Background:

The Concordat, launched in June 2008, is an agreement between the funders and employers of research staff in the UK. Through the implementation of its principles it aims to enhance the researcher workforce and thereby sustain research excellence bringing benefits to the health, economy and well-being of the UK. The University is committed to implementing the Principles of the Concordat with a particular focus on early career researchers.

Faculty of Medicine’s Postdoctoral Association:

(FoM), is implementing the University of Southampton’s (UoS) commitment to the Concordat by supporting the development of its early career research staff, nurturing careers and helping each individual to achieve their research goals via the Postdoctoral Association (PDA).

The Faculty of Medicine set up the PDA in 2004 to improve the profile and career development of all postdoctoral research staff within the Faculty of Medicine. This has been achieved in a number of ways including an annual conference (The Postgraduate Research (PGR) Conference) in June, a “Transferable Skills Programme”, a Conference Attendance Fund and the introduction of a mentoring scheme in 2006. The PDA has created an external website, with a link from the FoM’ main website, where both internal and external individuals can read more about this: http://www.som.soton.ac.uk/postdoc/Default.asp

This webpage has links to the internal “Sharepoint” site where only internal UoS staff has access and more information can be found (see appendix 1 for screen grabs) and also to the University’s “Parents and Carers Network”, which is group of now over 150 members with shared interests and responsibilities, who offer each other informal peer support.

The PDA has a Steering Committee; currently Chair is FoM Concordat Champion Associated Professor Jens Madsen, The Mentoring Chair Associated Professor Nicola Englyst and at least one postdoctoral and one academic member from each of the Academic Units (AUs) in FoM. The PDA is also supported by FoM by having its own assigned administrative person. Dr Julie Reeves from the university Concordat Working Group is invited to attend the meetings and so it FoM Athena SWAN members. The PDA is the link between research staff in FoM and the Faculty Leadership Team via the Research Management Committee of FoM. The PDA is also the link between the AUs and the ERCs as each academic PDA representative attends the individual AU board meetings giving numerous ways to communicate information from ECRs to FoM and vice versa (Figure 1 – next page).

All Early Carrier Researchers (ECRs) are automatically members when they start their position in FoM. The PDA is notified by the FoM Finance Department when a new ECR is starting in FoM and each ECR is welcomed with an e-mail from one of individual AU PDA members explaining what the PDA is and how it can help the person. This is followed up with a face to face meeting and an annual PDA Introduction in October for all new ECRs.
The opportunities for continuous professional development (CPD) provided by the PDA are also available to all level 4 Teaching Fellows, Academic Clinical Fellows (ACFs) and PhD students across FoM. The PDA is in contact with the Institute for Learning Innovation and Development (ILId) to ensure that combined we offer a comprehensive package of transferable skills for the continuous professional development of the research staff in FoM.

Figure 1. Current FoM organisation for the implementation of the Concordat via the PDA. The figure originates from annual PDA Introduction to new ECRs in October. See appendix for full introduction given to FoM ECRs in October 2015.

The PDA offers support to research staff by facilitating the following:

- A yearly introduction in October for new ECRs joining FoM in the last 12 months, giving an introduction to what the PDA is and how it can help them, what support FoM can offer including mentoring and carrier advice, FoM support for funding applications etc (see appendix 2 for programme and introduction talk from Oct 2015).
- A Transferable Skills Programme, currently with 17 different sessions (see appendix 3 for full programme).
- Mentoring for all staff across FoM (see appendix 1 for screengrabs of Sharepoint site).
- Individual peer mentoring groups based on self-chosen subjects amongst FoM staff.
- A Conference Attendance Fund where level 4 and junior staff can apply yearly for money to attend a national or international conference.
• An annual Postgraduate Research Conference with both poster and oral presentations from the research staff to showcase the research being undertaken in FoM and provide networking opportunities
• Academic Unit specific “Research Clubs” for ECRs to present their work in an informal setting and to network within the AU and across FoM. These also have “carrier seminars” of carrier opportunities outside academia.
• A Career Track Fellowship for excellent level 4 ECRs to provide progression from ECR to becoming an independent academic.
• Career development and advice for all FoM research staff
• An Annual PDA Xmas Lecture by an external speaker from another institution for an inspirational talk about their carrier and life and how they ended up where they are.
• The implementation of Dean’s Awards in FoM (see appendix 4 for full description).

By providing the above opportunities, the FoM is implementing principle 2-5 of the Concordat.

