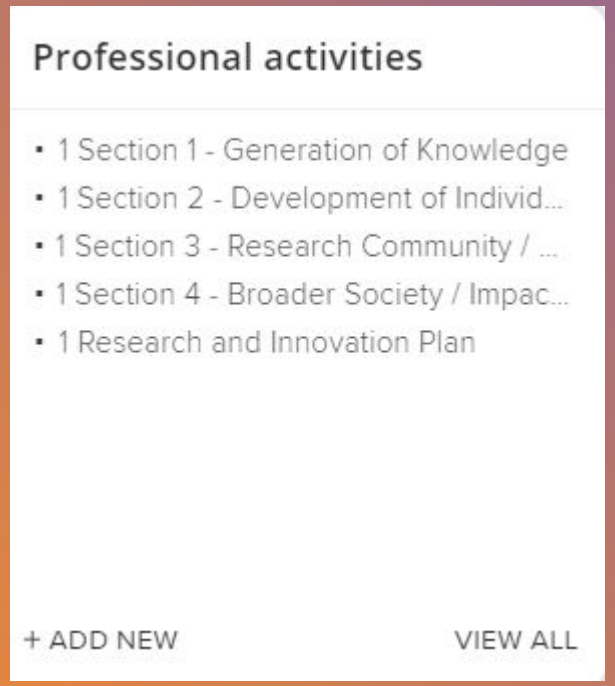
USING PROFESSIONAL ACTIVITIES TO SUPPORT NARRATIVE CVS, RESEARCH PLANNING, REF PCE AND PDRS

Dr Keith Fildes
Research Development Manager
Research and Innovation Services

AGENDA

- Challenge
- Proposals
- Implementation
- Design
- Learnings/Reflections



Challenge

Could we bring together and manage in Professional Activities all the following:

1) The scattered hosting of statements and evidence that individuals pull together into a **Narrative CV** – required for UKRI bids, among an expanding number of purposes (including internal promotions).

2) **Research and Innovation Plans**, completed each winter to inform the award of Significant Responsibility for Research (**SRR**) allocations.

3) **REF People, Culture and Environment (PCE)** data, previously collected at UoA level through ad-hoc surveys.

4) Some documentation to inform **PDRs** – to replace the information used in the R&I components of academic PDRs. Objectives only, not reflections.

Proposal

Design a bespoke solution using the Professional Activities module.

Combine all aspects, so we are asking individuals to complete as little as possible/removal all duplications.

In Narrative CV sections, top box for 250-word manicured summary which pulls through to export, the rest is supporting material that doesn't (but does come into reports)

Work on two levels – individuals have their own exports and underpinning evidence; research leads/research office teams acquire bulk data.

Implementation

Built a draft during summer 2023.

Consulted widely about the form design. This is absolutely critical. Need to manage the tension between becoming over-onerous for individuals to complete, versus collecting as much useful data as possible.

Finalised November 2023.

Rolled-out for R&I Planning process and SRR allocation winter 2023/4.

Used by 2.5 out of 3 colleges (faculties). More than 500 staff completed. Will be mandatory university-wide this winter.

