



**University College Cork**

**Human Resources Strategy for Researchers  
Action Plan**

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## **Introduction**

The HR Strategy for Researchers was launched by European Commission in order to support the implementation of the principles on the European Charter and Code for the Recruitment of Researchers. Institutions can earn the 'HR Excellence in Research Award' by participating in and successfully completing the HRS4R process. There are a number of steps to implement the strategy and involve conducting an internal analysis of the universities policies and practices against the principles of the Charter and Code in the following areas: (i) Ethical and Professional Aspects, (ii) Recruitment, (iii) Working Conditions & Social Security, (iv) Training

When the analysis has been conducted and gaps identified, an action plan is developed to identify areas for improvement. The university publishes the action plan on the university website. The gap analysis and action plan will be submitted to the European Commission (EC) for acknowledgement and if successful the EC will award the 'HR Excellence in Research' logo. The progress of the action plan will continuously be monitored and an internal review will be carried out after two years and an external evaluation will occur at least every four years.

## **University College Cork**

University College Cork (UCC) is an internationally recognised research-led institution, one of Ireland's oldest institutes of higher education founded in 1845 as one of the Queen's Colleges in Ireland. It is a progressive and dynamic university with circa 18,670 students, 15,457 of whom are undergraduate and 3,213 postgraduate students. It is one of the premier research institutions in Ireland attracting the highest research income of any third level institution. UCC currently has a staff of over 2,890, 1,639 of whom are academic and research staff.

The key research strategy of the University is to create substantial centres of excellence for world-class research in which individual scholars and research groups are given maximum freedom to pursue their investigations. While UCC will continue to encourage and support individual researchers, resources will be targeted strategically to consolidate investments in centres of excellence built around world-class interdisciplinary research teams addressing regional and national priorities. We take pride in being one of the best funded research universities in Ireland, with internationally recognised programmes across the full of range of humanities, business, science, engineering and medicine. We boast several of Ireland's elite research centres including the Tyndall National Research Institute (microsystems, photonics, nanotechnology), the Alimentary Pharmabiotic Centre (alimentary health, functional foods), both recognised as global leaders, the Environmental Research Institute and the emerging Beaufort Laboratory (coastal management, wave and marine renewable energy).

UCC has recognised the need for reform in processes related to research careers and is developing policies to address this issue. Accepting that the majority of doctoral graduates worldwide do not pursue academic careers, a significant part of our strategy focuses on strategies to impart appropriate transferable skills to PhD students. Particular attention is being paid to recruitment processes for doctoral students and postdoctoral researchers. UCC has developed a researcher career structure which is being implemented; the framework will be reviewed and updated as appropriate within the context of internal and external developments.

UCC currently has over 3,000 postgraduate students, including over 900 PhD students, enrolled in a wide range of taught and research programmes. The graduate education mission of the University has been significantly refocused in the last three years, with the establishment of the Graduate

Studies Office, the introduction of Graduate Schools, and significant revision of the academic framework for postgraduate education. In particular, the structure of PhD education has developed very significantly, in line with the goals of Fourth Level Ireland.

### **UCC's participation in the HRS4R**

UCC fully supports the “Human Resources Strategy for Researchers”, incorporating the *European Charter for Researchers & the Code of Conduct for the Recruitment of Researchers*. In 2006, UCC endorsed the principles of the Charter and Code<sup>1</sup>.

A key objective of University College Cork is to deliver international excellence in all our areas of research. The University recognises the major contribution played by researchers in delivering research of the quality and impact which characterises a world-class research intensive University. The University is committed to attracting the very best researchers and supporting them to develop their careers. We are increasing our emphasis on the quality of researcher recruitment, and career progression. In accordance with the principles of the European Charter for researchers, proactive initiatives are being pursued to implement strategy on recruitment, contract management, training and development and providing clear developmental structures for research staff.

UCC's participation in the HRS4R is timely following recent developments in support of researchers in the university, including the introduction of structured PhD programmes and the implementation of the Employment and Career Management Structure for Researchers. The Career Structure draws on the national framework in terms of creating the SMART Economy. It is intended to provide clear minimum standards and to be sufficiently flexible for Colleges, Schools, Departments, Institutes and Centres to adapt it to the needs of their research communities. The development and implementation of the policy framework was a joint initiative between UCC's Office of the Vice President for Research and Innovation and the Department of Human Resources.

### **Defining Research Staff**

For the purposes of the UCC HRS4R gap analysis and action plan, Postdoctoral research staff in the University refers to those who are engaged in research and paid a salary. The term ‘Doctoral student’ refers to those who are preparing a thesis and carrying out research activities in support of completing his/her doctoral degree. It is noted this differs in terms of the European context in that, in the Irish higher education system, researchers at postgraduate (Doctoral) level are registered as full-time PhD students receiving a studentship or stipend and are in most cases not employees of the institution. The Charter and Code outline principles targeted at employers of researchers and this does not therefore include postgraduate researchers in the Irish context. For the purpose of the UCC HRS4R internal analysis and action plan, the University has made a number of significant developments in doctoral education, which will be included as appropriate. Researchers at all stages in the career path were considered in the application of the Charter and Code principles to the policies and practices in UCC.

### **Legislation and National Developments**

In 2006, the seven Irish universities that form the Irish Universities Association (IUA) endorsed the European Charter and Code of Conduct for the Recruitment of Researchers. In order to examine how the Charter and Code relate to existing practices and current national legislation in Ireland, the

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<sup>1</sup> [http://ec.europa.eu/euraxess/data/usgn\\_orgs/ie\\_ucc.pdf](http://ec.europa.eu/euraxess/data/usgn_orgs/ie_ucc.pdf)

IUA conducted a comprehensive gap analysis exercise to identify areas of overlap and potential difficulties for the implementation of the recommendation in Irish universities. The gap analysis involved a detailed examination of the individual sections of the Charter and Code, comparing and contrasting these with a wide range of existing legislation and policies.

On the basis of the findings of this gap analysis, the IUA has concluded that the overall principles of the Charter and Code are consistent with current practice in Ireland. No major conflicts were established with only some minor points requiring further clarification, mostly with regard to their definition or wording. The University Heads signed up to the Charter on 13th September, 2006 as part of the Co-operation Accord which states as follows:

*"We recognise the value of the European Charter for Researchers and Code of Conduct for their Recruitment and support and endorse the principles set down in them and wish to build on them"*

## **Methodology**

A working group was established to lead the adoption of the HRS4R in University College Cork. It included representation across academic disciplines and research areas in the university and consisted of the following members;

Professor John O'Halloran, College of Science Engineering and Food Science (Chair)

Dr Paul Bolger, Environmental Research Institute

Professor Geraldine Boylan, College of Medicine & Health

Dr Colman Casey, College of Medicine & Health

Dr Gordon Dalton, Hydraulics and Maritime Research Centre and Association of Research Contract Staff

Professor Alan Kelly, Dean of Graduate Studies

Dr Tanya Mulcahy, College of Science, Engineering and Food Science

Dr Cairtriona Ní Laoire, College of Arts, Celtic Studies and Social Sciences

Ms Alison O'Connell, Department of Human Resources

Dr David O'Connell, Office of Vice President Research and Innovation

Dr Seamus O'Tuama, Adult Continuing Education

Ms Colette Ormonde, Department of Human Resources, Tyndall National Institute

Dr Domenico Zito, College of Science, Engineering and Food Science and Tyndall National Institute

The principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers were examined at the first meeting, together with the importance of the university's participation in the HRS4R. The terms of reference included:

1. Conduct an internal analysis to compare UCC policies and practices against the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers;
2. Identify gaps between UCC practices and policies against the principles;
3. Recommend actions for UCC to adopt to address gaps identified;
4. Present the action plan to the University Management Team for endorsement.

## **Procedure for Internal Analysis**

1. Questionnaire to key stakeholders to compare institutional practices against Charter and Code principles
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2. Meetings with key stakeholders of research in the University
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3. Final Internal analysis and action plan
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A memo was sent to all staff on 10 May 2012 explaining the content and purpose of the HRS4R and information on the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers. A questionnaire was circulated to compare institutional practices under four main headings of the charter: (i) Ethical and Professional Aspects, (ii) Recruitment, (iii) Working Conditions and Social Security, (iv) Training. Respondents were asked to assign a score to indicate their level of agreement or disagreement under each of the areas. See Appendix 1 for results of the questionnaire.

Meetings were conducted with key stakeholders of research in the University on the HRS4R and the principles of the Charter and Code. The meetings were facilitated by the Chair of the Working Group, the Vice President for Research and Innovation and the Director of Human Resources with the following groups;

- Academic Council Research and Innovation Committee
- Association of Research Contract Staff
- College of Science, Engineering and Food Science College Management Team
- College of Science, Engineering and Food Science Research Committee
- College of Medicine and Health Research Committee
- College of Arts, Celtic Studies and Social Sciences Research Committee
- Directors, Managers and Administrators of Research Institutes, Centres and Units
- Research Staff
- Staff Enhancement and Development Committee
- University Ethics Committee
- Tyndall National Institute
- University Management Team

The discussion involved a summary on the background and development of the HRS4R, discussion on Charter and Code principles and how they relate to current policies and practices in UCC. At the beginning of meetings, the content and purpose of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers was presented, followed by consideration of the four areas for conducting the gap analysis, (i) Ethical and Professional Aspects, (ii) Recruitment, (iii) Working Conditions and Social Security, (iv) Training.

Committees were asked to circulate the draft action plan and to obtain and co-ordinate a response from those involved in research in their areas, including research staff, principal investigators, managers and administrators of research and to ensure widespread consultation. The action plan was revised to reflect input and response from all stakeholders and circulated to the University Management for ratification and sign off.

