vitae
realising the potential of researchers

UK Research Conference

Developing research leaders of the future

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www.vitae.ac.uk

Developing research leaders of the future

- 2009 Concordat

- Vitae

- Researcher development framework

- Careers in Research Online Survey (CROS)

- Researcher careers

Concordat to support the career development of researchers

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"The importance of sustainable and attractive research careers is critical in a world where the UK cannot compete on cost, [but] must raise our game on skills, training and knowledge"

Rt Hon John Denham MP
(former) Secretary of State for Innovation, Universities and Skills

"Isolated from wider national and institutional developments, the day-to-day experiences of many individual research staff has, too often, not changed substantially for the better

Lord Sainsbury of Turville
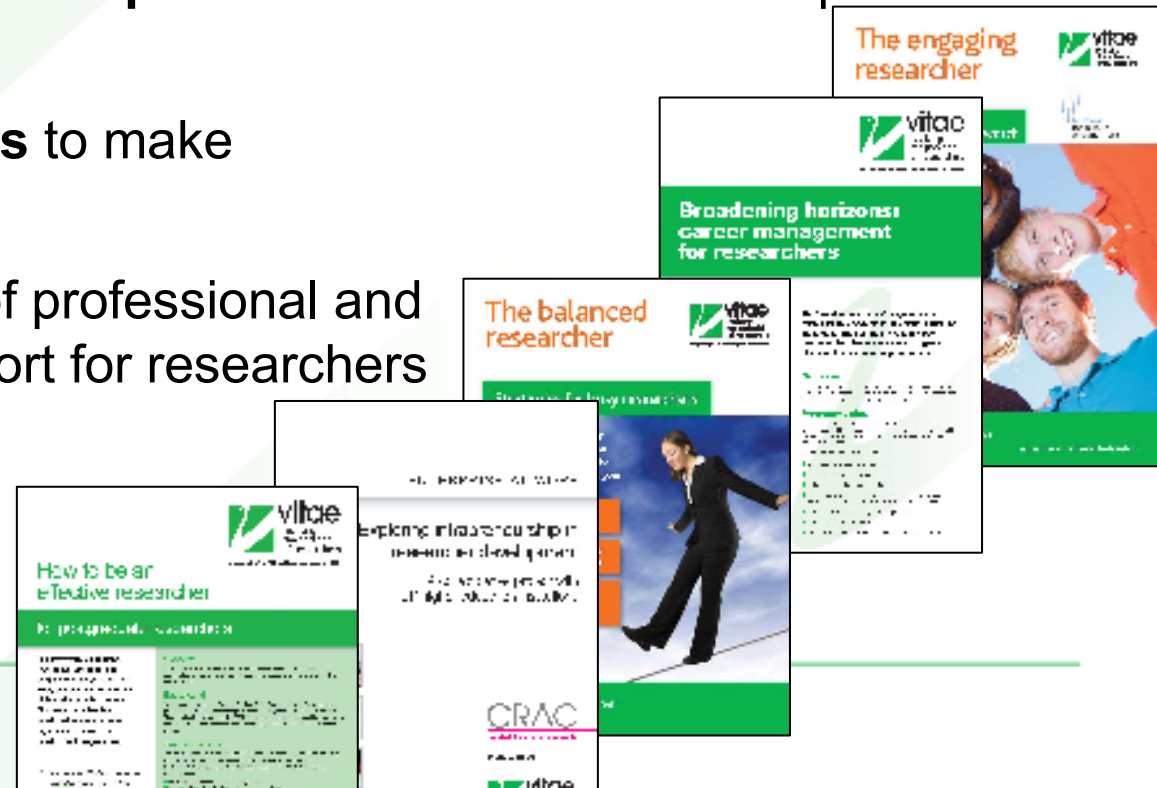Research Careers Initiative final report
(2003)

Vitae vision and aims

"For the UK to be world-class in supporting the personal, professional and career development of researchers"

- **Building human capital** by influencing the development and implementation of effective policy relating to researcher development

- **Enhancing higher education provision** to train and develop researchers

- **Empowering researchers** to make an impact in their careers

- **Evidencing the impact** of professional and career development support for researchers

