

Workshop titles and presenters

Optional workshop session O – Monday 5 September 2011 (09.45)

O1 – So you're new to developing postgraduate researchers?

Dr Rachel Blanc, London Hub Manager, Vitae
Anne Goodman, South West and Wales Hub Manager, Vitae

Outline

This session will give participants an opportunity to explore the development needs of postgraduate researchers and help to demystify some of the policies, terms, acronyms and organisations that make up the researcher development agenda.

Topics covered

- Understanding the characteristics and training needs of postgraduate researchers
- National and international drivers impacting on postgraduate researcher development
- Examples of good practice in postgraduate researcher development

O2 – So you're new to developing research staff?

Dr Odette Dewhurst, Senior Research Training and Development Officer, University of Leeds, Chair, ReSDAG
Dr Stephen Tarling, Researcher Development Officer, University of Southampton, ReSDAG

Overview

Those new to working in research staff development face a potentially bewildering array of reports, policies, terms of reference, organisations and issues – particularly at the moment, when the sector is undergoing an intense period of change. So, where do you start? What do you really need to know when working with research staff for the first time?

By the end of the session, participants will have:

- received an overview of the main external drivers currently influencing research staff and their development
- been introduced to the reports, acronyms and latest reports/initiatives
- discussed both initial experiences and plans and solutions in developing postdoctoral researchers.

Format

The session will be a mixture of a short presentation and group discussion. Participants are encouraged to bring along any questions that they may have to the session.

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



O3 – So you're new to the UK higher education system?

Ellen Pearce, Director, Vitae
Alison Mitchell, Deputy Director, Vitae

Overview

This programme has been designed to give international participants the opportunity to meet each other and Vitae staff before the main conference begins. It is an optional addition to the main conference programme.

The session aims to give you background information to enable you to understand the context in which researcher development is delivered within UK higher education institutions.

For those new to the UK higher education system, the session will cover key structures, reports, policies, terms of reference, organisations and issues.

By the end of the session, participants will have:

- explored the structure of the UK higher education system
- reviewed an overview of the main drivers currently influencing researchers and research staff and their development in the UK
- been introduced to the key reports, most common acronyms and latest surveys, reports and initiatives

Format

The session will be a mixture of a short presentation and group discussion. Participants are encouraged to bring along any questions that they may have to the session.

Workshop session A – Monday 5 September 2011 (14.00)

A1 – Collaboration and the researcher development agenda

Louisa Lawes, Director of PhD Training and Support, University of Edinburgh
Dr Amy Cartwright, Scotland and Northern Ireland Hub Coordinator, Vitae

Overview

This workshop will explore how collaboration in researcher development within and between higher education institutions can benefit those supporting researchers, and the researchers themselves. Collaboration can improve routes to training, enhance programmes, support diversity, influence policy and maximise the impact of investments, creating the flexibility required to respond to the changing needs of the sector. Informed by the policy landscape, and collaborative practices in Scotland, this workshop will aim to identify the key drivers of collaboration; consider internal and external mechanisms for collaboration; and identify the benefits and value added of each. Finally, we will establish how collaborative projects can improve the sustainability of the researcher development agenda, in spite of the economic and political climate. Working from a practitioner's perspective, we will consider how to use your Vitae Hub as a focal point for cross institution collaboration and how to work with other support units to collaborate internally. All participants will have the opportunity to identifying a starting point for collaboration in their institutions.

Topics covered:

- Collaboration, practice and principles

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- The Scottish policy landscape
- How to use collaboration to:
 - engage with “non traditional” researchers meeting the needs of a diverse population
 - maximise the impact of existing investments to create sustainable programmes
 - develop flexibility to meet changing sector priorities.

Workshop outcomes:

Participants will have the opportunity to:

- understand the policy drivers to collaborate
- consider a wide variety of collaborative models
- understand the impact of collaboration on the researcher development agenda
- identify ways in which they could increase collaboration within and beyond their institution.

Format:

Information, interaction and discussion. Participants should also be prepared to include examples from their own experience during discussion

A2 – Sustainability of ‘Roberts’: key messages from the 2011 survey

**Kate Reading, Policy Manager, RCUK
HEI representative**

Overview

Ring-fenced “Roberts” payments for career development and transferable skills training have now come to an end and funding for researcher development is being embedded in the fees for postgraduate students and in the indirect costs of research grants. In 2011, a survey collected views from research organisations on the impact of Roberts to date, responses to the change in funding, plans for researcher development over the next couple of years and how it features in institutional strategies. A review of the impact of revised funding arrangements and their operation is planned for 2013.

This session will cover:

An overview of the key messages arising from the survey and provide an opportunity for discussion of issues arising and examples of institutional responses to the changes in funding.

Participants will:

- hear about the analysis of responses to the 2011 survey of researcher development
- explore institutional issues
- what “sustainability” looks like and ongoing challenges
- inform the review of revised funding arrangements and their operation.

Format:

Information, interaction and discussion. Participants should also be prepared to include examples from their own experience during discussion.

Examples of experience from individual institutions will also be invited.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



A3 – Using CROS to measure progress at a national level: comparing CROS 2011 and 2009 aggregate results

Dr Andy Wilson, Director of Capability Enhancement, Loughborough University, Chair of CROS Steering Group

Rosie Beales, Research Careers and Diversity, RCUK, Member of CROS Steering Group, ReSDAG

Overview

CROS (the Careers in Research Online Survey) is established as the main national survey which gathers the views of research staff in UK HEIs about their experiences of and attitudes to employment and especially participation in personal and career development activities. Its relaunch in 2009 was specifically designed to provide measures of progress within the sector in relation to implementation of the principles of the Concordat to Support the Career Development of Researchers. Institutions have participated in CROS again in 2011, providing a new set of data and results, for potential comparison with the 2009 results. As such this could give evidence of progress at a national level across HEIs, directly from research staff.

This session will cover:

- Comparability of results from the 2011 and 2009 surveys – were they representative of research staff nationally and can the results be compared with confidence?
- A summary of the main findings from CROS 2011, with reference to 2009 results
- Progress! Areas where comparisons provide good evidence
- New information available within the 2011 survey, and its future use
- Recommendations for related and future work

Participants will:

- Gain a greater awareness of the current experiences and attitudes of research staff in relation to employment and engagement in career and personal development
- Obtain practical insight into which survey questions and results can be used for comparison with previous results, leading to potential indications of progress within their own HEI, and in which areas they need to exercise caution
- Review an approach for local reporting of their results and progress with implementation of the Concordat

Format:

Presentation of information, interaction and discussion

A4 – Researcher development in centres for doctoral training: an institutional perspective

Liz Venn, Manchester Doctoral College Manager, University of Manchester

Dr David Stanley, Director, Engineering Doctorate Centre in Engineering for Manufacture, University of Manchester

Dr Mark Elliot, Senior lecturer, University of Manchester

Overview

Centres for Doctoral Training (CDTs / DTCs / IDCs) are becoming an increasingly important part of the UK doctoral provision, with their model of four-year programmes, integrated taught elements and cohort training. The EPSRC has funded a range of CDTs in different

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



disciplines, while the ESRC now funds all of its PhD studentships through the CDT model. Institutions need to find ways to tailor their researcher development and skills training to this new approach to doctorates. The University of Manchester will be sharing its experience of managing researcher development in its ten CDTs of different sizes and structures.

This workshop will:

review the different models for Centres for Doctoral Training
provide an institutional approach to researcher development within these centres from the University of Manchester
discuss in detail how some of the University of Manchester's CDTs have managed researcher development

Participants will:

understand different approaches and models for Centres for Doctoral Training
gain insight into how one institution has approached researcher development within these centres.

A5 – Career planning by researchers

Dr Vivien Hodges, Research Manager, Vitae
Jane Artess, Director of Research, HECSU

Overview

Three recent studies commissioned by Vitae explore multiple aspects of the career planning processes of researchers.

- **What do researchers want to do? The career intentions of doctoral researchers**
An overview of a survey of 4500 current researchers undertaking PhDs or doctoral programmes in spring 2010 as part of a research study for the Department for Business, Innovation & Skills (BIS). The study investigates the career intentions and aspirations of doctoral researchers, their career decision-making to date and what influences those decisions.
- **From PhD to Researcher: becoming a researcher in HE**
Investigation of the factors influencing post-doctoral researchers choice to pursue a research career in HE, including employment experiences, career aspirations, perception of progression opportunities and other considerations that impact upon their decision-making.
- **Straight talking: the role of non-specialist advice in career conversations for researchers**
Exploration of the social aspects of researcher career development to highlight how researchers use their social capital to elicit careers advice, who they ask, and how they rate their networking skills. A range of recommendations for university careers, HR and management staff with responsibility for researcher career development, principal investigators and researchers themselves are highlighted.

This session will cover:

- A summary of the main findings from these projects highlighting key aspects of researcher career intentions, the specific transition into HE research and the social capital researchers rely on to make career decisions.
- Recommendations to assist the career planning process for staff supporting researchers and PIs as well as researchers themselves
- Examples of experiences from individuals and Institutions

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Participants will:

- have a greater awareness of the career planning processes of researchers (both PGRs and research staff)
- explore alternative approaches and sources for supporting researchers with their career decisions

Format:

Information, interaction and discussion.