Five year plan:

Recommendations for implementation of the Concordat in FoM are embedded within the plan (see table below). Progress has been made around many of the Concordat principles, however, there are areas that require continued or more work. These can be encapsulated around the following key areas:

COMMUNICATION, ENGAGEMENT AND RECOGNITION

Engagement of the Faculty Leadership Team with the research staff is important to gauge ‘grass-roots’ opinion and to foster community spirit. To facilitate this, the PDA will implement an “open Q & A session” for all research staff in summer 2016 to ensure we are capturing the opinions and comments directly from the ECRs and what they feel their needs are for future development. The individual AU Research Cubs will also dedicate one session to an open meeting with the Head of Academic Units on an annual basis. Notes will be taken of these meetings and passed to the Faculty Leadership Team and the University Concordat Working Group to inform about strategy and how to progress forward.

The PDA Sharepoint site needs to be maintained as a repository for key information and ECRs made aware of this as a resource.

Consideration should be given to social media as a means to maintain contact with PDA (A Facebook page was set up in 2015).

Recognition and Reward of research staff across the FoM Faculty and their role as key players in the University mission in education and research is an important aspect of the PDA activity. Building a sense of community in such a transient cohort is a challenge. This has been addressed through establishing an annual calendar of events tailored for research staff such as the PGR Conference in June, the PDA Xmas Lecture with Dean’s Award in December and the bi-monthly Research Clubs across the different AUs.

INDUCTION
Induction of ECRs is carried out locally in each AU by the local PDA reps. A formal annual PDA induction of ECRs to the FoM is taking place in October.

MENTORING AND RECOGNITION

A mentoring programme was set up in 2006 and has been implemented across FoM for all staff and students. A database was set up where mentors can sign up and mentees can search for an appropriate mentor using key word. Special FoM “parental leave” mentors was introduced in 2015 by training of FoM volunteers by Human Resources and these can be located via the Mentoring Sharepoint site. This site does also contain links to other internal and external sites for other aspects of mentoring and pasturing care such as Money Advisory Board, Alcoholic Anonymous and Stress Management.

The PDA conducted a survey amongst ECRs within FoM in the spring of 2015 to investigate how well the mentoring scheme was known amongst the ECRs and how many used it by having a mentor (appendix 5). 88% was of the responding ECRs were aware of the mentoring scheme but only 30% had a mentor. The survey also revealed that 54% of the responding ECRs would like more information about the mentoring scheme. We will therefore aim to inform more about this using a combination of both e-mails to ECRs and mentioning the scheme at the ECR tailored events such as the PGR Conference in June, the PDA Xmas Lecture with Dean’s Award in December and the bi-monthly Research Clubs across the different AUs.

APPRAISAL

With the introduction of the online appraisal system across UoS in 2014, all ECRs should now be being appraised on an annual basis. The PDA conducted its own survey amongst ECRs within FoM in the spring of 2015 (the previous round of annual appraisals should have been completed by Feb 2015) to investigate how many have had an annual appraisal and how appropriate the ECRs felt the appraisal was for them (appendix 5). Approximately 70% of the ECRs had an appraisal within the last year but only 55% found this “useful” or “very useful” and only 38% found that it “covered both me and my performance” showing there were mixed experiences in terms of the quality of this process. This highlighted there was a need for training of academic staff specifically in the area of supporting the career progression of early career researchers. The FoM has now made it mandatory for academic staff to undergo training in the appraisal process.
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<th>Principles</th>
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<th>Success Measures</th>
<th>Responsibility</th>
<th>Implementation Date</th>
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<tr>
<td>1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research</td>
<td>Increase in the number of research staff learning about their current post via website rather than word of mouth, i.e. an expanding recruitment base. Availability of job specifications and skills requirements for all advertised research posts. Increased proportion of interviews by panels with diverse representation. Increased proportion of academic staff receiving training in recruitment and selection.</td>
<td>Ensuring all vacancies, including those to be filled internally, are advertised on the university website. This is ensured by provision of; 1) Detailed job descriptions 2) List of research skills required 3) Details of personal skills required This is provided with the advertisement. This is avoided by interview panels consisting only of PI or research leader. It is mandatory for staff in Faculty of Medicine to attend a training course in “staff recruitment and selection” before the panel interview.</td>
<td>HR HR/PIs Faculty Faculty/PDU (ILIAD)</td>
<td>Implemented 2012</td>
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<td>2. Researchers are recognized and valued by their employing organization as an essential part of their organization’s human resources and a key component of the strategy to develop and deliver world-</td>
<td>The Faculty of Medicine set up the Postdoctoral Association (PDA) in 2004 to improve the profile and career development of all postdoctoral research staff</td>
<td>The PDA is on the agenda of the regular “Research Management Committee” meetings in Faculty of Medicine and</td>
<td>The PDA Steering Committee</td>
<td>2004</td>
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within the Faculty of Medicine. This has been achieved in a number of ways including an annual research conference (The Post Graduate Research (PGR) Conference) in June, a regular series of seminars mainly about transferable skills and the introduction of a mentoring scheme in 2006. The PDA communicates with both the faculty and the ECRs within the faculty. The Faculty of Medicine introduced in 2015 the “Dean’s Awards” of £200 for research staff to highlight that there is more to life than the research they are doing. The categories were

