

University of Reading HR Excellence in Research Evaluation Report 2014

Evaluation

Firstly, the evaluation of the Concordat Implementation Strategy was conducted by asking specific questions related to the Strategy in the Careers in Research On-line Survey (CROS) and Principal Investigator and Research Leaders Survey (PIRLS) 2013 and then the results were reviewed by the Research Staff Working Group (the group tasked with the implementation of the Concordat). Secondly, a focus group of Research Staff (RS) reviewed the implementation of the Concordat and made recommendations for further actions. Thirdly, the University's Research Staff Working Group, which oversees the implementation of the Concordat; and the Research Staff Committee that represents RS across the University were closely involved in the evaluation and drawing up the future strategy.

Key Achievements Against Strategy

The University continues to make very good progress at executing its Concordat Implementation Strategy. Key achievements: 229 Academics have undergone appraisal training; 93 Academics have undergone Research Staff Mentor Training; CROS results show RS have a 19% increase in satisfaction with role induction; PIRLS results show Principal Investigators (PIs) have a 27% increase in confidence in managing performance; The University has clarified its policy on promotion for RS stating "that funding would be available [for promotion from 6-7] regardless of monies within the grant"; PI development strategies are being devised by the five major science schools and will be developed by the 3 other science schools and at a faculty level for other subjects where there are fewer RS per School.

Aims	Indicators of Success
Aims and actions for implementation of Concordat Principles which apply across the principles.	
<p>0.1 Meetings with Heads of School and School Directors of Research to discuss all aspects of the University's application of the revised Concordat.</p> <p>0.2 Revision of Local Concordat to take on board changes to national Concordat.</p>	<p>0.1a All eight Science Schools and other subjects at a Faculty level completed.</p> <p>0.2a Passed by University Council in July 2009; launched at Research Staff Conference same year; included on Induction web page and at Research Staff Induction on an on-going basis. The implementation of the Concordat is regularly reviewed by the Research Staff Working group. It delivers an annual report to the University Board for Research & Innovation as part of the Research Planning Process.</p>
Principle 1	
<p>1.1 Recruitment and Selection (R & S) training compulsory for all interview panel members.</p>	<p>1.1a Over 800 staff trained in R & S since 2009.</p>
Principle 2	
<p>2.1 Increased take up of Management Training for PIs to equip them to deliver performance management and career coaching for Research Staff.</p> <p>2.1.1 Briefing concerning the new Concordat and resultant policy changes and training provision for PIs on a School by School basis.</p> <p>2.1.2 Embedding the management of the above issue at School Level.</p> <p>2.1.3 Revision of current policy on RS promotion.</p>	<p>2.1a & 2.1.1a: CROS results from 2013 show that role induction for RS had improved over 2009 (Role induction useful: 2009 43%, 2013 62%). PIRLS surveys indicates increased number of PIs confident in performance management skills (2011 49% confident, 2013 76%). 155 PIs, or potential PIs, attended briefings on the Concordat since 2009 (there were 170 PIs at the University in February 2011).</p> <p>108 PIs or potential PIs have completed the "Essential guide to being a Principal Investigator" course since 2009. 229 Academics have undergone appraisal training. 93 Academics have undergone Research Staff Mentor Training.</p> <p>2.1.2a PI development strategies are being devised by the five major science schools and will be developed by the 3 other science schools and at faculty level for other subjects where there</p>