Realising our aims through…
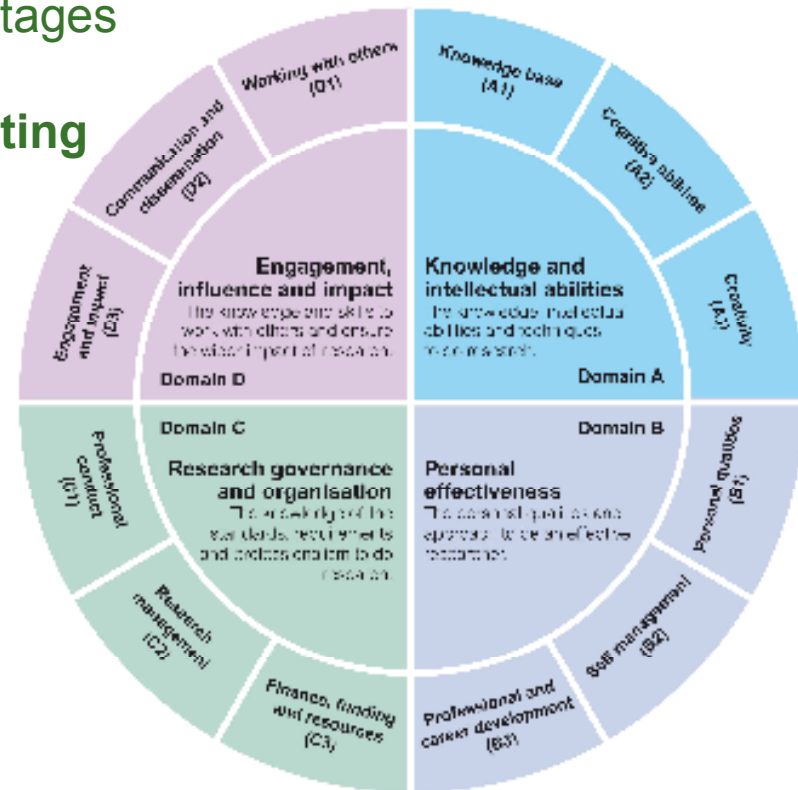## 'Collective effort'

- **Changing perceptions, a cultural change**
  - Combination of national drive and regional/local ownership – Hub network
  - Work with all stakeholder groups, researchers, research managers, academics, staff in universities, policy makers, non-HE employers
  - Specific strategic input from Vitae Research Staff Development Advisory Group (ReSDAG) and UK Research Staff Association (UKRSA) and other stakeholders

- **Embedding of the researcher development agenda and its long term sustainability**

- **Growing community engaging with Vitae on**
  - Policy input, including future funding, Bologna/Salzburg principles
  - Evidence building, including Impact and Evaluation Group
  - Concordat benchmarking, including CROS
  - 'HR excellence in research' badging
  - Researcher Development Framework

Researcher Development Framework

- **Major new approach** to researcher development
  - evolution of the **Joint Skills Statement** for PGRs and research staff
  - describes **knowledge, behaviours and attributes** of researchers at different stages of development
  - providing a **language for communicating** researcher qualities

- **Researcher Development Statement endorsed by key stakeholders**

- RDF **website**
  - resources, FAQs
  - researcher profiles
  - JSS mapping
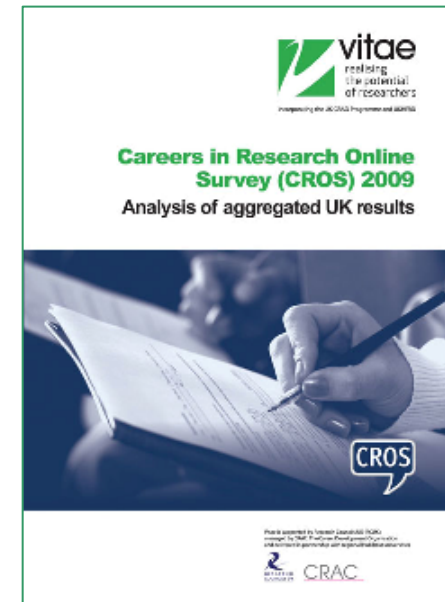
- **Professional development tool**

Careers in research online survey (CROS)

