Valuing, recognising and rewarding researchers

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- Expectations on academic researchers

- Concordat to Support the Career Development of Researchers

- Recognising and valuing researchers

- OTM-R

- Broadening job descriptions and evaluation criteria

- Vitae Researcher Development Framework

Expectations on academic researchers

- Producing high quality cutting edge research

- Economic development

- Enhancing the absorptive capacity of the economy to assimilate scientific advances

- Developing the country's international reputation - attracting and retaining investment and people

- Societal benefits – better healthcare, better public services, better policy-making

- Enriching our culture and civilisation

- Solving global challenges - climate change, world hunger and food security, energy security, ageing population
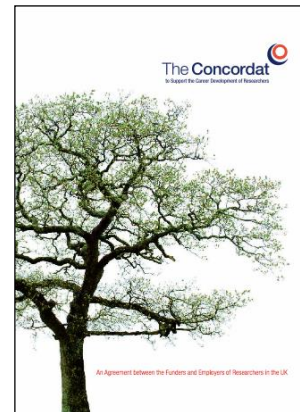
HR Strategy for Researchers

UK Concordat to Support the Career Development of Researchers 2008 (and 1996)

- Recruitment and selection
- Recognition and value
- Support and career development
- Researchers responsibilities
- Equality and diversity
- Implementation and review

Recognised and valued as an essential part of organisational HR strategy

- Equal treatment, irrespective of type of contract

- Active performance management, including career guidance

- Regular formal progress and review meetings

- Transparent criteria for promotion and pay progression

- Opportunities to develop their career

- Research managers understand their responsibility for the management of researchers

- How research managers' performance is assessed and rewarded to support good research management

Recognised and valued as research staff

	Do this	Disagree or strongly disagree	Don't know
Peer reviewing	83%	42%	25%
Supervising/managing staff	68%	40%	18%
Managing budgets/resources	71%	39%	28%
Teaching and lecturing	67%	36%	14%
Supervising research students	77%	35%	12%
Grant/funding applications	78%	28%	17%
Knowledge transfer and commercialisation	75%	28%	30%
Public engagement with research	86%	26%	20%
Publications	96%	16%	9%

CROS 2015, 8921 responses

Recognised and valued as a PI

	Do this	Disagree or strongly disagree
Budget/finance management	83%	45%
Providing careers advice beyond academia	79%	44%
Providing careers advice within academia	92%	40%
Motivating individuals	97%	40%
Managing and supervising other staff	76%	39%
Developing research staff	89%	39%
Managing research staff performance	83%	37%
Management and administration	92%	35%
Appraisal/review of staff	78%	32%
Public engagement and outreach	93%	31%
Knowledge exchange and commercialisation	87%	26%
Teaching and learning	95%	26%
Supervising research students	94%	22%

PIRLS 2015, 4316 responses

Research leaders
Importance and confidence

vitae
realising
the potential
of researchers

Very important
(strongly agree)