	<p>are considerable fewer RS.</p> <p>2.1.3a Extract of the minutes of the Staffing Committee held on Tuesday 16 July 2013 13/35 Research Staff Promotion from Grade 6 – 7 Policy clarifies that funding would be available [for promotion from 6-7] “regardless of the presence of monies within the grant.”</p>
<p>Principle 3</p> <p>3.1 Increase in PI participation in management development which will have the knock on effect of changing the culture of training and development for Research Staff.</p> <p>3.1.1 Embedding and supporting the management of this issue at a School level.</p> <p>3.2 Enabling increased Research Staff engagement in University issues via the establishment of a Research Staff Committee and a Research Staff Association.</p> <p>3.2.1 Increase in active RS Communities in Schools</p>	<p>3.1a see 2.1.2a & 2.1.1a.</p> <p>3.1.1a see 2.1.2a.</p> <p>3.2a The Research Staff Committee (RSC) was established in 2009 as a body that represents RS in the structure of the University. It meets regularly and reports to Research Staff Working Group (RSWG) and at the Research Staff Conference. Three members of Research Staff Committee sit on RSWG. The RSC organises the Conference (three since 2009) and, for a two years period, established a seminar for Research Staff to present their research. One of these was held as part of British Science Week in 2012. Research Staff at Reading have their own closed Facebook page and Linked In group.</p> <p>3.2.1a Research Staff associations are active in the School of Maths and Physical Sciences and the School of Archaeology, Geography and Environmental Science. The establishment of an active Research Staff Association in the School of Chemistry Food and Pharmacy is work in progress.</p>
<p>Principle 4</p> <p>4.1 Training and Development Brochure to be published for Research Staff and delivered to every member of RS at the University.</p> <p>4.2 Integration of Researcher Development Framework into support for Research Staff via:</p> <p>Establishment of baseline of awareness of RDF through question in CROS. All RS to receive a copy on arrival at the University Integration into Certificate in Research Career Management Integration into RS Development Brochure Integration into RS web pages & for Principal Investigators via: Inclusion in training for PIs and Mentors (Nov 2012 onwards)</p> <p>4.3 Research Career Profiling project. This enabled the University to clarify the career options for existing Research Staff by conducting interviews with Research Staff who had left and reporting on the career paths they had followed.</p>	<p>4.1a The Research Staff Development Brochure is published annually as a pdf. All RS are sent a link to download a copy. www.reading.ac.uk/internal/CSTD/professionaldevelopment/ResearchStaff/development/rstaff-developmenttraining.aspx.</p> <p>4.2ia CROS 2013, 48% of Reading respondents were aware of the RDF.</p> <p>4.2iia All new RS receive a link to an induction web page which includes the RDF as an essential document in the induction process http://www.reading.ac.uk/internal/researchstaff/newstaff/rstaff-newstaff.aspx.</p> <p>4.2iiia The RDF is part of the introductory seminar of the Certificate in Research Career Management.</p> <p>4.2iva A two page section features in the Research Staff Development Brochure. Please see link in 4.1a.</p> <p>4.2va RDF currently features on front page with links throughout the site http://www.reading.ac.uk/internal/researchstaff/rstaff-home.aspx</p> <p>4.2via Included in the Research Staff Mentoring training and PI Focus Group sessions see 2.1a & 2.1.1a.; plus it featured in the 2014 Essential Guide to being a PI course.</p> <p>4.3a The report of the research career profiling project is a key feature of the careers web page for Research Staff. Research Staff are informed about it at research staff induction. www.reading.ac.uk/careers/researcher/Researchers_Survey_2009.docx</p>

Principle 5	
5.1 Increase the take up of Staff Development Review (SDR) by Research Staff and positive feedback about its outcomes.	5.1a Due to concerns about RS missing out on SDRs, it was made compulsory for all staff on a short term contract of three years or less to have one annually. This policy has now been extended to all staff and the review is now a more appraisal focused process called the Performance and Development Review.
5.2 RS Conference to enable RS to have more assertive dialogue about their development with PIs.	5.2a The 2012 RS Conference was focused on the aim. 76% of feedback stated that the conference had facilitated better communication between RS and PIs.
Principle 6	
6.1 Review of promotion criteria for Research Staff to ensure parity with staff on open ended contracts.	6.1a See above 2.1.3a
6.2 Recruitment and Selection training compulsory for all interview panel members	6.2a See above 1.1a
Principle 7	
7.1 Participation in CROS, PIRLS and future HRER review processes..	7.1a Participated in the PIRLS pilot in 2011, and in both surveys in 2013. Actively involved in the review of the HRER process via Vitae events and consultations.