DESIGN

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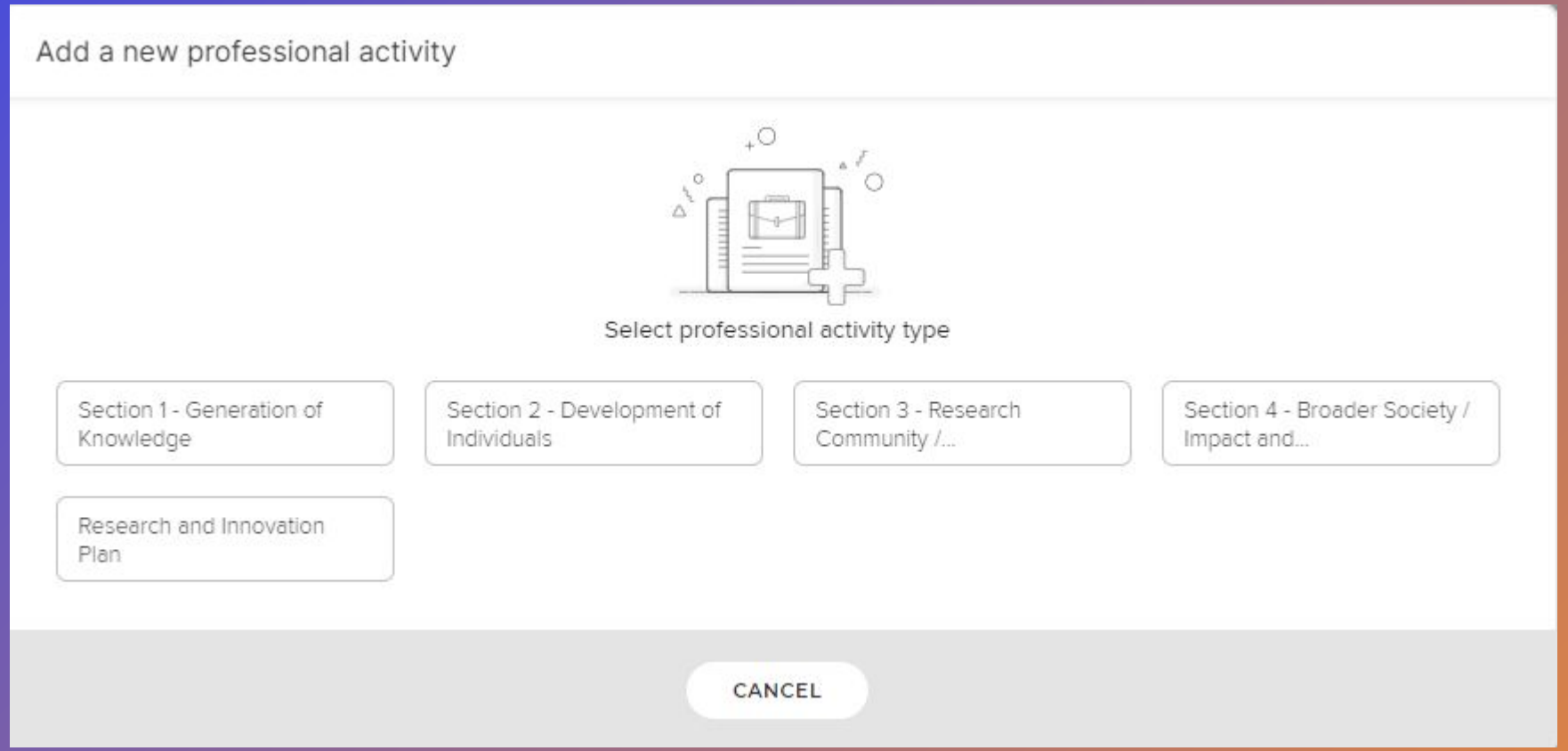