## UCC Key Recommendations and Action Plan

Significant progress has been made in UCC to identify gaps and deal with issues affecting research staff, arising from lack of formal policy surrounding research careers, training and development, recruitment, contract management, employment entitlements and salary administration. The Researcher Employment and Career Management Structure was implemented in November 2011. This policy framework identifies clearly defined levels in the researcher career path for Postdoctoral researcher, Senior Postdoctoral researcher, Research Fellow, Senior Research Fellow and Research Professor. Policies have been developed and implemented in Recruitment, Contract Management, Salary Administration and Training and Career Development. It has been identified that approximately 25% of research staff employed in UCC are working in roles supporting research projects in an administrative, technical and clinical capacity. Staff categories, job descriptions and salary policy have been implemented for researchers in these roles.

Concerns have been highlighted by the research staff that the Research Employment and Career Management Structure does not provide stability of employment for researchers. The University recognises that currently a two tiered system exists in the application of policies and procedures in recruitment, contract management and salary administration and Tyndall National Institute. This has caused tension and frustration. The University has met with research staff and Tyndall management and staff and is fully aware and committed to reviewing the existing the structures as appropriate.

The key recommendations arising from conducting the internal gap analysis at UCC are outlined below under the four main headings; (i) Ethical and Professional Aspects; (ii) Recruitment; (iii) Working Conditions & Social Security; (iv) Training

### 1. Ethical and Professional Aspects – Key Recommendations

- 1.1 UCC will continue to actively contribute to the discussion on National Protocols and facilitate the implementation of the National Protocols for Research Integrity as published by Royal Irish Academy and the Irish Universities Association<sup>2</sup>.
- 1.2 UCC will facilitate the establishment of a Working Group on Research Integrity and Research Ethics including researchers at all levels of the research career path, staff representatives from the University Ethics Committee, Office of the Vice President for Research & Innovation, Office of Corporate and Legal Affairs, Graduate Studies Office, Office of the Vice President for Teaching and Learning, UCC Library etc.
- 1.3 The University Ethics Committee will develop mechanisms for embedding good research practice into the culture of all scholarship and promote awareness of research integrity and research ethics issues, including supports to promote good research practice to postgraduates and staff engaged in research.

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<sup>2</sup> <http://www.ria.ie/getmedia/28404e5c-4839-4408-9d40-e2a3770c775a/ensuring-integrity-in-irish-research.pdf.aspx><sup>2</sup>

- 1.4 Additional actions which the Working Group may consider in order to ensure that appropriate research practices are embedding into the culture of UCC and researchers at all stages of their career including, for example:
- Develop a workshop on research integrity and research ethics
  - Best practice in data/records management and storage
  - Raise general awareness of research integrity and research ethics across campus
  - Design and dissemination of an updated handbook on research integrity and research ethics for new researchers in UCC.
- 1.5 Participate at national level in discussions on Research Integrity.
- 1.6 UCC is a partner in GENOVATE, an FP7-funded action research project which operates across seven European partner universities. The GENOVATE project seeks to promote strategies for the transformation of organisational structures towards more gender-competent management in research. This will provide a valuable framework within which UCC will continue to promote policies and practices to better support gender diversity and equal opportunities in research for men and women.

## **2. Recruitment – Key Recommendations**

- 2.1 Publicise and communicate the University Employment and Career Management Structure for Researchers<sup>3</sup> effectively so that new researchers understand the policy and have clear expectations regarding their contracts and career development from the start of their employment. The framework will be reviewed and updated as appropriate within the context of internal and external developments.
- 2.2 Review the University policy on recruitment and employment of researchers and update accordingly to take account of any changes to legislation or university procedures.
- 2.3 Provide training to staff acting on selection committees and ensure they are aware of University Policy on Recruitment and Selection and the requirements when acting as a member of a selection panel.
- 2.4 Review and update the recruitment process and procedures including updating recruitment guidelines and supporting documentation/resources as appropriate.
- 2.5 Review advertisements to ensure that requirements are in line with the recruitment policy, the requirements of the role, and the researcher salary policy.
- 2.6 Provide up-to-date and relevant information and resources to researchers which support mobility.
- 2.7 Provide formal structures for mentoring researchers in writing grants and securing funding.

## **3. Working Conditions & Social Security – Key Recommendations**

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<sup>3</sup> <http://www.ucc.ie/en/researchcareers/recruitment/>



- 3.1 The Employment and Career Management Structure for Researchers was implemented in November 2011, this framework provides a clear developmental structure for researchers and defines University policy on recruitment, contract management, salary administration and training and development for researchers. It was identified that there can be variations in the salary determination and duration of contracts among funding bodies, which can make it difficult to apply University policy. The development of an agreement between the employers and funding bodies to support the career development of researchers would be advantageous.
- 3.2 The gap analysis identified UCC must provide attractive working conditions including a clear and transparent salary policy to recruit and retain the best researchers. The research salary administration policy will be reviewed to ensure it is fair and equitable and updated as appropriate and in line with recommendations nationally.
- 3.3 The University has identified that circa 25% of research funded staff are employed in positions supporting research projects in an administrative, technical and clinical capacity, outside of traditional Postdoctoral positions. Salary bands have been created for appointment of new staff to these positions to provide an indication of salary placement on appointment. However, it does not provide a mechanism for awarding annual increments during the period of the contract and is causing some anomalies. In order to address this gap the salary administration policy will be reviewed and modified as appropriate for research support roles, in line with internal and external developments.
- 3.4 Currently, and in contrast to the US, there are no courses available in the EU that are specifically tailored to the professional development of Research Administrators. As part of a project that examines structured professional development and career progression for research support staff including Research Administrators, there is an opportunity to explore the development of a *Postgraduate Certificate in Research Management*.
- 3.5 The Independent Staff Ombudsman is a designated neutral person who provides confidential and informal assistance in resolving University-related concerns, complaints or conflicts. It was identified in the gap analysis that further communication is needed to publicise the role of Staff Ombudsman to research staff.
- 3.6 Inform and advise research staff and PIs of policies and procedures including:
- Employment and Career Management Structure for Researchers
  - Advertising and Recruitment Policy
  - Contract Management Policy
  - Salary Administration Policy
  - Job Descriptions
  - Training and Development Policy
- 3.7 Establish a working group to define the process for recording and monitoring probation for research staff.
- 3.8 Review and modify the University Performance Development and Review System and ensure researchers undertake a review discussion with their Principal Investigator or Supervisor. The documentation and paperwork to support the process will be modified as appropriate to meet the needs of research staff.

- 3.9 Promote participation of researchers on College and School committees to ensure researchers have an opportunity for involvement in relevant decision making bodies.
- 3.10 The gap analysis identified a need to consider the space and facilitates available for research staff. In response to this gap it is intended to address availability of facilitates for researchers through the Colleges.
- 3.11 Conduct briefing sessions and communications to support PIs fulfilling their responsibilities as line managers and supervisors of research staff and to ensure researchers have clear expectations regarding their contracts of employment from the outset of appointment and the opportunities for career development.
- 3.12 Review and modify the researcher policy framework, as appropriate within the context of internal and external developments.
- 3.13 Promote consultation through the Irish Universities Association (IUA), between HEI's and funding agencies to support researcher careers.

#### **4. Training – Key Recommendations**

- 4.1 Provide resources to support career development for research staff and enable researchers to manage their own careers including; (i) Careers Development and Skills Workshops; (ii) On-line Career Management Resources; (iii) Networking opportunities to enhance employability skills.
- 4.2 Support and integrate career development planning for Postdoctoral researchers emphasising diversity of career paths. The Careers Service in conjunction with HR will organize employer led activities such as presentations, talks and networking events to provide information, work shadowing and placement opportunities for researchers outside of academia.
- 4.3 The UCC Department of Human Resources and Careers Service websites will be modified and include a section on “Resources for Research Staff”, including;
  - Career Options for Researchers
  - Academic Careers
  - Careers Outside Academia
  - Making your-self more Employable.
- 4.4 Offer individual consultations to Postdoctoral researchers during the course of their employment. This will be an in-depth meeting to discuss CV preparation, career development, explore career options and interview preparation.
- 4.5 The University will hold a Researcher Conference, to support career development for researchers. Networking is a key feature of the conference and will be encouraged formally and informally. The conference will include a showcase of in-house training providers and advice on internal development opportunities, along with external guests who will be invited to discuss developments in research careers nationally and internationally. The event is targeted at Postdoctoral researchers and Principal Investigators.

- 4.6 Further development of policy for Research Assistants, Research Fellows, Senior Research Fellows and Research Professor.
- 4.7 Review and modify the University Performance Development Review System and implement the process as mandatory for all staff. Identify an electronic/web based system to facilitate and support the career development planning process.
- 4.8 Provide briefing sessions and workshops on career planning to Postdoctoral researchers and to PIs to enable the role of the supervisor in developing training skills among researchers.
- 4.9 The University Staff Enhancement and Development Committee will establish a working group to identify institutional requirements and develop policy for researchers who wish to develop skills in teaching and learning.
- 4.10 Promote innovation and business through the IGNITE Programme.

## Appendices

### Appendix 1 Questionnaire on Internal Analysis

UCC has been invited to participate in the 'Institutional HR Strategy for Researchers', which supports the principles of the ['European Charter and Code of Conduct for Recruitment of Researchers'](#). A Working Group has been established in the University to lead the adoption of the Strategy.

Adoption of the Strategy will increase the visibility of the University to attract international funding and researchers to UCC. It will ensure transparency of employment and working conditions for researchers and demonstrate the commitment of UCC to good management of researchers and the principles of the Charter and Code.

