

Half plenary sessions, workshop titles and presenters

Optional workshop session O – Monday 12 September 2016 (09:30)

Workshop O1 – The landscape of researcher development, Vitae resources and membership

Alison Mitchell, Director of Development, Vitae

Dr Katie Wheat, Training & Resources Development Manager, Vitae

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae

Overview:

This pre-conference workshop and networking opportunity is for those who wish to have an overview of researcher development and the U.K. And global landscape of researcher development as context for the conference and the work of Vitae. International participants and those new to researcher development in UK HE are especially invited to meet members of the Vitae team and network with other participants attending the conference.

The session will provide guidance on how to make the most of the wealth of information hosted on the Vitae website, including a tour of recently published member content. We will look at the Vitae training and development resources available and discuss how they might be used to complement the existing researcher development provision.

Topics covered:

- Understanding the global researcher development and UK landscape
- An introduction to Vitae organisational membership for prospective and current members

Outcomes:

- Understand the global and UK context for the professional and career development of researchers
- Explore the broad range of Vitae resources and how they might be used to complement existing institutional provision

Format:

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

Workshop session A – Monday 12 September 2016 (15.20)

Workshop A1 – Supporting universities in using the developing the next generation leadership development resources

Dr Fiona Denney, Director, Brunel Educational Excellence Centre, Brunel University

Dr Katie Wheat, Training & Resources Development Manager, Vitae

Vitae Researcher Development International Conference

12-13 September 2016 The Midland, Manchester



Workshop overview:

This workshop supports colleagues in using the resources that came out of the Leadership Foundation for HE Efficiency Exchange-funded project, which aimed to uncover what academic and research leaders wish they had known about leadership, management and talent development when they first started. The workshop will take an interactive approach and participants will be encouraged to share their experiences with each other.

Workshop topics covered:

Schedule for the session:

- Introductions and opportunity to share leadership development practices in your organisation
- Review the 'Developing the Next Generation' materials and introduction from the facilitators to the project, methodology and results.
- Undertake the Leadership Climate Analysis Toolkit and discuss in groups the implications of using this.
- Share ideas for how the resources could be used.
- Introduction to other Vitae leadership resources.

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment
- Leadership development of early career researchers including researchers' as leaders in different disciplines

Workshop outcomes:

By the end of the workshop, participants should:

- be able to identify and describe the ways in which they would use the resources to support the leadership development of early career researchers and academics in their own institution
- have trialled and discussed the Leadership Climate Analysis Toolkit
- have shared good practice with each other

Format: Interactive workshop

Workshop A2 – So you've got a mentoring scheme - what next? - Embedding mentoring and developing a mentoring culture

Jos Finer, Head of Organisational and Staff Development, University of St Andrews
Alison Mitchell, Director of Development, Vitae

Workshop overview:

Over the last few years, a range of sectoral drivers have pushed HEIs towards establishing formal mentoring schemes. Institutions have learned a lot about how to set up and manage schemes, how to train and support scheme members and have themselves developed their appreciation of mentoring as an effective approach to support professional and career development. There is a huge enthusiasm for mentoring, but much of the focus so far has

been on getting the schemes up and running and then on refining and improving them, and making them sustainable. But after a few years, you have to ask 'what next?', what are our long term goals for mentoring and how can we achieve them? This workshop will address the issue from the perspective of the St Andrews' experience over the last 10 years, and will draw on our mentoring collaborations with more than thirty UK HEIs. The workshop will be delivered in collaboration with Vitae and will also reflect Vitae's experience in working with HE institutions to embed researcher development processes and to make them an integral part of the institutional research climate.

Workshop topics covered:

- Development of mentoring for researchers in higher education
- The current mentoring landscape
- Institutional experience so far
- Future considerations and longer term strategy
- Embedding a mentoring approach and achieving a mentoring culture

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment

Workshop outcomes:

By the end of the workshop participants will:

- Have a clear sense of the volume and range of mentoring activity in the sector
- Appreciate the main focus of mentoring activity over recent years
- Have explored considerations around the future development of formal mentoring as an embedded part of institutional life
- Have considered their own experience in this light and will have begun the process of clarify a mentoring strategy for the future.

Format:

Workshop, including presentations and group activities/discussion

Workshop A3 – Out in the open: supporting researchers in navigating an open research landscape

Dr Rob Daley, Academic Programme Leader, Heriot-Watt University
Helen Blanchett, Subject specialist, Jisc

Workshop overview:

Implementing open access and open data in response to funder mandates has had a significant impact on research institutions, in terms of reporting compliance, managing new processes and workflows and changing culture. Researchers, their outputs and their practice are at the heart of the process. Institutions are exploring the best ways to engage researchers and ensure compliance, without losing sight of the true goals of 'openness'.

This interactive workshop will provide a space to discuss key challenges and solutions in supporting researchers in the open research landscape, with a particular focus on open access and open data.

The workshop will provide an opportunity to learn from other attendees as well as from the facilitators. Helen Blanchett will highlight findings and resources from the Jisc's Open Access Good Practice 'pathfinder' projects, which explored the impact of implementing open access in institutions across the UK. Rob Daley will share his experiences of supporting open data implementation at Heriot-Watt University.

Workshop topics covered:

- Expectations, benefits and challenges pertaining to openness in research (funder expectations, the open access landscape, open data)
- Skills and strategies for openness
- Techniques and tools for working with researchers
- Support for researcher developers

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

By the end of the session attendees will have:

- An increased awareness of the issues around open research and the needs of researchers
- Considered the range of skills required and how researchers may gain these
- Evaluated a range of tools to explore and support the needs of researchers
- Shared and discussed specific challenges and solutions to supporting researchers in an open research climate

Format:

Interactive Workshop

Workshop A4 – CTRIVE and ACTivator: international co-operation in competence development for research staff

James Lees, Research Advisor, Karlstad University, Sweden

Éamonn McCallion, Research Advisor, Karlstad University, Sweden

Melanie Jones, Engagement Lead, Research and Innovation Services, Liverpool John Moores University

Workshop overview:

The workshop will detail the aims and methods of the CTRIVE and ACTivator programmes, examining the common challenges experienced by KAU and LJMU in building competence among their research staff, and the solutions developed to overcome them. In particular, it will look at the types of skills training required to make research staff competitive internationally. Participants will be invited to share experiences in the creation of competence development programmes at their own institutions, and to consider how these programmes might benefit from collaboration with new international partners, or an enhanced relationship with existing ones.

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Workshop topics covered:

The workshop will consider the following questions:

- How can international partnerships between researcher developers best be constructed?
- What benefits does international co-operation between researcher developers bring to research staff at their institutions?
- Are institutions promoting skills development which fits an increasingly mobile research community for employment across Europe and in the wider world?

Themes covered:

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment
- Leadership development of early career researchers including researchers' as leaders in different disciplines
- Researcher development within structured doctoral programmes, including perspectives on doctoral training centres/ partnerships, Innovative Training Networks (ITNs) and other cohort based models; including European and international collaborations and organisational benefits and challenges in managing diverse researchers' experiences
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

Participants will be encouraged to consider and act on:

- ways in which their training and development offering to research staff can be enhanced through co-operation with international partners (universities and non-academic actors);
- ways in which the professional development of the researcher developers themselves can be promoted through such collaboration;
- the kind of skills needed to make research staff internationally competitive, and researcher developers internationally relevant.

Format:

Presentations; small group work; discussion

Definitions

ACTivator (Attitude and Capability toolkit: impact, value and assets of researchers)

CTRIVE® (Competence development Tool for Research: Intellectual Value Enhancement)

Workshop A5 – International, interactive, intercultural – Modern approaches to teaching grant writing

Dr Juliane Sauer, Coordinator at Net4Mobility; National Contact Point MSCA Switzerland, Euresearch

Workshop outline:

How to teach researchers in an international context about grant writing in a fun and sustainable manner? This workshop will show how to plan and implement an interactive session for mainly postdoctoral researchers, taking the example of the international mobility

grant 'Individual Fellowship' from the EC Marie Skłodowska-Curie Actions (MSCA). The MSCA "ensure excellent and innovative research training (...) through cross-border and cross-sector mobility of researchers, to better prepare them for current and future societal challenges." (Introduction to the WP MSCA 2016-17.) In this context of brain circulation, (remote) teaching and communication with an international and within an intercultural context becomes vital for grant managers and trainers.

The workshop will engage the audience interactively with different exercises, an example proposal and a case study on intercultural communication (Switzerland-Cyprus) to raise awareness of the typical pitfalls in such a process and help trainers gain knowledge about international and cross-border grant consulting.

Two remote tools will be presented and can be tried out: 1) a webinar produced by Net4Mobility and 2) an online tutorial prepared by the Swiss MSCA NCPs. Additionally, the tools prepared by Net4Mobility, i.e. the 'Survivor's Guide' illustrates the kind of tools researchers appreciate by institutions, NCPs, grant administrators etc.