A6 – HR Excellence in Research Award

Jen Reynolds, Hub Relations Manager, Vitae

Meg Tait, Head of Academic Practice Group, University of Cambridge

Overview

The UK-wide process enables UK HEIs to gain the European Commission's HR Excellence in Research Award, which acknowledges their alignment with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment. The UK process incorporates both the 'QAA Code of Practice for Research Degree Programmes' and the 'Concordat to Support the Career Development of Researchers' to enable institutions that have published Concordat implementation plans to gain the HR Excellence in Research Award. The UK approach includes ongoing national evaluation and benchmarking. A significant number of UK universities now have the Award.

This session will cover:

- The process: how to gain the award
- A view from an institution on the process and benefits of gaining the HR Excellence in Research Award

Participants will:

- Have an increased understanding of the process involved to obtain the Award
- Learn about next steps

Format:

Presentation of information, interaction and discussion.

A7 – Using Vitae training and development materials in your researcher development programme

Jonathan Roberts, Programme Manager: Development Resources, Vitae

Elaine Walsh, Senior Lecturer, Imperial College London

Paul Toombs, Personal and Career Development

Workshop outline

Vitae has a number of quality training and development materials, well tried and tested which are available for free use by UK higher education institutions to use as part of their own institutional UK or regional activities. These are informed by demand from the sector. This workshop will provide an overview of Vitae's the latest developments in training and development materials including details about how they can be accessed and used.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Topics covered

- Update on the latest training and development materials available from Vitae. These include:
 - Updated 'How to be an effective researcher'
 - Suite of additional Effective Researcher training materials
 - Social enterprise training materials developed in collaboration with the University of the West of England
 - Innovation and intrapreneurship resources developed in collaboration with nine UK HEIs
 - Imperial College London 'Finish Up Move On' (FUMO), a Times Higher Award winner for outstanding support for early career researchers
- Update on Vitae programmes, including GRADschools, 'Broadening horizons: career management for researchers', Managing your academic career, Part-time researchers training package, Careers in academia and Advancing in academia
- Vitae bank of resources to enhance training and development, including updates and development to the Database of trainers and developers, and the Database of resources

Workshop outcomes

Participants will

- build a greater awareness of the programmes and resources available through Vitae and how they can be used as part of institutional activities
- explore the latest resources being developed by Vitae
- gain an insight into how other institutions have been using Vitae programmes and resources

Format

Information, interaction and discussion.

A8 – Developing the ideal researcher profile for non-academic employers' needs and the interface between academia and business

Dr Paule Biaudet, Assistant Professor, Université Pierre et Marie Curie

Dr Matthieu Lafon, Chief Executive Officer, Adoc Talent Management

Overview

In the future knowledge society and the global economy, researchers will be required to play many major roles. Global companies continuously need direct access to new researcher profiles, new talents to create new value and innovative products for the future. They also need to build sustainable bridges between academia and businesses.

There will be a short presentation by UPMC outlining their approach to increasing doctoral candidates' awareness of employer needs. Participants will be invited to share their experiences in developing researchers in these fields.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Topics covered

- Employer feedback on globalisation and innovation strategies, evolution and their corresponding expectations towards researchers
- Diversity of interface roles between academia and businesses
- Crucial role of intercultural openness and skills
- Examples of tailored activities used to develop postgraduate researchers' awareness of new employment opportunities and corresponding competencies

Workshop outcomes

Participants will:

- explore the challenges employers are facing to develop sustainable and global research and new innovation strategies
- develop their awareness of employer expectations towards researchers
- identify or confirm key issues for researcher's development
- have the opportunity to share their experience and best practice with others.

Format :

Presentation and group work

A9 – The role of emotions in interdisciplinary scientific learning, teaching and practice

Dr Dimitrina Spencer, Postdoctoral researcher, University of Oxford

Overview

Funded through Vitae innovate the role of emotions in Interdisciplinary scientific learning, teaching and practice is being reviewed in response to the growing awareness of the importance of this quality. The large-scale UK recruitment survey conducted by Reed Consulting (2008) reports that 42 per cent of employers have ranked personal qualities related to emotional intelligence as key for new recruits. Emotional reflexivity (the ability to understand and communicate the meaning and impact of one's own and others' emotional experiences) is a key skill in the development of emotional intelligence. With the rising complexity of interdisciplinary science, the daily work of doctoral students in the sciences demands emotional intelligence to build and maintain collaborative relationships with peers, post-docs and teams of supervisors, with people from other disciplines, industry, the public sector or society at large.

This session will:

- explores the role of emotions in scientific learning, teaching and practice.
- On the bases of recent research evidence, it will introduce some innovative methods for emotional reflexivity which could be employed to enhance the quality of the learning environment, of pedagogic insights and relationships as well as the quality of interdisciplinary scientific collaborations.

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Participants will:

- gain insights about the importance of adding emotional reflexivity to the concerns of pedagogic and scientific practice and how to use themselves such methodology for team building and/or self-understanding.

A10 – Supporting public engagement as a Pathway to Impact

Chloe Sheppard, Senior Manager, RCUK Public Engagement with Research

Suzanne Spicer, Beacon Project Manager, University of Manchester

Kate Hudson, Engagement Manager, Beacon NE

Sarah West-Alin, Communications and Events Officer, Edinburgh Beltane Beacon for Public Engagement

Julie Worrall, Project Director, CUE East, University of East Anglia

Overview

Research Councils UK, the UK Funding Councils and national academies, recognise the value of public engagement in maximising the impact of research. These funders have worked together to produce a new Concordat for Engaging the Public with Research, published in December 2010. This aims to provide guidance to universities and research institutes so that they can better value, recognise and support public engagement with research, fostering this activity.

This session will cover:

- What is Public Engagement and why it is important for researchers to engage with the public
- The funders expectations of universities and research institutes in terms of public engagement
- Reflection on the extent to which your institution meets these Principles (using the National Coordinating Centre's EDGE tools)
- Case studies from the Beacons for Public Engagement to help you plan for change

Participants will:

- gain an understanding of the link between public engagement and impact of research
- find out about the rationale of the new Concordat and the Principles themselves
- develop an awareness of their own HEI/research institute within this context and what needs to be tackled to embed public engagement
- gain an insight into practices of other institutions to embed PE that can be usefully applied to their institution to meet these challenges
- hear about where to go for additional support.

Format:

Presentation followed by small group discussion. Participants should be prepared to reflect on their own experiences.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



A11 – Demonstrating value in Research Staff Associations (RSA)

Dr Dan Weekes, Senior Scientific Officer, Kings College, University of London, Co-chair, UKRSA

Overview

A key activity of the UKRSA over the past 2 years has been to undertake research into the impact and activities of RSA. Last year we collected data that suggested that RSA were viable, and could develop a collaborative relationship between the host institution and research staff. We have shown that this led to researcher engagement in the concordat implementation and individual career development through training and networking. This year we are exploring how RSA can best deliver value in terms of time and institutional resources invested.

In this interactive session, as well as capturing and sharing experiences of working with RSA, we will provide an overview of our current and previous RSA surveys. We will also discuss the different RSA models that exist, including our new regional RSA project, and hope to share experiences between those who currently don't have associations and those that do to see what models appear most efficient.

Topics covered:

- What is an RSA and how do they work?
- How can RSA help with researcher development and concordat implementation?
- Costs and benefits of RSA
- Demonstrating the benefits and value of RSA

Workshop outcomes:

- An understanding of the roles RSA can play in researcher development and concordat implementation
- A better understanding of different models for research staff support
- A better understanding of how to present value in RSA support activities

A12 – UNiWiND / GUAT: German University Association of Advanced Graduate Training

Dr Martina van de Sand, Managing Director, Freie Universität Berlin
Dr Sibel Vurgun, Program Manager Qualifications and Skills, Freie Universität Berlin

Overview

The development of researchers, especially of early stage researchers, has been one of the most discussed topics in Germany since 2005/06. Higher education policy and university policies are aiming at structural changes in order to better support young researchers in their careers. Numerous changes have been generated due to or inspired by the German Excellence Initiative. One result is that, nowadays, an increasing number of universities establish a trans-faculty institution for the advancement of early stage researchers. In order to better represent the interests of these universities and to have a national institution on the international level in the field of advancement of early stage researchers, the German University Association of Advanced Graduate Training (GUAT) has been founded in May 2009. Presently, GUAT is chaired by Freie Universität Berlin. This workshop will present the German University Association of Advanced Graduate Training, its aims and current projects. We will examine the objectives shared by Vitae and GUAT and explore in the

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



discussion fields of exchange and cooperation.

Topics covered:

The session will cover

- A brief overview of the German university landscape and the German Excellence Initiative
- The presentation of GUAT, its members, aims, and current projects
- The discussion of fields of exchange and cooperation between Vitae and GUAT, on a general as well as on a very practical level

Workshop outcomes:

Participants will

- have a general overview of the German university landscape and the current developments
- know what GUAT is and what objectives Vitae and GUAT have in common
- have a greater awareness of the challenges on international level concerning researcher development.

Format:

Information, interaction, and discussion

A13 – Embedding post-doc career mentoring and exploring coaching in researcher development

Dr Kay Guccione, Post-doctoral Researcher Training and Development Advisor, University of Sheffield

Daniela Bultoc, Skills Programme Manager, University College London

Dr Will Medd, Lecturer in Human Geography, Lancaster University

Overview

Coaching and mentoring are two different but complementary ways of delivering support. This session will present findings from two case studies, one which will be mentoring and one coaching.