Next Steps, Focus and Success Measures

Key future objectives: in order to make development provision more sustainable the University will:

- embed development management at a School or Faculty level and
- enable individual Research Staff to take responsibility for managing their own development.

The University will accomplish this by: supporting and enabling the implementation of School development strategies for Principal Investigators; the integration of the Researcher Development Framework (RDF) within RS mentoring relationships; and the piloting of the RDF Planner with the possibility of it being made available to all Research Staff at Reading.

Actions	Indicators of Success
Principle 1	
1.1 Evaluation of induction process for Research Staff at all levels.	1.1a A report on the evaluation of induction for Research Staff. A series of practical improvements to induction at all levels with evidence of their implementation. Improved feedback on induction via internal surveys and CROS.
Principle 2	
2.1 Improvement in the performance management of research staff.	2.1a Key indicators of performance management of RS (induction, objective setting etc) have improved or maintain high rating in CROS 2015 over 2013.
2.1.2 Supporting and enabling the implementation of School PI development strategies.	2.1.2a Numbers of academics in Schools actively engaged with development strategies. Evidence of the effectiveness of strategies in achieving objectives.
2.1.3 Further School based training on leadership and management skills for PIs.	2.1.3a Data on number of sessions, participants and evidence of effectiveness from CROS and PIRLS.
2.2 Increased awareness by RS of opportunity of promotion.	2.2a Data on awareness of opportunity for promotion in CROS 2015 goes up.
2.2.1 Deliver further training sessions on promotion for RS at School level.	2.21a Data on number of sessions, participants and evidence of effectiveness from CROS and PIRLS.
2.2.2 Publicise promotion criteria through emails, social media and web pages.	2.2.2 Dates of postings, evidence of effectiveness through CROS results.

<p>Principle 3</p> <p>3.1 Increase in the number and range of Career development activities for Research Staff provided by the University Careers, Placement and Experience Centre (CPEC).</p> <p>3.2 In collaboration with CPEC conduct research and write a follow up report to Profiling the Careers of Research Staff at the University of Reading (see 4.3a above in Key Achievements Against Strategy) to feed into Vitae's What do Research Staff Do Next project.</p>	<p>3.1a Data on increased engagement between RS and CPEC.</p> <p>3.2a Research project designed and conducted, report written and results used to inform Research Staff at Reading, Vitae and other stakeholders of the perspectives of ex-Research Staff.</p>
<p>Principle 4</p> <p>4.1 Continue to deliver training/briefing in mentoring on a School by School basis.</p> <p>4.2 Trial and evaluate the use of the RDF Planner to Research Staff.</p>	<p>4.1a Data to show that PIs across all School's and Faculties have received training. On-going central training provision to support new Principal Investigators.</p> <p>4.2 Data to show number of Research Staff trained in the use of RDF planner and evaluation report.</p>
<p>Principle 5</p> <p>5.1 Introduction of FEAR course for Research Staff to address the issue of assertiveness further.</p> <p>5.2 Introduction of Intrapreneurship course for Research Staff to encourage an active and dynamic approach to career management within HE.</p> <p>5.3 Re-introduction of three day Leadership and Management Development course for Research Staff</p> <p>5.4 Introduction of Research Impact course to enable Research Staff to consider this issue from early on in their career.</p>	<p>5.1a-5.4a Data and feedback from training sessions</p>
<p>Principle 6</p> <p>6.1 Promoting the Springboard development sessions amongst female Research Staff.</p> <p>6.2 Including talks by a senior female researcher on promotion for women in academia within the School briefings on promotion for Research Staff.</p> <p>Principle 7</p> <p>7.1 Continue to engage with the development of the review process through Vitae.</p> <p>7.2 Continue to review progress biannually through CROS and PIRLs and through other forms of evaluation.</p>	<p>6.1a Data on the number of female RS attending</p> <p>6.2 Enactment of policy and data on number of sessions held.</p> <p>7.1a Participation in HRER seminars at Vitae's Researcher Development Conference, Policy Forum and one-off events.</p> <p>7.2 Implementation of policy.</p>