An internal analysis is being conducted to compare institutional practices against the Charter and Code principles, under four main areas: I. Ethical and Professional Aspects, II. Recruitment, III. Working Conditions and Social Security and IV. Training.

You are asked to complete this short survey and assign a score of 1 – 5 indicating your agreement or disagreement according to the questions as follows, (1 =strongly disagree, 2 =disagree, 3 = somewhat agree, 4=agree and 5=fully agree).

Thank you in advance for taking the time to complete this important 5 minute survey, which will close on **Friday 18th May, 2012.**

Sincerely,

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Professor Anita Maguire, Vice President for Research and Innovation

Mr Michael Farrell, Corporate Secretary and Director of Human Resources

**Indicators to be examined (1=strongly disagree, 2= disagree, 3= somewhat agree, 4= agree, 5=fully agree)**

<b>1. Ethical and Professional Aspects</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Neither Agree or Disagree</b>
1.1	The University ensures that researchers are familiar with strategic goals concerning their research environment and funding mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	The University provides information on provisions regarding Intellectual Property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Researchers are aware of the University Code of Good Conduct in Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	The University ensures researchers are made aware of their responsibilities regarding dissemination of data and research results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Sufficient attention is paid to avoid discrimination against researchers in any way on the basis of gender, age, ethnic origin, national or social origin, religion, sexual orientation, language, disability, political opinion, social or economic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	An evaluation/appraisal to assess researchers performance is performed regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	The University works to increase public engagement for research staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Open Recruitment and Selection</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
2.1	Job descriptions clearly outline the minimum required skills and selection criteria for posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Selection criteria, working conditions and entitlements, including career development prospects and competencies and skills are clearly outlined in advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Selection committees generally include members from other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	Candidates are informed prior to selection about the recruitment process and selection criteria, the number of positions available and career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5	Qualifications are in line with the needs of the position and not set as a barrier to entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6	The University has clear rules and guidelines for the recruitment and appointment of postdoctoral researchers, including maximum duration, the objectives of such appointments and career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Working Conditions and Social Security</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Neither Agree or Disagree</b>
3.1	The University provides a stimulating and pleasant working environment which supports research activity including appropriate equipment, facilitates and opportunities for collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	The University provides appropriate and attractive conditions to researchers including salary, alignment to salary scale, pension, maternity leave, sick leave, parental leave, in accordance with University policy and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	The University Employment and Career Management Structure for researchers provides information on research training and development, recruitment, contract management and research careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	Researchers are recognised where they contribute to writing grant proposals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	Teaching duties do not prevent researchers, especially at the beginning of their career, from performing their research activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	Complaints/appeals of researchers and conflict between supervisors and early stage researchers are dealt with fairly and efficiently						
<b>4. Training</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Neither Agree or Disagree</b>
4.1	The University provides a formal mechanism to enable researchers to have regular discussions with their PIs on work progress, research findings and to obtain feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Researchers have mentors and supervisors who can provide support and guidance in carrying out research duties and on their professional and personal development						
4.3	Researchers have access to training and the opportunity for professional development to support their careers and to develop skills and competencies						
4.4	The University ensures a person is identified to whom early-stage researchers can refer for the performance of their professional duties						
4.5	The University supports mobility for researchers to experience geographical intersectional, inter-and-trans-disciplinary mobility and also mobility between public and private sectors is guaranteed and actively promoted						

**C: Additional Information**

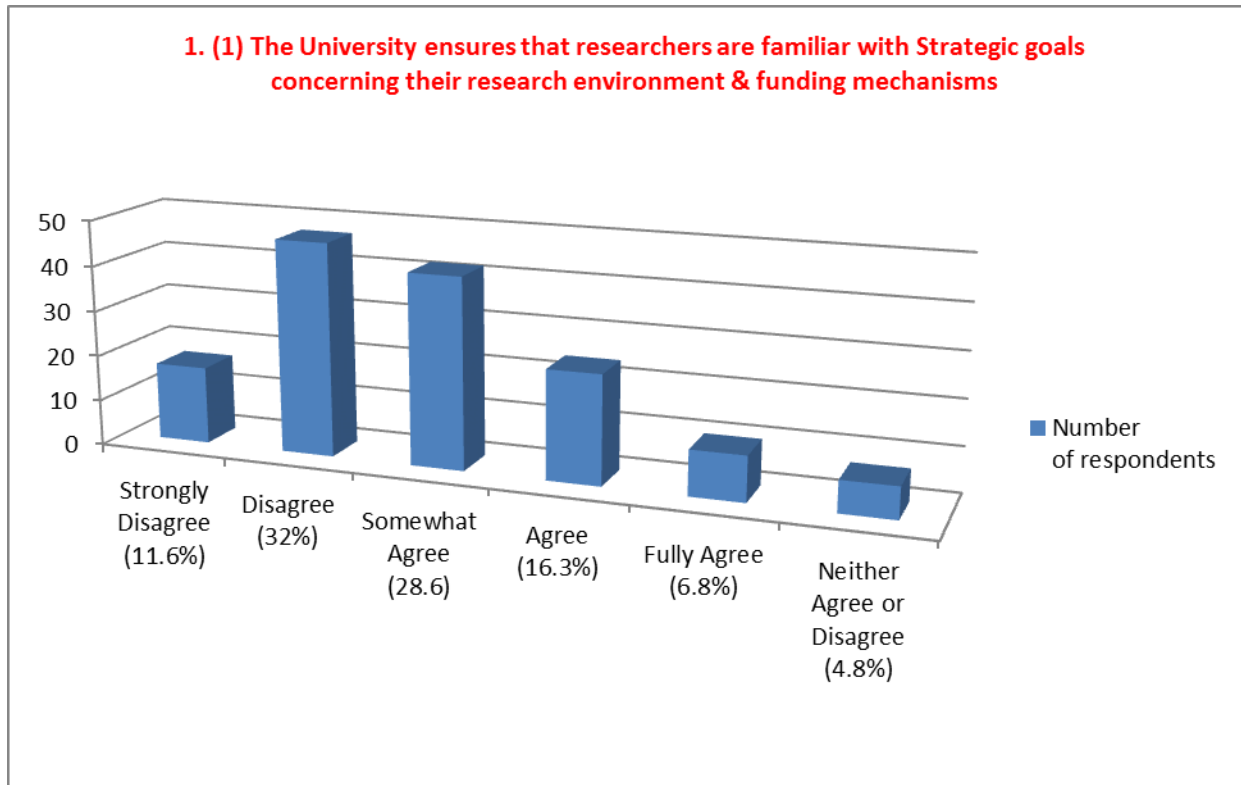
Please add any comments you wish to make in relation to any of the areas mentioned above

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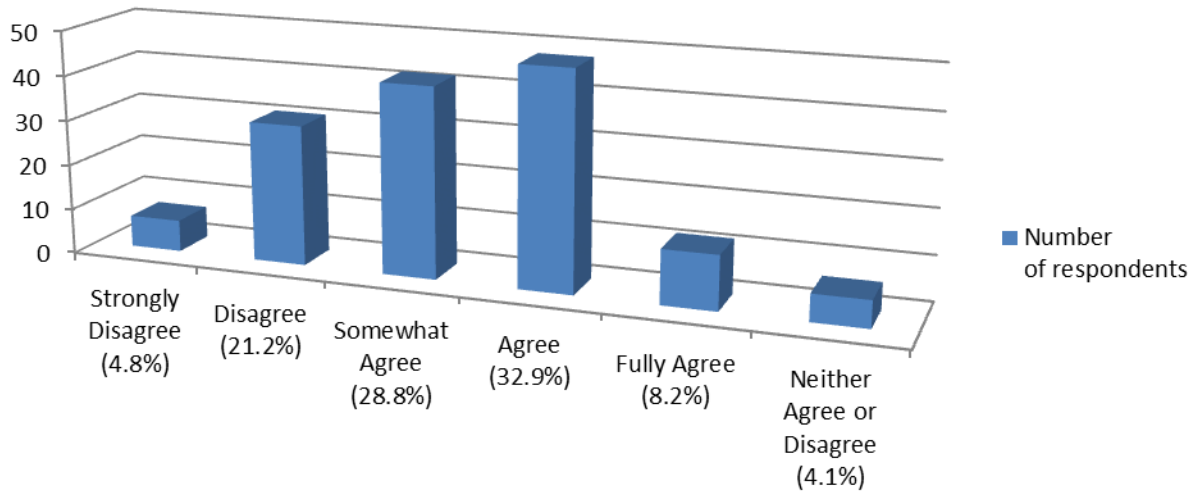
Thank you for taking the time to complete this questionnaire.