- Citizenship  - For example by making a broad contribution by effectively delivering seminar programmes, workshops or mentoring / pastoral support.
- Education  - For example by an outstanding contribution to curriculum development.
- Enterprise  - For example by successfully establishing a new industry collaboration.
- Public Engagement  - For example by organising an

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<th>communicates issues and other relevant information from research staff to the faculty and vice versa.</th>
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<td>3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</td>
<td>Transferable skills programme in Faculty of Medicine developed by the Postdoctoral Association (PDA) in collaboration with the Post Graduate Research (PCR) and Academic Clinical Fellowship (ACF) committees. Each Academic Unit also has “Research Clubs” where postgraduate researchers present their research for each other in an informal setting combined into 17 modules this year (see attachment for 2015-16 programme). Sessions vary with 6-12 attendees and most sessions are fully booked with a waiting list.</td>
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<td>4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</td>
<td>All research staff can freely attend the Transferable Skills Programme and Research Clubs mentioned above and are actively encouraged by PDA members to have at least one mentor to discuss their “personal and career development” with a person independent of their line manager. An yearly appraisal with line manager to discuss personal performance and development. Usage of the Transferable Skills Programme, having a mentor and a yearly appraisal. Training of Academic Staff in the correct process of appraisal. Annual appraisal deadline is set to February and needs to be signed off by HoAU. Appraisal to include a review of long term career planning and opportunities. Ongoing</td>
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Increased numbers of ECRs as named postgraduate co-supervisors.

Increased activity in outreach and external recognition e.g. press or funding success for public engagement.

CROS survey results; Satisfaction of researchers with activities and support in, for example:
- Conditions of employment
- Management of performance
- Probation and appraisal
- Provision of career advice.

Ensuring that ECRs are providing training opportunities as needed (e.g. “supervising PhD students” provided by ILiaD)

Provide information on outreach and public engagement activities and encourage participation.

Review results of CROS survey to FoM RMC and FLT.

Line managers, HoAU

PDA, HoAU, Line Managers

5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning

The PDA has in 2015 facilitated the development of “peer mentoring groups” amongst research staff where the staff themselves determines the subject for each group and how often to meet. The group meet with coffee and cake sponsored by the PDA.

Several groups are formed including “maternity leave”, “life –work balance” and “career prospects”

Research Staff and PDA

2015

6. Diversity and equality must be

Evidence for equal treatment of

The Faculty had Athena

Faculty and HoAU

Athena SWAN Silver
| Promoted in all aspects of the recruitment and career management of researchers | All staff irrespective of:  
- Age  
- Gender  
- Ethnicity  
- Disability  
- Sexual orientation | SWAN bronze status and received in 2015 silver status.  
Maintain regular statistics for review of age, gender, ethnicity and disability.  
Annually review implementation of Athena SWAN Silver Charter | Charter: 2015. |
|---|---|---|---|
| 7. The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK | Increased participation in the annual CROS survey. | Promote participation in CROS survey by e-mailing ECRs to encourage participation. For 2015, FoM had 40% of its ECRs responding, the highest percentage across faculties at UoS.  
Provide annual review of performance against agreed Faculty Action plan.  
Annual update of Faculty Action plan in consultation with the PDA, FLT, the Concordat Working Group and ILIaD. | PDA  
2015 |
Appendix 1 PDA Medicine
Appendix 1, Faculty of Medicine – The External PDA Web Page:
http://www.southampton.ac.uk/medicine/research/postdoctoral.page

Postdoctoral opportunities

Medicine is a vibrant and supportive environment offering a variety of opportunities to postdoctoral staff and early career researchers. In addition to a first-rate academic environment supported by world class facilities, numerous additional opportunities for postdoctoral staff exist.

Career Track Fellowships

Thrift Fellowships offer awards in recognised postdoctoral academics to boost their careers in academia. The award provides two years of salary funding and is obtained through an annual competition. Career Track Fellowships may subsequently apply for Faculty pump-priming, funding through the Research Management Committee.

Conference Attendance Fund

The Conference Attendance Fund is designed to assist eligible Medicine staff and postgraduate research students to attend conferences in the UK as exemplars.