- Question set covers the principles of the Concordat

- Parallel online surveys run by HEIs targeting research staff (spring 2009 & 2010)

- Very representative of *overall* population

- Valuable tool in gathering views of research staff and observing progress with Concordat implementation

51 HEIs: 16 Russell Group; 12 1994 Group
5908 responses; 21% of population

www.cros.ac.uk

Research staff in HE

- 43.4k research staff in UK HE (07/08; 25% of HE academic staff)

- 90% employed in pre-1992 UK HEIs

- 86% employed full time

- 22% employed on open contracts (up from 14% 05/06)

- Threefold increase in the number of new open contract appointments; 10% decline in fixed term contract appointments (04/05 - 07/08)

- No information on movement between fixed term and open contracts within an institution

> "There is a sense that researchers anticipated that the move to open-ended employment would change things substantially. In some cases it was unclear whether open-ended employment changed the way that researchers linked to short-term grant funding experience employment."

Researchers, fixed-term contracts and universities: Understanding the law in context, July 2010

Progress

- Half have undertaken appraisal in last 2 years (*up from 32% in 2002*)

- 2/3 received an induction to their role (*up from about half in 2002*)

- 2/3 participated in training in last year (*up from 1/3 in 2006*)

- Most are encouraged to consider career development *(40% talked to 'manager')*

- Most feel valued for their research work

- Widespread belief in commitment to diversity and equality

- Most are well-informed about current employment and research *(although less so about their progression)*

- Fixed term status not an over-riding issue determining responses

- Half have a career plan *(taking ownership of career appears to be a strong factor driving attitude/engagement)*

Room for improvement

- Many feel contributions like teaching, supervision and management not valued

- Half do not think treated equally to lecturing staff re: career progression or participation in decision-making

- Few talk to careers service or seek advice from development staff

- Strong appetite for development (and believe access is open); but many appear not yet to have taken advantage

Overall, most researchers feel:
- valued and satisfied with work-life balance
- integrated in their department and stimulated by research culture
- that their HEI supports training and career development

Benefits of building research staff capacity

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- Sustaining the academic base

- HEI performance

- Research funding

- International competitiveness and reputation

- Knowledge exchange and public engagement activities

- Teaching capacity

- Attracting students

"All the university's activities are directed to achieving the highest international standards in research, learning and teaching, pursued in a rich and varied research-led environment where all staff and students can achieve their full potential to the benefit of the wider community and society as a whole."

