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The Salford Approach to SRR

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"Significant responsibility for research" (SRR)



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“Staff for whom explicit time and resources are made available to engage actively in independent research and that is an expectation of their job role”.

REF guidance states that staff inclusion in REF2021 should be based on:

“the expectations of staff as a function of employment, and not upon the quality or volume of what has been delivered as a result of that employment function”.

Challenges in using our workload model



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- Workload model is a tool to allocate resources and not a principle under which those are allocated.
- Gap between the proportion of time allocated in the model and the time available in reality.
- Inconsistently applied across the Schools – e.g. some staff are assigned time for "development" and others not using this field.
- Potential equality bias

Academic Career Framework (ACF)



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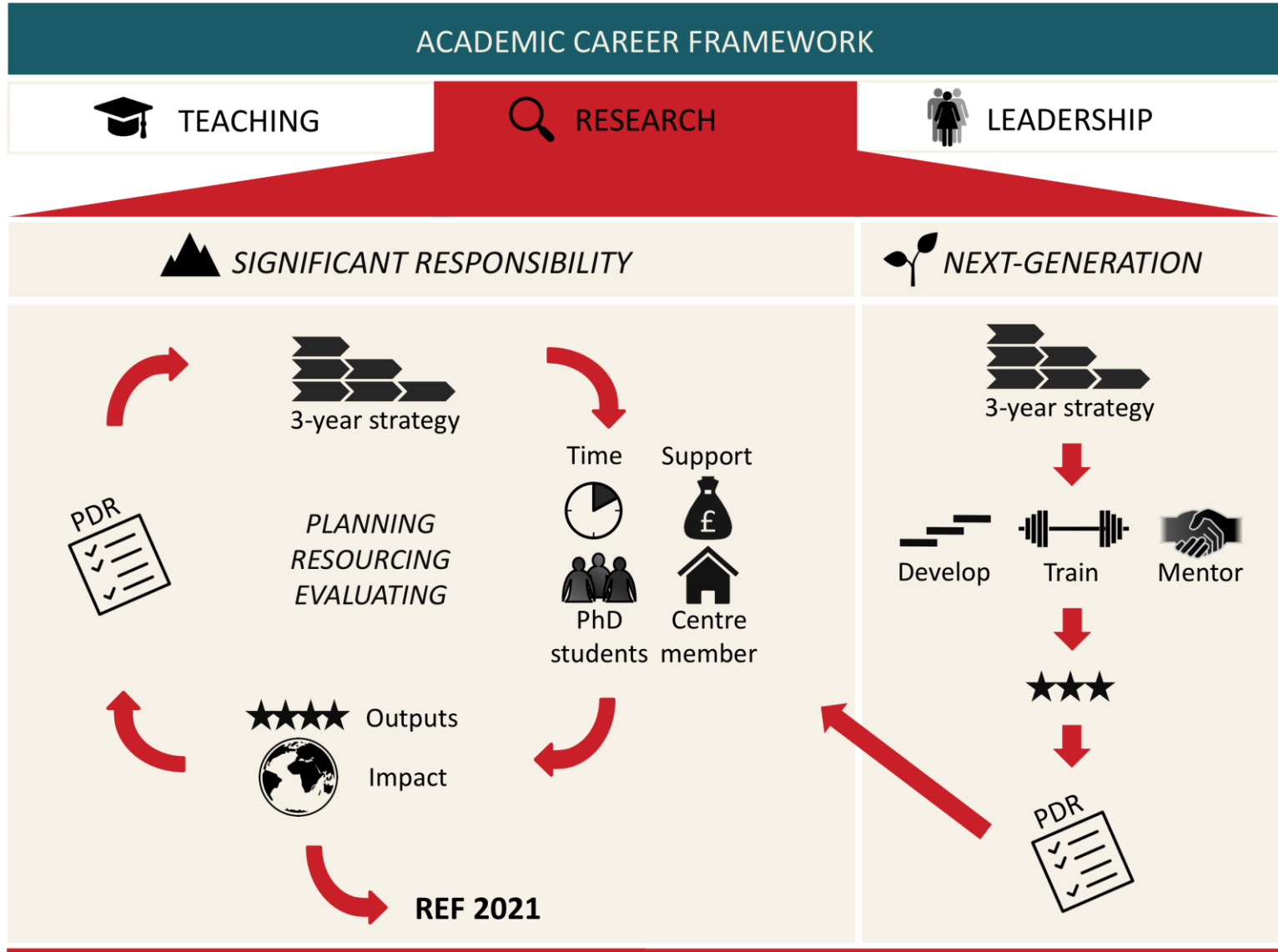
Teaching

Research

Leadership

- Co-created with Academic colleagues over several months.
- Purpose is to provide clear and transparent academic career pathways – defining expectations and contributions to support development.
- Create parity across our career paths, meaning that Research will not be the only way to achieve progression.
- After proof of concept the goal is to deploy the new way of working across the University by 2021.

"Significant responsibility for research"



Our interpretation of "Significant responsibility for research" (SRR)



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‘Explicit time and resources are made available’.

The indicator of this is:

Allocation of a **minimum of 20%** of time to undertake research as documented in the workload balance model. This differs from an allocation of time to undertake development as a "Next-Generation" researcher.

‘To engage actively in independent research’.

This will be indicated by a researcher performing at Level 1 in three of the areas covered in the “Stages of Researcher Development” matrix.

Our interpretation of "Significant responsibility for research" (SRR)



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‘And that is an expectation of their job role’. Indicators of this are:

1. Completion of a 3-year personal research strategy plan.
2. Within the performance and development review (PDR) for academic year 2019/20:
 - Specifying objectives relating to research activity;
 - Specifying researcher career development activities as part of a personal development plan.

3-Year Research Career Plan (to be completed online)



- Your current research questions
- Current level of development (Next-Gen, L1, L2, L3) in each of the five areas.
- Development and support requirements, e.g. mentoring or specific training.



3-year Research Career Plan



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- Complete the form to be considered:
 - For the research career track;
 - For an allocation of research workload;
 - For inclusion in REF2021.
- Academic panels will make decisions on staff with SRR based on a set of objective criteria that will be provided to you alongside the 3-year research career plan form.
- Completion of the form **does not** guarantee an allocation of research workload or guarantee inclusion in REF2021.

Developing Our Researchers



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Personalised
research support
and development

Mentoring and
coaching available
to all academics

Adopt
international best
practice on the
development of
our researchers

Greater
transparency and
equity in
allocation of
research
workload



Thank You



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Any Questions?