## Appendix 2 Results of Questionnaire on internal analysis

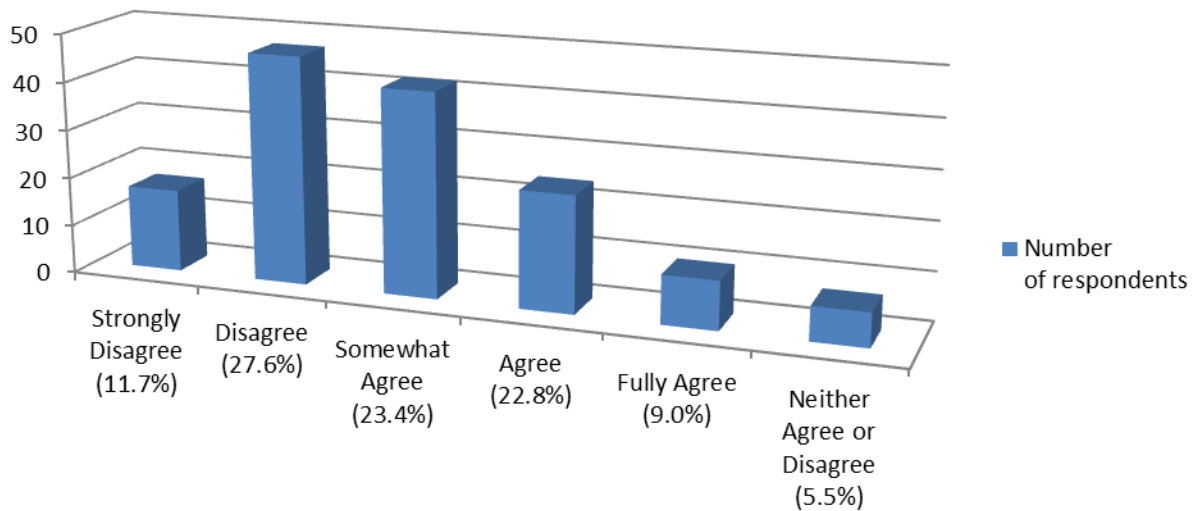
### 1. Ethical and Professional Aspects



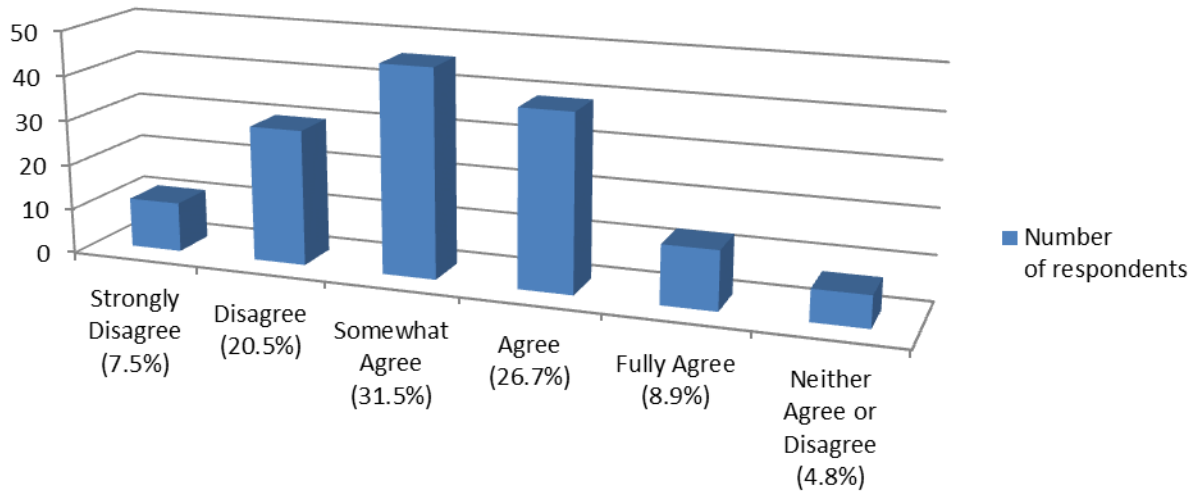
**1. (2) The University provides information on provisions regarding intellectual property**



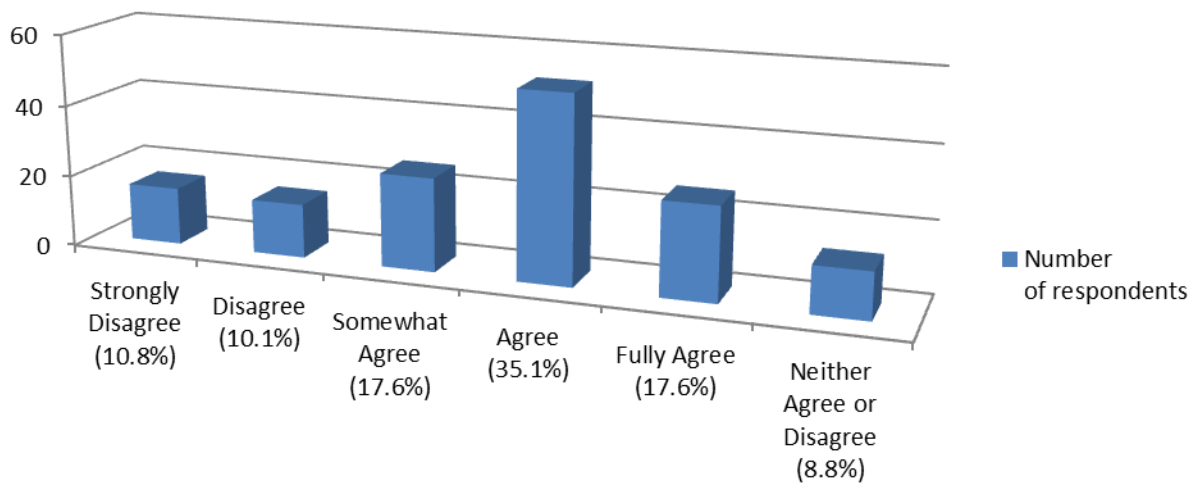
**1. (3) Researchers are aware of University Code of Good Conduct in Research**



**1. (4) The University ensures researchers are made aware of their responsibilities regarding dissemination of data and research results**

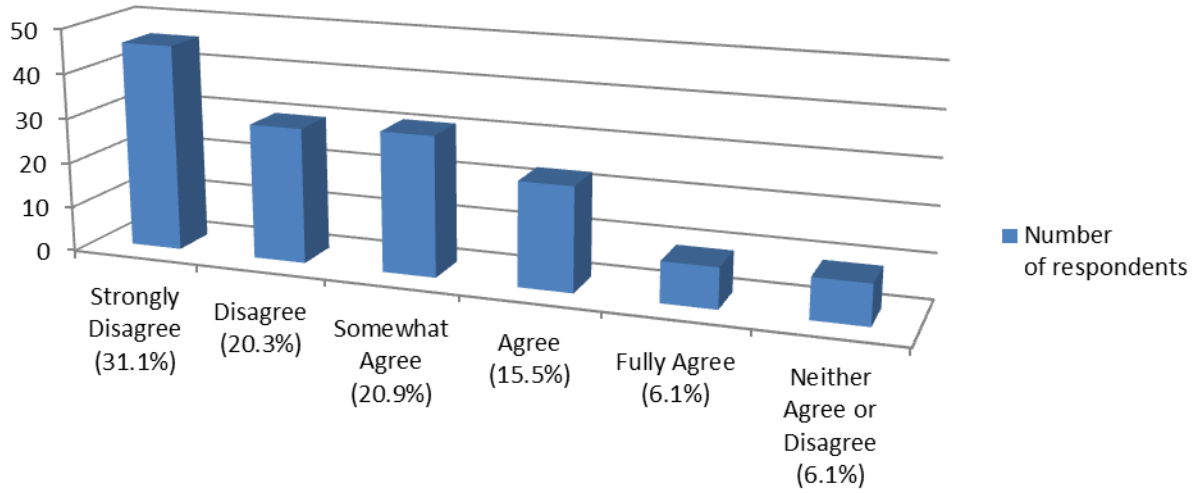


**1. (5) Sufficient Information is paid to avoid discrimination against researchers in any way on the basis of gender, age, ethnic origin, national or social origin, religion, sexual orientation, language, disability, political opinion, social or economic c**