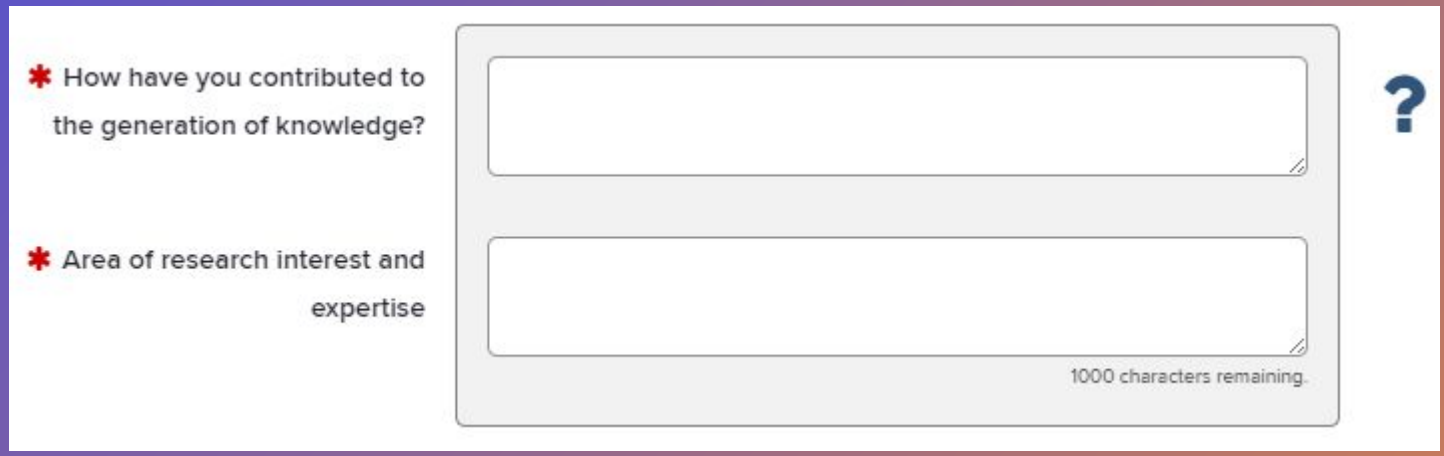
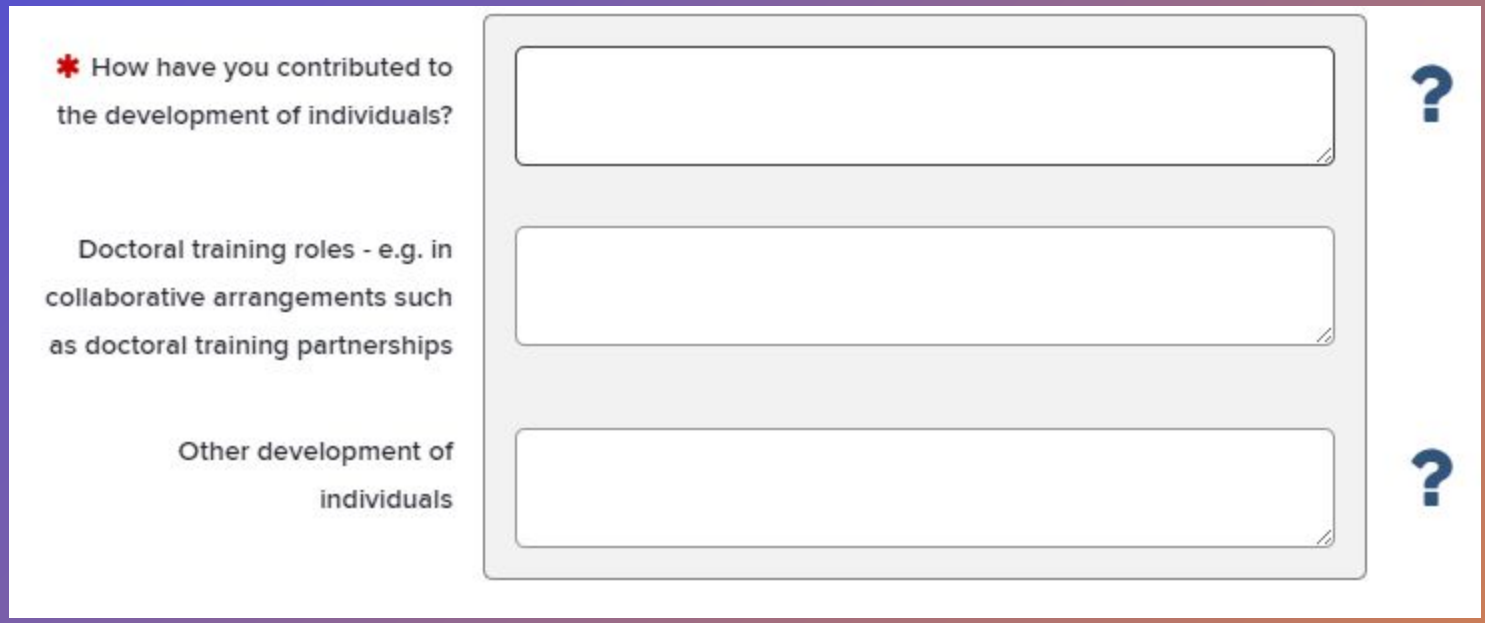