A Russell Group University strategic plan 2006-2011
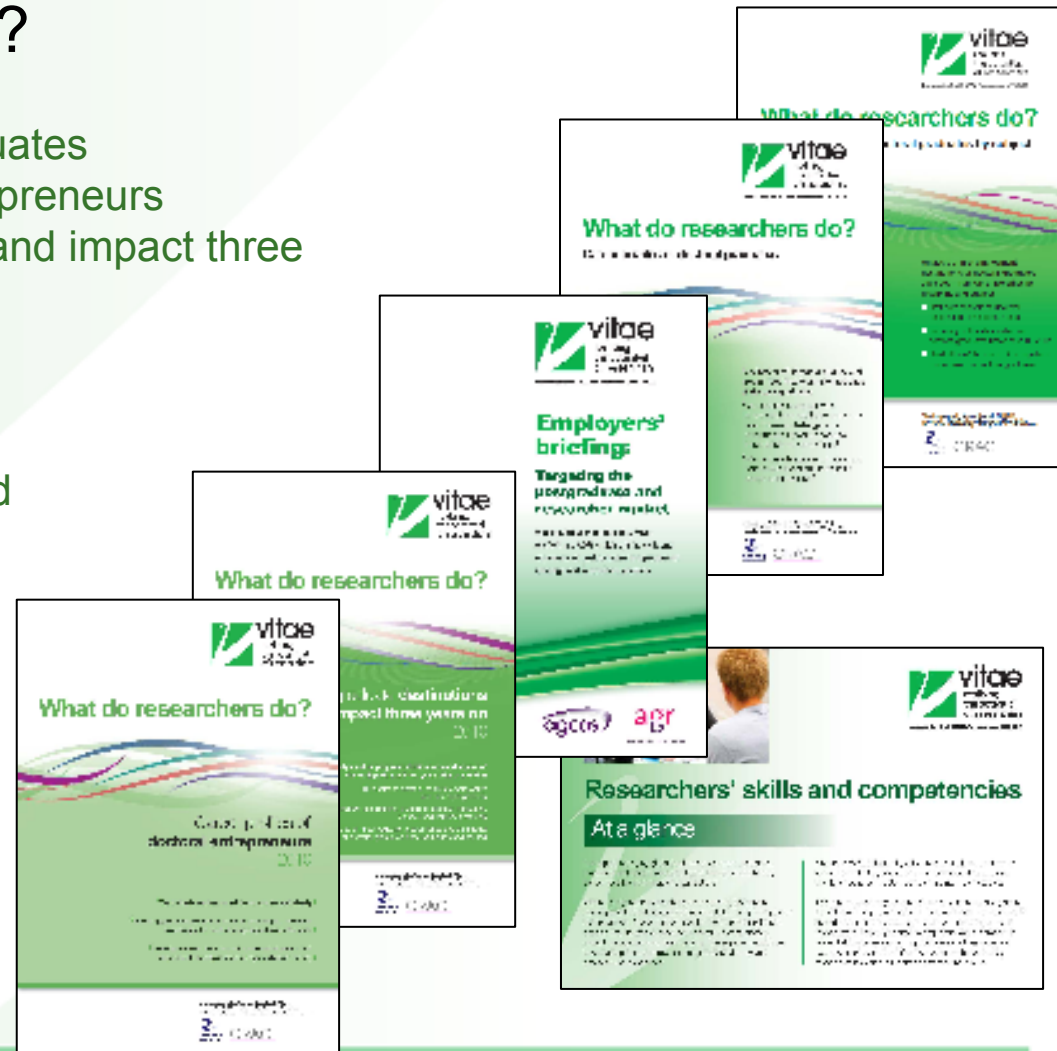
Researchers careers

What do researchers do?
- First destinations by subject
- Career profiles of doctoral graduates
- Career profiles of doctoral entrepreneurs
- Doctoral graduate destinations and impact three years on