Research in the University of Sheffield's Faculty of Medicine, Dentistry and Health into the career support and advice available to research associates has indicated that post-docs feel research supervisors have only a limited ability to provide sound career advice (Lee et al, 2010). In response, Sheffield have developed a mentoring programme for all research associates in which mentees are encouraged to specify their own career and professional development goals. This has allowed us to make close matches to an appropriately experienced mentor. Early evaluation strongly indicates the benefits of the programme. This workshop will examine the approach Sheffield has taken to provide tailored support and coaching for early career researchers.

As an outcome from last year's Vitae Connections event a group of staff supporting researchers set up a project group to explore coaching in researcher development and how coaching techniques could be used to make researchers more productive, motivated and confident and to enhance their research and the overall research experience.

The first phase of the project is to conduct a gap analysis of current coaching activity in UK HEIs and internationally, which will inform the development of resources for sector use. Will

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Medd, who leads this group on behalf of Vitae, will talk through the findings of the coaching group so far.

There will be an opportunity to discuss mentoring and coaching processes, and their value to career progress.

This session will cover:

The recruitment and training of mentors and mentees

How to match for success

Impact and case studies

Coaching in researcher development

Participants will:

have a greater awareness of models of mentoring programmes for researchers

gain a toolkit for developing or expanding a mentoring programme.

Understand more about coaching in the context of researcher development.

Format:

Information, interaction and discussion

A14 – The current and changing landscape of researcher-business interactions

Dr Robin Mellors-Bourne, Director of Research and Intelligence, CRAC

Overview

This is a timely review of the interaction of postgraduate researchers and research staff in UK higher education with businesses and other organisations outside HE. A greater engagement of undergraduates and recent graduates with employers is increasingly prominent in higher education policy, particularly for its potential to enhance graduate employability. In contrast, much of the engagement of researchers has traditionally been driven by potential benefits to research and knowledge exchange, rather than the development benefit of the participant. The extent of most types of interaction, other than certain collaborative research models, is very limited, at least in comparison with engagement at undergraduate level. Is this a function of a lack of opportunities, or does it reflect a lack of demand by researchers? And, either way, why is that so? Alongside the current reorganisation of many knowledge exchange activities, new initiatives are emerging which could begin to change this landscape substantially.

This workshop will share the emerging findings of a new review of this 'landscape', and actively seek participants' experiences and knowledge of local initiatives to deepen its coverage and evidence.

This session will cover:

- The 'landscape' of interactions and an attempted classification
- A summary of the main findings of the review, including the national extent of different activities
- An attempt to distinguish trends in the supply of and demand for opportunities
- How to increase the number of opportunities – key barriers and enablers
- How to maximise the personal/career development value of researchers' engagement with employers and businesses.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Participants will:

- Develop a greater awareness of the current range and extent of engagement of UK postgraduate researchers and research staff in a range of interactions with businesses and other organisations outside higher education
- Gain an insight into the wider context of work experience and employer engagement across the higher education spectrum
- Contribute their own local and sector knowledge to the overall findings of the review, for incorporation in the review publication
- Consider opportunities to support and maximise the potential benefit of external and business interactions undertaken by researchers in their own institutions.

Format:

Sharing of information and experiences, interaction and discussion

Workshop session B – Monday 5 September 2011 (15.00)

B1 – Online information handling skills for researchers: a collaborative approach

Wendy Stanton, Library Faculty Team Leader - Medicine and Health Sciences, University of Nottingham
Helen Young, Academic Librarian, Loughborough University

Overview

In response to the constantly changing information landscape, researchers are required to develop their knowledge of the new technologies and to constantly update their information skills. The RIN report, 'Minding the Skills Gap', identified the important role which librarians play in helping researchers to acquire these skills, noting that this provision is frequently uncoordinated and does not always meet the expressed needs of researchers. In January 2009, librarians from the midlands attended an Emalink seminar on this topic. A project group was formed to address some of these issues and to discuss the development of an online tutorial. The participants were Loughborough University (the lead institution), Nottingham, Coventry and De Montfort. This workshop will demonstrate how the four HE institutions, representing different subject areas, worked collaboratively to develop the following modules for the pilot tutorial: journals and journal articles, bibliometrics, other forms of publishing and networking, which could be repurposed by HE institutions. The research methodology, design and technical issues will be discussed and the issues associated with working in collaboration will also be addressed.

Topics covered:

- A brief outline of the development of the EMRSG project
- The creation of the research methodology, including the evaluation of current products, surveys and interviews with academic and research staff to determine user needs and preferences
- An overview of the development of the pilot module and the decisions relating to the content and design
- The evaluation techniques employed for the pilot, including user observation and feedback from focus groups
- Our experience of working in a collaborative project across four different universities and from different disciplines

Workshop outcomes

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Participants will:

- explore the challenges and opportunities of cross institutional collaboration including the practical aspects of authoring an online tutorial
- reflect on the different perceptions and needs of researchers from several subject areas at different stages of their career
- help prioritise the sequence of future modules.

Format:

Presentation and discussion

B2 – The RDF Planner: an evaluation in a career development course for research staff

Robert Bray, Project Officer, University of Strathclyde
Stuart Boon, Lecturer, University of Strathclyde
Dr Tennie Videler, Programme Manager: Researchers, Vitae

Overview

In 2010-2011 two groups of staff (33 participants in total) undertook a module ('Building a Successful Research Career') as part of a new postgraduate certificate/diploma programme. The RDF Planner prototype, launched at the 2010 Vitae conference, was an integral part of this module, providing an initial framework for identifying career development needs. The workshop will present both quantitative and qualitative evaluation data on the use of the Planner, and also uses the Rugby Team Impact Framework (RTIF). Results indicated that the RDF Planner was useful in facilitating career development and that most participants found it relatively easy to use once initial perceptions were overcome. There was a very large variation in the way in which the technique was used. The results suggest that the RDF Planner has great potential in researcher development, provided certain specified conditions are met – the need to ensure Individualisation, Support and researcher ownership of the planner. The implications of this 'ISO' model will be discussed.

Topics covered:

- Explanation of context: a career development module for research staff
- How the RDF planner was used in the module
- Evaluation methodology
- Evaluation results

Conclusions:

What can the RDF planner do? How can it best be used? How should evaluation be carried out?

Workshop outcomes:

Participants will

- have a greater awareness of how the RDF planner can be used within career development courses
- explore the response of users to the RDF planner
- discuss the potential for using the RDF planner using the ISO model (Individualisation, Support and Ownership).

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Format:

Presentation and discussion

B3 – PIRLS of wisdom – what the new PIRLS survey tells us about Principal Investigators and Research Leaders

Dr Robin Mellors-Bourne, Director of Research and Intelligence, CRAC

Overview

PIRLS is a new national survey utilising the methodology established for CROS surveys but to investigate Principal Investigators and Research Leaders in UK higher education. Specifically it aims to obtain their attitudes to a variety of activities related both to research and research leadership, both their own participation in personal and career development activities and how they support the development of research staff.

The results represent a significant and novel addition to our knowledge about these key people within UK HE research and their views on employment and research management and leadership. Set alongside new results from the CROS survey of research staff, the findings offer a distinctive context with which to view measures of progress within the sector in relation to implementation of the principles of the Concordat to Support the Career Development of Researchers. Redeployment of the PIRLS survey in future years will also offer the opportunity to measure, at a national level, change or progress amongst PIs and research leaders, and their role in developing future research leaders.

This session will cover:

- Participation within the survey and whether it is representative of research leaders
- A summary of the main findings from PIRLS, with reference to CROS 2011 results
- Areas of potential development or support for current research leaders
- The implication of PI/research leader attitudes in relation to development of research staff (to become future research leaders)
- Equality and diversity issues emerging
- Recommendations for related and future work

Participants will:

- Gain new knowledge and awareness of the current attitudes of research leaders, in relation to research activity and leadership, their management functions
- Obtain practical insight into how to report the results of their own PIRLS survey, and which results add context to concurrent reporting of CROS survey results
- Consider options for future development of PIRLS surveys

Format:

Presentation of information, interaction and discussion

B4 – What do researchers do? Career activity landscape and labour market information for doctoral graduates

Dr Vivien Hodges, Research Manager, Vitae
Emma Pollard, Senior Research Fellow, Institute for Employment Studies

Overview

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Two recent studies commissioned by Vitae extend the 'What do researchers do?' suite of careers information:

1. **'What do researchers do? Doctoral career paths'** follows on from the 2010 'What do researchers do? Doctoral graduate destinations and impact three years on' publication and provides new information on flow of doctoral graduates within and between occupational clusters as well as discipline specific career pathway information.
2. **'What do researchers do? Labour market information for researchers'** provides detailed information on 15 employment sectors and 60 career occupations for doctoral researchers on a new careers web section on the Vitae website. This resource highlights workforce characteristics, future trends and major employers as well as links to career stories and relevant organisations.

This session will cover:

- A summary of the main findings of the career pathways projects highlighting key aspects of researcher career trajectories.
- An illustration of the main doctoral graduate sector and occupation destinations with highlights from the website resource

Participants will:

- learn more about the most frequent career pathways of doctoral graduates three years after graduation
- gain an understanding of the dominant careers of doctoral graduates
- be able to share views on the career paths and destinations of doctoral graduates.

Format:

Information and discussion.