Transferable Skills Programme

This programme of workshops and online training courses offer postdoctoral researchers and other academics involved in research the opportunity to learn and develop a range of transferable skills, and to increase their awareness of potential career pathways inside and outside of academia.

Mentoring

Our aim is to provide all research staff with access to a mentor, who will act as an independent source of career advice and support. Staff within the Faculty can find out more about what we offer via our internal SharePoint site. Click here to access the site.

Research Conference

The Faculty’s annual Research Conference takes place each year. These annual conferences showcase the excellence of the science being produced within Medicine. Highlights include oral and poster presentations from postdoctoral researchers, an oral presentation on the best published research by a postdoctoral researcher from the previous year, and a high-profile guest speaker. Details for the 2016 conference can be found here.

The 2016 Research Conference will be held on Thursday 03 June 2016.

Career development and advice

Many different opportunities exist for postdoctoral researchers, both inside and outside academic and so we provide a range of resources to assist career development.

More information is available via a Postdoctoral Association SharePoint site. The Postdoctoral Association is a highly active group consisting of academic and postdoctoral members. Its mission is to support all postdoctoral staff within Medicine.

External resources requiring more information about the Postdoctoral Association should contact Emma Mailer or email emma@docmail.co.uk.

Please note that the above picture is a composite picture generated by four screengrabs in order to fit this page
Please note that the above picture is a composite picture generated by two screenshots in order to fit this page.
Please note that the above picture is a composite picture generated by two screengrabs in order to fit this page.
### Tips on using the Mentoring Database

- **Top Tip**: There are filters available on the following headings to help you more easily identify a possible mentor:
  - 'Career experience' (of the mentor), ‘Mentor for’, ‘Academic Unit/Area’ and ‘Primary Office Location’

- **Other Tips**: Use the 'Career experience' and 'Mentor for' columns to narrow down your search. Then look through the 'Experience' notes to find someone you think might make a good mentor.

  - Don’t be put off by thinking 'I cannot choose them, they will be too busy'. If you think they are a good fit for the mentoring support you are looking for, then make contact with them. Most people are more than happy to find the time to mentor when contacted.

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<th>Name</th>
<th>Experience</th>
<th>Mentor for</th>
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<th>Phone</th>
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<th>Primary Office Location</th>
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<tr>
<td>Prof Avan Aliye Sayer</td>
<td>We have a flourishing training programme in academic gynaecologic medicine with 1 Lecturer and 5 Academic Trainees currently in post and success with out last 3 applications for Wellcome/IHR clinical fellowships.</td>
<td>All levels</td>
<td><a href="mailto:aas@rmc.soton.ac.uk">aas@rmc.soton.ac.uk</a></td>
<td></td>
<td>MHU</td>
<td>Prof</td>
<td>SGH</td>
</tr>
<tr>
<td>Prof Yumen Al Shemshiah</td>
<td>Immunology and Molecular Cell Biology. All as referee for grant bodies (LIE, TANRIC, the Wellcome Trust) and various journals.</td>
<td>All levels</td>
<td><a href="mailto:yumen@soton.ac.uk">yumen@soton.ac.uk</a></td>
<td></td>
<td>Cancer Sciences</td>
<td>Prof</td>
<td>SGH</td>
</tr>
<tr>
<td>Dr Norman Alweyn</td>
<td>During the last 15 years, I have worked in the NMS and Academia both part time and full time at different stages of my career and was successful in establishing a track record in research, publications and grant funding as well as experience in postgraduate teaching and supervising undergraduate and postgraduate MSc and PhD.</td>
<td>All levels</td>
<td><a href="mailto:n.a.alweyn@soton.ac.uk">n.a.alweyn@soton.ac.uk</a></td>
<td></td>
<td>T3-4776 POPS</td>
<td>Assoc</td>
<td>SGH</td>
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Appendix 2 PDA Induction 2015
Postdoctoral Association

What is the PDA, what do we do and how to get in touch with us.

Jens Madsen
11 Nov 2015
The Faculty of Medicine PDA Induction:

13:15  Coffee on Arrival

13:30  Overview of Research & Enterprise in the Faculty of Medicine. A summary of research and enterprise within the Faculty of Medicine. Professor John Holloway, Associate Dean (Research)

13:55  Introduction and Overview of the Postdoctoral Association: What is the PDA, what do we do and how to get in touch with us. Dr Jens Madsen

14:15  Mentoring for Postdocs. Dr Nicola Englyst

14:35  An overview of Athena SWAN. Dr Jane Willoughby

14:40  Coffee

15:00  The first year as a postdoc. One postdoc’s experience of working within the Faculty of Medicine. Dr Gry Hulsart Billstrom