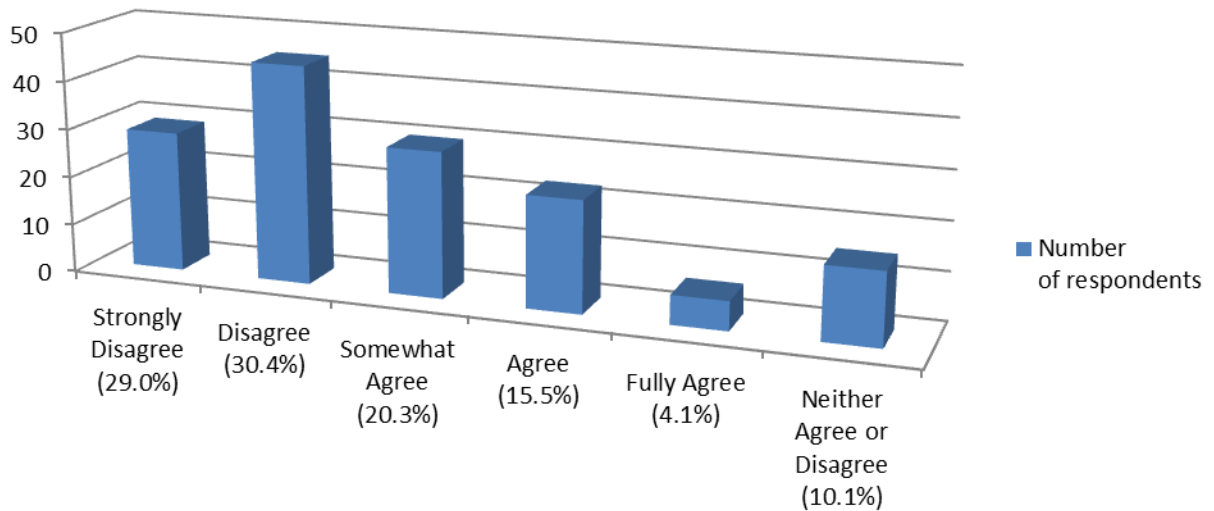




**1. (6) An evaluation/appraisal to assess researchers performance is performed regularly**

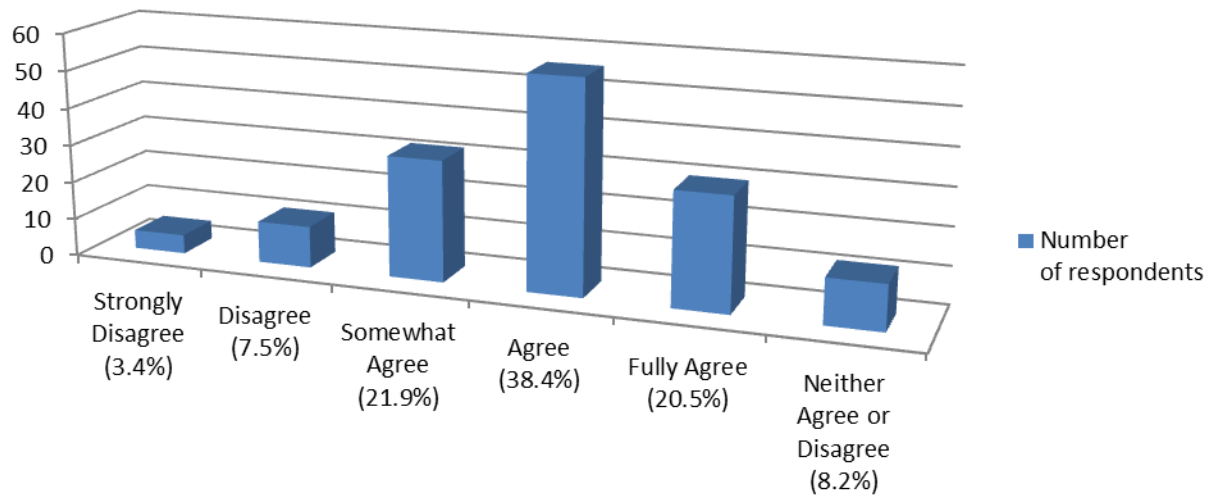


**1. (7) The University works to increase public engagement for research staff**

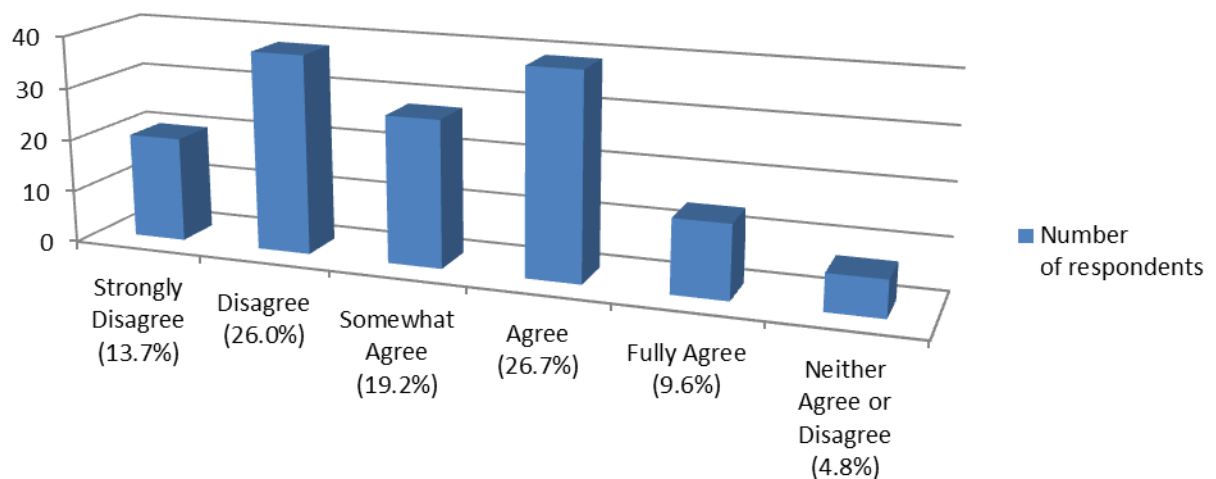


## 2. Open Recruitment & Selection

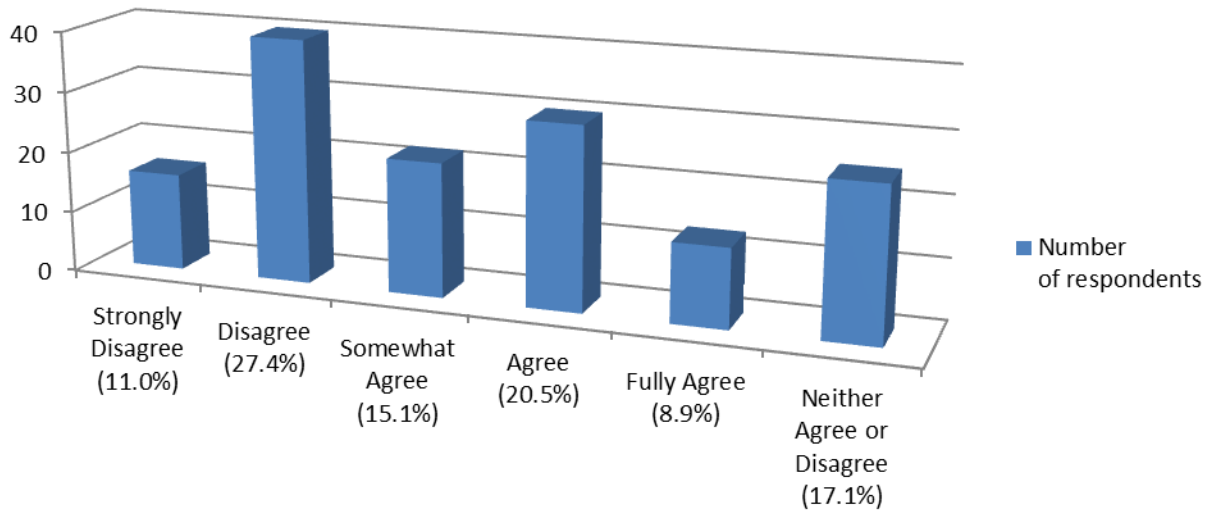
### 2. (1) Job Descriptions clearly outline the minimum required skills and selection criteria for posts



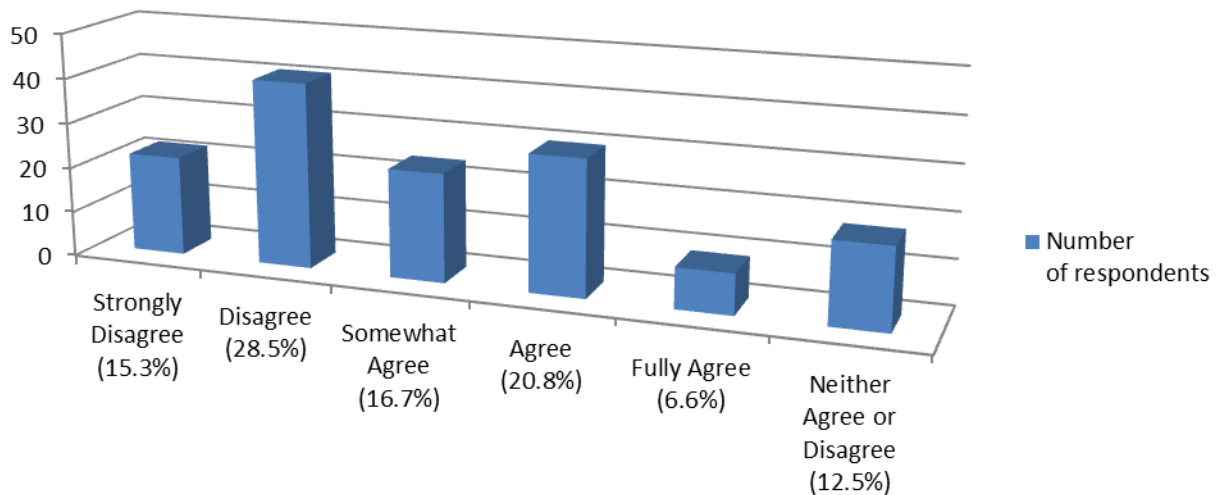
### 2. (2) Selection criteria, working conditions and entitlements including career development prospects and competencies and skills are clearly outlined in advertisements



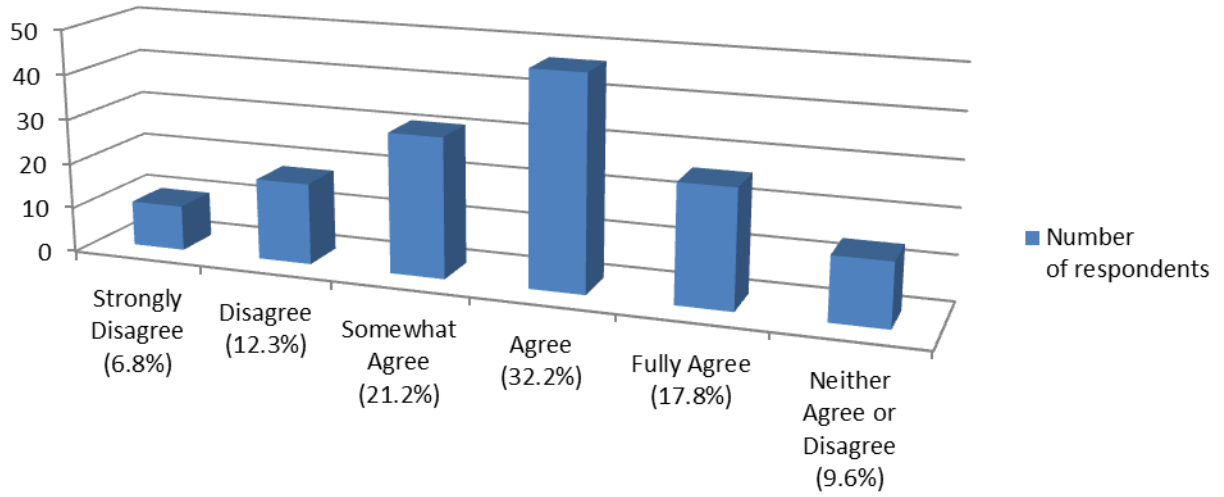
**2. (3) Selection committees generally include members from other disciplines**