The workshop links to the professional and career development of researchers (B3 of the RDF), Finance, funding and Resources (C3), Engagement and Impact (D3), Communication and Dissemination (D2) and Working with others (D1). All these elements are also part of the MSCA funding schemes and demand a high level of knowledge and awareness by the researchers. We will discuss in the plenum about ways to increase these skills within the postdoctoral research community during grant counseling.

Topics in bullet point:

- Support for postdoctoral researchers
- Marie Skłodowska-Curie Actions and European and Global Fellowship
- Interactive training elements
- Intercultural communication
- Use of remote training tools
- Group dynamics
- Support tools of Net4Mobility

Outcome of the workshop:

This workshop will teach participants about the policy and implementation of the cross-sectoral and cross-border Marie Skłodowska-Curie Actions and how to communicate best with the scientific community worldwide. Together with the audience approaches will be developed towards different audiences, in different cultural contexts. This will be done via interactive exercises. A demonstration of how to transfer knowledge in the days of virtual training shall help inspire ideas for new concepts. Metaknowledge about group dynamics, the joy of learning and teaching in an interactive manner and in an intercultural environment, will add to the knowledge this workshop will transfer.

Workshop A6 – A practice sharing platform for developing the pedagogy of supervision in new supervisor development programmes

Dr Mark Proctor, Academic Development Officer (Research), University of Sunderland

Workshop overview:

Inexperienced supervisors can naturally draw on their own 'successful experiences' of being supervised for decision making when supervising students and justifying their actions, rather

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than engineering learning experiences with their students' learning outcomes in mind. Our mission here is to share practices which re-orientate supervisor decision making processes to focus on student outcomes and student experience so it is relevant at research degree level: where assessment is focused on a Thesis and the defence of it, but a successful programme develops a broad range of skills in a vibrant research community.

Workshop topics covered:

- Recognition of the quality assurance context
- The apparent tensions between quality assurance and theorising doctoral supervisor pedagogies
- The NEED for making the most of processes
- An overview of University of Sunderland materials to adapt and use
- Sharing experiences and materials

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment.

Workshop outcomes:

Participants will:

- Gain an insight into approaches which harmonise pedagogies with processes
- Explore alternative approaches to develop supervisor pedagogies
- Use an online electronic noticeboard to share ideas and materials

Please connect your phone, tablet or laptop to the conference Wifi system and open your internet browser before attending this workshop - so you can post information on to the electronic noticeboard using the URL below.

Format:

Information, interaction and discussion.

Then posting information on to a noticeboard - using participants' phones, tablets and laptops over the WiFi system- at <https://padlet.com/mrmarkproctor/SupervisorDevelopment> .

Participants with some experience of developing supervisors should be prepared to share examples from their own experience during discussions and contribute their ideas to the electronic noticeboard.

Workshop A7 – View from the front line : supporting the challenges of a clinical academic career path

Dr Ellen Donovan, NIHR Career Development Fellow, The Royal Marsden/Institute of Cancer Research

Dr Amy Moore, Researcher Development Manager, Institute of Cancer Research

Dr Elise Glen, Researcher Development Coordinator, Institute of Cancer Research

Workshop overview:

Health care research is an interesting interface between universities and professional healthcare disciplines. The NHS is promoting the embedding of research in its activity via the National Institute of Health Research (with a budget of £1 billion). The aim is to create a

critical mass of researchers known as Clinical Academics. Nurses and the allied health professionals (e.g., physiotherapists, radiographers, healthcare scientists) are an important group to engage in research but are outside of the traditional career paths of scientists and medics. Whilst there are differences in the barriers and needs of different types of Clinical Academics, there are many common areas with university researcher needs. This workshop aims to explore and understand the differences and draw out the similarities to enable researcher developers to enhance their support for this group. It is approached from the perspective of a clinical academic at the Royal Marsden Hospital and its academic partner the Institute of Cancer Research. This interactive workshop will include opportunity for sharing experiences of supporting others in similar roles and those aspiring to them.

Definition of terms: a clinical academic is a healthcare professional carrying out academic research. An 'allied health professional' is a healthcare professional who is not a doctor, dentist, nurse or midwife. This workshop will focus on non-medical, non-dental clinical academics (which includes allied health professionals).

Workshop topics covered:

- What is a clinical academic career?
- Specific challenges in combining clinical and research work.
- What do aspiring healthcare researchers raise as issues holding them back?
- What overlaps are there with researcher needs in the university setting?
- What are the organisational barriers for supporting clinical academics employed both in the NHS and a university
- What can be shared to improve the support of all researchers, and particularly those under-represented?
- Approaches we have taken at ICR/RM to support these unique researcher groups in their career and training.

Themes covered:

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

- Understanding of clinical academic careers
- Insight into the challenges for those navigating dual clinical and research careers and lessons learned at the ICR/Royal Marsden
- Insight into the approaches taken at ICR/RM to support clinical academic careers/training and from fellow workshop participants.

Format:

Information, structured discussion and group sharing of experiences

Workshop A8 – ‘Flipped Development’ – From passive to active development

Dr Tony Bromley, Senior Training and Development Officer, University of Leeds

Workshop overview:

With ever increasing, individualised demands for researcher development from funders of research, coupled with institutional strategies for ever increasing numbers of postgraduate

researchers, are our current models for training and development activity realistically scalable and sustainable?

Do we continue with delivery models weighted toward 'face to face' and is simply moving more online, really the answer? What if we 'flip' things around and place greater emphasis on developing the skills in researchers to develop themselves now and in to the future, rather than offering programmes of activity targeted at developing a specific skill such as 'leadership' or 'presentation' etc.? Do programmes of activity engender 'passive' development for the individual? If we 'flip' will we encourage 'active' development? Development opportunities are out there for all of us all of the time, beyond a programme of face to face activity, online activity or any other opportunity researcher developer's offer.

This workshop will introduce a concept for 'Flipped Development' which has two aspects; developing in the individual, skills in understanding themselves; developing skills in situational analysis. The workshop will include both presentation of ideas and opportunity to discuss, debate and challenge the ideas.

Workshop topics covered:

- Challenging current models of the researcher development programme
- 'Active' and 'passive' development
- Shifting the balance from 'workshop' based development to 'opportunity' based development
- Embedding skill sets for self-development

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

By the end of the workshop participants will:

- Have an understanding of the proposed 'flipped development' concept
- Have had opportunity to explore, debate and challenge the idea
- Have had opportunity to consider their own practice with reference to a 'flipped development' concept

Workshop A9 – Complimentary approaches to training researchers on research integrity

Dr Sandra Oza, Researcher Developer and Projects Officer, University of Dundee

Michelle Paterson, Staff Developer (Research Staff), University of St Andrews

Dr Jane Alfred, Director, Catalyst Editorial

Workshop overview:

This workshop will explore two approaches to research integrity, with two case studies on research integrity training, an e-learning approach and a face to face approach. The aim is to

discuss the strengths of each approach, what has been learnt from developing these different training programs that might be of use to other trainers, and how these two approaches complement each other.

Workshop topics covered:

University of Dundee

The University of Dundee's online resource for research integrity has been developed in partnership with an independent consultant and is in line with the University's ongoing commitment to the Concordat to Support Research Integrity to provide suitable training to support the development of researchers. This resource comprises 6 short films (20-25 min), each with an associated quiz, case studies, moderators' notes and further reading resources, which provide a general overview of responsible and ethical practice in research and publication and complement the face-to-face training that takes place in Schools.

The topics covered are as follows:

- Introduction to research integrity and the responsible and ethical conduct of research
- Ethical approval and practice
- Plagiarism and recycling of text and research outputs
- Authorship
- Collaborative research and data management and integrity
- Peer review and publication ethics.

This talk will take you from proof of concept to licencing this online resource from the perspective of a researcher developer. There will be a demonstration of the resource and discussion on how this sort of learning can be embedded across an institution.

Catalyst Editorial

Catalyst Editorial works initially with institute and lab leaders, to stimulate discussions on lab research culture and practice, and to review current practices and policies. This initial work identifies the particular needs of individual institutes and informs the tailoring of workshops for their early career researchers. The workshops themselves are evidence- and discussion-based, feature peer-to-peer learning, case studies, and quizzes, and participants' views on training are solicited in follow up surveys online.

The topics covered are as follows:

- Research integrity and publication ethics training for early career researchers
- Strengths of face-to-face, interactive workshops as a training tool
- Training as an opportunity to engage with institute and lab leaders to embed research integrity training in a supportive research culture
- Research integrity training as an opportunity for leadership development of early career researchers
- Effective training approaches for early career researchers

This talk will demonstrate the strengths of face-to-face, interactive workshops as a training tool and will present a case study that illustrates the importance of involving institute and lab leaders in developing training workshops on research integrity for early career researchers, to ensure lab and organisational culture support research integrity and good research practice.