15:10  My Postdoc Experience. An overview of a career track postdoc’s experience. Dr Rocio Martinez-Nunez

15:20  Overview of the Faculty Research Support Office. An overview the support available from the Research Support Office. Linda Hammond / Jo Lancaster

15:30  Role of the Faculty of Medicine Office including funding available. An overview of how the Faculty office can support postdoctoral researchers. Mr Matt Coleman

15:45  Coffee and Cake A chance to meet other Postdoctoral Researchers and members of the Faculty
The Postdoctoral Association

- Formed in 2003........Why??
- Approximately 100-150 Postdocs in the School of Medicine
  - Huge resource of uniquely talented people
  - Essential to continued research success
  - Next generation of academics

- Many on short-term contracts
- No institutional/School of Medicine support
- No recognition of role played in the School of Medicine
Since 2003 – Good Progress...

- Now approximately 120-200 Postdocs/Early Career Researchers (ECRs) in the Faculty of Medicine (FoM)
  - Institutional support improving
  - Good recognition of ECRs in FoM
  - Transferable skills/seminar programmes
  - Mentoring programme
  - Induction
  - Dean’s Awards
What does the PDA do?

- Support the career development of postdoctoral research staff/ECRs
- Promote collaboration and networking
- Promote the profile of FoM ECRs within the Faculty and University
- Liaise with other faculties and external bodies to enhance support for ECRs

Paraphrased from PDA Terms of Reference
What does the PDA really do?

Transferable Skills Programme

Annual Conference

Networking Opportunities

Website/Sharepoint

Career Tracking

Implementing The Concordat across UoS

Annual Xmas Lecture

Dean’s Awards

Career Seminar Series

Inductions

Mentoring Scheme

Research Clubs
Who’s who in the PDA

- **Chair**
  - Dr Jens Madsen

- **Administrator**
  - Mr Matt Coleman

- **Mentoring Lead**
  - Dr Nicola Englyst

- **Cancer Sciences**
  - Dr Charlie Birts
  - Prof Jon Strefford*

- **Human Development and Health**
  - Dr Emma Lofthouse
  - Dr Nick Evans*

- **Clinical and Experimental Sciences**
  - Dr Claire Jackson
  - Dr Chris Hughes
  - Dr Delphine Boche*

- **Primary Care and Population Sciences**
  - Dr Ingrid Muller

- **Salisbury**
  - Dr Joannah Score
Transferable Skills Programme

- Scientific Writing
- Teaching Skills
- Presenting at Conferences
- Career Management
- Writing & Managing a Grant
- Enterprise and Intellectual Property
- Communicating research to a non-specialist audience
- Time & Project Management
- Personal Effectiveness
- Peer mentoring
Transferable Skills Programme 2015/2016

For the full list of modules, go to our SharePoint site:

https://intranet.soton.ac.uk/sites/medicine/pda/Pages/Overview.aspx
Transferable Skills Programme 2015/2016
Transferable Skills Programme 2015/2016
Transferable Skills Programme (click to view the list of workshops)

Our transferable skills programme provides a wide range of training opportunities for Postgraduate Research Students, Postdoctoral Researchers, Academic Clinical Fellows and Clinical Lecturers. It includes a range of workshops, varying from one hour to one day long, and covers topics including scientific writing, presentation skills, mentoring and applications & CVs.

We also run interactive grant writing workshops. Further details of these can be found here.

Click on the Transferable Skills Programme link for details of the courses planned for 2015/16.

All courses are FREE, but places are limited so please register once the course you are interested in has been advertised and is open for reservations. All courses are advertised in advance by email to relevant audiences.

The programme also offers access to a number of on-line training resources. See the link for details of the videos and courses available. These include videos on "Intellectual Property" and numerous video tutorials on "software and business skills".

Should you have any questions about the Transferable Skills Programme please contact Matt Coleman via resmed@soton.ac.uk.

In addition to our Transferable skills programme mentoring can be an excellent way of advancing your personal development; helping you assess your current situation and formulate action plans to move you forward. See the Faculty mentoring site for details.

On-line Training

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<td></td>
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<td></td>
<td>Various Modules covering statistical principles and statistical tests Presentation by Don Spalinger, Director of Research &amp; Innovation Services Presentation by Hilary Smith, Head of Faculty Support</td>
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<td></td>
<td></td>
<td></td>
<td>How to work with Industry seminars</td>
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<tr>
<td></td>
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<td>Modes of Collaboration</td>
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Transferable Skills Programme 2015/2016

The list is dependent on your input. If you think it would be beneficial with a subject not on the list – contact us!
Transferable Skills Programme 2015/2016

Transferable Skills Programme (click to view the list of workshops)

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Transferable Skills Online Training 2015/16:

The list is dependent on your input:
If you think it would be beneficial with a subject not on the list – contact us!
The Researcher Development Framework is a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build the UK higher education research base.