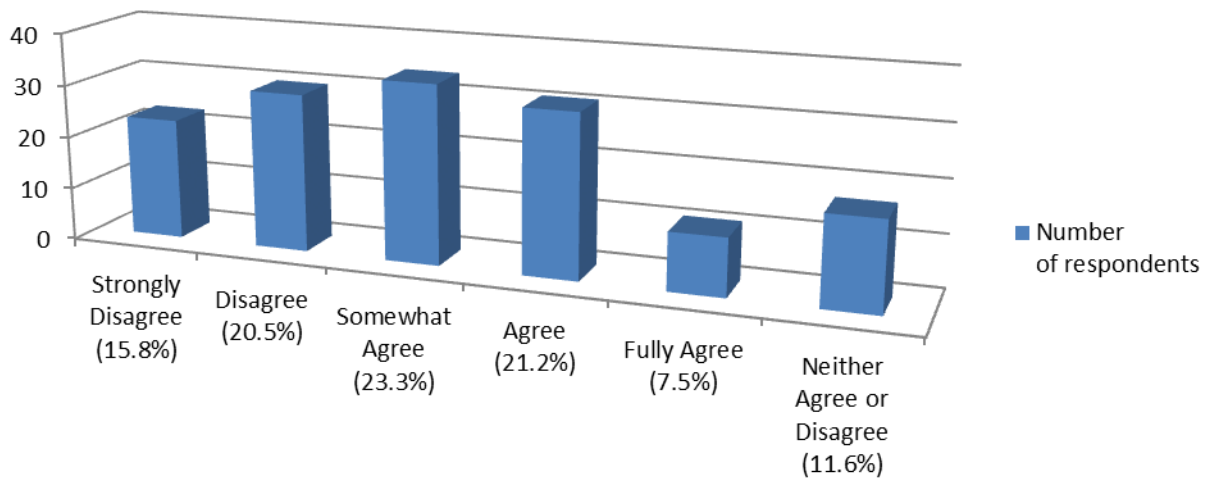
**2. (4) Candidates are informed prior to selection about the recruitment process and selection criteria, the number of positions available and career prospects**



**2. (5) Qualifications are in line with the needs of the position and not set as a barrier to entry**

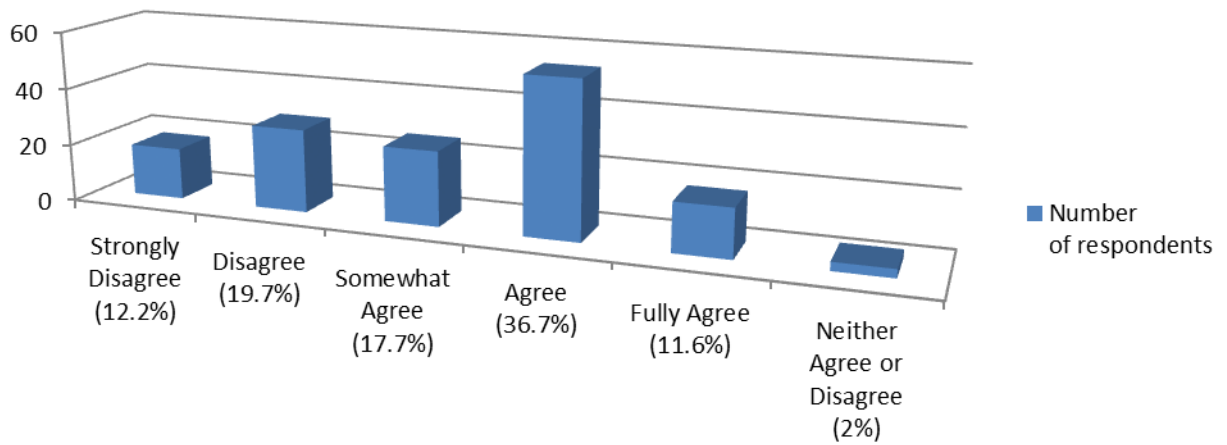


**2. (6) The University has clear rules and guidelines for the recruitment and appointment of postdoctoral researchers including maximum duration, the objectives of such appointments and career prospects**

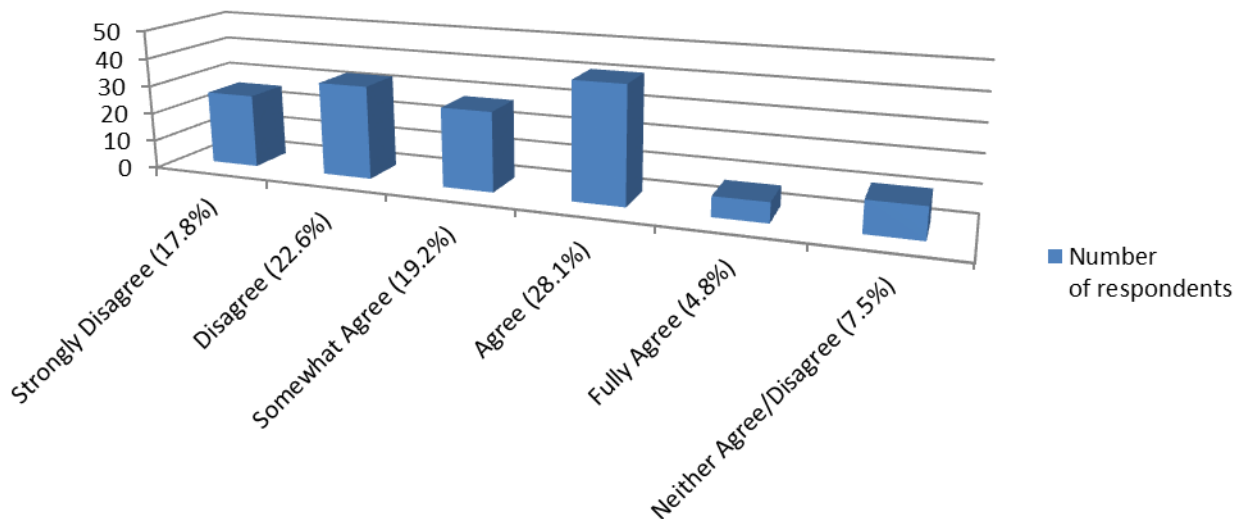


### 3. Working Conditions and Social Security

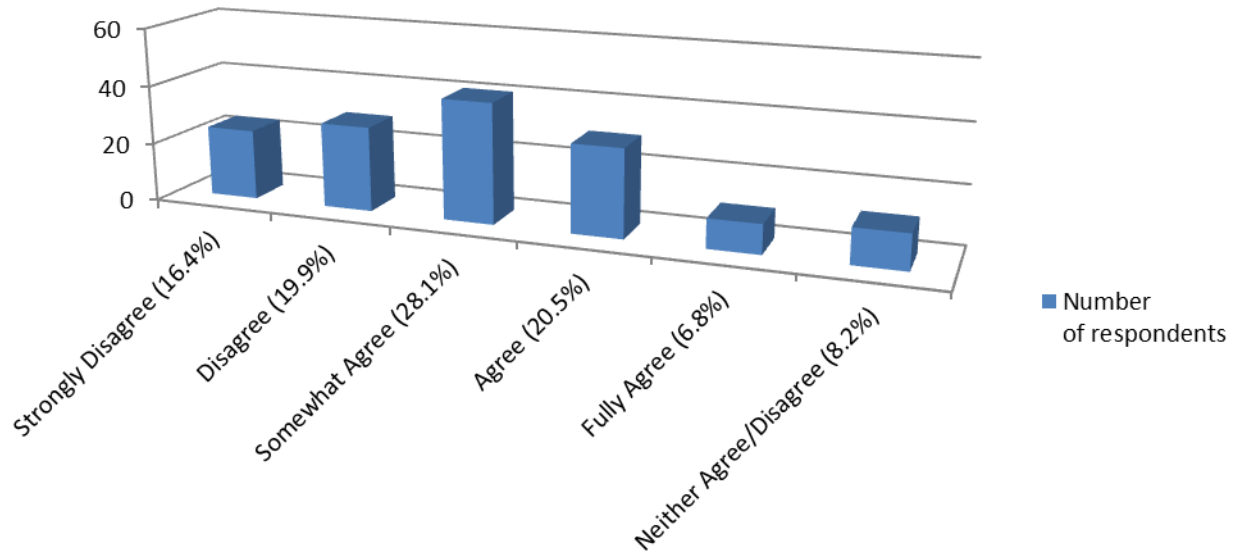
**3. (1) The University provides a stimulating and pleasant working environment which supports research activity including appropriate equipment, facilities and opportunities for collaboration**