B5 – Training competitive researchers for the future with industry

Stefaan Hermans, Head of Unit, European Commission, DG Research and Innovation
Audrey Arfi, Policy officer on Marie Curie Actions, European Commission

Overview

The workshop will present a study carried out by the European Commission on the state of post-graduate/doctoral education in Europe by comparing the doctoral programmes/systems in all Member States. The study stresses the importance of reinforcing the ties between industry and academia and the contribution of the Marie Curie Actions in achieving this goal. By providing training, mobility and funding opportunities the Marie Curie Actions, can help young researchers to boost their careers by enhancing their employability. This workshop will therefore focus on the Initial Training Network and two recent initiatives the European Industrial Doctorate and Innovative Doctorate Programme.

Topics covered:

- Comparison between doctoral systems in European member states
- Doctoral training
- Career perspectives in research

Workshop outcomes:

- Comparison between doctoral systems in European member states
- Doctoral training

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- Career perspectives in the research

Format:

Two short presentations followed by a debate

B6 – Go digital: an introduction to digital technologies for research dialogues

John Igoe, Programme Manager - Website, Vitae
Dr Shailey Minocha, Reader in Computing, The Open University

Overview

Over the last decade, there has been an increase in online and Web 2.0 technologies that provide access to a vast amount of information and new ways of communicating and collaborating.

This workshop will examine how researchers can use digital technologies in the service of their research, and in particular for engaging in the discourse of research. The outcomes from the recent Vitae Digital Researcher event and The Open University's Innovate project on the use of digital technologies in researcher training and development will be presented to demonstrate the role of social media and e-learning tools in research activities.

This session will cover:

- What does it mean to be a digital researcher?
- What are the implications of the explosion of this digital world on researchers?
- What are the opportunities and challenges for institutions and researchers in using digital technologies?

Workshop outcomes:

Participants will:

- have a greater awareness of the significance of digital technologies for researchers and the research process, such as for: reflection, gaining academic writing skills, conducting analysis and synthesis, communicating research, and for developing and sustaining networks and collaborations
- learn about the challenges associated with the use of technologies: for example, intellectual property rights, ethical issues with respect to the research data, and duty of care towards the research community; and maintaining professionalism while using social networking sites.

Format

Information, interaction and discussion.

Participants should also be prepared to include examples from their own experiences during discussion.

B7 – What about us? Professional and career development for researcher developers

Dr Karen Clegg, Director, Researcher Development Team, University of York, ReSDAG
Dr Rob Daley, Researcher Development Coordinator, Heriot-Watt University, ReSDAG, IEG

Gill Johnson, South East Hub Coordinator, Vitae

Alison Mitchell, Deputy Director, Vitae

Matt Levi, Chair, Staff Development Forum

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Overview

Researcher Development has become a new career opportunity as a result of investment and policy development over the last few years and yet it is not yet a distinct career path. Most, if not all, researcher developers enter the profession from a variety of different careers and in due course may well move on to other professional activities, expanding their roles or taking on new positions. At present there is no clear map of what these career directions might be or what skills, knowledge and experience are required to successfully progress along these career paths. This workshop will explore some of the potential career directions of those presently in researcher development roles and will highlight the development opportunities available to them through case studies and discussion. The potential formal role of organisations such as SEDA, SDF and AUA to support professional development will be considered along with more informal pathways to career development. This workshop will be relevant to both new entrants into researcher development roles, and to those who have been in the role for some time and wish to further their career.

The workshop will provide an opportunity for participants to reflect on their own career objectives, hear about the career objectives and professional development experiences of other researcher developers and begin to plan their own career development in a facilitated supportive environment.

This session will cover:

- Potential career paths open to researcher developers
- Appropriate support and development opportunities
- Strategies for managing your development
- Signposting of resources and other support

Participants will:

- Reflect on their career path to date and their career objectives
- Explore potential career paths
- Identify the skills, knowledge and experience required for such careers
- Identify appropriate means of undertaking this development
- Draft an action plan for their future professional development

Format:

This interactive workshop will include presentations, case studies, discursive exercises, reflective exercises and individual action planning.

B8 – The UK HE sector and developments in the doctoral cycle of the Bologna Process

Callista Thillou, Policy Officer, UK HE International Unit

Overview

The last five years have been an important time in the development of doctoral policy at the European level, with the rise of a more structured approach to doctoral education across Europe, and extensive discussion surrounding the principles underpinning the doctoral cycle of the Bologna Process. These developments have substantial implications for doctoral research and education in the UK, and coincide with a decade of rapid progress in the UK's own doctoral landscape – notably with regard to researcher careers and the evolution of graduate schools.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



With elements of the UK and European agendas overlapping closely, it is important that the UK HE sector is coordinated in its engagement with the initiatives through which the European doctoral agenda is taken forward. To assist the UK HE sector in responding to developments in European doctoral policy, the UK HE International Unit has formed the European Doctoral Policy Forum, a cross-sector policy discussion group aimed at sharing information and facilitating a coordinated UK engagement with doctoral policy at the European level.

Focussing on the activity of the European Doctoral Policy Forum, this workshop will explore the engagement of the UK HE sector with European doctoral agendas. It will raise questions about the impact of European developments on UK doctoral education and research, and will provide an update on current UK initiatives, including the development of a UK sector-wide position on European doctoral policy.

Participants will:

- be brought up to date on the latest developments in the third cycle of the Bologna Process;
- explore how the UK HE sector feeds onto the development of European doctoral policy, and ways it might enhance its activity in this area;
- explore links between the European Higher Education Area and European Union's European Research Area, with regard to doctoral activity;
- contribute to the development of the UK HE sector position on European doctoral policy

Format:

Workshop: presentation followed by

- open discussion/comment and
- discussion structured by specific questions.

B9 – The Postgraduate Research Experience Survey (PRES): 2011 results, implications and practical uses

Dr Alex Buckley, Academic Officer, The Higher Education Academy

Overview

The Postgraduate Research Experience Survey (PRES) is a tool developed and coordinated by the Higher Education Academy (HEA) to allow HEIs to gather information about the experiences of their postgraduate researchers. Both the levels of HEI participation, and the national response rate, have increased for the 2011 survey, meaning that PRES provides a better overview than ever before of how postgraduate researchers in the UK perceive their work and their development.

This session will cover:

- overview results for 2011, along with trend data drawing on results from previous years of the survey
- detailed results for the questions relating to skills development, professional development and career plans, including demographic breakdowns
- experiences of HEIs that have used their PRES data to make concrete changes to the way they support postgraduate researchers.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Participants will:

- gain a greater understanding of the experiences of UK postgraduate researchers
- have an opportunity to participate in a discussion of the implications of the PRES data
- contribute their own thoughts on gathering and using data about the experiences of postgraduate researchers.

Format:

Part of the session will consist of a presentation of the PRES 2011 results, with the majority of the session being interactive. Participants should be prepared to provide their own examples of, and reflections on, the ways in which they and their institutions have collected information about postgraduate researchers, and/or used that kind of information to improve their provision.

B10 – Using applied theatre to enhance a researcher’s ability to engage with professional users in management and business: progress update and feedback

Prof Kim Cassidy, Professor of Services Marketing, Nottingham Business School, Nottingham Trent University

Overview

The aim of this workshop is to illustrate the progress of an innovative and exciting research and teaching initiative which has been supported by VITAE Innovate funding. The project itself centres on the development of a skills based training module for PhD students which will enhance their ability to engage effectively with professionals working in public and private sector organisations in Management and Business and maximise the impact of their research.

Uniquely, this training module is being developed using a selected range of techniques from applied theatre. These theatrical approaches are proving to be particularly effective in developing the researcher’s repertoire of transferable skills and enhancing their sensitivity to the research related needs and priorities of Business and Management Professionals.

Although the project was initially developed to meet the needs of researchers dealing with this particular user group: Management and Business Professionals, the blueprint could ultimately be used to develop similar modules across a broader range of social science disciplines with different user groups. The work has already stimulated further work in terms of improving the experience of International student groups facing cultural challenges within business organisations.

The project is at a critical half way stage and in the workshop we will report on findings to date. We anticipate that this will be an interactive session as we are keen to explore your thoughts and ideas on possible future research directions and applications in the academic and business arenas.

The workshop will be facilitated by the project lead, Professor Kim Cassidy from Nottingham Business School, Nottingham Trent University.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



B11 – Developing international inter-disciplinary research

Dr Jane Wellens, Head of Researcher Development, University of Nottingham
Dr Christopher Hill, Director Graduate School, University of Nottingham Malaysia Campus

Overview

As universities continue to internationalise and the student population becomes ever more diverse, there is an increasing need to ensure our approach to researcher development meets these new demands and expectations and an ever increasing necessity to take full advantage of the opportunities such internationalisation provides. National funding restructuring will force partnerships to be sought at the international level and our institutions and students are ideally placed to lead this charge. This workshop will examine initiatives taken by the University of Nottingham Graduate School, in its role as organiser and host of the 2011 U21 Graduate Research Conference on Food, to promote activity, collaboration and understanding in this area.