SECTION 1 - GENERATION OF KNOWLEDGE



SECTION 2 - DEVELOPMENT OF INDIVIDUALS



SECTION 3 - RESEARCH COMMUNITY / CONTRIBUTIONS TO THE DISCIPLINE

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* How have you contributed to the wider research community?	
Journal editorship/book series editorship	
Participation on grants committees	
Peer reviewing/refereeing academic publications or research proposals	
Prizes and fellowships	
Visiting fellowships	
Membership of research councils or similar national and international committees	
Invited keynotes, lectures and/or performances, or conference chair roles	
Other contributions to the discipline	

SECTION 4 - BROADER SOCIETY / IMPACT AND KNOWLEDGE EXCHANGE

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* How have you contributed to broader society, beyond academia?	
External research collaborations - research collaborations, networks and partnership	
Location of above collaborations - includes local/regional	(•) [Not supplied] ( ) True ( ) False
Location of above collaborations - includes national	(•) [Not supplied] ( ) True ( ) False
Location of above collaborations - includes international	(•) [Not supplied] ( ) True ( ) False
User engagement - relationships with key research users, beneficiaries and audiences	
External leadership roles	
Media engagement	

RESEARCH AND INNOVATION PLAN 1

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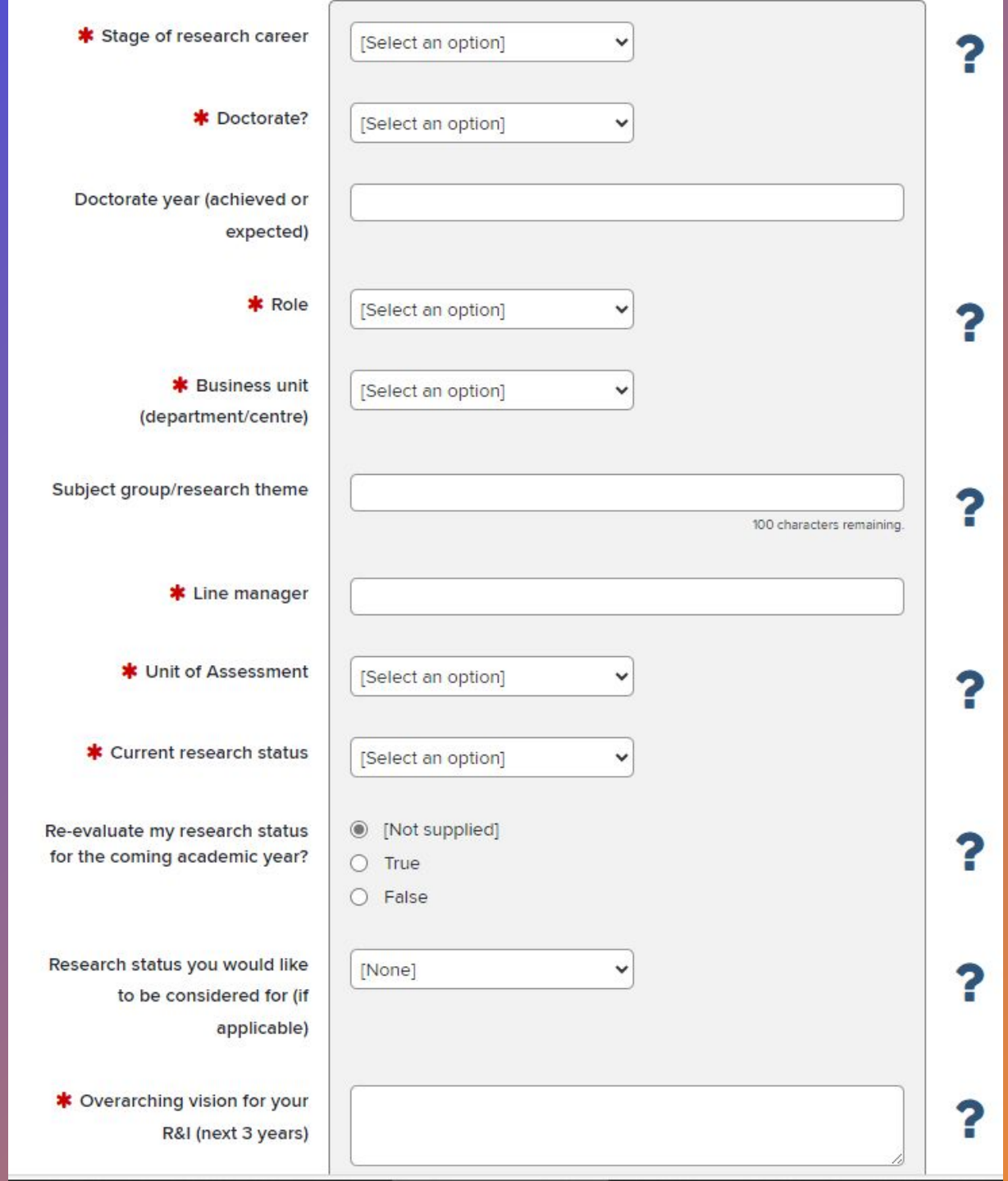
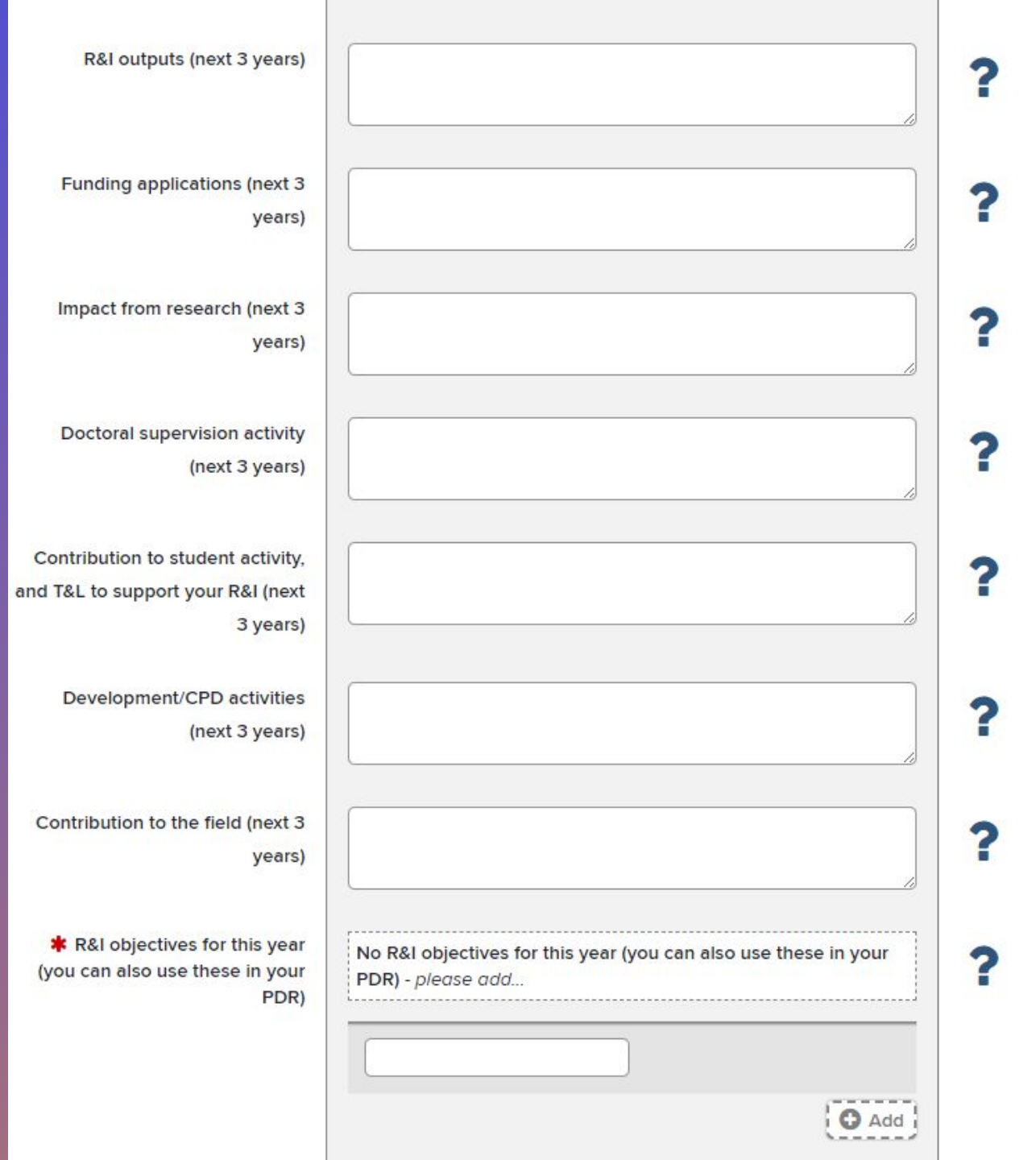
General info