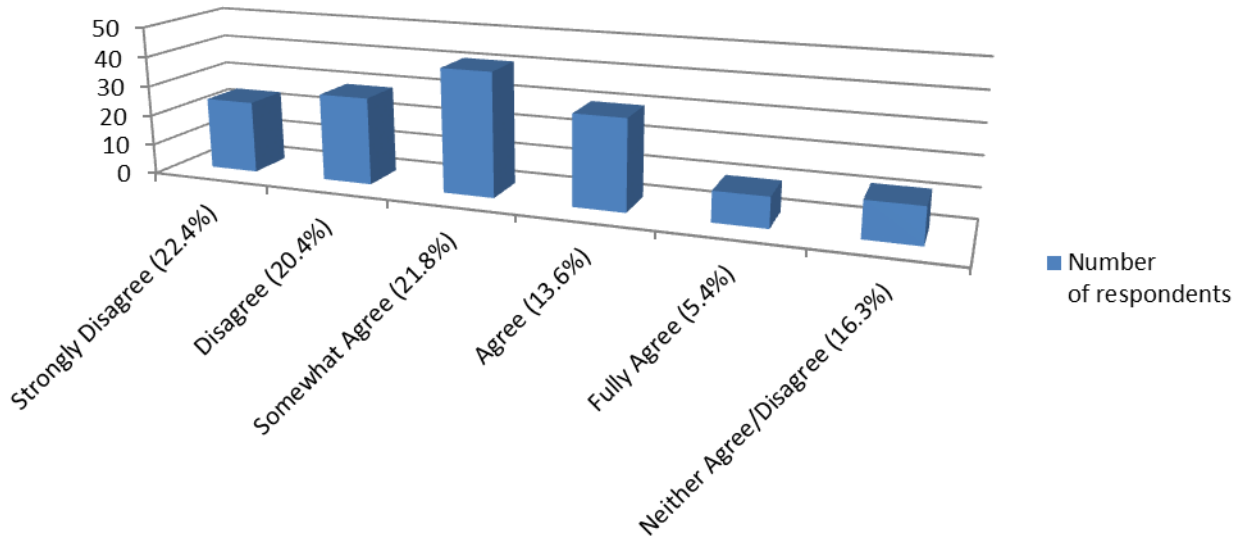
**3. (2) The University provides appropriate and attractive conditions to researchers including salary, alignment to salary scale, pension, maternity leave, sick leave, parental leave, in accordance with University policy and legislative requirements**



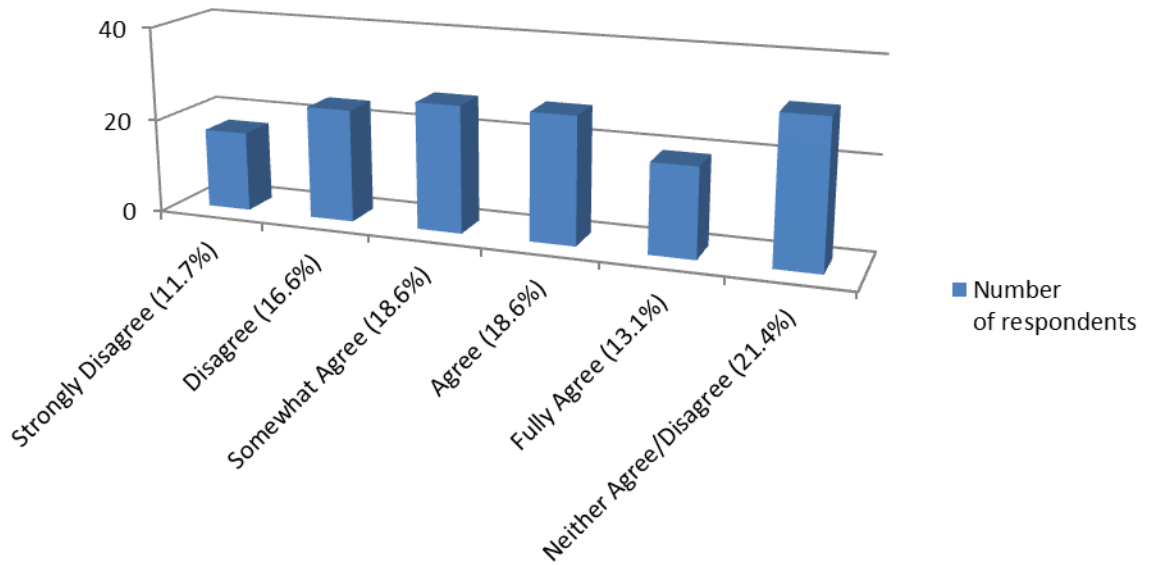
**3. (3) The University Employment and Career Management Structure for researchers provides information on research training and development, recruitment, contract management and research careers**



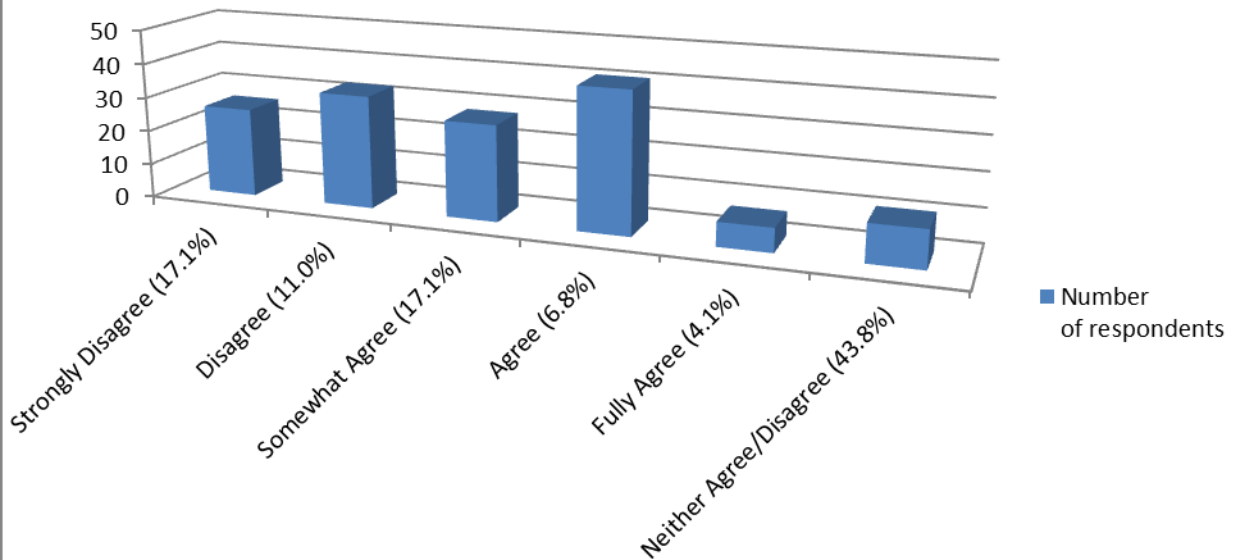
**3. (4) Researchers are recognised where they contribute to writing grant proposals**



**3. (5) Teaching duties do not prevent researchers, especially at the beginning of their career from performing their research activities**

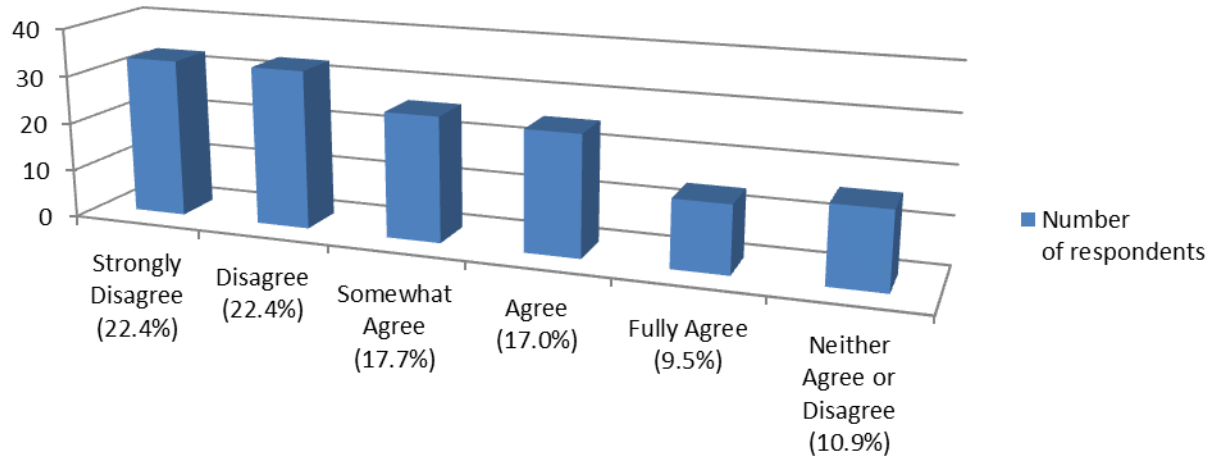


**3. (6) Complaints/appeals of researchers and conflict between supervisors and early stage researchers are dealt with fairly and efficiently**

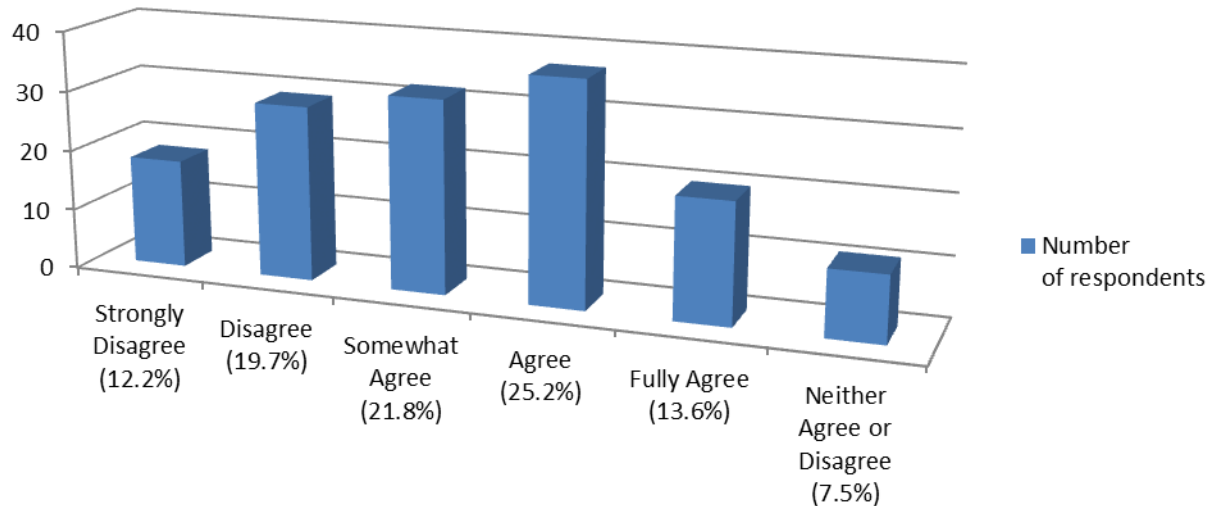


#### 4. Training

**4. (1) The University provides a formal mechanism to enable researchers to have regular discussions with their PI's on work progress, research findings and to obtain feedback**