Career stories portal
- database of careers stories
- Career stories on film with icould
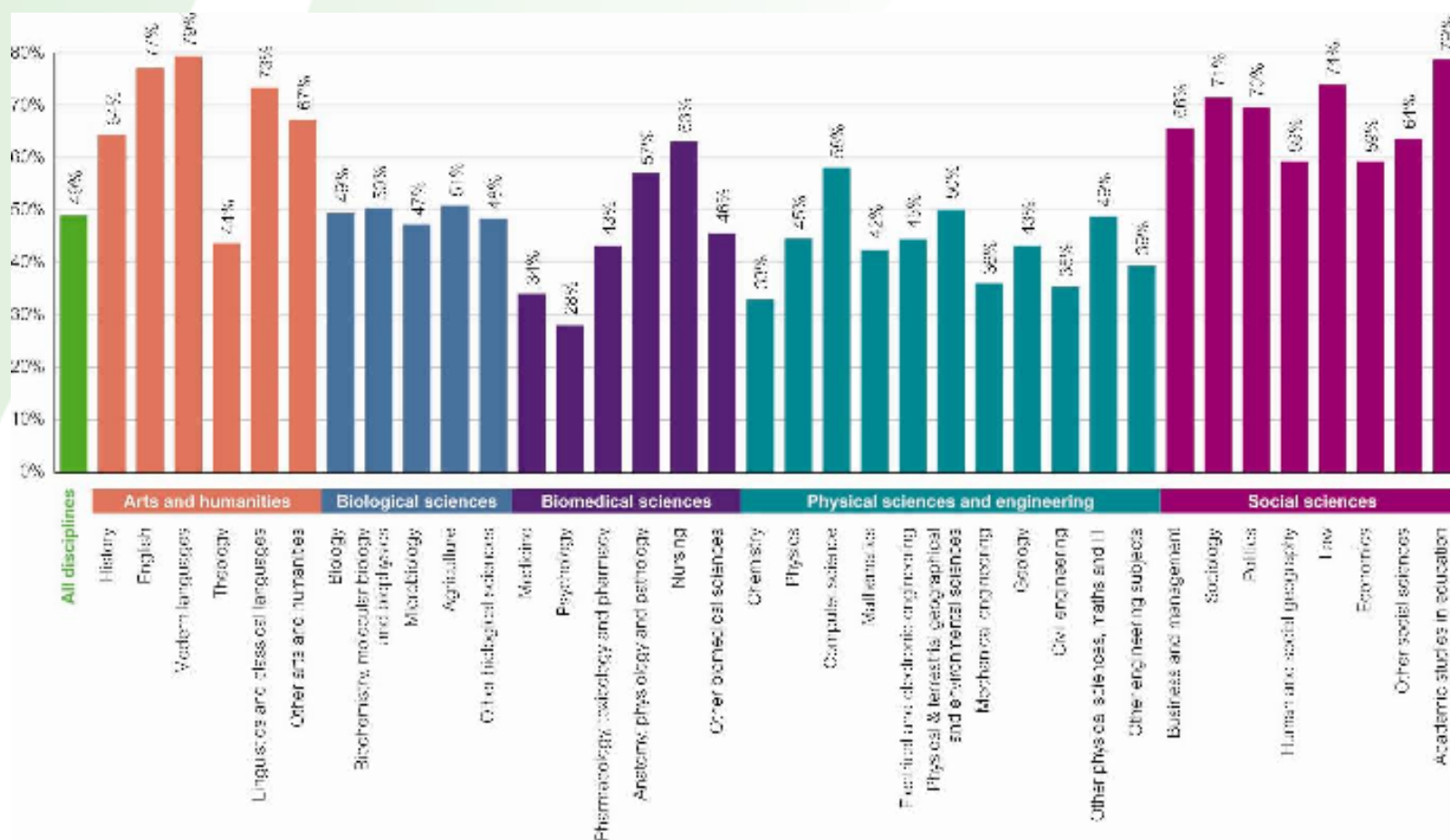
Employers' briefings
- targeting the postgraduate and researcher market
- researchers' skills and competencies

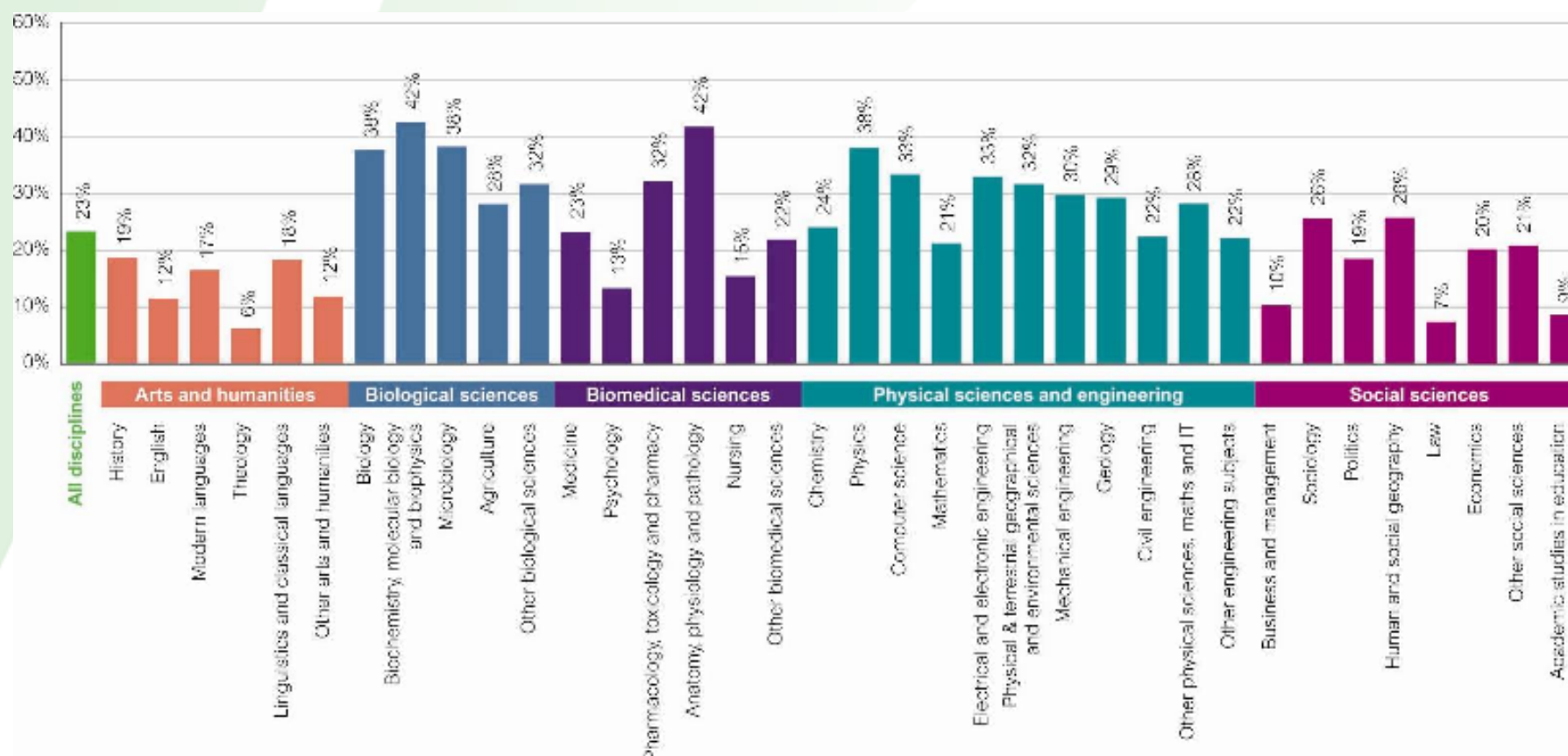# Employed in the education sector 49% overall