Topics covered:

- The global nature of research activity
- The impacts and potential benefits of inter-disciplinary activity on society, culture and the environment
- The importance of a sustainable approach to researcher career development

Workshop outcomes:

- Explore new techniques for developing inter-disciplinary research activity
- Discuss the value of supporting international research activity
- Have a clearer appreciation for the international dimension of researcher development activities

Format:

Presentation, interaction and discussion

B12 – EURAXESS – some university perspectives

Dr Lowry McComb, Director of Researcher Development, University of Durham
Dr Brendan Barker, Head of International Development, University of Dundee

Overview

This workshop, which is designed to complement one proposed by the UK and Irish Bridgehead Organisations, will discuss the experience of two universities (Durham and Dundee) as EURAXESS Local Contact Points (LoCP). The workshop will discuss the process of becoming a LoCP and the institutional obligations – which, in our experience, are not great. We will also consider the benefits of belonging to the EURAXESS network – both the extra support that the network can provide for our mobile researchers and the opportunities that are created for the institution.

Topics covered:

- The sign-up process for EURAXESS
- The institutional commitment in practice
- Advantages for mobile researchers
- Institutional benefits

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- Resources

Workshop outcomes:

Participants will gain

- knowledge of two UK institutions' approaches to running a local contact point
- knowledge of the institutional benefits of membership of the EURAXESS network
- knowledge of the resources provided through the EURAXESS network supporting international researcher mobility.

Format:

Interactive workshop

B13 – The professional researcher

Dr Richard Hinchcliffe, Graduate Skills Team, University of Liverpool

Dr Fiona Denney, London Hub Coordinator, Vitae

Jonathan Roberts, Programme Manager: Development Resources, Vitae

Overview

A short 10 minute paper will be followed by discussion on how the PhD can realise itself as a professional brand. The research environment has been moving toward professionalisation since the first researcher training courses of the 1990s. The Joint Skills Statement, the Roberts Report and now the RDF along with a range of other initiatives (Vitae, EPSRC Enterprise Money, QAA Code of Practice, Concordat, HR Badge of Excellence) have resulted in an environment of increased access to professional development amid world class technical excellence. The next stage for researcher development is for the community to embrace professionalisation and establish a brand for the doctorally qualified. This is more than just an idea – the RDF already has a core set of professional values, and principles with which other stakeholders, principally employers, will readily associate the term 'researcher'. It should apply to all those that have a PhD therefore this is not a call for yet another kind of doctorate. We will explore how the RDF is a potent force for this proposal.

Topics covered:

- How does the idea of a 'professional researcher' marry or not with the requirements of other professional bodies such as the HEA or industry specific requirements?
- How can the RDF be used to develop a wider recognition of all researchers as 'professionals'?
- What are the 'core' professional attributes from the RDF that we might wish to highlight?
- What does this mean for the training courses that we currently run in UK universities? How might they need to change?
- What else do we need to do in order to develop the Professional Researcher as a "brand"?

Workshop outcomes

- How the concept of professionalisation can address the significant gap between what HE does and what employers' understand it to do
- Exploration of ideas on how stakeholders can get the best out of the very significant investments in the PhD of time, money and talent

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- What the advantages (and disadvantages) for the sector would be for the PhD to be conceived widely as having professional status
- An appreciation of how quality standards could be modified to further facilitate professional status
- How individuals may use the RDF already to enhance the professional aspects of their CV. An appreciation of what 'professionalism', professional status and professionalisation means
- Exploration of the elements within the RDF that express the idea and concept of professionalism

Format:

Ten minute presentation followed by structured discussion

B14 – Creative environments for STEM research

Elaine Walsh, Senior Lecturer, Imperial College London

Overview

This workshop will report the findings of a *Vitae Innovate* funded research project which investigated how to facilitate creative research amongst early career researchers in science and engineering disciplines. Three aspects of the environment were identified as having a major impact on creativity levels: the research culture, communication norms and the time and space available for creativity. Three good practice guides have been written (for doctoral researchers, postdocs and supervisors) to report the findings in an accessible style and they are here available for inspection for the first time.

For those supporting researchers, this project's findings are useful in raising and maintaining awareness of simple actions that can be taken by researchers to maximise creative output. Given current developments in the research environment, including anxiety over the impact agenda and changes in funding streams, steps to promote and protect creative research are surely a timely intervention.

Note that this project also features in the research strand of the conference, where participants will hear more about the research and its other findings.

Topics covered:

- Full exposition of the project's findings, focussing on the environmental factors
- Introduction to the good practice guides which will be made freely available to the sector
- Discussion of ways to advance the aims of the project

Workshop outcomes:

Participants will

- explore and comment upon the newly available resources
- discuss the range of issues affecting researchers' levels of creativity in the current HE environment
- share ideas about how to effect constructive changes in the research environment.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Workshop session C – Tuesday 6 September 2011 (11.00)

C1 – Research Strand

See website for further details

C2 – The Researcher Development Framework: update on resources and implementation

Dr Vivien Hodges, Research Manager, Vitae

Dr Elizabeth Adams, Researcher Development Officer, University of Glasgow

Outline

The Researcher Development Framework (RDF) represents a major new approach to researcher development, to enhance our capability to build the UK workforce, develop world-class researchers and build our research base. The RDF is a tool for planning, promoting and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviours and attributes of researchers and encourages them to aspire to excellence through achieving higher levels of development.

This workshop will provide an update on the developments of the project over the last year highlighting the resources developed both for researchers to effectively use the RDF and for researcher developers in their implementation of the RDF. This includes the re-developed Researcher Development Framework website, a guide to mapping training and development provision, stakeholder briefings and lenses on the RDF.

Information will also be provided on how HEIs are using the Researcher Development Framework and feedback from researchers using the RDF Professional Development Planner.

Outcomes

Participants will:

- be informed about the latest developments in the project and resources available to support the implementation of the Researcher Development Framework
- have the opportunity to share experiences in Researcher Development Framework implementation
- have the opportunity to provide feedback on the development of Researcher Development Framework additional resources

Format

Presentation and discussion.

C3 – Sharing practice internationally: examples and opportunities

Dr Heather Pateman, Programme Manager, Vitae

Dr John Loughhead, Director, UKERC

Overview

The UK Energy Research Centre (UKERC) has been running an international summer school for 4 years. The summer school is attended by 100 researchers, 50 of whom are from non UK Universities, ranging from New Zealand and Africa to Europe. Running for 6 days,

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



the summer school includes both energy research inputs and transferrable skills training and is run in conjunction with Vitae.

The EU-funded Docent project (www.docentproject.eu) is approaching the end of its 2-year span. Partner organisations from 4 European countries have jointly produced materials to support employability skills for doctoral graduates, in particular those needed to move outside academia. The project partnership (including 3 universities) have gained feedback on a 'model for university careers services' specific to doctoral candidates and graduates and have tested a series of 2-hour learning units aimed at inspiring researchers to think widely about career possibilities.

This session will cover:

- Present two examples of sharing practice in researcher development across international boundaries
- A discussion from both strategic and practical perspectives of the current opportunities and potential challenges for institutions of sharing practice internationally

Participants will:

- discuss, from both strategic and practical points of view, the current opportunities and potential challenges for institutions of sharing practice internationally.
- Have an increased awareness of the possibilities of sharing practice internationally

Format:

Information, interaction and discussion.

Participants should also be prepared to include examples from their own experience during discussion.

C4 – Lenses on the Researcher Development Framework: a focus on public engagement

Jonathan Roberts, Programme Manager: Development Resources, Vitae
Ruth Williams, Senior Policy Manager, RCUK

Workshop outline:

The Researcher Development Framework sets out the knowledge skills and attributes for personal and professional development of researchers for the wide variety of careers paths followed by researchers. During that journey, researchers may wish to understand the group of key knowledge skills and attributes for particular focus. This workshop will introduce participants to a range of 'lenses' on the Researcher Development Framework, emphasising in particular the Public Engagement lens. Informed by the Public Engagement Attributes Framework, and supported through a host of Beacons for Public Engagement resources, the public engagement lens will help draw out the importance of engagement as part of what it means to be a researcher. The workshop will also reflect on the requirements of the Concordat for Public Engagement, and what this means in terms of supporting researchers to engage the public with their work.

The concept of 'lenses' and how to development will be presented along with the current lenses that have been developed or are in the process of being developed. These include,

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



enterprise, intrapreneurship, leadership, teaching, information literacy as well as public engagement.

Following an introduction to lenses in general and the Public engagement lens in particular. Participants will explore how to use lenses to support researchers in their professional development, and to augment training and resources development.

Topics covered:

- Overview of lenses being developed on the RDF
- Introduction to the public engagement lens on the RDF
- Concordat for engaging the public with research
- Helping researchers use lenses as part of their professional development
- Mapping resources to lenses

Workshop outcomes:

Delegates will develop their understanding of

- How lenses on the RDF can help researchers develop their skills
- The public engagement lens on the RDF, in particular, and how this could be applied to support researchers in entering into and achieving excellence in public engagement
- The Concordat for engaging the public with their research, public engagement resources, and how this relates to the work of HEIs in supporting their researchers

C5 – The skilled researcher: applying the Researcher Development Framework to different careers

Jane Simm, Career Adviser for Postgraduate Researchers and Research Staff, University of Sheffield, ReSDAG

Alison Mitchell, Deputy Director, Vitae

Rosie Beales, Research Careers and Diversity, RCUK, Member of CROS Steering Group, ReSDAG

Overview

The Researcher Development Framework provides us with a broad view of the knowledge, skills and attributes of researchers. It is well known that many researchers develop careers pathways outside as well as inside academia. In different contexts, different sets of knowledge skills and attributes can apply and even vary depending on the task at hand. Researchers possess high level skills and experiences according to some employers. Each employer makes demands for particular sets of knowledge skills and attributes depending on sector and business requirements. The Researcher Development Framework is well established as a way of describing knowledge, skills and attributes of researchers, and it is timely to explore how knowledge skills and attributes of researchers embodied in Researcher Development Framework can be applied to different career pathways, and by providing insights and resources, how we can help researchers in strategic career planning.