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Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Leadership development of early career researchers including researchers' as leaders in different disciplines
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

- Develop awareness of the importance of research culture and practice for supporting research integrity training
- Develop awareness of the role of supervisors, principal investigators and institute leaders in establishing a supportive research culture
- Consider benefits of tailoring training tools and approaches specifically for early career researchers to encourage their engagement
- An opportunity to consider the current and potential research integrity training provision for researchers at your institution
- Explore the different ways both the individuals conducting the research and the research organisation can be supported in this area
- Consider how researcher developers can support integrating research integrity training into research culture

Format:

Interactive workshop

Workshop session B – Monday 12 September 2016 (16.30)

Workshop B1 – Academic, research and teaching recruitment trends - An insight into UK & Ireland higher education labour market

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae

Alison Osborne, Marketing Officer, jobs.ac.uk

Workshop outline:

With a jobs market which is becoming more challenging and hyper competitive post-PhD, it is important to understand the labour market for early career researchers to ensure that the support and advice we are offering PhD candidates is adapting to the changing environment? An analysis of the types of jobs being advertised for early career researchers and the career destinations of early career researchers can help to understand career opportunities and progression pathways.

In this workshop we will present the results of an in-depth study conducted by jobs.ac.uk along with a review of the Vitae 'What do researchers do?' analysis of career destinations outside of academia as a foundation for consideration of how best we can prepare early career researchers for their careers in the current job market. jobs.ac.uk will outline the results of an in-depth study of the 53,000 job adverts placed by UK and Irish higher education institutions on our job board during 2015.

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The jobs.ac.uk report covers a wide range of labour market information across all kinds of academic, research and teaching roles to help higher education institutions, jobseekers and researcher developers understand the reality and opportunity of future career paths for early career researchers. In collaboration with Vitae, jobs.ac.uk will present the key findings of the report (but you can take away the full report on the day) and Vitae will present some of the key challenges researchers face when deciding what to do next (Vitae latest publication 'What do research staff do next' is available at the conference).

We will seek input from workshop participants to put our findings into the context of their own roles and experiences, followed by an interactive session analysing job adverts against core competencies in the Vitae Researcher Development Framework to provide insights into how to help researchers prepare for their next career move.

Workshop topics:

Participants will gain

- Insights into the current UK & Irish HE labour market including average salaries, peak recruitment times, locations, discipline trends, temporary/permanent, full time and part-time roles
- Analysis of the career destinations in Vitae series 'what researchers do?' career destinations of early career researchers
- Understanding of the mapping of competencies of the Vitae Researcher Development Framework against a wide range of current job descriptions and what competencies recruiters are looking for in a candidate.

Workshop themes covered:

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment
- Evaluation and impact studies of researchers' careers to further our understanding and knowledge of the researcher career landscape in UK and internationally
- Workshop outcomes
- By the end of the workshop participants will have:
- an awareness of the UK & Irish HE labour market
- identified some examples of competencies recruiters are looking for
- taken away some ideas of how you can help PhD candidates prepare for the competitive job market

Format:

Presentation, polls, group discussion

Workshop B2 – Turn a team of experts into an expert team; insights, tools and best practice from the science of team science field

Dr Amy Moore, Researcher Development Manager, Institute of Cancer Research
Dr Elise Glen, Researcher Development Coordinator, Institute of Cancer Research

Workshop overview:

In order to address major global challenges, the way in which scientific research is funded and conducted has changed (1). With greater emphasis on interdisciplinary, cross-organisational teams, organisations must provide appropriate support to individuals to enable them to work well with collaborators. This has led to the evolution of an evidence-

based field in the US called “The Science of Team Science”. In the UK, the Academy of Medical Sciences report (2) identified recommendations to enhance team science in key areas such as communication, recognition and reward, career development for those outside traditional career paths and appropriate training e.g. in leadership, conflict resolution, unconscious bias and team working.

This workshop will identify and share ways that researcher developers support their clients to gain the skills needed for collaborative interdisciplinary research in universities or research institutes. In addition, we will explore opportunities to collaborate across our own organisations to develop joint initiatives to support a wider pool of researchers in the sector.

(1) Cooke & Hilton, Enhancing the effectiveness of team science, 2015

(2) The Academy of Medical Sciences, Team Science- A Discussion Paper, 2012

Workshop topics covered:

- What is team science and why is it important that researcher developers support teams of experts to become expert teams?
- What actions can researcher developers take to enable effective team science?
- What tools are available to support team science

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Leadership development of early career researchers including researchers' as leaders in different disciplines
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

Participants will:

- Gain an appreciation of the challenges for scientists working in interdisciplinary teams.
- An insight into some practical tools that can be used by researcher developers to enhance team science
- Have the opportunity to share practices in their own institution and consider opportunities to collaborate on initiatives across our own organisations.

Format:

This workshop will introduce the field of “the science of team science” and explore how researcher developers can support researchers to tackle the challenges of interdisciplinary collaborations.

Workshop B3 – It’s not all about workshops: a structured approach to researcher development

Dr Kieran Fenby-Hulse, Programme Manager: Early and Middle Career Researcher Development, Coventry University

Dr Heather Sears, Programme Manager: Doctoral Training, Coventry University

Workshop overview:

Do workshops address the real needs of researchers, or do they simply gloss over some of the key issues researchers face? In this workshop(!), we ask attendees to question the extent to which a workshop generates deep and reflective learning that will ultimately enhance a researchers practice. Taking the increased interest in the structured doctorate as a starting point (McGloin & Wynne, Structural Changes in Doctoral Education in the UK, 2015), we will outline the structured approach taken by Coventry University to support the development of doctoral researchers and early and middle career research staff.

Through a discussion about pressing challenges such as international mobility, cross-sector working, interdisciplinarity, and equality and diversity, the workshop asks attendees to consider the possibility of radically different forms of programming that are cohort-based, outcome-orientated, and that take into account interdisciplinary and disciplinary needs, as well as the needs of individuals and research teams. As part of the workshop, participants will be asked to work in groups to create a framework of support aligned to the Researcher Development Framework.

Workshop topics covered:

- Structured approaches to researcher development.
- Cohort-based and outcome-orientated development.
- Collaborative and cross-sector opportunities.

Themes covered:

- New and successful ways of supporting researchers' mobility including international, inter-sectoral, interdisciplinary and virtual mobility
- Researcher development within structured doctoral programmes, including perspectives on doctoral training centres/ partnerships, Innovative Training Networks (ITNs) and other cohort based models; including European and international collaborations and organisational benefits and challenges in managing diverse researchers experiences
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

- To take a critical approach to the design and delivery of researcher development programmes and to imagine new types of delivery.
- To consider the evidence underpinning the decisions we make as researcher developers.
- To identify opportunities for international, interdisciplinary, and cross-sector collaboration within development programmes.

Format:

Workshop

Workshop B4 – Recipe for success? Creating a vibrant academic community for doctoral researchers which fosters their development

Dr Tim Hopthrow, Associate Dean for Graduate Studies, University of Kent

Suzie Morris, Graduate School Manager, University of Kent

Dr Jo Collins, Postgraduate Development Advisor, University of Kent

Carla Doolan, Postgraduate Development Coordinator, University of Kent

Workshop Outline

The Kent Graduate School has established a strong sense of doctoral community across a multi-site institution through the introduction of a structure and range of initiatives to foster postgraduate development and disseminate research. Initiatives have included a 'Kickstart your PhD' workshop, responsive Researcher Development Programme, postgraduate newsletter, regular research cafes, postgraduate research festival and postgraduate experience awards. Senior staff and student engagement and feedback have been key to making this a success. The presentation will also explore Kent's mechanisms for communicating across its doctoral community and the system introduced to review its researcher development programme. Kent was commended by the QAA in its 2015 Higher Education Review for the range of informal and formal opportunities it provides to doctoral students which it considered created a vibrant and interdisciplinary academic community. This workshop will provide an overview of Kent's strategy and current challenges as a basis for group discussion, best practice sharing and problem solving.

Workshop topics:

The session will:

- Consider the importance of a strong academic community to postgraduate researcher development;
- Explore successful initiatives to create an academic community which fosters postgraduate researcher development and debate the best mechanisms for engaging such a community;
- Discuss current challenges such as engaging supervisors with new initiatives and creating academic communities across large collaborative doctoral training partnerships;
- Provide an opportunity for participants to discuss their experiences, share best practice and problem solve with a focus on planning for the future.

