

A Charter for development of Research Staff by their line managers* and the University

This document is intended to emphasise the values, skills, and responsibilities that we aspire to and endorse in order to ensure that the University maximises the potential of its researchers and develops the future leaders of the international research community. The University has high standards in terms of producing world-class research and acknowledges that research staff are a key element of achieving this and very much value their contribution.

Line managers should recognise that the position of a researcher on a fixed-term contract is challenging and can be an important determinant in their ability to fulfil their career potential. Managers must **fully embrace their role in having a positive influence on training and development** and ensure that the expectations and responsibilities of both parties and criteria for success are clear.

It is our vision that every line manager of researchers will follow these key guidelines, drawing from the principles of the [Concordat to Support the Career Development of Researchers](#) (to which the University is a signatory):

I**NDUCTION:** ensure that staff are aware of and have access to **appropriate induction** at Department and Faculty/University level.

N**ETWORK:** not only be defined by their position, but also by their **professionalism, behaviour and influence** in the workplace, and will possess strong communication skills, be able to **inspire and motivate others**, and play an **active role in connecting research staff**.

S**UPPORT:** enable staff to **take ownership of their career trajectory**, including formulating a **training plan** to develop the skills and experiences required to succeed, whether in academia or elsewhere. The University is committed to providing researchers with the equivalent of 1 day/month time allocation for professional career development. Managers will allow additional time for development of research identity and broader leadership skills. Exit support and planning processes should begin at least 6 months before but no shorter than three months before a researcher's end of contract.

P**ROFESSIONAL DEVELOPMENT:** value **opportunities for growth and development for both line managers themselves and researchers** and be committed to seizing any opportunity **for their own professional and personal development as managers** (especially in effective line management, ED&I, wellbeing and mental health), and for that of the researchers they manage ensuring they are **able to use opportunities for training and development** effectively.

I**NDPENDENCE:** enable their research staff to **take ownership** of their research outputs and aspire for them to contribute to high quality publications as well as presentation of their data at conferences. Embed strategic planning, and train their research staff in the process of developing a research niche and in funding capture. Depending on career intentions, they should also support and encourage the building of a personal funding portfolio of research, travel, or exchange grants and provide significant input into grant co-authorship.

R**ECOGNISE:** the potential of the researcher by **creating an inclusive and supportive environment and promoting a culture of respect, feedback and mentoring**. This includes annual career development discussions through the Appraisal procedure and use of the University's training and career development framework for researchers – [ThinkAhead](#). Managers will also **promote a healthy working environment supporting researchers' wellbeing and mental health**.

E**MPOWER:** their staff to **engage in teaching** (e.g. seminars, lectures, tutorials, Doctoral Development Programme (DDP) modules, supervision of students), **leadership and professional standing and wider engagement** (e.g. organisation of seminar series, conferences, contribute to public policy and other committee work such as research staff associations, as appropriate to their development).

* By line manager we refer also to research group leaders and principal investigators.