Varies from 28% (psychology) to 79% (modern languages)

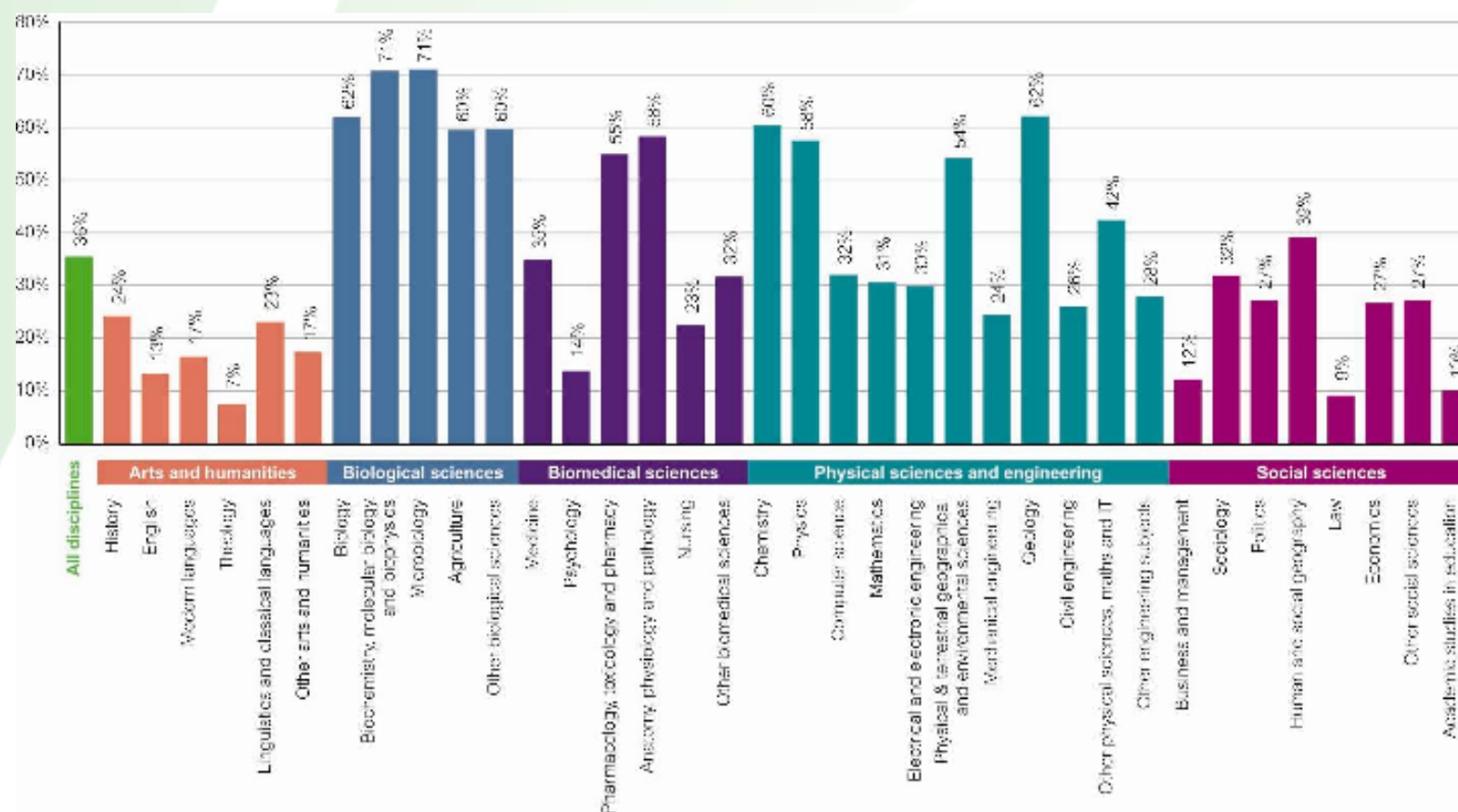# Employed as research staff in higher education: 23% overall