The key bit

RESEARCH AND INNOVATION PLAN 2



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Expanding on key components

Bit for PDR

RESEARCH AND INNOVATION PLAN 3

Do your objectives include a funding application to UKRI?	(•) [Not supplied] ( ) True ( ) False	?
Do your objectives include a funding application to ECRIF?	(•) [Not supplied] ( ) True ( ) False	?
Do your objectives include a SHRIF application?	(•) [Not supplied] ( ) True ( ) False	?
Do your objectives involve working with non-academic organisations?	(•) [Not supplied] ( ) True ( ) False	
I would like to explore commercial exploitation of a concept I have developed	(•) [Not supplied] ( ) True ( ) False	
What resources do you already have?	1000 characters remaining.	?
What support and resources do you need?	2000 characters remaining.	?
I would like pre-submission peer review of my outputs	(•) [Not supplied] ( ) True ( ) False	
I would like bid writing support	(•) [Not supplied] ( ) True ( ) False	

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Flags for R&I Office

RESEARCH AND INNOVATION PLAN 4

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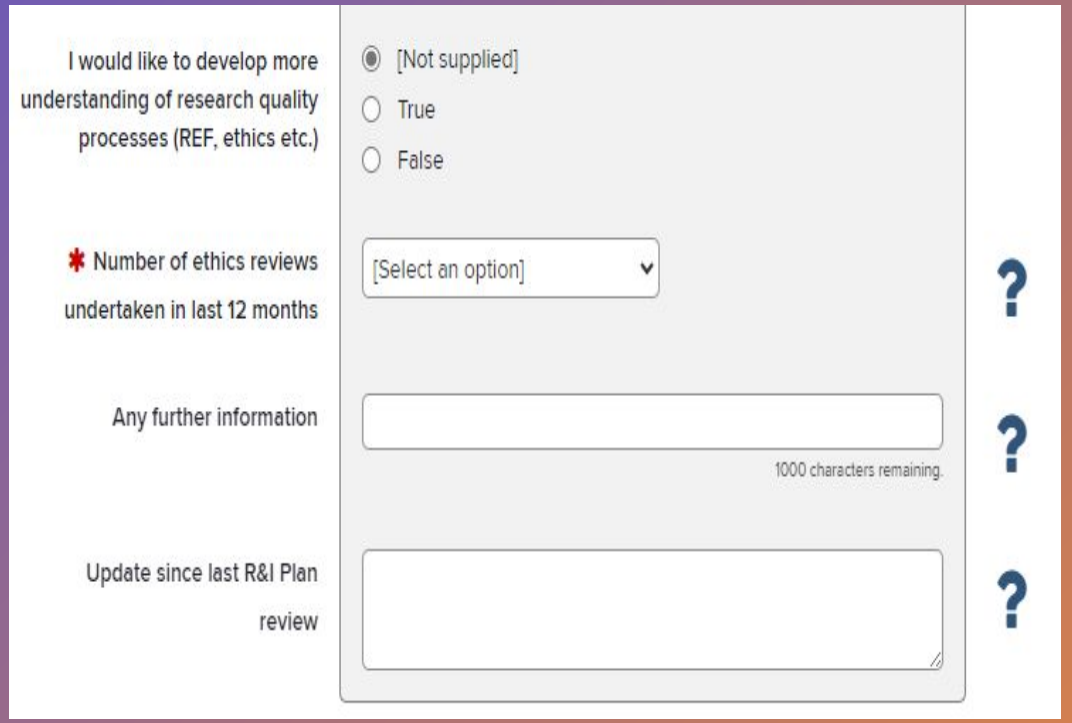
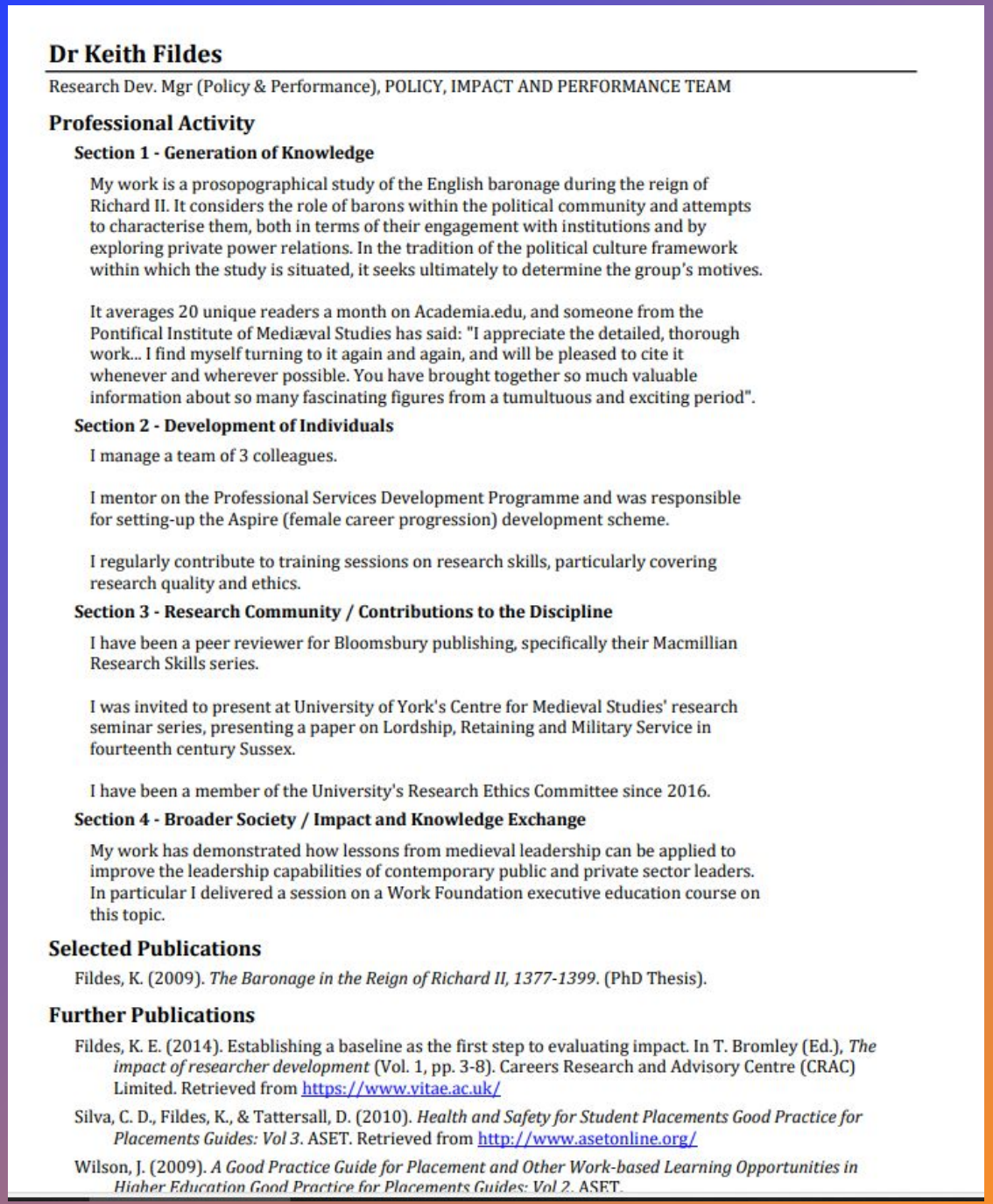
Training Needs Analysis