This workshop will link evidence of what employers want (and say) to the Researcher Development Framework, including reference to the EPSRC recent publication. DTZ was commissioned by EPSRC to determine the broader value of the investment made by EPSRC and others in doctoral programmes in the UK, particularly non-academic organisations. A pilot phase informed the survey of 86 research intensive employers and

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



provided an overall assessment of impact on organisations, employees, PhD graduates themselves and wider societal impacts.

The session will open debate on how to use the Researcher Development Framework to inform career planning to take forward success into future careers and support researchers in transition.

The session will cover:

- What employers want (and say) linked to the Researcher Development Framework
- Introduction to the 'lens' approach to analysing the Researcher Development Framework enabling views from different perspectives, and discussion of whether this can be applied to different career pathways
- Discuss how researchers might use this to describe/articulate their skill
- Presentation of the Vitae resources, database of careers stories and introduction to the new Skilled Researcher booklet, as context for discussion
- Sharing good practice including views of employers on skills development including work experience/placements

Participants will:

- understand a variety of accounts of 'what employers want'
- Explore 'hands on' the lens approach as a means of enhancing careers advice for different careers
- input into the content and design of the proposed Skilled Researcher booklet
- share practice and plans around using the Researcher Development Framework related to different career pathways
- consider the setting up of a community to continue to work together around this theme.

Format:

- Information and discussion
- Participants will be encouraged to share examples from their own experience during group discussions

C6 – Vitae Hubs: strength through collaboration

Joanne Warner, East of England Hub Manager, Vitae

Dr Kate Mahoney, Midlands Hub Manager, Vitae

Dr Vicky Willett, Yorkshire and North East Hub Manager, Vitae

Vicky Crawford, Midlands Hub Project Officer, Vitae

Overview

In this time of uncertainty, collaboration can be a powerful and integral way of sustaining the researcher development agenda and building institutional capacity for researchers' professional development. The Hubs have a wide ranging experience in the sector, working towards encouraging collaboration between regional institutions and developing networks and working relationships. This workshop will highlight a range of case studies and explore how the Hubs stimulate collaboration on a regional level, ranging from examples where two or more people work together to realise shared goals to much larger initiatives.

This session will cover:

- Examples of regional collaborative ventures piloted by the Hubs including the Midlands Hub Training Exchange and the YNE Hub Poster competition.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- How the Hubs assist in developing networks and help to facilitate working relationships.
- Behind the scenes: the role of the Hub Manager.

Participants will:

- Have a greater awareness of the breadth of collaborative opportunities
- Discover the strength of collaboration as a key function to support the development of researchers
- Discuss how collaboration can provide a platform for skills development for staff supporting researchers
- Have an increased awareness of the opportunities offered by the Hub Manager.

C7 – ‘Gown to town’ - alternatives to an academic career

Becky Clark, Career Consultant, University of Leeds

Overview

‘Gown to Town’ - alternatives to an academic career Many researchers are not aware of the options, do not understand the job market and do not realise what skills they have to offer, or how to articulate them, outside academia. This workshop will examine the approach that the University of Leeds Careers Centre has chosen to address these issues in collaboration with academics, employers and alumni.

Topics covered:

This session will cover:

- The challenges and benefits facing researchers who want to explore opportunities outside academia
- Strategies for career management for this group of researchers
- Events and workshops that can help researchers who want to explore this option
- The employment picture outside academia for researchers
- How to develop networks between alumni, employers and the university to provide experiences/knowledge and skills for this group of researchers

Workshop outcomes:

Participants will:

- explore ideas for supporting researchers looking outside academia
- gain greater awareness about the resources to use in supporting researchers in this situation
- explore the challenges and benefits to researchers of planning and competing for this option
- Understand the importance of developing networks and how to achieve these in order to support and develop researchers.

Format:

Information, interaction and discussion

C8 – Developing the global researcher - The ‘what’, ‘so what’ and ‘now what?’

Dr Lynn Clark, Graduate Skills Team, University of Liverpool

Dr Emma Gillaspay, North West Hub Manager, Vitae

Dr Julie Reeves, ECR Training Coordinator, University of Southampton

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Overview

Principle 3 of the Concordat states 'Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment'. While the Researcher Development Framework (RDF) encourages 'global citizenship' - what does this mean in practice and how do we support the professional and career development of our researchers in order for them to thrive in any research environment? Part of our investigation will look at processes employed by institutions to enable researchers to work effectively across boundaries, disciplines, and borders in order to solve the world's grand challenges. We also look at how we can provide our researchers with competencies and appropriate attitudes towards developing themselves in ways that allow them to promote their interests and seize fitting professional opportunities as they emerge.

Topics covered:

This workshop will:

- provide an introduction to the key policy drivers in the internationalisation agenda from institutional, funders' and wider sector perspectives
- present the initial findings from a review of current practice in supporting the development of 'global researchers'
- explore what knowledge, behaviours and attributes a 'global researcher' needs to demonstrate
- identify common gaps and relevant next steps for sustainable, practical support of 'global researchers'.

Workshop outcomes:

Participants will:

- develop a greater awareness of the internationalisation landscape in supporting 'global researchers'
- develop a shared understanding of what it means to be a 'global researcher'
- input into future developments to ensure our researchers thrive wherever they are in the world.

Format:

Information, interaction and discussion

C9 – Helping researchers take the driving seat in their own career development

Dr Amy Moore, Researcher Development Officer, Institute of Cancer Research
Monica Latham, Research Degree Programmes and Events Manager, Institute of Cancer Research

Overview

It is a familiar challenge for those in the researcher development field; getting researchers to take ownership of their own career development and engage in the training and provisions provided within their institution. This workshop looks at methods to engage researchers in their own career development, and describes how the Institute of Cancer Research (ICR), ranked the UK's leading academic research centre in the 2008 RAE (source: Times Higher Education), manages a wide research development programme on a limited budget by working closely with researchers to design and deliver training. We will explore the benefits and drawbacks of research associations as a means to engage with scientists throughout an

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



organisation, and participants are encouraged to share experiences from their own organisations.

Topics covered:

- Helping researchers take ownership of and spend time on their training and career development whilst managing demands of research
- How as a researcher developer, you can help a researcher drive forward their own career development in times of limited budgets
- Researchers in the driving seat
- The risks and benefits

Workshop outcomes:

Participants will:

- get an overview of how a small, specialist research institution provides a wide training and career development programme within a small budget
- gain insight into methods to encourage researchers to work with their Learning and Development team and drive forward their own career development
- consider the pro's and con's of researcher-led opportunist career development versus strategic, top-down researcher development.

Format:

Presentation, group exercises and discussion

C10 – Evidence-based development for evidence-based researchers ~~CANCELLED**~~**

Paul Kearns, Director, PWL (Personnel Works Limited)

Overview

Training and developing academic researchers presents a range of unique issues. One of the most important is how to collect evidence to show that

- a) the researcher has learned anything
- b) their learning has been applied to their work in research,
- c) their research has been undertaken to an acceptable standard and
- d) the research has had a beneficial outcome

Added to this is the question of how do you gauge the success of pure research? These are difficult questions but we should do our best to try and answer them. This workshop will introduce conference delegates to disciplines from the evidence-based management movement and apply them directly and practically to the methods they are currently using to develop researchers.

Topics covered:

- Learning evaluation, evidence and outcomes
- Applying evidence-based approaches in medicine and management to learning and development
- Best evidence - not proof
- Producing evidence for research with no pre-determined outcomes
- Development standards for researchers
- Applying research methodology to personal development for researchers
- So how do you apply it in practice?

Workshop outcomes:

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- Understand the basic principles of an evidence-based approach
- Learn how to apply evidence-based methods to learning and development
- Adapt methods specifically for a researcher development context
- Improve researcher personal development
- Apply evidence-based methods where research outcomes cannot be predicted

Format:

Fully interactive - Present principles and methods briefly to encourage maximum audience participation

C11 – Never the twain shall meet: bringing research leaders and early career researchers together to discuss career development

Dr Paul Spencer, Researcher Skills Development Officer, University of the West of England

Kate Tapper, Director, Bud Development

Overview

Early Career Researchers often struggle to balance their full commitment to a research group/project with managing their own career development. Principal Investigators (or Research Leaders) aim to retain the best researchers and keep them engaged on their projects yet are expected to devote time to help researchers develop their own career. The potential conflict between group and individual interests continues throughout an academic career as researchers both compete and collaborate with colleagues. This dichotomy presents significant challenges for both Early Career Researchers and Research Leaders particularly with respect to implementing the principles of the Concordat. Resolving this tension is critical to embedding researcher development in the mainstream research environment. We present an example of how this can be tackled from an institutional point of view. There will also be an opportunity to discuss how other institutions are addressing this challenge.