80%

70% — Recruiting — Motivating individuals — Supervising PGRs

Leading group

60%

50% — Career advice

40% — Managing staff performance

30% — Managing finances — Conducting appraisals

20%

10%

10%   20%   30%   40%   50%   60%   70%

Fully confident
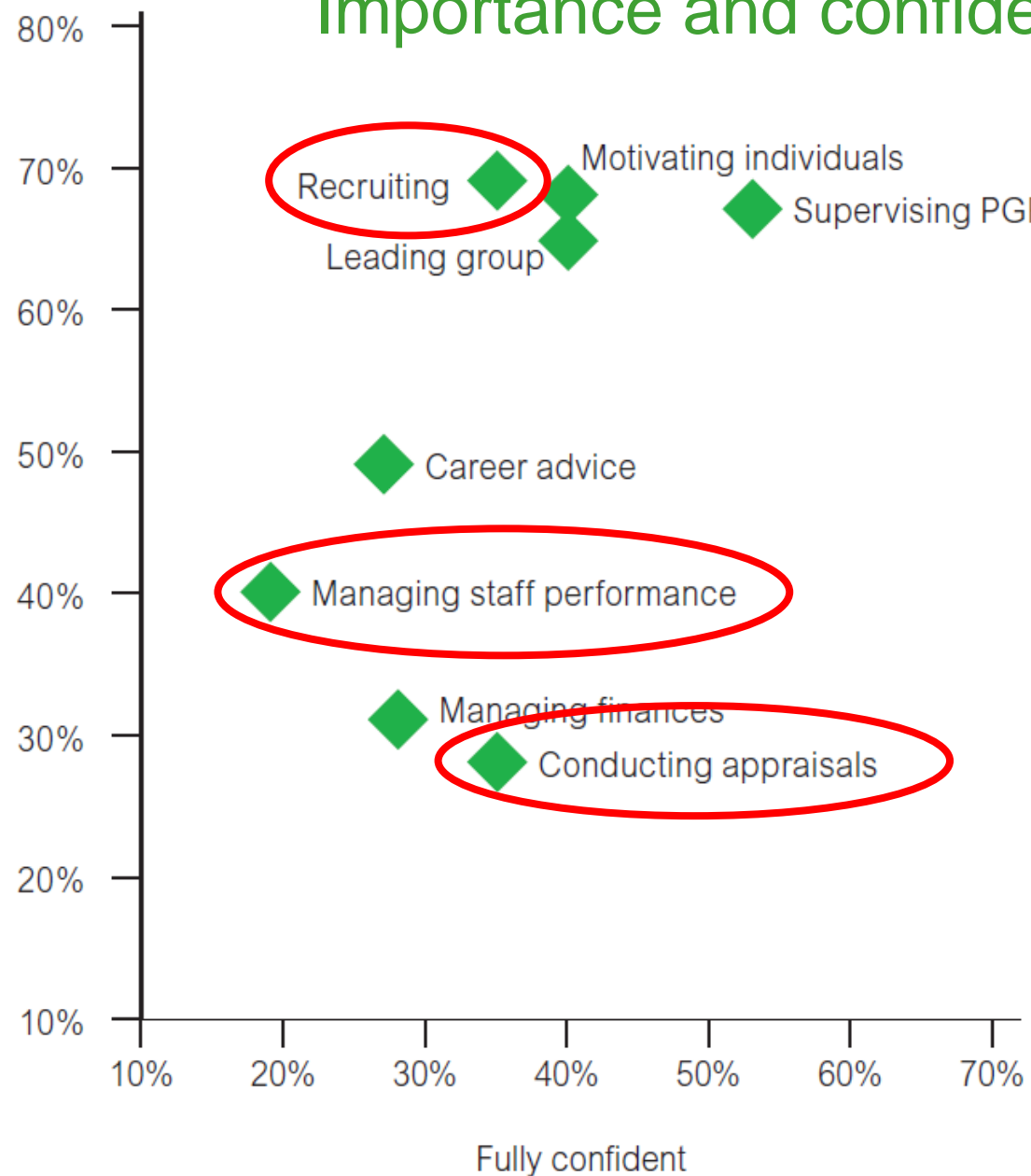
PIRLS 2013, 4800 responses

OTM-R

- Clear and transparent information on recruitment process

- Detailing information on requirements, competencies and duties

- Clear information on working conditions, entitlements, training opportunities and career development

- Objective and merit-based evaluation and selection processes
  - Training for selection committee
  - Guidelines to judge merit

- Equality of opportunity - unconscious bias

OTM-R Evaluation criteria

- Acquisition of funding

- Generation of societal impact

- International portfolio (including mobility)

- Knowledge transfer and exchange

- Management of research and innovation

- Organizational skills/experience

- Outreach/public awareness activities

- Research performance

- Supervision and mentoring

- Teaching

- Teamwork

OTM-R, EC SGHRM, 2015

Promotion and progression

1. **Research**
   - successful supervision of research staff or doctorates

2. **Academic enterprise and knowledge transfer**
   - significant record of transfer to economy, policy, society, culture

3. **Teaching and learning (within and outside the institution)**
   - sustained record of CPD

4. **Service and leadership**
   - significant and sustained contribution to management
   - sustained ability to manage and develop significant teams of staff
   - ability to shape the discipline nationally
   - exceptional collegiality
   - Involvement in public and community engagement

Senior lecturer, University of Manchester

Job description: lecturer / senior lecturer

- Demonstrable research experience

- Record of attracting research funding

- Record of publication in high quality journals

- PhD/MD or equivalent

- Experience of delivery of research, teaching and learning

- Ability to work as a member of a team and maintain good relations with colleagues