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Researcher development within structured doctoral programmes, including perspectives on doctoral training centres/ partnerships, Innovative Training Networks (ITNs) and other cohort based models; including European and international collaborations and organisational benefits and challenges in managing diverse researchers' experiences

Workshop outcomes:

Participants will:

- Share successful initiatives in the creation of doctoral communities and explore its role in researcher development.
- Debate strategies for overcoming challenges in this area.

Format:

Formal presentation followed by participant-led small group discussions. Participants should come prepared to share their own successes and challenges in this area.

Workshop B5 – Researcher development and the varied experiences of being a researcher

Shailesh Appukuttan, Technical Development Manager, University of Huddersfield

Workshop outline:

PIRLS (2015, p.2) report found that continuing professional development (CPD) activities are often not well attended by experienced researchers, and research leaders may not see CPD as a priority either for themselves or those who work alongside them. The report suggests that individual circumstances may be a factor determining researchers' confidence and their practical willingness to develop professionally (p. 22). Drawing on the findings from a current doctoral research this workshop argues that, in line with individual circumstances, researchers' experiences and conceptions of 'being a researcher' would be one of the factors in informing the kind of development activities they seek. The doctoral research conducted by the presenter studied experienced non-STEM researchers in UK institutions and identified some key variations in individual researchers' context and experiences of doing research. To illustrate such variations, this session will present examples of researchers' experiences using four key themes: intellectual, process based, emotional, and contextual experience. Using these themes it will show that different researchers experience 'research' differently and such experiences and conceptions of being a researcher could inform the kind of development activities they would engage with. The workshop will end with a critical discussion where delegates will be able to evaluate whether an understanding of such variations could be used to inform and design researcher development activities that acknowledge researchers' experiences and improve their engagement with CPD.

Workshop topics:

The session will:

- Introduce the topic of 'being a researcher' and the experiences of researching
- Explore and expand two peer-reviewed models of research conceptions and experiences
- Examine the variations in experiencing research
- Consider researchers' perspectives of researcher development activities
- Discuss participants' own perspectives of research and researcher development activities
- Critically evaluate CPD approaches informed by researchers' experiences

Workshop themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Workshop outcomes [Participants will] (bullet points, 3000 characters)
- Gain a structured understanding of researchers' varied experiences of being a researcher
- Improve their awareness of how researchers see researcher development activities
- Have the opportunity to share own experiences of researching and developing
- Reflect on strategies for improving researchers' engagement with CPD at their own institutions

Workshop abstract

- Varied experiences of 'being a researcher' are examined under 4 key themes - intellectual, process based, emotional, and contextual - to explore possible relations to researcher driven development approaches and improving engagement with continuing professional development.

Format

Information, activity, and open discussion

Workshop B6 – The changing world of postgraduate researcher well-being

Dr Katryna Kalawsky, Postgraduate Research Student Development Officer,
Loughborough University

Parmjit Dhugga, Head of Researcher Development, University of Nottingham

Workshop overview:

Doctoral well-being is an important area in higher education. Potential consequences of poor well-being could include poor student health outcomes, impaired academic performance, reduced student retention and reduced completion rates. Prompted by the results of a Doctoral Well-Being and Support Survey, this workshop will consider the support needed by and available to Postgraduate Researchers (PGRs). The well-being of PGRs will be considered from a variety of perspectives (i.e. PGRs themselves, Researcher Developers, Supervisors and Researcher Leaders) and attendees will have the opportunity to discuss questions such as:

- a) Who is/should be responsible for PGR well-being?
- b) What could be done to raise awareness of and engagement with issues of PGR well-being?
- c) What practical solutions are available to address issues of PGR well-being?
- d) What are the perceived and actual barriers to PGRs receiving/accessing support?

The workshop will also provide the opportunity for attendees to share examples of best practice.

Workshop topics covered:

- Perspectives of PGR well-being.
- Accountability of PGR well-being.
- Raising awareness of and engagement with PGR well-being.
- Solutions to PGR well-being issues.
- Barriers to support.
- Examples of best practice.

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment

Workshop outcomes:

Participants will:

- Have a greater awareness of the challenges facing PGRs and those who support them.
- Explore approaches to PGR support (including who is responsible, what has been done, what institutions would like to do, and perceived/actual barriers).
- Identify actions to share with their institutions.

Format:

The format of the workshop will include information, interaction and discussion. Participants should also be prepared to include examples from their own institution and experience.

Workshop B7 – Unconscious bias, gender stereotypes and sexism in pedagogy and the research environment

Dr Karen Jones, Associate Professor of Educational Leadership and Management, University of Reading

Workshop overview:

Research and media reports have drawn attention to the prevalence of unconscious bias, gender stereotyping and sexism that manifests in higher education pedagogy and the research environment. It is well known that subject choice is divided by gender, resulting in limited role models and isolation for many doctoral researchers. Higher education studies highlight a range of challenges from 'lad culture' on campus (Dempster, 2009) to jokes, pejorative sexist remarks towards female students and pressure to 'prove' oneself in STEM (Bristol SU, 2015), to unconscious or implicit bias that manifests in the doubling of standards for women, gate-keeping, engendered decisions in placements, and so on (European Commission, 2004). Marked bias against women in doctoral dissertations has also been reported (Vallejo, 2015), and a number of studies point to resources, time, social networks and encouragement being unevenly distributed between the sexes - all of which are necessary prerequisites to a successful researcher career.

This session opens with an outline of these issues, followed by an introduction to an intervention designed at the University of Reading. Participants will be offered the opportunity of taking part in an interactive experiential 'Generative lab' session followed by discussions.

Workshop topics covered:

- Unconscious bias, gender stereotypes and sexism in pedagogy and the research environment
- Introducing a design for a teaching and learning session, and the resources developed (e.g. cartoon strips and storyboards) to address this challenge at the University of Reading
- Experiential activity in the form of a 'Generative Lab' to tackle different aspects of a particular issue
- Discussion on the approach adopted at the University of Reading.
- Participants will be invited to share and discuss examples of interventions developed to address these challenges at their own/other institutions.
- The workshop will conclude with participants generating suggestions for next steps/future directions for research and interventions.

Themes covered:

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

- Increased self-awareness of own biases and recognition of experiences of bias
- Ability to notice and challenge behaviours in own professional context
- Knowledge of novel approaches to tackle unconscious bias, gender stereotypes and sexism in institutional space.

Format:

Overview of the issue and approach; experiential 'Generative Lab' to tackle different aspects of the issue; discussion, sharing examples of approaches from other institutions; next steps, future directions.

Workshop B8 – Exploring the psychology of researcher development through the lenses of motivation and resilience

Dr Janine Stockdale, Doctoral Researcher Development Lead, Ulster University

Aline Giordano, Doctoral College Manager, University of Southampton

Workshop overview:

Experts agree that high performance is directly related to the intricate relationship between the goals that individuals choose to adopt (motivation) and how they feel (affective), think (cognitive), behave (perform) and optimally learn as they interact with the goal-achieving environment. It therefore follows, that if the performance environment is not designed to psychologically support learning and development, then optimal goal achievement and performance is less likely to occur.

Using this theoretical position as a backdrop, this workshop reports on the diagnostic phases of two independent investigations that aimed to explore motivation (Ulster University) and affect (Southampton University), as indicators of how doctoral candidates experience the researcher development environment.

Workshop topics covered:

- Identifying the importance of generalisability of design, this special session will:
- Briefly introduce the complexities associated with designing a high performance environment
- Describe the investigative processes
- Report on the findings of the investigations (motivational and affective perspectives)
- The session will end with an open discussion with the expert audience, in relation to the validity and potential indication of the generalisability of the findings.

Themes covered:

Research into researcher development

Format:

Workshop, including presentations and group discussion

Workshop session C – Tuesday 13 September 2016 (11.00)

Workshop C1 – Is the Concordat reaching all staff engaged in research?

Dr Sue Carver, Head of Histories, Cultures and Heritage, Arts and Humanities Research Council

Dr Joanna Leng, Research Computing Consultant, University of Leeds

Kelly Vere, Business and Education Engagement Manager, Science Council and Technical Skills Development Manager, University of Nottingham

Workshop Overview:

The workshop will see the launch of a new Concordat Briefing entitled: 'Are you supporting all your staff engaged in research?'

There is a wide range of staff in universities, including early career researchers, who are engaged in research but, who are not employed on a research contract. These staff may be employed in academic, technical or other professional roles. The workshop will ask whether and how these 'research-engaged' staff can best be supported; we will invite attendees to share examples of how they are currently supported; and, explore how the Concordat might help.

There will be a short overview presentation followed by two examples of current practice. The majority of the workshop will be interactive sessions where delegates can share ideas.

