Edinburgh Napier University Concordat to Support the Career Development of Researchers – 'Gap Analysis'

Over the last academic year 2009/10, Edinburgh Napier University has undertaken an initial 'gap analysis' exercise, looking at where we do well in relation to the Concordat principles, and where there is room for improvement. This work was undertaken by the Research Office in consultation with colleagues from Human Resources, Equality and Diversity, Academic Development and Careers. This initial 'gap analysis' demonstrated that the majority of the Concordat principles are already being met. However, there are several areas where further development is required. The actions that will address this are summarised below and will form the basis of our two year Concordat Action Plan for 2010-2012. This action plan was approved by the University's Research Office and Human Resources. Progress will be reviewed at the end of the 2010/11 and 2011/12 academic years.

The following areas are those which have been identified as 'gaps' where actions are required:

Principle 2 - Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

Actions:

- Review training provision for academics in managing a research team and research supervision
- Review training for research governance, research misconduct, supervision and performance management; career development for research staff and leadership training for PIs. Explore the logistics of running the Vitae Programmes in Broadening Horizons: Career Management for Researchers; Careers in Focus; How to be an effective researcher for research staff etc
- Investigate other leadership/management programmes aimed at PIs
- Encourage as part of PI training that PIs discuss and manage professional development of researchers
- Explore the development of a dedicated website which provides information and advice for supporting the career development of Research staff

Principle 3 - Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Actions:

- Run a survey to gather information available from academic departments on researcher career paths

- Gather and analyse information about career paths for Researchers in other sectors.

- Ensure all academics and researchers who are engaged in multi-disciplinary research have access to support and guidance on data collection, finance, careers guidance, mentorship and management.

- A dedicated website for research staff and their development is under development.

- All new researchers are contacted on joining the University by a member of the support team to inform them of development opportunities and resources within the University and to invite them to join our mailing list to keep them updated - this process is to be reviewed and improved

- All new researchers are invited to University and Faculty induction events, and an induction web site and material are available to support managers and new staff during their local induction. This induction process is to be reviewed to include more specific requirements for the induction of researchers

- The University is committed to supporting all researchers. The staff development function of HR (Learning and Development) provides training on all aspects of professional development. Current training provisions are to be reviewed with respect to researcher training. Explore the logistics of running the Vitae Programmes in Broadening Horizons: Career Management for Researchers; Careers in Focus; How to be an effective researcher for research staff etc. In response to data from the CROS survey 2009 there will be increased provision in the areas of Career Management, Leadership and Management and Knowledge Transfer/Enterprise.

- Career management should be high priority for researchers; we will explore how to promote and maximise the career management support available to researchers through Human Resources – Learning and Development and the Research Office. This may include reviewing the induction procedure for staff and promoting the support by line managers/PIs to access training opportunities.

- Explore the logistics of running the Vitae Programmes in Broadening Horizons: Career Management for Researchers; Careers in Focus.

- Current staff induction procedures to be reviewed to include providing departmental induction for Researchers.

- Explore the logistics of running the <u>Vitae Programmes</u> in Broadening Horizons: Career Management for Researchers. Encourage PI's to attend these training sessions.

- The CROS survey 2009 data indicates that engagement in researchers in professional development, though increasing, remains low compared with engagement of other groups. Leadership training will be available to help PIs recognise their role in encouraging engagement.

- Review and develop a research career development strategy.

- A consultation with Heads of Departments and Institutes will review the training provision for research staff. The consultation is aimed to raise awareness and improve engagement of PIs and line managers with training for researchers.

- Explore the provision of training for PIs on providing career advice to their researchers.

- The CROS Survey (2009) revealed that researchers would like to participate in departmental and institutional decision making processes and committees. Academic departments will be encouraged to explore how to provide researchers with information and integrate them into these activities.

- Review current mentoring provision

Principle 5 - Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

Actions:

- Encourage researchers to take up expanded provision of training in knowledge transfer and commercialisation of research

- Encourage researchers to take up opportunities provided for guidance and training on research governance and ethics

- Provide development opportunities for researchers to enable them to manage their career. For example, Vitae Programmes- <u>The engaging researcher: inspiring people to engage with your research</u> ; <u>The balanced researcher: strategies for busy researchers</u> ; <u>The creative researcher: tools and techniques to unleash your creativity</u>

- Promote Personal and Career Development courses to researchers through the PDR process.

- Review monitoring and evaluation of PDR

- Review procedures in place to record PDR and CPD activities

Principle 6 - Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

Action:

- Consider running a survey to assess research practices on staff groups, for example, those with atypical career paths, and how this affects career outcomes.

- Ensure that the University is aware of the equality and diversity policies of all funding bodies that fund our researchers and to contact any funding bodies if their funding strategies do not promote equal opportunities and diversity.

- Investigate how maternity/paternity/adoption leave etc pay is paid if there is no provision made by the funding body

- Ensure that recruitment and selection procedures clearly state that the working language of the University is English. Assess the current level of support for non-native English speakers

Principle 7 - The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Action:

- An implementation group, endorsed by senior management, is to be put in place.

- Use the University Concordat Action Plan 2010-2012 as the foundation for a more detailed implementation plan including review mechanisms

- The University is in the process of forming a Concordat Steering Group

- Engage with all stakeholders to share good practice and promote the principles of the Concordat