- Ability to work independently, whilst contributing to wider team strategy

- Excellent presentation and communication skills

- Excellent organisational and time management skills

University of Manchester

Job description: chair medical sciences

- Outstanding track record of internationally excellent research

- Strong track record in obtaining grant funding

- Regular publication in high quality journals

- PhD/MD or equivalent

- Ability to build a team of international calibre

- Supervising doctoral candidates to completion

- Ability to develop networks and nurture interdisciplinary links

- Excellent communication skills

- Enthusiasm and motivation to develop research portfolio

- Enthuse and motivate others to contribute to outstanding research

University of Manchester

Vitae Researcher Development Framework

The RDF underpins professional development at all levels

- Individual researchers throughout their careers

- Institutional provision

- Institutional strategy

- Policy reference document

"The RDF provides a valuable mechanism to increase institutions' capabilities to develop world class researchers."
Professor April McMahon, Vice-Chancellor Aberystwyth
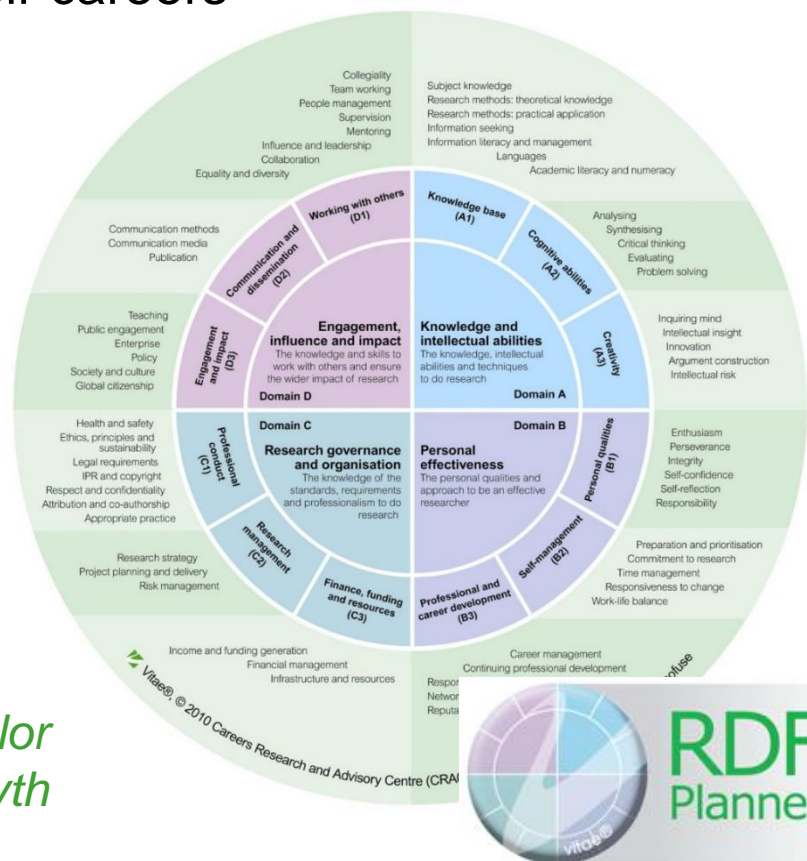
Broadening the recognition of and rewards for the contribution of researchers

What expertise, attributes and competencies of researchers do we want to recognise?

Vitae Researcher Development Framework

Collegiality
Team working
People management
Supervision
Mentoring
Influence and leadership
Collaboration
Equality and diversity

Subject knowledge
Research methods: theoretical knowledge
Research methods: practical application
Information seeking
Information literacy and management
Languages
Academic literacy and numeracy

Communication methods
Communication media
Publication

Analysing
Synthesising
Critical thinking
Evaluating
Problem solving

Teaching
Public engagement
Enterprise
Policy
Society and culture
Global citizenship

Inquiring mind
Intellectual insight
Innovation
Argument construction
Intellectual risk