Topics covered:

- The perspectives of successful research leaders and managers with respect to addressing this challenge
- The perspective of researchers to their own career development
- Outcomes and future developments
- Experiences from other institutions

Workshop outcomes:

- Have a greater awareness of the challenges facing research staff and their managers
- Explore alternative approaches to supporting researchers in engaging with the Concordat with the help of Research Leaders

Format:

Information, interaction and discussion. Participants should also be prepared to include examples from their own experience during discussion.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



C12 – NonZeroSum: Collaboration for researchers, Creative Commons for resources

Dr Nathan Ryder, Skills Trainer

Overview

NonZeroSum is a training resource game developed to help researchers engage with collaboration. It was created with funding from the Vitae Innovate 2010 programme, and piloted in the first quarter of 2011. The final resources include the framework for a competitive/cooperative game, supporting handouts and materials, and sample debrief questions to help guide discussions.

NonZeroSum was released under a Creative Commons license, which allows others to use, adapt and distribute them further.

This workshop will showcase the NonZeroSum resources in a hands on and interactive session. Feedback, impact and discussion outputs generated during pilot sessions will be highlighted. The session will also examine opportunities for releasing training resources under Creative Commons licenses, using the NonZeroSum project as a case study.

Topics covered:

The NonZeroSum resources and Vitae Innovate
Feedback strategies
Creative Commons licensing

Workshop outcomes:

Participants will:

- develop their collaboration skills with a taste of NonZeroSum
- explore the options and opportunities of Creative Commons licenses.

Format:

Interactive exploration and facilitated discussion, information/knowledge sharing

Workshop session D – Tuesday 6 September 2011 (13.45)

D1 – Research Strand

See website for further details

D2 – Every researcher counts: equality and diversity in researcher careers in HEIs

Dr Janet Wilkinson, Director, Three Times Three Consulting

Alison Mitchell, Deputy Director, Vitae

Louise Atkin, Project Manager, Vitae

Background:

The 'Every researcher counts' project to improve equality and diversity for research staff within the HE sector is funded by HEFCE with support from the SFC, HEFCW and DEL(NI) and is being delivered by Vitae. HEFCE and the other funding bodies see this project as an important part of their implementation strategy for the Concordat to Support the Career Development of Researchers.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Since October 2010 this project has developed a network of around 90 equality and diversity champions, created resources and case studies for staff developers to embed in training materials for PIs and supervisors, held a series of national and regional events

Project outcomes are to increase support for PIs in integrating equality and diversity into the management of research staff and to raise awareness of equality and diversity good practice in researcher development.

This session will cover:

- The background to the Every researcher counts project
- The variety of activities and resources
- Outcomes from the national conference
- Experience the newly created resources first hand

Participants will:

- Have a greater awareness of the equality and diversity agenda for researcher careers
- Have the opportunity to join the champions network
- Gain first-hand experience of the resources

Format:

Information, interaction and discussion.

Participants should also be prepared to include examples from their own experience during discussion.

D3 – Leadership: resources to inspire researchers to develop their leadership potential

Sheila Thompson, Head of Researcher Development, University of Edinburgh, ReSDAG

Dr Justin Hutchence, Research Staff Development Manager, University of Reading, ReSDAG

Dr Heather Pateman, Programme Manager, Vitae

Dr Stephen Tarling, Staff Development Adviser - Research Staff, University College London, ReSDAG

Overview

Developing 'Leadership' from the early stages of researcher development is key in terms of research leadership and business leadership. Leadership, in all its different guises, is an increasingly important aspect of researcher development, no matter what career path is followed. In the Vitae publication 'recruiting researchers' (2009) companies ranging from those who recruited researchers regularly to those who had no interest in recruiting researchers all expected researchers to show leadership and yet around a quarter were disappointed in this respect. Researcher Councils are seeking to develop research leaders for the future. The development of leadership capability as part of the researchers' professional development is crucial for researchers and employers alike. The Researcher Development Framework provides an opportunity to identify the key knowledge skills and capabilities of researchers that are relevant to leadership in the context of developing professional researchers, and an opportunity to consolidate our thinking and approach to leadership development for researchers.

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



There are many different approaches to leadership development and many resources available. This session will explore what researcher and business leadership means and how we might support these through researcher development programmes mapped through a lens to the Researcher Development Framework. There will be an opportunity to share practice and collaboratively build an online community and resource.

The session will cover:

- The new Vitae leadership 'lens' on the Researcher Development Framework and opportunity to give feedback
- Presentation of the Vitae Leadership in action and database of careers stories and introduction to the new leading Researcher booklet, as context for discussion
- Sharing practice in leadership development
- A review of evidence from PIRLS survey and PI resources on Vitae web site relevant to research leadership

Participants will:

- Have first sight of the leadership lens and a chance to give on the spot feedback
- Start to share practice and plans around leadership development and support for researchers, with a view to augmenting the Vitae data base of resources and creating a collaborative resource for leadership development of researchers

Format:

- Information and discussion
- Participants will be encouraged to share examples from their own experience during group discussions

D4 – Work placements and internships: developing a competency framework

Emma Day, Programme Manager: Courses and Events, Vitae
Philippa Storer, Vitae Associate

Overview

The diverse nature of work placements and internships, mean it is extremely difficult to develop a common language or framework which has meaning and relevance to all stakeholders. The European Framework for Work Experience was developed by CRAC: The Career Development Organisation in partnership with 10 European partners as a way of enabling undergraduates to recognise and articulate the skills and competencies employers are seeking by reflecting on their paid/unpaid work experience. In addition a framework was created, supported by a guide for each stakeholder (student, employer, practitioner) to get the most out of a work placement or internship, This workshop will explore these resources and their applicability to researchers in the light of other available frameworks, including the Researcher Development Framework.

This session will cover:

- European Framework for Work Experience – Background and key components
- Overview of other relevant European frameworks
- Feedback from researcher focus group on the relevance of the European Framework for Work Experience
- An opportunity to feedback on the relevance of European Framework for Work Experience from the participating audience

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- Mapping exercise of materials to RDF

Participants will:

- gain information about the European Framework for Work Experience and additional European frameworks
- consider how these competency framework materials might help shape work experience for researchers
- have the opportunity to feedback on the development of European Framework for Work Experience materials for the researcher audience.

Format:

Information, interaction and discussion

D5 – From policy to practice: employer engagement in the arts, social sciences and humanities – An ASHPIT approach

Dr Rebekah Smith McGloin, Arts Graduate Centre Manager, University of Nottingham
Sarah Kerr, Arts Graduate Centre Manager, University of Nottingham

Overview

This workshop will offer an introduction to ASHPIT - a new network and thinktank for colleagues working in researcher development in the Arts, Social Sciences and Humanities and an opportunity to participate in an ASHPIT-style workshop on the theme of employer engagement in an ASSH context. Post-Roberts there is less resource to deliver and fewer staff to develop training interventions which are tailored to a faculty cohort (required by Research Councils) and relevant to the employer needs of the likely career destinations of that group (recommended by Hodge Report, 2011.) This workshop will provide an overview and mid-point review of a vitae innovate-funded initiative (ASHPIT) designed to respond to this challenge. Participants will then have the opportunity to participate in an ASHPIT-style workshop which will include an introduction to the policy landscape on employer engagement through an ASSH lens and time to develop collaboratively, innovative solutions to the challenges posed by the policy on this theme.

Topics covered:

- An overview and mid-point review of ASHPIT: aims, challenges, successes, outputs and how to get involved.
- The value of getting specific in generic skills training and how to achieve it.
- ASHPIT-style workshop: Policy-review of issues in employer engagement including summaries of Leitch Review and CIHE submission on 'After Leitch' to the select committee, Smith Review – One Step Beyond: Making the most of postgraduate education sector (2010), Hodge Review of Researcher Skills Development (2010), Hidden Connections: Knowledge exchange between the arts and humanities and the private, public and third sectors (2011), The Concordat and the RCUK Delivery Plan.

Workshop outcomes:

Participants will have:

- an understanding of the challenges and opportunities of subject-specific researcher development networks
- a greater awareness of the policy landscape as it pertains to employer engagement

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



- participated in group-work to develop new, policy-responsive, ASSH-targeted development initiatives (training, masterclass, event, competition etc..).

Format:

Presentation and group-work

D6 – Exploring international differences in doctorates and doctoral supervisory practice

Dr Jane Wellens, Head of Researcher Development, University of Nottingham

Dr Cathy Gibbons, Head of Researcher Development, University of Exeter

Dr Christopher Hill, Director, Graduate School, University of Nottingham Malaysia Campus

Overview

There are significant differences in the models of doctoral education in the UK, Europe, North America, Australia and Asia. These include characteristics such as structure, approaches to training, duration, supervisory practice, quality assurance, assessment and preparation for future careers. With increasing international mobility of both research students and supervisors there is a need for those involved in researcher development to understand the different models of doctoral education in order that they can support those making the transition from one model to another and help manage their expectations. This may include new doctoral students at the start of their research but also postdoctoral research or those with supervisory capacity. This workshop is designed to help researcher developers explore the key characteristics of different doctoral models and consider how this can improve the support offered to students and supervisors. The workshop draws on work undertaken by the presenters with supervisors and research students in the UK, China, Malaysia and Iraq.

Topics covered:

- The key characteristics of doctoral research and supervision in different national settings
- Supporting supervisors and students understanding of different doctoral models and expectations.

Workshop outcomes:

By the end of the session participants will be able to:

- Describe the key characteristics of different models of doctoral education
- Identify ways of incorporating this information into their support for researchers and supervisors.