The Researcher Development Framework was developed by and for researchers, in consultation with academic and the public and private sector.

http://www.vitae.ac.uk/researchers/428241/Researcher-Development-Framework.html
The Concordat to Support the Career Development of Researchers

The Concordat to Support the Career Development of Researchers sets out the expectations and responsibilities of researchers, their managers, employers and funders. It aims to increase the attractiveness and sustainability of research careers in the UK and to improve the quality, quality and impact of research for the benefit of UK society and the economy.

The Concordat will ensure today’s researchers are nurtured and supported during their career development. By setting out clear expectations for researchers, research managers, research institutions, and funders of research, the Concordat aims to enhance the research workforce and thereby sustain research excellence in the UK, bringing benefits to the health, economy and well being of our nation.

The Concordat consists of a set of key principles for the future support and management of research careers, and under each principle, an explanation of how it may be embedded into institutional practice.

The Concordat’s key principles:

1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.
2. Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.
3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
4. The importance of researchers’ personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.
5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.
6. Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.
7. The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.
The 7 Principles of the Concordat:

**Principle 1**
Recognition of the **importance of recruiting, selecting and retaining researchers** with the highest potential to achieve excellence in research.

**Principle 2**
Researchers are **recognised and valued by their employing organisation** as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.

**Principle 3**
Researchers are **equipped and supported to be adaptable and flexible** in an increasingly diverse, mobile, global research environment.

**Principle 4**
The importance of **researchers’ personal and career development**, and lifelong learning, is clearly recognised and promoted at all stages of their career.

**Principle 5**
Individual researchers share the responsibility for and need to **pro-actively engage in their own personal and career development, and lifelong learning**.

**Principle 6**
**Diversity and equality** must be promoted in all aspects of the recruitment and career management of researchers.

**Principle 7**
The sector and all stakeholders will undertake regular and collective review of their progress in **strengthening the attractiveness and sustainability of research careers in the UK**.

Ongoing developments:

UoS The Concordat Working Group
Research Clubs

Research Clubs currently running in:
Cancer Sciences
Clinical Experimental Sciences
Human Development and Health
Primary Care and Population Sciences

- Academic Unit-specific information and networking to help communicate research and ideas.
- Provides an academic forum for Postdocs/ECRs.
- To facilitate interdisciplinary perspective, research and transferable skills.
- To provide an opportunity to practice peer presentation.
Careers Seminars

• Provide information on career options
  – Both academic and non-academic
  
  ■ Writing successful fellowship proposals
  ■ Changes in employment law
  ■ Use of personal development plans
  ■ Working as a postdoc abroad
  ■ How to become a Lecturer

  ■ Scientists in the civil service (DSTL)
  ■ Publishing careers (Nature)
  ■ Working in a small biotech company (Capsant)
  ■ Working for grant funding agencies (CRUK)
  ■ Research in the pharma industry (Eli Lilly)
Annual FoMPGR Conference

- Opportunity for ECRs to show work within the Faculty
- Around 150 attendees each year
- Prizes for best talk, poster and published research
- Best chance for “networking” across the Faculty

June 2014
Nobel Prize winner : Prof Barre-Sinoussi
Discovery of HIV

June 2015
Prof Cyrus Cooper, OBE

June 2016:
Speaker: TBA
Dean’s Awards for Postdoctoral Researchers

Postdoctoral Researcher who has made an exceptional contribution to the Faculty in an area other than research.

Four categories:

- **Citizenship** - For example by making a broad contribution by effectively delivering seminar programmes, workshops or mentoring / pastoral support.

- **Education** - For example by an outstanding contribution to curriculum development.

- **Enterprise** - For example by successfully establishing a new industry collaboration.

- **Public Engagement** - For example by organising an effective outreach event.

Each winner will receive £200.

Nomination: Autumn, Award: PDA Xmas Lecture in December
Postdoctoral Association
Christmas Lecture 2015

Wednesday 9 December, 3.15 – 4.30pm, Lecture Theatre 2, South Academic Block, SGH
to be followed by mince pies and mulled wine

Guest speaker: Professor Alison McConnell, Entrepreneur, writer and Professor in Sport/Health Sciences, University of Bournemouth

“Respiratory muscle training: it’s not about the lungs”

Following the lecture Professor Iain Cameron will present the winners of the ‘Dean’s awards for Postdoctoral Researchers’.