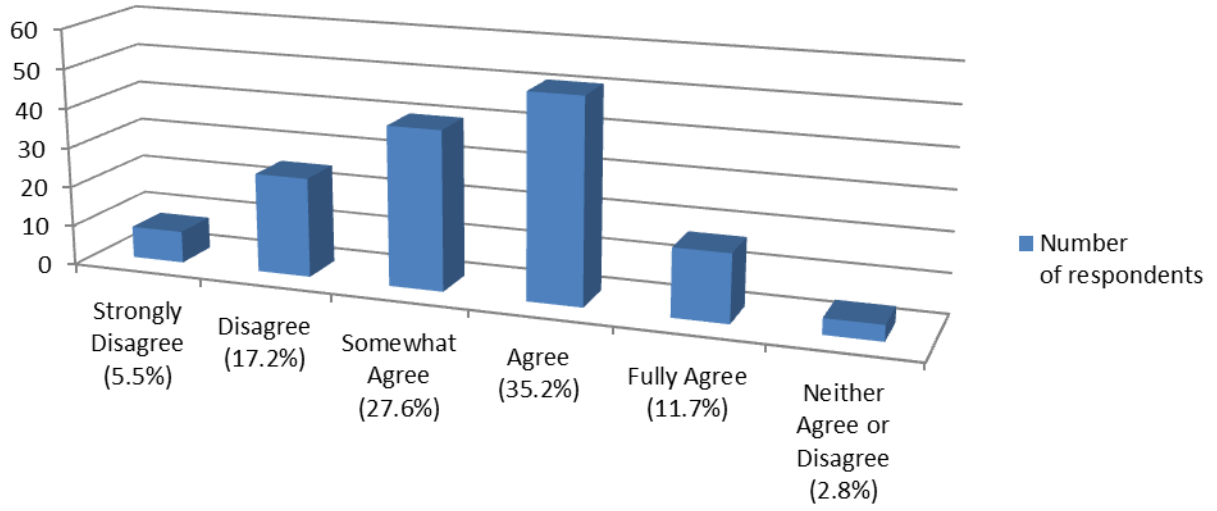


**4. (2) Researchers have mentors and supervisors who can provide support and guidance in carrying out their research duties and on their professional and personal development**

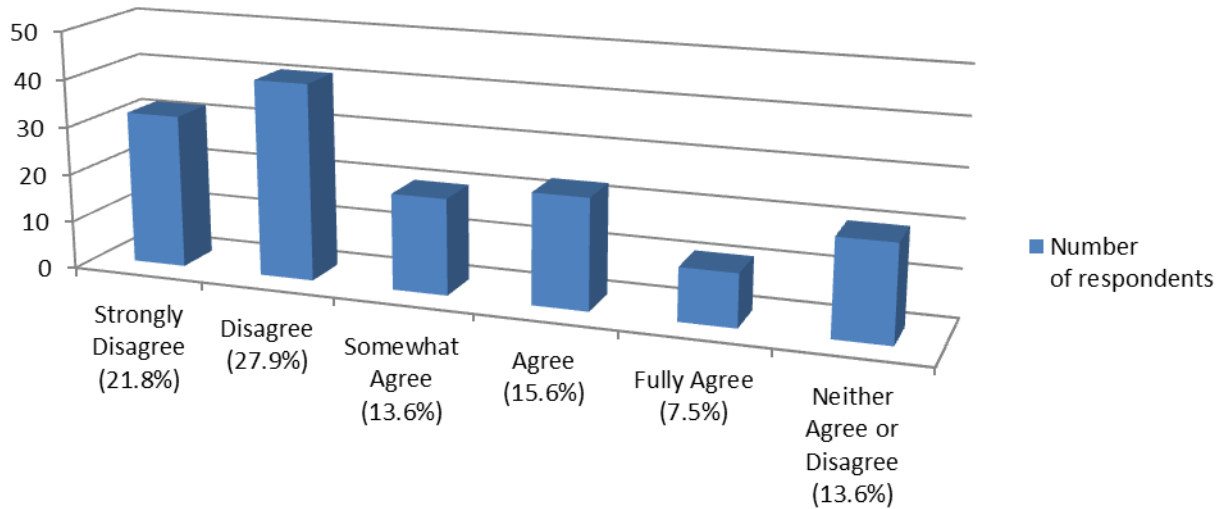




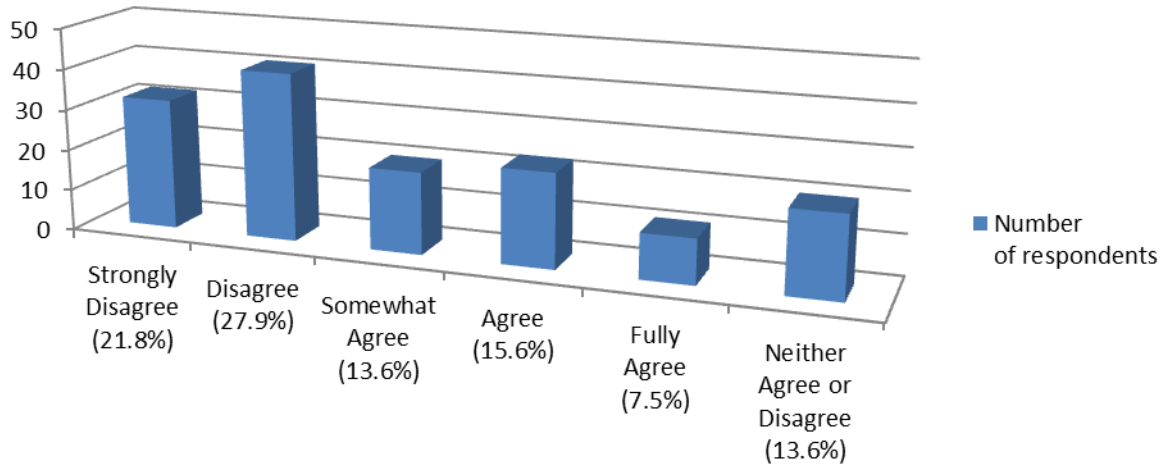
**4. (3) Researchers have access to training and the opportunity for professional development to support their careers and to develop skills and competencies**



**4. (4) The University ensures a person is identified to whom early-stage researchers can refer for the performance of their professional duties**



**4. (5) The University supports mobility for researchers to experience geographical intersectional, inter-and-transdisciplinary mobility and also mobility between public and private sectors is guaranteed and actively promoted**



**SCHEDULE OF ACTIONS**

	<b>Actions</b>	<b>Responsibility</b>
1. Ethical and Professional Aspects	Implementation of National Protocols for Research Integrity	Office of VP for Research and Innovation
	Establishment of a Working Group on Research Integrity and Research Ethics	Office of VP for Research and Innovation/UEC
2. Recruitment	Publicise University Employment and Career Management Structure	Principal Investigators and Research Advisor
	Review and update recruitment policy as appropriate	HR Director and Research Advisor
	Provide briefing sessions to train members of selection committees on their responsibilities	HR Staff Welfare and Development
	Monitor recruitment process for research positions and compliance with legislative requirement	HR Central Services
	Review advertisements to ensure compliance with University advertising policy	HR Central Services
	Support mobility of researchers through provision of information and resources	HR Central Services
3. Working Conditions & Social Security	Consider development of Mentoring Programme	PI's/HR Director/Office of VP for Research and Innovation
	Promote development of agreement through IUA with HEI's and funders to support research careers	VP for Research and Innovation
	Review and modify of research salary policy as appropriate and in line with recommendations nationally	VP for Research and Innovation/HR Director/HR Research Advisor
	Development of Postgraduate Certificate in Research Management	Office VP for Research and Innovation/HR Staff Welfare and Development
	Publicise role of Staff Ombudsman and research policies and procedures	HR Research Advisor/Central Services
	Define process for monitoring probation	HR Director/HR Research Advisor
	Review and modify PDRS in line with national recommendations	HR Staff Welfare and Development
	Promote participation of researchers on College and School Committees	VP for Research and Innovation
	Discuss allocation of appropriate space and facilitates through Colleges	VP for Research and Innovation/HR Director
	Conduct briefing sessions on the University Employment and Career Management Structure	HR Staff Welfare and Development/ HR Research Advisor
Review and modification of the Researcher Employment and Career Management Framework as appropriate	HR Director/VP for Research and Innovation	
4. Training	Provide resources to support researcher career development e.g. online resources, employer led events, HR website, individual careers consultations, conferences	HR Research Advisor/Careers Service
	1:1 careers advisory consultation sessions	HR Research Advisor
	Briefing sessions to train researchers and PIs on career planning process	HR Staff Welfare and Development
	Develop policy for researchers to contribute to teaching	UEC
	Promote innovation and business through IGNITE Programme	Office of VP for Research and Innovation