Workshop topics covered:

The Concordat Briefing reflects the principles in the Concordat and the workshop discussion will draw on these headings to consider the range of ways in which these research-engaged staff might be supported:

- Support and career development
- Recognition and value
- Recruitment and selection
- Researchers' responsibilities
- Diversity and equality
- Implementation and review

Themes covered:

Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes

Participants have a chance to discuss how their institution might provide support to research-engaged staff and an opportunity to share good practice.

Workshop C2 – Solutions for researcher developers to support effective and sustainable research staff associations

Dr Emma Compton-Daw, Academic Development Lead (Research), University of Strathclyde

Dr Sandra Oza, Researcher Development and Projects Officer, University of Dundee

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Sandy Sparks, Learning and Development Consultant, Research Active Staff, University of Warwick

Dr Katie Wheat, Training & Resources Development Manager, Vitae

Dr David Finger, UKRSA Co-Chair and Research Co-Investigator, Department of Chemistry, University of Sheffield

Workshop overview:

Research Staff Associations (RSAs) provide a number of unique opportunities for research staff, including networking, project planning and taking on leadership roles in a range of areas outside of their discipline. Researcher Developers have a pivotal role to play for the continued success of RSAs, but they may be unsure how best to support these groups and where the boundaries lie. During this workshop researcher developers and research staff will share their experiences of setting up, supporting and sustaining RSAs, at institutional, regional and national levels. Participants will be able to discuss both challenges and solutions around supporting RSAs and outcomes from the day will be taken forward to create a briefing document.

Workshop topics covered:

The session will cover:

- RSA models and their associated benefits and challenges for researcher developers, research staff and institutions
- The role researcher developers can play in supporting the success and sustainability of RSAs
- How RSA activity can augment HR-Excellence submissions/renewals

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Leadership development of early career researchers including researchers as leaders in different disciplines

Workshop outcomes:

By the end of the workshop participants will:

- Be aware of the benefits of RSAs
- understand barriers that different types of RSAs face and the role researcher developers play in overcoming these
- considered how they can best support their researchers through the use of RSAs
- have contributed to a briefing document for researcher developers setting up and supporting RSAs

Format:

Interactive workshop and group discussion

Workshop C3 – Enabling the extraordinary to stand-out: the role of organisational development in building research talent

Dr Lucy Thorne, Organisational Developer, Lancaster University

Annette Robinson, Organisational Developer, Lancaster University

Dr Susan Ann Brooks, University Research Training Co-ordinator, Oxford Brookes University

Workshop overview:

Like most HEIs, enhancing research excellence and shaping future research leaders through development is a key priority for both Lancaster and Oxford Brookes. Despite common goals, these two institutions have adopted very different strategies and in this workshop, each will share their developmental approaches, the rationale and the learning gained from experience to date.

Lancaster University:

The 50th Anniversary Lectureship scheme supports Lancaster's 2020 Strategy by recruiting and developing the highest calibre of researchers who have the potential to become the next generation of academic leaders. This flagship initiative operates over a five year period and is supported by a bespoke Performance Development and Review (PDR) process and a comprehensive, tailored development programme.

One year into the scheme with the first cohort recruited, this workshop will showcase the Organisational Development approach used to create the innovative development programme, and provide an honest account of the challenges of introducing a performance-related progression framework for researchers.

Oxford Brooks University:

While most institutions provide a strong researcher development programme for early career researchers, more senior research-active / academic staff are often neglected. To address this, Oxford Brooks are launching an Academic Development Framework which encompasses three domains of (1) researcher development, (2) academic leadership and (3) teaching and learning. It outlines pathways through development opportunities, thus providing a structure for continuing professional development at all career stages, from post doc to professor, with links to professional accreditation schemes. It enables self-assessment of strengths and areas for further development and supports progression through different academic promotions routes.

This workshop will focus on the researcher development strand, with particular focus on how research-active academic staff are supported at key career transition points. It will discuss the key challenges associated with designing and delivering a programme for experienced and senior staff that is both supportive and received by participants as being relevant, and how to engage senior academics in development activities, in particular in supporting the development of their more junior colleagues.

Workshop topics covered:

- Talent development within the research community
- Needs analysis and evaluation of researcher development at all career stages
- Cohort and cross-disciplinary learning and development approaches for academics
- Coaching and mentoring
- Performance-related progression
- Academic leadership development

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment.

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment.
- Leadership development of early career and mid career researchers including researchers' as leaders in different disciplines.

Workshop outcomes:

- Explore innovative approaches to the talent development and management of researchers.
- Understand some of the key challenges involved in creating a talent pipeline in an academic community.
- Share options for addressing these challenges and for the ongoing development of excellent researchers.
- Evaluate the extent, strengths and limitations of support for career-long development of researchers
- Identify key career transition points for research-active staff and evaluate aspects of support to underpin successful academic, or alternative, career progression
- Share approaches for enhanced career-long researcher development.
- Make connections with colleagues at other institutions who are working on similar initiatives for future collaboration and support.

Format:

This session is a mixture of presentation, group interaction using a world café approach and discussion. Participants should be prepared to include examples from their own experience during discussion.

Workshop C4 – From practice to research: supporting and developing researcher-practitioners

Dr Anne Galliot, Research Development Adviser, University of Brighton

Dr Kieran Fenby-Hulse, Programme Manager: Early and Middle Career Researcher Development, Coventry University

Alona Welby, Research Funding and Policy Manager, Northumbria University

Laura Hutchinson, Research Development Manager, Northumbria University

Workshop overview:

Universities recruit many academics from professional industries to infuse their courses with current job market related expertise and experience. These academics are frequently part-time, sometimes continuing their professional practice at the same time. They are often without a PhD. And unless they are on a teaching-only contract, they are often thrown in at the deep end of research. Universities can reap benefits from harnessing practice-based and applied research, not least in the Research Excellence Framework. So how can we support the development of these practitioners into researcher-practitioners?

This workshop will examine the currently policy landscape and organizational and faculty approaches to developing and supporting researcher-practitioners. It will look at the challenge of supporting a diverse research population and how institutional capacity needs to evolve to support researchers from professional backgrounds. It will examine research on the experience of research-practitioners undertaking doctorates and go on to explore the specific needs of researchers who come from a professional practice background in achieving research excellence. With perspectives from Brighton, Coventry, and Northumbria,

the workshops will focus specifically on: organizational and faculty initiatives for practitioner development, valuing practitioner knowledge, and embracing career diversity within research.

Workshop topics covered:

Researchers from practice background

- Leadership and management of practitioner-researchers
- Training and development of practitioner-researchers
- Research culture and environment for practitioner-researchers

Themes covered:

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

- Understand the specific needs of researchers who come from a professional practice background
- Gain knowledge of how practitioner-researcher experience can support other stakeholder groups within the academy
- Test approaches and ideas with peers on how to best support researcher-practitioners

Workshop C5 – Boosting gender equality in research

Dr Sonja Reiland, Project Manager of LIBRA, Centre for Genomic Regulation

Dr Laura Norton, Athena SWAN manager and LIBRA GEP team leader, The Babraham Institute

Dr Natalia Dave Coll, Project Manager of LIBRA, Centre for Genomic Regulation

Workshop overview:

The H2020-funded collaborative project LIBRA (eu-libra.eu), comprising 13 research centres (from 13 different European countries) and a gender expert organisation, promotes gender equality in research. Based on initial assessments, LIBRA partner institutions have developed tailored Gender Equality Plans (GEPs) to address gender gaps in leadership positions and thus, boost gender equality through all stages of the scientific career.

Here, we will share our comprehensive tools to diagnose gender equality in research institutions by analysing gender-specific indicators, policies and procedures, as well as unconscious bias (by all genders). We will present results obtained through the assessment of LIBRA partners, how they are used to support institutional changes, as well as diverse real-life examples of institutional GEPs.

The workshop is a mix of interactive sessions using smartphones to participate in real-time audience polling, and presentations based on our experiences and the current results of LIBRA.

Presentations will cover:

- LIBRA's staff perception on the work-life balance, career development, and sex/gender dimension of research: Data from research institutes across Europe, including the UK

- Analysis of Implicit Bias of staff at LIBRA partner institutes.
- Data on LIBRA partner assessment reports. What are the main challenges in different countries?
- Gender Equality Plan development strategies. Concrete examples from LIBRA partners and specifically from the UK partner, The Babraham Institute.

During the presentations we will conduct a number of participant polls:

- Capturing the participants' personal perception of WLB, Career development, recruitment and Sex/Gender dimension.
- Capturing Implicit Bias of Participants towards Gender & Career and Gender & Science.
- Gender Equality in practice. What works in practice? Collecting key actions for increasing women in leadership positions.

Depending on the outcome of the workshop LIBRA is considering publishing a conference proceeding analysing collected data and presenting them as case studies and maybe even success stories. All participants will be asked to give an informed consent before participating to the polls.

