



Valuing, recognising and rewarding researchers

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8 May 2017

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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

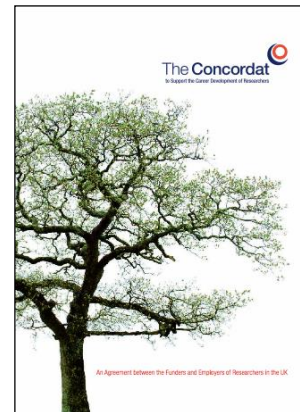


UK Concordat to Support the Career Development of Researchers 2008 (and 1996)

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



HR EXCELLENCE IN RESEARCH



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%

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%

Research leaders Importance and confidence

Very important
(strongly agree)



- 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

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

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

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

Vitae Researcher Development Framework

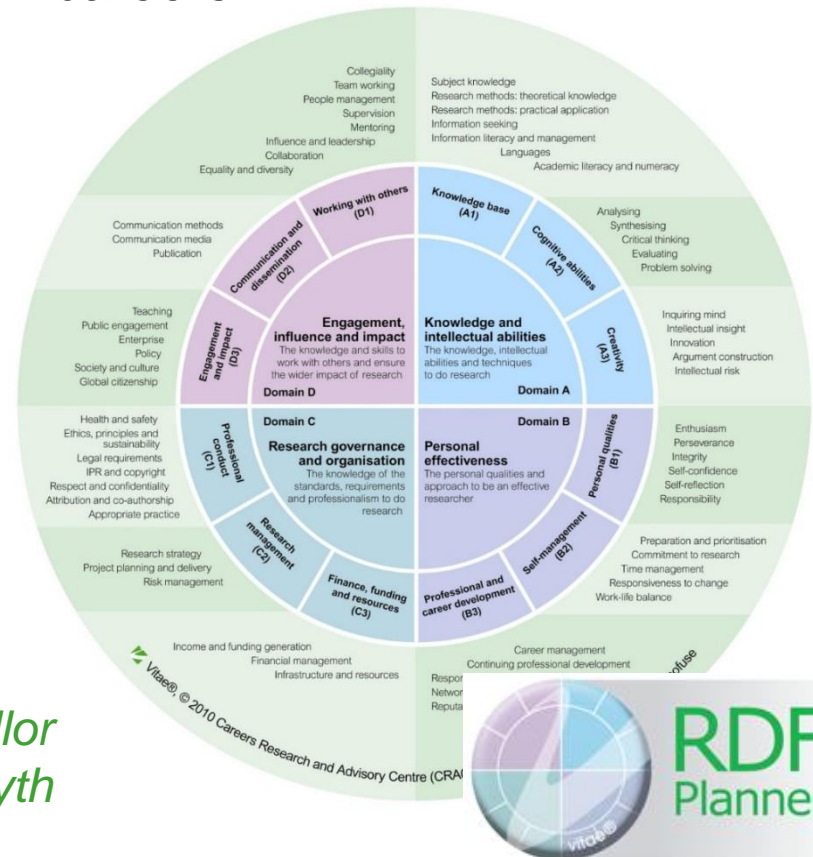


The RDF underpins professional development at all levels

- 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*

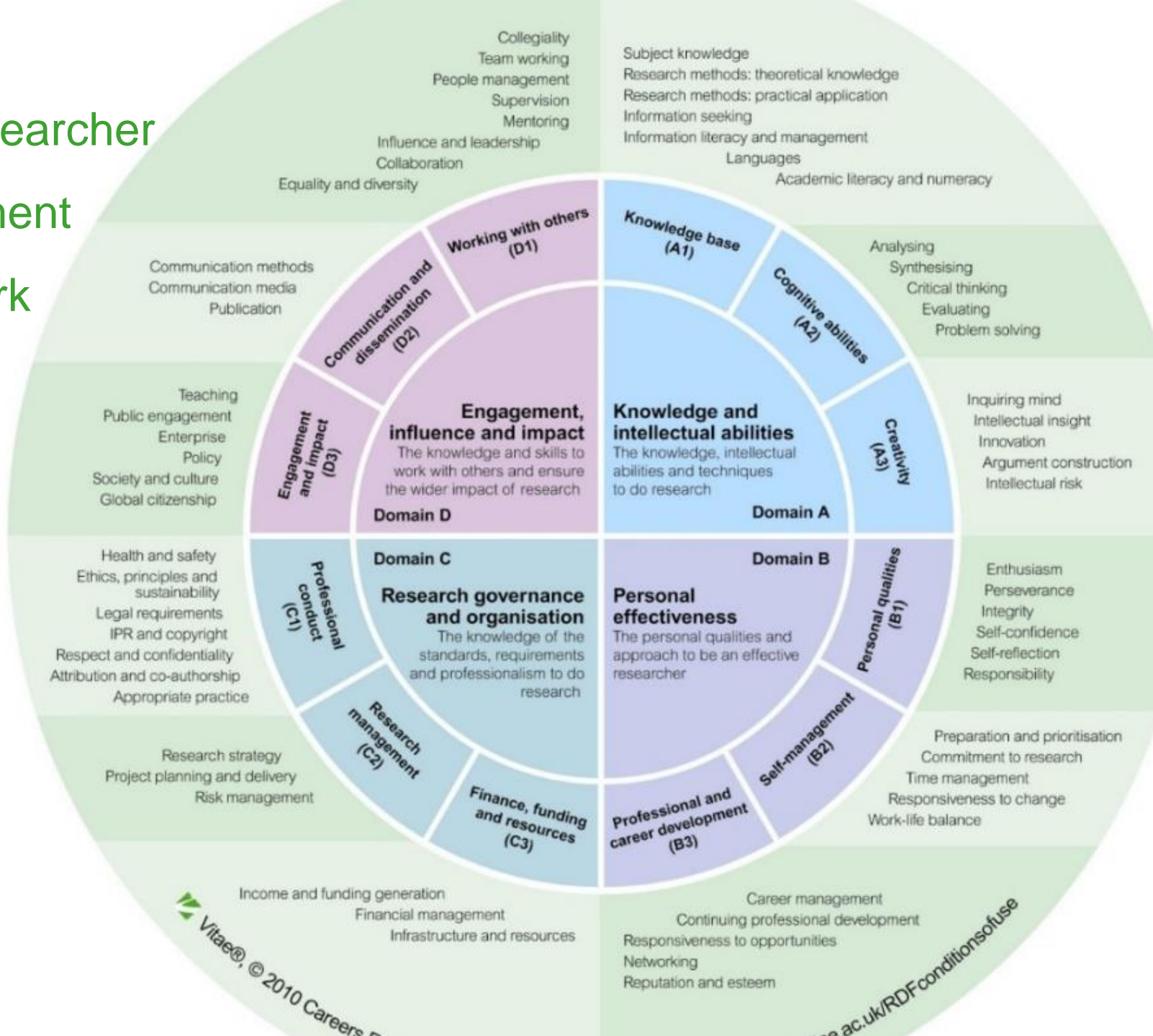


Broadening the recognition of and rewards for the contribution of researchers

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



Vitae Researcher Development Framework



OTM-R Evaluation criteria



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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

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 than yourself; be prepared to call out