I would like funder/call-specific training	◉ [Not supplied] ○ True ○ False
I would like support with external engagement and impact	◉ [Not supplied] ○ True ○ False
I would like to develop more understanding of innovation	◉ [Not supplied] ○ True ○ False
I would like Narrative CV support	◉ [Not supplied] ○ True ○ False
I would like a research mentor	◉ [Not supplied] ○ True ○ False
I would like support for managing research teams	◉ [Not supplied] ○ True ○ False
I would like support with networking and building research partnerships	◉ [Not supplied] ○ True ○ False
I would like doctoral supervision training (including examining and chairing)	◉ [Not supplied] ○ True ○ False
I would like support with student engagement in research	◉ [Not supplied] ○ True ○ False

RESEARCH AND INNOVATION PLAN 5





Dr Keith Fildes

Research Dev. Mgr (Policy & Performance), POLICY, IMPACT AND PERFORMANCE TEAM

Professional Activity

Section 1 - Generation of Knowledge

My work is a prosopographical study of the English baronage during the reign of Richard II. It considers the role of barons within the political community and attempts to characterise them, both in terms of their engagement with institutions and by exploring private power relations. In the tradition of the political culture framework within which the study is situated, it seeks ultimately to determine the group's motives.

It averages 20 unique readers a month on Academia.edu, and someone from the Pontifical Institute of Mediæval Studies has said: "I appreciate the detailed, thorough work... I find myself turning to it again and again, and will be pleased to cite it whenever and wherever possible. You have brought together so much valuable information about so many fascinating figures from a tumultuous and exciting period".

Section 2 - Development of Individuals

I manage a team of 3 colleagues.

I mentor on the Professional Services Development Programme and was responsible for setting-up the Aspire (female career progression) development scheme.

I regularly contribute to training sessions on research skills, particularly covering research quality and ethics.

Section 3 - Research Community / Contributions to the Discipline

I have been a peer reviewer for Bloomsbury publishing, specifically their Macmillian Research Skills series.

I was invited to present at University of York's Centre for Medieval Studies' research seminar series, presenting a paper on Lordship, Retaining and Military Service in fourteenth century Sussex.

I have been a member of the University's Research Ethics Committee since 2016.

Section 4 - Broader Society / Impact and Knowledge Exchange

My work has demonstrated how lessons from medieval leadership can be applied to improve the leadership capabilities of contemporary public and private sector leaders. In particular I delivered a session on a Work Foundation executive education course on this topic.

Selected Publications

Fildes, K. (2009). *The Baronage in the Reign of Richard II, 1377-1399*. (PhD Thesis).

Further Publications

Fildes, K. E. (2014). Establishing a baseline as the first step to evaluating impact. In T. Bromley (Ed.), *The impact of researcher development* (Vol. 1, pp. 3-8). Careers Research and Advisory Centre (CRAC) Limited. Retrieved from https://www.vitae.ac.uk/

Silva, C. D., Fildes, K., & Tattersall, D. (2010). *Health and Safety for Student Placements Good Practice for Placements Guides: Vol 3*. ASET. Retrieved from http://www.asetonline.org/

Wilson, J. (2009). *A Good Practice Guide for Placement and Other Work-based Learning Opportunities in Higher Education Good Practice for Placements Guides: Vol 2*. ASET.

Learnings

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System timeout! Default is 15 mins; get it upped to an hour (longer would be even nicer). Won't save until all mandatory fields have some text in.

Training users to only create each of the 5 sections once; then go back and edit them to update.