Workshop topics covered:

- Comprehensive assessment of gender inequality at research institutions
- Challenges to assess gender inequality
- Main areas that academic institutions should address to counteract gender inequality:
 - Assessing and raising awareness of gender bias
 - Best practice and guidelines for recruiting to minimizing gender biases
 - Supporting career development for young scientists; importance of role models
 - Changing institutional culture to improve the work-life balance (WLB)
- Development of Gender Equality Plans (GEPs)
- Why sex and gender dimension of research matters for gender equality
- Implementation of GEPs: Institutional changes at research institutions and engaging the staff involved in the implementation.

Themes covered:

- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

The workshop will enable participants to:

- learn about LIBRA results analysing Gender Equality in 10 research institutes in 10 different countries
- learn about strategies and tools how to assess gender inequality in their institutions
- chose from an inventory of activities to improve gender balance and equality at their institution
- tailor a Gender Equality Plan (GEP) for their institution, based on a provided template
- identify potential pitfalls when developing and implementing a GEP
- contribute to a workshop proceeding publication presenting case studies and success stories.

Format:

Information, interaction and discussion. Participants should also be prepared to share examples of how they perceive gender imbalance in their institution and discuss the on-going actions to improve it and which are still missing.

Workshop C6 – What matters most to you as supervisor? Cultivating a Supervisor Lens for the RDF

Emma Sandon-Hesketh, Head, Research Development and Support, University of Central Lancashire, Vitae

Jen Reynolds, Partnerships Manager, Vitae

Jenny Gavell, Training Coordinator, University of Central Lancashire

Workshop overview:

Vitae have been instrumental in developing various and numerous lenses to enable those of us working in researcher developments, as well as academics themselves, to identify the skills most imperative to any given task.

One lens that has not yet emerged is the Research Supervisor lens. Following a North West Regional workshop where discussion was held extensively on this topic, and using Vitae Development cards, three groups tried to whittle down the qualities and skillsets to a maximum of 15 - which was extremely challenging and provoked much interesting debate! Is it possible to do this? What about institutional shape and strategy, does this have a bearing? What about discipline area, what role does this play and what bias or favour does it introduce? There was clear evidence of very real differences of opinion - and it was suggested that the Conference may be an ideal opportunity to access the views of staff who support research students, in a supervisory capacity - or one closely in parallel - to determine what they saw as the essential qualities and skills for the role. To that end, you are invited to come and share your perspective, and help us to create this new lens. A possible working group will follow the conference, to discuss findings - but involvement in this will be purely voluntary. No press gangs, we promise. So please, join us and share your views.

Workshop topics covered:

- What is the role of the supervisor?
- What qualities and skills are essential to perform the role effectively?
- Does subject base influence the perfect quality/skill set?
- If so, how do we address this in order to develop a universal model?
- If not, is it possible to create generic perfection??

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Leadership development of early career researchers including researchers' as leaders in different disciplines
- Researcher development within structured doctoral programmes, including perspectives on doctoral training centres/ partnerships, Innovative Training Networks

(ITNs) and other cohort based models; including European and international collaborations and organisational benefits and challenges in managing diverse researchers experiences

- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research

Workshop outcomes:

- Generation of new insight into the role of supervisor
- Broader perspectives on qualities and skills - to take back to own institution training and development programme
- Contribution to creation of Vitae Supervisor Lens

Format:

Workshop

Workshop C7 – Truly transnational researcher development: opportunities, challenges and the lessons learnt

Dr Rob Daley, Academic Programme Leader, Heriot-Watt University

Alison Mitchell, Director of Development, Vitae

Parmjit Dhugga, Head of Researcher Development, University of Nottingham

Workshop overview:

Within the context of the global circulation of research talent, this workshop will explore the opportunities and challenges in providing truly transnational researcher development. Case studies will provide different perspectives from designing researcher development programmes at the Heriot-Watt Dubai campus, and the University of Nottingham's international campuses and the views of international researchers will be considered. Discussion will enable participants to learn from each other and there will be opportunities for participants to shape the discussion topics during the workshop.

The case studies and discussion will look at the local cultural context, wider institutional culture, technological challenges, delivery options, balance between individual and group support, initial offerings and programme development and the importance of networks and the significant emotional elements.

This workshop builds on previous Vitae International Conference workshops 2015 and 2014 which identified the need to consider how we can best prepare international researchers for careers outside of the UK and especially when working with researchers in other countries, and the impact on researcher development challenges from global convergence of policy and divergence in local researchers' experiences.

Case studies:

The Heriot-Watt experience: Interactive presentation on how Heriot-Watt has developed researcher development activities at the Dubai campus. This will include considerations from Dubai as well as from Edinburgh, progress to date, future plans and lessons learnt.

The University of Nottingham experience: How to attract, retain and develop high quality international academic/research staff (supervisors) and doctoral students; Managing joint

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international supervisory teams (UK based and local members); the mobility of experienced UK staff and doctoral student intercampus mobility; compliance with UK requirements and regulations (QAA, HESA, etc.); alignment with institutional research strategy and the capacity for research staff development. Competing for doctoral students against established high ranking local HEI's

Workshop topics covered:

- Opportunities and challenges for strategic transnational researcher development
- Cultural considerations and expectations
- The practicalities of delivery (e.g. cultural expectations, technological options, resources)
- Local ideas regarding research ethics and integrity
- Capacity for doctoral training and development
- Additive value of international locations for research

Themes covered:

- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

Participants at this workshop will:

1. Share their experiences and considerations of providing researcher development opportunities at international campuses and for international researchers in UK.
2. Explore the variety of challenges transnational researcher development presents and explore practical solutions to meet these challenges.
3. Learn from the experiences of the facilitators and others of setting up researcher development an overseas campus and managing international researcher development.
4. Explore the question, 'are our researcher development programmes well suited to support researchers in different and often more complex environments?'

Format:

Interactive workshop containing some presentation elements

Workshop C8 – Enabling flexible pedagogies for technology-enhanced learning: learners' needs, examples, tools and action plans

Dr Mark R Proctor, Academic Development Officer (Research), University of Sunderland

Christine Smith, E-Learning Development Officer, Manchester Metropolitan University

Pete Alfano, Postgraduate Researcher, University of Leicester

Dr Chantal Biemann, Researcher Developer, University of Leicester

Dr Melanie Petch, Postgraduate Researcher Development Manager, University of Leicester

Workshop overview:

This workshop will present some recent approaches to flexible pedagogies for technology-enhanced learning at three universities. It will set the context for distance learning by presenting the results of a survey looking into the needs of learners who engage with modes of distance learning. While there is a real appetite for remote learners to engage with technology-enhanced learning, it becomes tricky to ascertain whether they are satisfied with the current provision available to them because that is all there is, or satisfied because of the

quality of the resources themselves. This workshop considers examples of how technology-enhanced learning, such as multimedia learning objects, and flipped classroom approaches, have been applied effectively with high levels of satisfaction. It will also take a practical look at some of the tools that participants could use in their own programmes. All participants will leave the session having completed a 'First Steps for Educational Developers' action plan.

Workshop topics covered:

University of Leicester

This session will present the results of a survey looking into the needs of distance learners giving insight into the readiness of learners to engage in technology-enhanced learning tools and approaches.

University of Sunderland

This session will present a toolkit for developing ways of working to create multimedia learning objects that support the introduction into the curriculum of Flexible Pedagogies which engage researchers in researcher-centred e-learning.

Manchester Metropolitan University

This session will present the approaches to developing online workshops and resources and will touch on the editing and annotation of live workshops, curated playlists, augmented reality, and the flipped classroom.

Please connect your phone, tablet or laptop to the conference Wifi system and open two tabs in your internet browser before attending this workshop. In the two tabs:

1) Input your contact details at <http://bit.ly/2cy9luW> so we can send you weblinks.

2) During the session, use electronic PostIt notes at <https://padlet.com/mrmarkproctor/FlexiblePedagogies> to share details of what tools you have used + how and why they are being used.

Themes covered

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- New and successful ways of supporting researchers' mobility including international, inter-sectoral, interdisciplinary and virtual mobility
- Workshop outcomes:
- An understanding of learners who engage with distance learning modes
- An understanding of multimedia learning objects
- An exploration of the flipped classroom approach
- Practice sharing around flexible pedagogies and engaging researchers in researcher-centred e-learning.

Format:

Interactive workshop, Q&A, discussion and group feedback

Workshop session D – Tuesday 13 September 2016 (13.40)

Workshop D1 – The Concordat and HR Excellence in research award – what next?

Dr Janet Metcalfe, Head, Vitae
Jen Reynolds, Partnerships Manager, Vitae

Workshop outline:

The Concordat to Support the Career Development of Researchers is coming up to its 10 year anniversary in 2018. The Concordat Strategy Group have agreed that it is a good time to start looking at the progress that has been made in implementing the Concordat principles since its launch in 2008, the current relevancy of the Concordat and what the priorities should be in the future.

