

DMU Self-Assessment of progress in the implementation of the HR Excellence in Research Award 2010 – 2014

1. Institutional Context

DMU has a strong and vibrant research community of approximately 100 postdoctoral research staff and 750 postgraduate research students (PGR). Support for research within DMU has three principal strands: the central Research, Business and Innovation Directorate (RBI) oversees the institution's formal quality assurance processes on all external funding applications and provides support ranging from 'blue skies' research, through applied research to CPD activities. Faculty research teams provide advice on financial management to research staff and PGR in the University's four faculties. The Graduate School Office (GSO) provides a central hub for all matters relating to PGR.

The appointment of Professor Dominic Shellard as Vice-Chancellor in June 2010 has overseen a period of vibrant change. The University's Strategic Plan for 2011-15 commits it to "placing research and innovation at the heart of all we do". Professor Andy Collop, appointed in May 2012 as Pro-Vice-Chancellor for Research and Innovation, has set in motion a review of the University's research strategy that is due to report in June 2013. Dr. Ray Kent was appointed as Head of RBI in August 2012. Professor Martin Elliott leads the GSO.

2. The process of internal evaluation

The process of internal evaluation has been coordinated centrally by the People and Organisational Development Directorate (Human Resources) and RBI, with input from the Director of the GSO and Faculty Heads of Research. The perceptions of research staff on the implementation the HR Excellence in Research Award have been surveyed online. The results of the survey were used to inform and enhance the evaluation, and to provide a stimulus for the next steps outlined under section 4 below.

3. Key achievements 2010 – 2012

Action	Key achievements
3.1 Gather information via the CROS survey from research staff about their experience at the local level.	Very good response rate (43% against sector rate of 20%); responses in line, or ahead of the sector.
3.2 Monitor progress through second participation in CROS in May 2011	<ul style="list-style-type: none"> • DMU continues to perform well in most areas e.g. 81% agree/strongly agree that they are integrated into their departmental research culture; • Significant improvement since 2009 in perception of fairness in respect of access to promotion and staff development.
3.3 Gather information via the PIRLS survey from Principal Investigators and research leaders	69% agree/strongly agree that they feel recognised and valued for the contribution they make to supporting others.
3.4 Establish success of research staff in academic promotion process relative to other academic staff.	Similar success rates across all staff categories i.e. for research staff, teaching and research and teaching-only staff.
3.5 Improve participation of research staff in Academic Development Review (ADR) process	Participation increased from 09/10 to 10/11 across all staff categories, although rate for research-only staff remains lower than for teaching/research staff.
3.6 Improve career development support for early career	<ul style="list-style-type: none"> • Since 2010 specific training and development programmes have been developed for early

researchers	<p>career research staff to complement those available to PGR.</p> <ul style="list-style-type: none"> • New Ph.D. supervisors receive training and support through the Graduate School and Academic Professional Development teams. • A member of staff has been appointed in Student Services specifically to address the development needs of early career researchers and research degree students. • Ph.D. students are supported via the Graduate School where there is a particular focus on providing training in transferable skills which enhance employability. • Mentoring programmes are available to all staff within their faculties including early career research staff. <p>The DMU website includes profiles for all researchers, highlighting key research areas and successes.</p>
3.7 Develop a “Careers Transition” micro-site to better promote existing resources and support for staff exploring career options.	A consultant was contracted to investigate the development of such a site, but the project did not proceed. This will now be taken forward through adoption of the RDF Planner tool.
3.8 Address the lower take-up by research staff in centrally organised training.	A review was carried out of all training relevant to research staff across the institution. Training and development programmes have been developed with topics specific to research staff and run by the central Research Development Office (later the RBI). These have been very well received and attendance is good. The programmes are continually reviewed and updated.
3.9 Develop provision for each domain of the Research Development Framework	Training and development available to research staff and students was mapped against the 4 domains of the RDF. The Graduate School has developed in parallel an electronic tool to allow PGRs to map their training needs. Provision has been enhanced to reflect the whole breadth of the RDF and ensure that all skills are covered.
3.10 Produce Faculty action plans to identify gaps in the implementation of the RCUK Concordat	Training and development of research staff was included as a key area within faculty research plans. These were reviewed and reported on regularly and monitored by the PVC (R&I) up to the end of academic year 2011/12.
3.11 Provide a voluntary mentoring scheme in all faculties for all early career research staff	A mentoring programme is available within all faculties for research staff.

4. Next Steps: 2012 – 2014

Next Steps	Success measures
4.1 Continue to encourage staff to participate in CROS and similar surveys. Carry out regular evaluations of training and development provision for research staff and students.	Continued and increased level of participation in the CROS and similar surveys.

4.2	See above	
4.3	See above	
4.4	Continue to monitor success rates of research / teaching and research staff in promotion process.	Maintenance of, or improvement in current success rates across all staff categories.
4.5	Improve participation of research staff in ADR, to bring into line with wider academic community.	Continued and increased level of participation in ADR.
4.6	<p>Continue to improve and develop support for early career researchers by:</p> <ul style="list-style-type: none"> • Regularly reviewing and improving training and development programmes for staff and students to reflect the needs of early career researchers. • Encouraging increased participation in the ADR and equivalent schemes. The current review of the ADR process is intended to enable better career development support for all staff, including research staff. • Enhancing the employability of doctoral graduates by establishing an internship scheme for research students to gain experience in the workplace. • Providing increased teaching opportunities for research students to strengthen their CV when applying for academic posts. 	<p>Continued and improved levels of participation in T&D programmes and in ADR (or equivalent).</p> <p>Improved employment statistics for doctoral graduates in both academic and commercial sectors.</p>
4.7	Testing and development of an appropriate tool to enable staff and students to monitor their career development and training needs.	Appropriate tools reviewed and tested. Monitor success of RDF Planner tool, to be piloted from December 2012
4.8	Training and development will be continually evaluated, including participation rates, and provision will be reviewed and updated in order to retain and increase attendance levels.	Continued and improved levels of participating in T&D programmes
4.9	<p>Training and development will continue to be reviewed against the RDF.</p> <ul style="list-style-type: none"> • An electronic tool will be introduced for staff to allow them to map their training and development. DMU courses will be mapped to this and provision enhanced as appropriate. • The provision of training and development for research staff within faculties will be reviewed and provision will be altered to include subject specific training for researchers (as highlighted in the survey responses). 	See 4.7 above.
4.10	Support for researchers to continue to feature within Faculty research plans.	Feedback from PGR and research staff.
4.11	The Mentoring Scheme will be reviewed and expanded to ensure that it continues to reach relevant staff across the University. Mentors will be provided with training where relevant to support this process. This is in line with the feedback from the survey of research staff.	Equal access to mentoring programmes across the whole institution. Increased uptake of mentoring by staff.