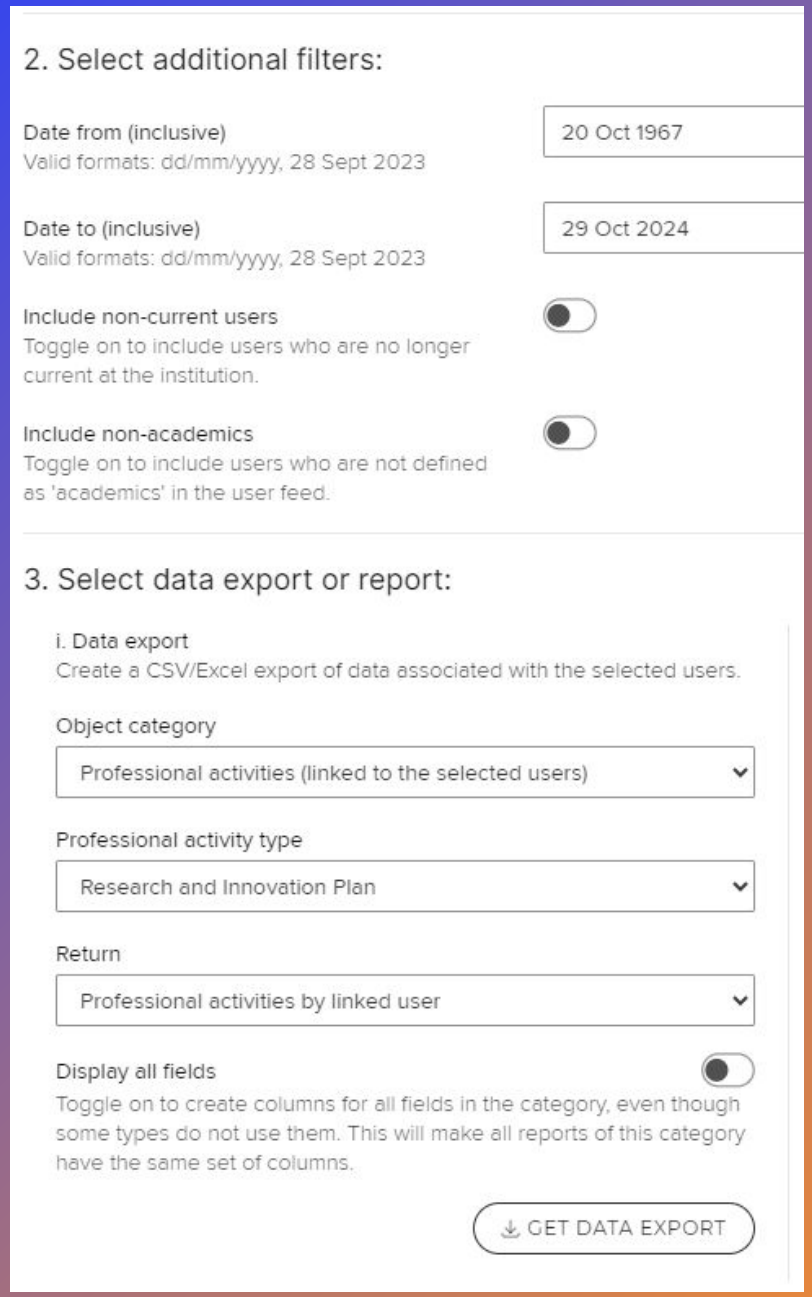
Exports – getting them setup so only the top box of each form pulls through (and only the Narrative CV, not the R&I Plan) was a bit trial and error.

Reports – fields don't come in the same order as on the forms, which makes them a bit fiddly.

Would be useful if research leads could somehow do group exports of CVs (to get formatted PDF versions, rather than a spreadsheet).

No version history saved – individuals need to save these locally.

Alleviate privacy and data protection concerns by having a sensitive personal data should not be entered approach – just collating, curating and presenting what is largely public already.



Reflections

Amazing how well the roll-out went. Pushing at an open door (streamlining/reuse), but also had key college dean champions.

Seamless implementation with almost no complaints (just the timeout issue).

The data is incredibly useful – also using it to shape our researcher development, grant development, innovation support, impact support etc.

The standard Academic CV export works well for individuals and basic reports work for overseers.

THANK YOU

k.fildes@shu.ac.uk

More detailed user guide:
https://www.shu.ac.uk/-/media/home/research/ref/using-elements-for-narrative-cvs-ri-plans-and-pdr.pdf

QUESTIONS

Appendix – Help Text 1

Section 1

Explain how you have contributed to the generation of new ideas and hypotheses and which key skills you have used to develop ideas and test hypotheses. Highlight how you have communicated on your ideas and research result, the funding you have won and any awards that you have received. Include a small selection of outputs, with a description of why they are of particular relevance and why they are considered in the context of knowledge generation. Outputs can include publications, creative portfolios, research reports, data sets etc.

Section 2

Highlight expertise you provided which was critical to the success of a team or team members including project management, collaborative contributions, and team support. Include your teaching activities and the supervision of students and colleagues. Mention mentoring of members in your field and support you provided to the advancement of colleagues, be it junior or senior. Describe where you exerted strategic leadership, how you shaped the direction of a team, organisation.

Use this to list relevant activities that will be summarised in the top box e.g. mentoring of junior colleagues, activities involving students etc.

Section 3

Include various activities you have engaged in to progress the research community. Mention commitments including editing, reviewing, refereeing, committee work and your contributions to the evaluation of researchers and research projects. Mention the organisation of events that have benefited your research community. Highlight contributions to increasing research integrity, and improving research culture (gender equality, diversity, mobility of researchers, reward and recognition of researchers' various activities). Mention appointments to positions of responsibility such as committee membership and corporate roles within your department, institution or organisation, and recognition by invitation within your sector.