At the same time the European process for the HR Excellence in Research Award is being strengthened by the European Commission, from January 2017, including revised timescales and additional peer review. Following the EU referendum result, Vitae has agreed with the European Commission that Vitae will continue to run the UK process.

This workshop is an initial opportunity for participants to input their views on how they believe the Concordat and associated HR Excellence in Research Award should evolve.

The workshop will cover:

- the future priorities for the Concordat to enable institutions to continue to improve the career development of researchers and their working environment
- the future of the UK HR Excellence in Research Award process in light of the recent referendum vote to leave the European Union
- how the European HR Excellence in Research Award process is changing and what changes, if any, should be made to the UK process of the HR Excellence in Research Award as a result

Participants will:

- Have the opportunity to provide input into how the Concordat might evolve in the next 10 years to ensure its continued relevancy
- Explore potential changes to the HR Excellence in Research Award process in the UK so that it best supports the implementation of the Concordat principles

Format:

Information, interaction and discussion.

[Participants may also be interested in Workshop XX 'Is the Concordat reaching all staff engaged in research?', which will explore whether institutions should include the wide range of staff in institutions who are engaged in research but are not employed on a research contract in their Concordat action plans.]

Workshop D2 – Does existing professional development provision match the language and context of arts and humanities researchers?

Dr Katie Wheat, Training & Resources Development Manager, Vitae

Dr Ross English, University Lead on Doctoral Student Development, King's College London

Dr Kieran Fenby-Hulse, Programme Manager: Early and Middle Career Researcher Development, Coventry University

Marie-Alix Thouaille, PhD candidate, University of East Anglia

Workshop overview:

The AHRC and British Academy's Oakleigh report (2014) revealed issues of identity, career-uncertainty and lack of awareness or access to training and development provision by arts and humanities researchers immediately following their doctorate. The report suggested that early careers advice and support would be beneficial and that this should be led by the requirements of the early career researchers in question.

The language of researcher development can tend towards a scientific research career, compounding the issues of lack of awareness and lack of engagement. By making training and development, including resources such as the Vitae Researcher Development Framework (RDF), more accessible to A&H researchers at an early stage in their career, it may help to mitigate some of the issues surfacing later.

Through this workshop, participants will have the opportunity to probe the challenges in more depth, to analyse their own provision in light of these challenges, and to explore the potential solutions to remove the barriers to engagement.

This workshop will kick-start a 6-month project looking at professional and career development for A&H researchers, including the differences in research context, training preferences, language and identity compared to STEM researchers. The feedback gathered during this workshop will inform the direction and outcomes of the 6-month project, potentially leading to new resources to support researcher development for A&H researchers across the sector.

Workshop topics covered:

- Professional and career development provision for arts and humanities researchers
- The language, context and identity of researchers in the arts and humanities
- Use of the Vitae Researcher Development Framework (RDF) in and arts and humanities context

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

- Participants will have a deeper understanding of the career development issues facing arts and humanities researchers

- The outcomes of the workshop may help to remove barriers to engagement with researcher development for arts and humanities researchers
- Feedback gathered will inform a 6-month project into professional development in the arts and humanities, which aims to produce new resources available to the sector

Format:

Presentations, group activities and brainstorming

Workshop D3 – Increasing the power and effectiveness of researcher development programmes through enhanced research leadership and team communication

Prof Paula Pinto, Associate Professor, Polytechnic Institute of Santarém

Prof Etsuko Tanaka, Assistant Professor, Nagoya University

Dr Tony Bromley, Senior Training and Development Officer, University of Leeds

Outline

Leaders of doctoral programs and research groups have a fundamental role in shaping the future of research and within that developing researchers. This workshop draws upon experiences of incorporating professional development activity into PhD programmes in Japan and Portugal focusing on a number of key aspects important in increasing the power and effectiveness of researcher development.

The workshop firstly overviews the respective experiences of the presenters as context, drawing out learning relevant to the effectiveness of researcher development covering:

a) Reform of higher education for PhD students in Japan. The process and experience of applying the concept of professional development will be reported as follows: 1) Introduction of professional development workshops in collaboration with a UK university, 2) Application of a skills framework informed by the Vitae Researcher Development Framework, and 3) Establishment of a network to share information and experience among Japanese universities.

b) Overview of professional development in Portuguese doctoral programs.

Secondly the workshop will look deeper into the learning, with two interactive exercises on particular researcher leader and research group skills essential to increasing the power and effectiveness of researcher development:

1. Building a strong and cohesive team through empowerment and motivation of team members: 1) create a mission that all support, 2) develop responsibility and autonomy, 3) inspire others in your own particular way.

2. Improving assertiveness and feedback delivery

Workshop topics covered:

- Postgraduate researcher development in the Japan and Portugal context
- Key learning points in respect of the effectiveness of researcher development related research leaders
- Building strong and cohesive research teams
- Improving assertiveness and feedback delivery

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

By the end of the workshop participants will:

- Have learnt about researcher development practice in Japan and Portugal
- Considered and discussed key research leader skills to increase the power and effectiveness of researcher development
- Considered in more detail the role of team building, assertiveness and feedback delivery in effect development of researcher by research leaders.

Workshop D4 – The professional identities of researcher developers: in their own words

Dr Anna Price, Head of Researcher Development, Queen Mary University of London

Dr Richard Freeman, Senior Lecturer in Research Methods, University College London

Alison Mitchell, Director of Development, Vitae

Dr Susan Brooks, University Research Training Co-ordinator, Oxford Brookes University

Workshop overview:

This workshop builds on the survey-based study presented as a workshop at the 2015 Vitae conference, which looked at the responses of over 100 researcher developers to illuminate how the researcher developer community define themselves regarding their roles, responsibilities and professional identities. Building on the findings of the survey, we interviewed a selection of researcher developers representing the diversity in the role regarding gender, age, levels of experience, professional background from a range of HEIs of different sizes across the country including Russell Group and non-research-intensive institutions. Key themes emerging from the interviews will be presented and discussed. The workshop will provide opportunities to explore what these results might mean for researcher developers, as individuals and as a community, with regard to informing their current practices, collaborating with others, their future career aspirations and their professional development. Participants will have the opportunity to consider their own career development with reference to the Vitae Careers Framework for Researcher Developers (CFRD) - the framework to support the aspirations of all who work in researcher development.

Workshop topics covered:

- Identity and self-identification
- How do researcher developers compare to researchers and academics?
- What do researcher developers actually do and how are they perceived?
- What skills are necessary for researcher developers?
- Career progression and CPD for researcher developers

Themes covered:

- Evaluation and impact studies of researchers careers to further our understanding and knowledge of the researcher career landscape in UK and internationally

Workshop outcomes:

- Understanding the diversity of roles and individual lived experiences of researcher developers across the UK
- Reflecting on career progression opportunities and continuing professional development needs of researcher developers
- Understanding the Career Framework for Researcher Developers
- Creating and exploring your individual profile, using CFRD

Format:

Workshop

Workshop D5 – The Why, the How, and the Tensions of developing collaborations between University researchers and industry/business: the academic's perspective

Dr Richard Fairchild, Senior Lecturer in Corporate Finance, University of Bath (and Public Engagement Advocate for the School of Management)

Dr Neal Hinvest, Lecturer and Head of Neuroeconomics Research Group, Department of Psychology, University of Bath

Background:

Universities are increasingly recognising their role within the business/industry arena, with Research Councils' and successive Governments' policy of driving impact and public engagement with research encouraging ever closer links between industry and academia.

This workshop, led by two active researchers from the University of Bath, will explore the personal and professional benefits of university / industry collaborations to academics alongside the tensions faced by researchers who become actively involved in public engagement with industry as a means to drive impactful research. We will examine the lessons from the approach that the University of Bath is taking in this area, and will share a case study of a piece of university / industry collaboration that we have undertaken.

There will be an opportunity for participants to share information and ideas, to discuss how other institutions are addressing this challenge, and to quiz us on our perspectives as academics

The session will cover:

- Why academics should collaborate with business / industry – the personal and professional benefits to academics of such public engagement activity, with reference to the Public Engagement Lens of the Vitae Researcher Development Framework
- Strategies that universities can adopt to encourage researchers' public engagement and impact within the industry/business arena
- Strategies to encourage industry/business to engage with us (recognising that it is a two-way process)
- The tensions that academics face when collaborating with business/industry partners
- Experiences from other institutions

Participants will:

- Have a greater awareness of the challenges and value of collaborating with industry / business from an academic's perspective
- Explore alternative strategies to encourage public engagement and impact.

