

Statement of Expectations for the Management of Research-Active Staff

To deliver excellent research, the University needs researchers who are confident and capable in their work, who feel valued, and who are informed about and satisfied with their career. To encourage a culture of career management, the respective responsibilities for the management of researchers through the employment lifecycle are set out here, so all parties are clear what is expected of them. While this is principally aimed at managers of research-active staff, much of the content is also applicable to supervisors of research students.

Induction

Managers should prepare an induction programme for new researchers. This will include introducing key colleagues, the centre/department, the faculty, related support services (RIO, the Library), university policies (research strategy, research ethics and research integrity), working and housekeeping arrangements.

Researchers should actively engage in the induction process and undertake all required components within an agreed timeframe.

The University should ensure University and faculty level sessions happen in a timely manner and that researchers can easily access these. Staff in related functions should be supported in devoting time to engage with new researchers.

Expectations

Managers should review researchers' job descriptions with them, clarifying what is expected of them in their role. This will include matters such as project goals and milestones, good research practices, external requirements (e.g. of funding bodies), supervision/teaching/administration responsibilities, and likely involvement in grant writing, publications, knowledge exchange, commercialisation and public engagement activities.

Researchers should make sure that they understand the responsibilities of their role and are clear on what is expected of them.

The University should ensure expectations placed on researchers are reasonable.

Good Research Practices

Managers should talk through the University's research ethics and research integrity policies with new researchers and impart how the University aspires, at all times, to live up to the highest standards of research integrity. This includes assuring the accuracy and credibility of data, analysis, and outputs; ensuring respectful behaviour towards people who are involved in and/or affected by

research; and that responsibilities towards the wider public and society are fully considered. The requirements for open access publishing and research data management should also be outlined.

Researchers should uphold the University's good research principles and practices, abide by the University's ethics and integrity policies, and engage in the relevant training on these topics.

The University should provide necessary training and regularly review policies to ensure it remains at the forefront of the research integrity agenda.

Management

Managers should undertake appropriate training (e.g. recruitment, equality and diversity, appraisals, people management) and keep up-to-date with relevant HR policies. They should have regular 1:1 meetings with all their reports, which focus on the development and wellbeing of the individual, as well as reviewing progress on the project. They should also ensure the workload of researchers is challenging yet manageable, as part of an efficiently run project.

Researchers should be proactive in providing updates and engaging in constructive dialogue about their personal and the project's development, and follow the guidance offered on these.

The University should provide necessary training and regularly review policies to ensure it remains a progressive and supportive employer of researchers.

Feedback/Appraisal

Managers should regularly provide feedback on the performance of researchers. This will include at least one formal appraisal per year. Appraisal should incorporate both performance review and development planning, and should focus on the full range of the researcher's responsibilities.

Researchers should seek feedback at regular intervals and respond accordingly to it, engage fully in the formal appraisal process, and raise any issues or problems with their manager as soon as possible.

The University should ensure guidance and training on conducting appraisals is provided. Also that exceptional performance is appropriately recognised and rewarded, while potential underperformance is managed, where possible, in a supportive and constructive manner.

Continuing Professional Development

Managers should encourage researchers to undertake skills audits (against the Researcher Development Framework or criteria for higher grade jobs) and to strategically plan their development to address the needs identified. The value of accessing training and development opportunities, and how appropriate investment in these pay back exponentially through increased productivity, should be recognised. Managers should support researchers to engage in CPD as a core activity and in working time.

Researchers should actively participate in CPD to enhance their research practices, personal effectiveness and career development. Learning should be translated into changes to behaviours and practices, which improve efficiencies and research outputs.

The University should provide a range of high-quality and accessible researcher development opportunities. Support and guidance should also be provided on undertaking skills audits and producing personal development plans.

Career Planning

Managers should periodically discuss with researchers their career trajectory and plans. They should encourage researchers to see their work and development as cumulative, rather than discrete. Opportunities and strategies for achieving progression and promotion should form part of this, and the necessary advice, encouragement and support should be provided. Particular attention should be paid to those on fixed-term contracts.

Researchers should take responsibility for planning and managing their own career development. They should be aware of all potential pathways, including those outside of academia.

The University should provide support and development opportunities to researchers and managers in this area.

Professional Communities

Managers should encourage researchers to integrate into and contribute to wider professional communities. This includes scholarly, faculty, University and external communities. Participation may involve positions on working groups, committees, as representatives, mentors, and in governance roles.

Researchers should seek to extend their professional development and networks beyond their immediate research project and team.

The University should make its communities and bodies visible and accessible, and where appropriate have transparent selection criteria.

End of Project (Fixed-Term Contracts)

Managers should explore opportunities for continuing employment of researchers on fixed-term contracts. Career plans and options should be discussed with researchers at least six months before the end of their contract. Support in job searching and applications should also be provided.

Researchers should be pro-active in discussing options for future funding, whilst concurrently exploring alternative pathways. They should also invoke entry onto the University's redeployment register, prior to the expiration of their contract, if they wish to engage in that process.

The University should guide fixed-term researchers through the redeployment process and make available general careers resources.

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