Health and safety
Ethics, principles and sustainability
Legal requirements
IPR and copyright
Respect and confidentiality
Attribution and co-authorship
Appropriate practice
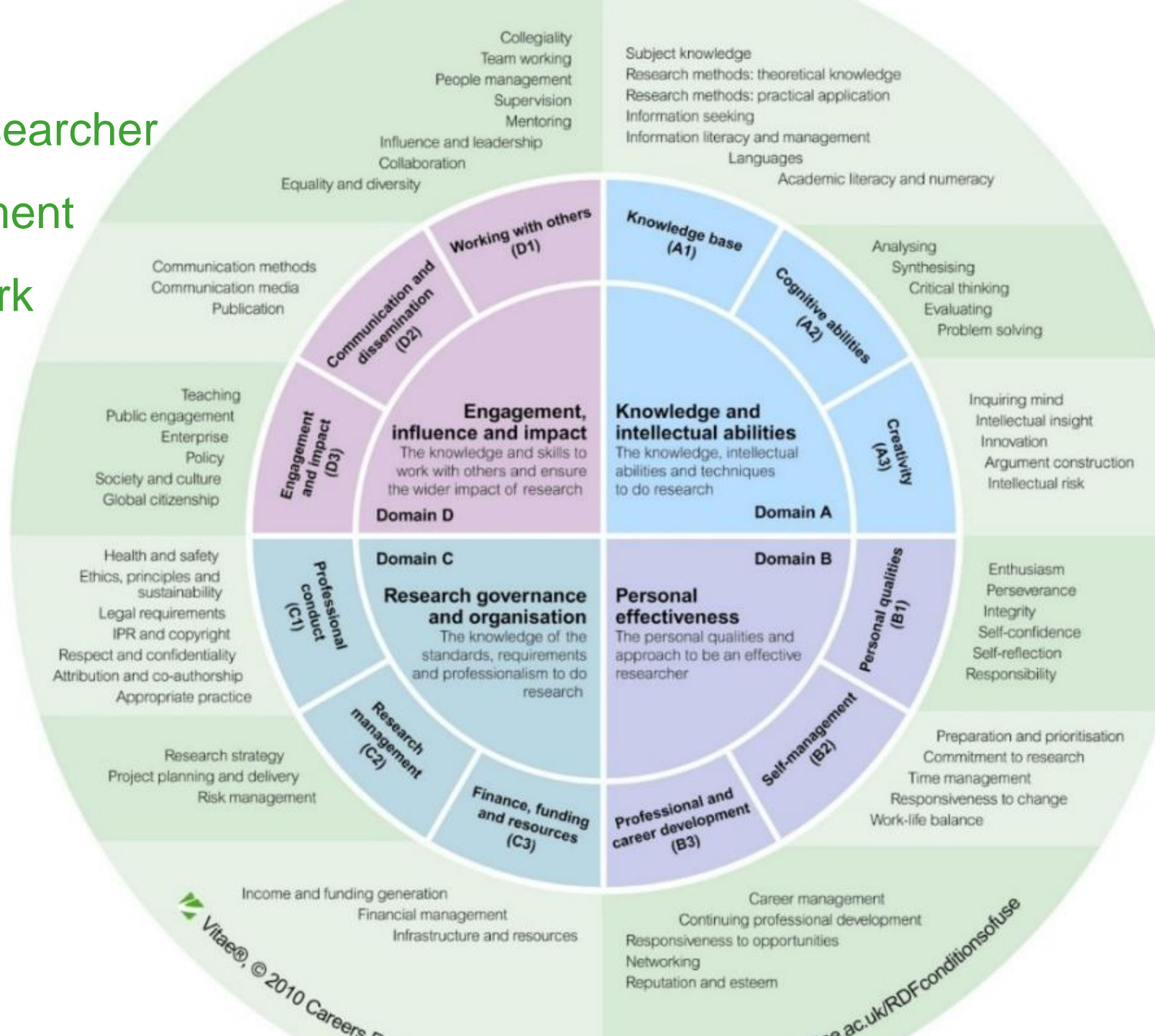
Enthusiasm
Perseverance
Integrity
Self-confidence
Self-reflection
Responsibility

Research strategy
Project planning and delivery
Risk management

Preparation and prioritisation
Commitment to research
Time management
Responsiveness to change
Work-life balance

Income and funding generation
Financial management
Infrastructure and resources

Career management
Continuing professional development
Responsiveness to opportunities
Networking
Reputation and esteem

Working with others (D1)

Communication and dissemination (D2)

Knowledge base (A1)

Cognitive abilities (A2)

Creativity (A3)

Engagement and impact (D3)

Engagement, influence and impact
The knowledge and skills to work with others and ensure the wider impact of research
Domain D

Knowledge and intellectual abilities
The knowledge, intellectual abilities and techniques to do research
Domain A

Personal qualities (B1)

Professional conduct (C1)

Domain C
Research governance and organisation
The knowledge of the standards, requirements and professionalism to do research

Domain B
Personal effectiveness
The personal qualities and approach to be an effective researcher

Self-management (B2)

Research management (C2)

Finance, funding and resources (C3)

Professional and career development (B3)

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OTM-R Evaluation criteria

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- Research performance

- Supervision and mentoring

- Teaching

- Teamwork

OTM-R, EC SGHRM, 2015

Reducing unconscious bias

- **Formalise and clarify roles**
  - Diversity in panels
  - Pre-determined seating
  - Explicit guidelines of structure of meetings
  - Clarify responsibilities and conduct

- **Formalise criteria and instructions**
  - Requirements for equality
  - Mandatory training on unconscious bias
  - Instructions for evaluators

- **Formalise and structure discussions**
  - Guidelines for use of evaluation criteria
  - Processes for active interventions

A Gender Neutral Process? SRC, 2014

Unconscious bias

- Slow down the speed of decision making

- Reconsider the reasons for decisions; recognise post-hoc justifications

- Question cultural stereotypes; be open to new and unfamiliar

- Remember you are unlikely to be more fair and less prejudiced than the average person

- Easier to detect unconscious bias in others then yourself; be prepared to call out

Unconscious bias, Royal Society, 2016