Appendix A

HR Research Working Group

Mr Barry O'Brien, Director of Human Resources (Chair)

Professor Anita Maguire, Vice President for Research and Innovation

Mary O'Regan, HR Research Manager

Anne Gannon, HR Manager

Helen O'Donoghue, HR Manager

Susan O'Callaghan, HR Manager

Mary Ward, HR Manager

Paul Ryan, Employee Relations Manager

Dr Siobhan Cusack, Senior Research Officer, UCC Research Support Services

Laura McSweeney, Research Contract Management

Appendix B:

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 consists of the following members;

Mr Barry O'Brien, Director of Human Resources (Chair)

Ms Mary O'Regan, Department of Human Resources

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

Dr Rosarii Griffin, Chair of the UCCRSA Committee

Professor Alan Kelly, School of Food & Nutritional Sciences

Dr Tanya Mulcahy, Health Innovation Hub

Ms Kate O'Brien, Science, Engineering and Food Science

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

Dr David O'Connell, UCC Research Support Services, 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 Michael Nolan, College of Science, Engineering and Food Science and Tyndall National Institute

Appendix C

UCC Research Staff Association HR Working Group

Dr Rosarii Griffin, Chair of the UCCRSA Committee

Dr Gordon Dalton, Secretary of the UCCRSA Committee

Ms Mary O'Regan, HR Research Manager, HR UCC

Dr Mark Jessopp UCCRSA Committee

Appendix D

HRS4R Researcher Focus Group

Dr Andrew Allen Senior postdoctoral researcher with the Department of Psychiatry and the APC Microbiome Institute.

Dr Alice Lucey Research Fellow School of Food & Nutritional Sciences

Dr Mairead Harding Senior Lecturer In Dental Public Health, Deputy Director Oral Health Services Research Centre

Dr Caitriona Long-Smith Post-Doctoral Researcher Dept. Anatomy & Neuroscience

Dr Mark Jessopp Research Fellow Coastal and Marine Research Centre

Dr Rosarii Griffin Chair of the UCCRSA Committee

Mary O'Regan HR Research Manager

Appendix F

Link to the HR Researcher Survey December 2016

Researcher Teaching Survey

The results of the UCC Researchers Teaching Survey which was conducted by the Academic Council Academic Staff Development Committee are below. Currently in December 2017 the guidelines for the Teaching Practice of Researchers in UCC are being developed.

Researchers Teaching Survey – overview and draft recommendations for action from the

Academic Council Academic Staff Development Committee

April 2017

72 valid responses

Key findings:

1. **Teaching opportunities**: 93% of research staff wish to undertake teaching activity. 6% (4 people) do not, and have a negative view of the idea of teaching as part of their role.

2. **Capacity to teach** – this can be limited or even prohibited by the terms and conditions of certain funding. Payment was an issue that arose repeatedly in the survey feedback, with concerns around the lack of clarity as regards entitlement to payment and a number of participants suggested that researchers ought not to teach unless they were paid.

3. **Reasons to teach** –29 stated they were motivate day personal interest, 43 were motivated by a desire for professional development. Overall teaching was seen as a valuable but secondary activity. Declared areas of internets are in respect of teaching both at undergraduate and postgraduate level as well as supervising projects.

4. **Barriers to teaching** – PI not supportive; rigid structure of the existing modules; No payment despite filling in for a paid lecturer; Difficult to secure opportunities as the system is opaque.

5. **Useful supports in teaching** – acknowledged the availability and value of the accredited teaching and learning programme in UCC, and the teaching and learning

seminars/workshops in UCC. Mentoring was also mentioned as a useful support. (Once again there was a critical mention of the lack of or inadequate pay for teaching.)

50+% of survey participants reported that they had had no induction or training in teaching skills; 50+% reported to receiving no support whilst teaching.

6. **Teaching experience:** Very positive feedback re teaching experience in 2015/16. – with 95% of survey participants happy with their experience; the reported highlights being as follows:

   - Relevance to their research work

   - Exciting and challenging

   - Enjoy preparation and delivery

   - Transfer of knowledge to younger generation

   - Enjoy interaction with students

   - Very gratifying – learning new skills

The negative responses mentioned the following issues:

   - No Pay

   - Teaching opportunities relied upon being given a favour

   - No recognition in any way of teaching contribution

7. **PI support re teaching activity**

Two-thirds of participants reported receiving support from their PI/Head of department. However, submissions also included worrying comments including –

   - Participants being "loaned out" to colleagues

   - PI's fearful of building up rights to a CID

   - Regarded as a convenient source of unpaid labour

86% of Heads who participated in the survey self-reported as being supportive of research staff. Some PI's reported having "no idea" about the Researcher Career Framework. 43% reported having no knowledge of or oversight of teaching undertaken by research staff.

Proposed responses to the Survey findings:

1. Develop a teaching integrity policy which in this context would develop a policy/framework of best practices to identify and encourage a positive recognition of the total academic experience, highlighting the importance of -

   a. Respect

   b. Support research whilst encouraging and facilitating teaching opportunities

This would include educating PIs about how to best provide opportunities for teaching experience and how to do so respectfully; perhaps best delivered in workshop format.

2. Recognise innovative ways of recognition and reward beyond payment. This could apply across the university in respect of persons on all forms of contracts. E.g. non-credit bearing certificate of recognition through the CPD centre; could include a reflection piece after a period of teaching – suggestion is after 20 hours of teaching. This certificate could possibly be a gateway to the certificate in teaching a learning.

3. Induction sessions for PIs and for Researchers (separately).

4. Creating an enabling teaching opportunities – identify clear opportunities and clarify he expectations surrounding those opportunities which would also ensure the inclusion of explicit detail in respect of teaching opportunities and conditions in contracts/funding agreements.