Varies from 6% (theology) to 43% (biology, biochemistry, molecular biology and biophysics)

Employed in research roles
35% overall

Varies from 7% (theology) to 71% (some biological subjects)

WDRD? three years on

- Experience of research degree programme

- Value of the doctorate (82% requirement or important)

- Employability
  - 2% unemployed
  - 54% have changed jobs
  - £34,000 median gross annual salary

- Satisfied with career to date (93%)

- Undertaking research (40% most of the time)

- Use of research (82%) and generic skills (91%)

- Impact on employment (94%) and beyond (89%)

- Unique doctoral occupations

Distinct doctoral occupation clusters

86% employed in 5 occupational clusters

Occupational clusters over time

HE research occupations
- 19% (3.5 years)
- 26% (6 months)

Research (not in HE sector)
- 13% (3.5 years)
- 15% (6 months)

Teaching and lecturing in HE
- 22% (3.5 years)
- 17% (6 months)

Other teaching occupations
- 6% (3.5 years)
- 6% (6 months)

Other common doctoral occupations
- 27% (3.5 years)
- 22% (6 months)

Other occupations
- 14% (3.5 years)
- 15% (6 months)

■ 3.5 years (L DLHE)   □ 6 months (DLHE*)

* DLHE data for corresponding L DLHE respondents only

Conducting research and use of generic skills

Chart legend: Most of the time | Some of the time | Occasionally | Not at all

Innovative in the workplace and wider social and intellectual capabilities

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BE INNOVATIVE
- All
- HE research
- Other research
- HE teaching and lecturing
- Other teaching
- Common doctoral occupations
- Other occupations

SOCIAL AND INTELLECTUAL CAPABILITIES
- All
- HE research
- Other research
- HE teaching and lecturing
- Other teaching
- Common doctoral occupations
- Other occupations

Legend:
- ■ Most of the time
- ■ Some of the time
- ■ Occasionally
- ■ Not at all

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Future Vitae activities

- Embedding researcher development in HEI practice
  - **achieve sustainability post Roberts funding**, through cost effective delivery of training and development through collaborations
  - **provide leadership in building the evidence base**, through IEG, CROS and PIRLS to engage PIs and other key funders/stakeholders
  - **provide leadership in excellent researcher development** through Vitae people and learning resources
  - **ensure researcher development** is responsive to the changing environment

- Developing excellent researchers and enhancing the researcher experience
  - **embed Concordat principles** in normal business within HEIs
  - **embed the RDS/F** to enhance the professional development of researchers
  - **maintain and extend professional networks** engaged in researcher development
  - **drive excellence in provision** through the development and distribution of high quality learning resources and practice sharing