All University / NHS staff and students are welcome

To register go to - http://pdaxmas2015.eventbrite.co.uk
PDA Summary

- We are here to represent you!
- If you don’t like something and want to change it – tell us!!!
- If you have a great idea about what ECRs need – tell us!!!

Contacting us

- Sharepoint:  https://intranet.soton.ac.uk/sites/medicine/pda/Pages/Overview.aspx
- Matt Coleman: resmed@southampton.ac.uk
- Postdoctoral Association
## Contacts:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Academic Unit</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Dr Jens</td>
<td>CES</td>
<td><a href="mailto:J.Madsen@soton.ac.uk">J.Madsen@soton.ac.uk</a></td>
</tr>
<tr>
<td>Clerical support</td>
<td>Mr Matt</td>
<td>Ces</td>
<td><a href="mailto:resmed@southampton.ac.uk">resmed@southampton.ac.uk</a></td>
</tr>
<tr>
<td>Postdoctoral representatives:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr</td>
<td>Charlie</td>
<td>Cancer Sciences</td>
<td><a href="mailto:C.N.Birts@soton.ac.uk">C.N.Birts@soton.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Emma</td>
<td>HDH</td>
<td><a href="mailto:E.M.Lofthouse@soton.ac.uk">E.M.Lofthouse@soton.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Claire</td>
<td>CES</td>
<td><a href="mailto:C.L.Jackson@soton.ac.uk">C.L.Jackson@soton.ac.uk</a></td>
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<tr>
<td>Dr</td>
<td>Chris</td>
<td>CES</td>
<td><a href="mailto:C.P.Hughes@soton.ac.uk">C.P.Hughes@soton.ac.uk</a></td>
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<tr>
<td>Dr</td>
<td>Ingrid</td>
<td>PCPS</td>
<td><a href="mailto:I.Muller@soton.ac.uk">I.Muller@soton.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Johanna</td>
<td>Salisbury</td>
<td><a href="mailto:Joannah.Score@salisbury.nhs.uk">Joannah.Score@salisbury.nhs.uk</a></td>
</tr>
<tr>
<td>Academic staff representatives:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof</td>
<td>Jon</td>
<td>Cancer Sciences</td>
<td><a href="mailto:J.C.Strefford@soton.ac.uk">J.C.Strefford@soton.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Chair</td>
<td>Dr Delphine</td>
<td>CES</td>
<td><a href="mailto:D.Boche@soton.ac.uk">D.Boche@soton.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Nick</td>
<td>HDH</td>
<td><a href="mailto:N.D.Evans@soton.ac.uk">N.D.Evans@soton.ac.uk</a></td>
</tr>
<tr>
<td>Dr</td>
<td>Louise</td>
<td>HDH</td>
<td><a href="mailto:L.E.Docherty@soton.ac.uk">L.E.Docherty@soton.ac.uk</a></td>
</tr>
<tr>
<td>Lead, mentoring</td>
<td>Dr Nicola</td>
<td>HDH</td>
<td><a href="mailto:N.A.Englyst@soton.ac.uk">N.A.Englyst@soton.ac.uk</a></td>
</tr>
</tbody>
</table>
Mentoring Programme

The aim of The Faculty of Medicine is to provide all research staff with access to a mentor, who will act as an independent source of career advice and support.

