dedicating 20% of a researcher's time for developing independence = controversial! But I like the ambition. Let's stop 'measuring' personal & career development via days spent on formal skills training
- How can we go beyond diversity = women?
- How do we broaden career development conversations from “academia vs other”



4. #ResDev19 Responding to New Challenges

- Funding – In the current economic situation, managing failure strategically to lead to further success is important for researchers
- Impact – Impact and public engagement need to be built in to research design at the outset, and the results from these activities should feed back into the associated research
- Careers – Intersectoral mobility, globalization/internationalisation and increased inter/cross/multi-disciplinarity all mean that researchers' career development is more important than ever

Thank you

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