Format:

- We will share a case study of an engagement activity with industry to inform discussion and debate, alongside an Introductory Guide to Industry / Research Collaborations that we have developed
- For part of the session, we will adopt the World Café approach to tease out responses to three key challenges that we believe face academics who collaborate with industry
- We will share our own perspectives and experience and will encourage participants to share their own

Workshop D6 – Encounters in doctoral training: learning and sharing early lessons from creating cohorts in arts and humanities

Caryn Douglas, Manager, White Rose College of the Arts & Humanities

Dr Eleanor Forward, Researcher Training and Development Manager, University of Nottingham

Jude Henderson, Director, Scottish Graduate School for Arts & Humanities

Susanna Ison, Midlands3Cities Doctoral Training Partnerships Manager, University of Nottingham

Rob Witts, CHASE Doctoral Training Partnership Manager, University of Sussex

Workshop overview:

In 2014 the AHRC created a number of new Doctoral Training Partnerships in the Arts & Humanities. Most awards went to consortia and presented a range of new challenges for recruitment, enhanced doctoral researcher training and cohort building within and across institutions as well as new financial and administrative structures and processes to support these activities.

This session will use the experiences of four DTPs to explore the benefits, opportunities and challenges of working cross-institutionally and with external partners to provide integrated opportunities for PhD students to enhance and extend transferable and subject-specific skills.

There will be an opportunity to think about what we mean by "cohort" and how it is understood and experienced by students, academic and professional staff at member HEIs. We will look at communication, collaboration and training both inside and outside the academy, and reflect on the impact of DTPs on the wider doctoral training landscape. There will also be a chance to share experiences from other institutions and disciplines.

Workshop topics covered:

- Collaborative Doctoral Training: what makes arts & humanities different from other disciplines? Who is involved in training design and delivery? How do graduate school structures relate to central Researcher Developer functions?
- Cohort Development: what is it and how do you do it?
- Working Beyond the Academy: managing placements, projects and industry partners – what works?

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.
- New and successful ways of supporting researchers' mobility including international, inter-sectoral, interdisciplinary and virtual mobility
- Researcher development within structured doctoral programmes, including perspectives on doctoral training centres/ partnerships, Innovative Training Networks (ITNs) and other cohort based models; including European and international collaborations and organisational benefits and challenges in managing diverse researchers' experiences

Workshop outcomes:

Participants will:

- Be able to describe the new challenges presented by DTPs in the Arts & Humanities.
- Have heard four experiences of starting up and managing DTPs, including managing recruitment, structuring training, securing engagement and cohort building across multiple institutions, with examples of good practice within such a diverse structure
- Have had the opportunity to discuss their experiences with others facing similar challenges and leave with ideas to implement in their own organisations
- Have an improved understanding of how a multi institutional DTP works in practice and the opportunities and challenges involved
- Consider subject-specific approaches to doctoral training and how these might be the same and different across disciplines
- Have developed their awareness of how industry partners can be integrated into researcher development programme

Format:

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

Workshop D7 – Athena SWAN and the Concordat to support the career development of researchers - Action research and navigating converging paths

Dr Naomi Irvine, Research Staff Development Advisor, University of Leicester

Dr Kate Williams, Senior Research Fellow, Health Sciences, University of Leicester

Workshop overview:

HEIs are increasingly called upon to demonstrate their commitment to researcher development, and to equality and diversity, as evidenced through accreditation mechanisms, namely the HR Excellence in Research Award, and Athena SWAN submissions (although there will be links with the Race Equality Charter, Stonewall and others). These two accreditation mechanisms are mutually supporting, and call for collaboration across academic, research and professional services roles; researcher developers – those involved in the development of PGRs and research and academic staff – arguably perform a pivotal role in this collaboration. The challenge for HEIs is to identify the initiatives that are mutually

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supporting, recognise the synergies between them (and draw together the staff engaged in them) and develop core activities that strengthen both. In turn, researcher developers need to position themselves as brokers between Concordat and Athena SWAN activities. This workshop shares emergent approaches at the University of Leicester to explore the potential of action research and its relationship to synergistic activities. In particular, to:

- explore the overlaps between the Concordat and Athena SWAN
- explore methods of mapping organisational cultures
- provide a means of articulating meaningful change
- evidence the quality and impact of interventions
- build stronger collaborative teams to deliver organisational change

Workshop topics covered:

- key features of the Concordat to Support the Career Development of Researchers and Athena SWAN
- action research methods and the transferability of their role in investigating organisational cultures
- mainstreaming equality and diversity in researcher development practices

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment

Workshop outcomes:

As a result of attending, participants will be able to:

- identify and articulate the areas of overlap between the Concordat and Athena SWAN
- build a clear case for activities that strengthen both Concordat and Athena SWAN practice at an institutional and departmental level
- critique action research methods and the ways in which they can be used to surface organisational culture in relation to equality and diversity
- participate in a network to develop synergies and embedding of mutually supporting activities

Format:

Information, interaction and discussion. Participants will be asked to share elements of their organisational practice in order to assess the transferability of action research methods in E and D and Concordat practice.

Workshop D8 – Visualising research with infographics: theory and practice

Sandy Sparks, Learning & Development Consultant, Research Active Staff, University of Warwick

Lulu Pinney, Infographic designer and trainer, Freelance

Julia Reeve, Coordinator East Midlands Writing PAD Centre; Research ELT Project Officer for the Graduate School, De Montfort University (DMU)

Dr Mhairi Morris, Senior Lecturer, De Montfort University (DMU)

Workshop overview:

Infographics provide a great way of communicating insight in reports, on social media, in presentations, or posters. As researchers there's no shortage of material to work with, qualitative as well as quantitative. However there's little guidance out there on how to get started and how to get the best out of their use.

With an increasing demand to support researcher development and meet their diverse learning and development needs, a focus on infographics is one way to provide relevant and value added support and development opportunities for / to researchers.

Following an introduction to the visual representation of information, delegates will be invited to participate in a series of short group and individual exercises designed to stimulate their creativity:

1. In small groups, participants will introduce themselves to each other (10 minutes);
2. Groups will analyse and critique examples of graphical abstracts from different fields (15 minutes);
3. Each group will feedback to the workshop as a whole (10 minutes);
4. Workshop facilitators will share practice and learning from their experience in infographics (10 minutes);
5. Using materials provided, participants will create one-page infographics to explain their research (25 minutes);
6. Participants will share and annotate the infographics created (5 minutes).

The session will be concluded, linking back to the key pedagogic foundations of the workshop theme. Participants will be asked to evaluate the session and provide feedback. There will be time for questions at the end.

The workshop will:

- Provide an introduction to infographics
- Explore how, when and why infographics might be useful to researchers
- Share practice and learning from our experiences
- Share ideas and considerations of implementing Infographics training
- There will be an opportunity to discuss how other Institutions are addressing the challenge of implementing infographics training
- Support the engagement, influence and impact RDF domain D and Knowledge and intellectual abilities domain A.

Workshop topics covered:

- Infographics in research
- Creating an infographic
- Common pitfalls
- Graphical abstracts
- An Introduction to Infographics Training for HE / researchers
- Multimodal presentation of research ideas
- Creative approaches to research
- Reflective practice in research
- Implementing Infographics for researchers and researcher developers
- Case study: University of Warwick with examples of an implementing Infographics in L&D provision

Themes covered:

- Engaging research leaders, principal investigators and supervisors to transform professional development of researchers and embed professional development in the research environment
- Developing a pipeline of research talent, including widening participation, strategies to attract and retain research talent, and approaches to mainstreaming equality and diversity for researchers in the research environment
- Leadership development of early career researchers including researchers' as leaders in different disciplines
- New and successful ways of supporting researchers' mobility including international, inter-sectoral, interdisciplinary and virtual mobility
- Researcher development within structured doctoral programmes, including perspectives on doctoral training centres/ partnerships, Innovative Training Networks (ITNs) and other cohort based models; including European and international collaborations and organisational benefits and challenges in managing diverse researchers' experiences
- Researcher development across boundaries including international collaborations, inter-cultural competences, international researchers' experiences, business/industry collaborations and engaging society through open research.

Workshop outcomes:

Participants will leave with:

- An understanding of the key pedagogic, social and cultural influences driving this emerging trend for graphical and visual representation of information and creativity in research
- An improved understanding of infographic best practice
- An understanding the steps to develop an infographic
- Experience of peer reviewing and critically evaluating example graphical abstracts, analysing their effectiveness at communicating information
- Experience of creating an infographic-style poster of their topic of choice
- An understanding of implementing an infographics provision in HE
- An opportunity to share experience/ practice from other institutions and consider alternative examples of infographics L&D provision options
- Knowledge of resources available to help them create visual information and develop creative, multi-modal approaches to the dissemination of their research

Format:

Presentation, information, discussion, interaction, creation, reflection, critical evaluation. Participants should be prepared to talk about how they communicate their research during the discussions.