Please specify whether each entry relates to publications or proposals

For any other contributions to the discipline type activities, not capture in the above 7 boxes.

Section 4

Highlight the establishment of collaborations, from institutional (maybe interdisciplinary) to international. Include examples of societal engagement and knowledge exchange. Include engagement with industry and the private sector. Mention engagement with the public sector, clients and the broader public. Highlight positive stakeholder feedback and other impacts across research, policy, practice and business. Mention efforts to collaborate with particular societal or patient groups. Highlight efforts to advise policymakers at local, national or international level and provide information through the press and on social media.

Across HEIs, industry, public sector and third sector

Specifically Sheffield City Region or similar

Beyond academia - communities, interest groups, publics, policymakers, practice etc. If you have significant activity in this area and you would like to an Impact Tracker account to help you articulate this and to store your evidence, please request one from REFsupport@shu.ac.uk

In industry, commerce, research councils, learned societies, professional bodies, advisory boards, charities, government organisations (including invitations to select committees etc.)

Appendix – Help Text 2

Research and Innovation Plan

This is a self-identification. Typically ECRs would be around grade 6/7 (RA/RF/lecturer), MCRs would be grades 8/9 (SRF, SL, PL), and others (PRF, AP, P) would be research leaders. However in some career paths, research experience may not correlate to seniority

If your exact title isn't given, please select the closet match in terms of grade and T&R or R-only

If know/appropriate

Units of Assessment (UoAs) are nationally agreed subject/disciplinary areas. The University only returns to a select number of these where there is critical mass of research quality. All individuals are mapped to a UoA in the annual HESA return. This mostly defaults to mapping of departments/centres, but is sometimes overwritten on an individual basis where there is a better intellectual alignment to another area.

Please tick 'true' if you would like you plan reviewed this year. The allocation of SRR can be for up-to 3-years. Those needing review would include: i) those with SRR whose last allocation is due to expire, ii) those with SRP or AD, and iii) new starters

Only complete if you wish to be considered for SRR, SRP or AD. Leave blank if you wish to remain RSA only, are on a R-only contract or are an Assoc Prof/Reader/Prof

What is your medium to long term vision for your R&I? What will the contribution of your R&I be? This should be appropriate to your personal circumstances and contract status (e.g. where part-time), and will be assessed accordingly. Details of specific outputs and outcomes can also be expanded across the subsequent 7 boxes, as appropriate.

Nature and type of output, including details of any collaborators/co-authors, expected submission date, and the expected mode of public dissemination, if known - e.g. name of publication or specific exhibition. List each proposed output separately

Proposed bids with planned dates of submission, approximate scale of funding, funding body, primary collaborators, and whether Principal or Co-Investigator. List each proposed or potential bid separately. This should include prospective funding from government, charities and private sector organisations, as well as research councils.

How your research will have an impact on the world, beyond academia. The use of your research as a basis for external engagement; and how this engagement will then lead to impact e.g. through commercialisation, development of policy, informing professional practice, impacts on culture and society etc.

As Director of Studies, Supervisor, or Examiner, including expected completions in the period

Outline the two-way connections between your research & innovation and your teaching & learning. How will your R&I contribute to the student experience, e.g. research-informed teaching. And how will student activity support your R&I plans, e.g. the contribution of student research projects to your research programme.

Proposed/in progress: development, learning and training activities, e.g. collaborations, presentations, networks, mentoring, training, reviewing etc.

Appendix – Help Text 3

Ambitions regarding: esteem indicators, external roles, collaboration with other HEIs, awards, keynote invitations, chairing, conferences, exhibitions, editorial works. This should be forward looking - your to-date achievements in this area should be captured in Section 3 of your Narrative CV.

Please use the Research & Innovation strand of the Academic Careers Framework to shape these. At a minimum this should set an objective against RSA hours. For those anticipating SRR or SRP allocation, please aim for 2-4 objectives. Ensure objectives are SMART. Please include dates, e.g. 'submit publication x by month y.'

This encompasses AHRC, BBSRC, ESRC, EPSRC, Innovate UK, MRC, NERC and STFC. If unsure, e.g. you might want to discuss this with your reviewer, keep as 'Not supplied'

If unsure, e.g. you might want to discuss this with your reviewer, keep as 'Not supplied'

If unsure, e.g. you might want to discuss this with your reviewer, keep as 'Not supplied'

E.g. student research projects that can grow into funded research, small bids that can transition into larger bids, or external engagement activities that can become impact.

Some common training needs can be highlighted using the list below. Please use this space to expound your selections and/or suggest any other specific areas of R&I development or expertise that you would like support with. Please note, the support requests may not be able to be met immediately/at all times. Demand though will be measured and responded to as much as possible.

As a reciprocal arrangement, all staff with SRR are expected to undertake an average of approximately 2-4 ethics reviews per year (pro-rated and as individual circumstances allow). All other research-active staff are also encouraged to undertake reviewing as a developmental activity.

Please add any further information. This might include a link to a live creative portfolio etc. Please note output lists (from Elements) and grant lists (from Converis) will pull through automatically with your Narrative CV, so do not need appending here. Do not include any information you wish to be considered in confidence, please communicate that separately.

Please use this box if you wish to make any specific reflections on progress and achievements in the last year / since the review of your last plan