Format:

Presentation, interaction, discussion, reflection

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



D7 – The engaging researcher – public engagement training resources

Dr Emma Gillaspay, North West Hub Manager, Vitae
Dee-Ann Johnson, Communications Officer, University of Manchester
Suzanne Spicer, Beacon Project Manager, University of Manchester

Overview

Engaging the public with their research is a vital skill for today's researchers. 'The engaging researcher' is a suite of activities designed to enhance the public engagement skills of early career researchers and includes events, multimedia resources, booklet, blog and awards scheme. Discussions at the 2010 Vitae conference identified a need to develop training materials to support researchers in getting started with public engagement. The resulting one day experiential programme will be launched by Vitae in early 2012. It has been developed through a collaboration of skills trainers and public engagement practitioners and shaped by researchers to link into both the Research and Public Engagement Concordats. The programme has been successfully piloted with postgraduate researchers and research staff and key stakeholders are now being invited to review the materials. This freely available programme will ensure the knowledge gained through the engaging researcher collaboration will be passed to institutions to sustain the support for early career researchers and improve access to high quality training in public engagement.

Topics covered:

- An introduction to the collaborative project and outcomes generated to date
- A taster of 'The engaging researcher: Getting started in public engagement' training package
- The opportunity to review of the materials to ensure they meet the needs of staff supporting researcher development

Workshop outcomes:

Participants will:

- enhance their awareness of available public engagement researcher development resources
- consider how these resources can help support researchers in their institution
- explore and shape 'The engaging researcher: Getting started in public engagement' training package.

Format:

Information, interaction and discussion

D8 – Knowledge exchange and impact - nurturing the entrepreneurial researcher

Dr Kevin Byron, Enterprise Education Coordinator, Queen Mary, University of London

Overview

The term Knowledge Transfer (KT) originally defined activities that aim to transfer ideas, research outputs, people and skills between universities, business, the third sector, public sector and the wider community. However, driven by the accelerating pace of communication technologies and the global presence this offers, revolutionary changes such as business model innovation, open innovation, relationship marketing etc have changed the ways these different sectors interact. In recognition of this KT is now more accurately described by the term Knowledge Exchange (KE). Whereas KT was formerly an activity led

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



mostly by experienced researchers, with the growing interest, and more recently economic importance of enterprise and entrepreneurship coupled to a growing emphasis on Impact in research, KE activity can now make a much earlier appearance in the career of a new researcher. Supported by EPSRC, workshops and short courses have been designed at Queen Mary, University of London on KE, entrepreneurship and business awareness for PhD students in their final year. This workshop will describe in action some of the exercises and activities in these workshops.

Topics covered:

- Identifying opportunities for KE in PhD research
- Exploring the gaps between research and business
- Nurturing the skills for KE and entrepreneurship
- Two case studies on PhD student entrepreneurs

Workshop outcomes:

- How to raise the awareness of KE with PhD students
- Practice with exercises for developing courses on KE and entrepreneurship
- Familiarity with resources for nurturing business awareness

Format:

'Hands-on' workshop, interaction, case studies, discussion

D9 – Research in the spotlight: supporting researchers to maximise the impact of their work

Lara Isbel, Training and Development Coordinator, Edinburgh Beltane Beacon for Public Engagement

Sarah West-Alin, Communications and Events Officer, Edinburgh Beltane Beacon for Public Engagement

Overview

This interactive workshop will introduce new training resources to support researchers in developing the social context of their research. The resources explore how society impacts research and how research can impact society. This session will enable delegates to explore and feedback on the course content, and how it might be used in their context to support researcher development.

Topics covered:

The workshop will cover the course content which includes:

- Research and Impact. How the impact agenda affects researchers and their research with specific focus on the REF and Pathways to Impact
- Identifying audiences and understanding roles. The many different stakeholders in research Planning engagement. Strategies for engaging with the public

Workshop outcomes:

- Understanding of the Research in the Spotlight resources which are freely available to trainers to adapt to their context
- Opportunity to feed into the course and resources developed to ensure they meet needs of potential users
- Discuss with others the implications of the impact agenda in terms of researcher development and support

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Format:

Interactive workshop

D10 – Creating researcher communities: a sustainable model for post-Roberts researcher development

Dr Emily Bannister, PGR Development Officer, University of Manchester
Dr Claire Stocks, Research Staff Development Officer, University of Manchester

Overview

The purpose of this interactive workshop is to present one model for embedding researcher development within Higher Education Institutions post-Roberts. The end of Roberts funding, particularly the requirement that transferable skills training be kept separate from discipline-specific or methodological training, is an opportunity to explore how researcher development programmes can become better integrated with research methods training to create sustainable “communities of practice” (Wenger, 1999). While much of the literature on researcher development explores the pros and cons of discipline-specific versus generic training and development, we present a model which, through research methods training, offers a third space which overlaps with both the discipline-specific and generic. We argue that in this alternative space, a “community of practice” might emerge where researchers can explore commonalities of approach across disciplines, while also retaining a sense of their own disciplinary identity. Such an approach might also encourage innovation, inter-disciplinarity and collaboration. This workshop will also address the ways in which Researcher Developers can support the creation and sustainability of inter-disciplinary communities of practice amongst their researchers.

Topics covered:

- A sustainable model of researcher development – a case study from the University of Manchester
- Exploring “communities of practice” and how they contribute to the researcher development agenda
- Discussion of the benefits of alternative models for integrating the Researcher Development Framework
- An opportunity to share best practice and address how HE professionals can support the researcher development agenda going forward
- Case study discussion to explore some sample research projects and consider where the generic, disciplinary and inter-disciplinary training and development opportunities might lie.

Workshop outcomes:

Participants will have:

- a better understanding of the opportunities which exist to embed the researcher development agenda post-Roberts and how these might apply in their own institution
- an understanding of how “communities of practice” can foster increased engagement from researchers and enhance the researcher’s identity
- an understanding of how their role can help to embed and sustain the researcher development agenda in the future
- a model for delivering post-Roberts researcher development.

Format:

www.vitae.ac.uk

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



Short presentation, discussion, case studies for discussion, participants are expected to draw on their own experience during discussion

D11 – Supporting the ‘global researcher’ - in Europe and beyond

Dr Claire McNulty, Adviser, Life Sciences and Science Policy, British Council
Dr Magdalena Wislocka, Hosting Agreement Scheme Manager, EURAXESS Ireland officer, Irish Universities Association
Dr Mitsuhiro Arinobu, Comptroller, The University of Tokyo

Overview

Research is a global endeavour, and researchers often work in several countries during the course of their careers. Furthermore, ‘Brain circulation’, rather than Brain Drain or Brain Gain, is now seen as an important part of building a global knowledge economy. In countries such as the UK, Ireland and Japan, fostering inward and outward researcher mobility is increasingly recognised as a priority for government and industry. This session will take a look at the drivers and barriers to an international research career, and explore some of the mechanisms that exist to make it easier for UK and overseas researchers to pursue an international research career, both in academia and in industry. Examples from the UK, Ireland and Japan will be given and then an interactive discussion will engage all the workshop participants.

Topics covered:

- The view from Japan on the benefits of researcher mobility across countries and sectors, and recommendations for increasing this mobility.
- An overview of several initiatives from the UK and Ireland which facilitate international researcher mobility, including the European project, EURAXESS.
- Interactive discussion: what do researchers need to become ‘global researchers? What can be done to support them at the international/national/institutional level?

Workshop outcomes:

Participants will:

- learn about the importance of international researcher mobility from the perspective of government, academia and industry
- learn about mechanisms to help international researchers coming to the UK and UK researchers wanting to continue their careers abroad, in particular in Japan and Ireland
- engage in a wider discussion around the drivers and barriers to an international research career.

Format:

Three short talks (15 min) followed by discussion (30 min). Participants should be prepared to share their experiences of the challenges that researchers face and the benefits they gain from international research during the interactive discussion session.

Vitae researcher development international conference

5-6 September 2011 Midland Hotel, Manchester



D12 – Perspectives on collaboration

Dr Tracey Stead, Postgraduate Skills Training Coordinator, University of Bath
Prof Bonnie Steves, Professor of Mathematical Astronomy and Director of the Graduate School, Glasgow Caledonian University
Dr Christopher Wood, Researcher Development Manager, University of Exeter

Overview

With so many excellent examples of collaborative working this workshop will showcase three initiatives from different perspectives to inspire participants about what they might achieve in their own institution or local area.

The workshop will present three case studies:

The first shows how the universities of Bath, Bristol and Exeter have worked, for the last three years, on successful researcher development initiatives, the 'flagship' of which is the Researcher Development Online project.

The second will show how a university can provide a fully connected researcher development service for researchers, and uses the approach of Glasgow Caledonian University as a case study who are currently connecting relevant support departments in a researcher-led partnership to provide holistic support for the development of research leaders, researchers and research groups.

The workshop will also include an example of collaboration from one of the Vitae Hubs.

Topics covered:

- Inter-institution collaboration
- Cross-institution collaboration
- Sustainability and programme design
- Making training and development meaningful to researchers
- How to embed training and development in the research environment

At the end of the workshop, participants will have

- a greater understanding of the benefits and challenges of this holistic approach of building institutional research capacity and research excellence through researcher development
- some potential solutions and ideas towards embedding training and development in the research environment.
- have an appreciation of the risks involved in collaborating with other institutions
- understand how collaborative working can be a more efficient use of resources
- understand how collaborative working can enhance the quality of training resources
- learn some tips on working more effectively with other institutions.

www.vitae.ac.uk