- What is my career plan?
- What do I need to do to get a promotion?
- How can I balance work with family life?
- Who can I talk to confidentially?
Appendix 3 Medicine Transferable Skills List for 2015/16
<table>
<thead>
<tr>
<th>2015-16 date</th>
<th>2015-16 Time</th>
<th>Topic</th>
<th>Duration</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-Oct-15</td>
<td>10.00 - 12.00</td>
<td>Voice skills – basic training for a winning presentation or speaking in public</td>
<td>2 hours</td>
<td>Postdocs; CATs; PGR students</td>
</tr>
<tr>
<td>10 Nov 2015</td>
<td>12.00 - 13.00</td>
<td>How to become a Lecturer</td>
<td>1 Hour</td>
<td>Postdocs</td>
</tr>
<tr>
<td>20-Nov-15</td>
<td>11.00 - 13.00</td>
<td>Employment outside academia</td>
<td>2 hours</td>
<td>PGR students; Postdocs</td>
</tr>
<tr>
<td>11-Dec-15</td>
<td>11.00 - 13.00</td>
<td>Networking Skills – Developing your online and offline network</td>
<td>2 hours</td>
<td>PGR students; Postdocs; Clinical Lecturers and other Academic Staff</td>
</tr>
<tr>
<td>14-Dec-15</td>
<td>13.00 - 16.00</td>
<td>Supervisory Skills</td>
<td>3.5 hours</td>
<td>Postdocs; Clinical Lecturers and other Academic Staff</td>
</tr>
<tr>
<td>14-Jan-16</td>
<td>11.00 - 13.00</td>
<td>Winning CVs and Applications</td>
<td>2 hours</td>
<td>PGR students; CATs; Postdocs; Academic staff</td>
</tr>
<tr>
<td>20-Jan-16</td>
<td>11.00 - 14.00</td>
<td>Building Relationships: The Language of Mentoring</td>
<td>3 hours</td>
<td>PGR students; CATs; Postdocs; all Academic staff</td>
</tr>
<tr>
<td>21-Jan-16</td>
<td>10.45 - 15.30</td>
<td>Grant writing - Response Mode</td>
<td>All day (9.30 - 16.00)</td>
<td>All Research staff including Clinical Lecturers</td>
</tr>
<tr>
<td>25-Jan-16</td>
<td>10.00 - 17.00</td>
<td>Effective Scientific Writing</td>
<td>1 day</td>
<td>1-2nd yr PGR students / ACFs</td>
</tr>
<tr>
<td>26-Jan-16</td>
<td>10.00 - 17.00</td>
<td>Scientific Writing - research papers</td>
<td>1 day</td>
<td>final year PhD students / early stage postdocs / Clinical Lecturers</td>
</tr>
<tr>
<td>04-Feb-16</td>
<td>12.30 - 4.00</td>
<td>Preparing Your Viva</td>
<td>3.5 hours</td>
<td>PGR students</td>
</tr>
<tr>
<td>04-Feb-16</td>
<td>12.00 - 3.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.02.16</td>
<td>11.00 - 13.00</td>
<td>How to Succeed at Interviews</td>
<td>2 hours</td>
<td>PGR students; CATs; Postdocs; Academic staff</td>
</tr>
<tr>
<td>26.02.15</td>
<td>12.30 - 14.00</td>
<td>Enhance your Abstract Writing Skills</td>
<td>2 hours</td>
<td>PGR students; Clinical Academic Trainees; Postdocs</td>
</tr>
<tr>
<td>10-Mar-16</td>
<td>9.30 - 16.00</td>
<td>Getting Started in Teaching</td>
<td>All day (9.30 - 16.00)</td>
<td>Postdocs; Clinical Lecturers and other Academic Staff</td>
</tr>
<tr>
<td>12-Apr-16</td>
<td>9.30 - 10.15</td>
<td>Excellent poster presentations</td>
<td>45 mins to 1 hour</td>
<td>PGR students; CATs; Postdocs</td>
</tr>
<tr>
<td>28-Apr-16</td>
<td>13.00 - 16.00</td>
<td>Oral Presentation Skills</td>
<td>2.5 Hours</td>
<td>PGR students; Clinical Academic Trainees; Postdocs</td>
</tr>
<tr>
<td>29-Jun-15</td>
<td>10.45 - 15.30</td>
<td>Grant writing - Fellowship Awards</td>
<td>5 Hours</td>
<td>Bespoke</td>
</tr>
</tbody>
</table>
Appendix 4 Medicine Deans Awards
## Deans Award for Postdoctoral Researchers

### Nomination Form

**Details of the person you wish to nominate:**

<table>
<thead>
<tr>
<th>Applicant Name (last name, first name, title):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

**Your details:**

<table>
<thead>
<tr>
<th>Your Name (last name, first name, title):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

Your relationship to the nominee: Line manager / colleague / other (please specify if other)

**Category of award**

<table>
<thead>
<tr>
<th>Please select the category of award you are nominating under.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Please describe the reasons for nominating this person (up to 500 words maximum)</th>
</tr>
</thead>
</table>

---

**Please note – Nominations must be supported by the nominees Head of Academic Unit.**

**Please include confirmation from the relevant HoAU that they support the application when submitting this form.**

Completed applications should be submitted by email to resmed@soton.ac.uk
Deans Award for Postdoctoral Researchers
- Guidelines

The Dean’s Awards for Postdoctoral Researchers are awarded annually within Medicine. They aim to recognise postdoctoral researchers who have made an exceptional contribution to the Faculty in areas other than research. Awards are available under the following categories:-

**Citizenship**
- For example by making a broad contribution by effectively delivering seminar programmes, workshops or mentoring / pastoral support.

**Education**
- For example by an outstanding contribution to curriculum development.

**Enterprise**
- For example by successfully establishing a new industry collaboration.

**Public Engagement**
- For example by organising an effective outreach event.

**Nomination process and eligibility**
- FoM staff employed at level 4 or 5 ERE at any stage during the 2014-15 academic year can be nominated. The nominee’s role must substantially include ‘postdoctoral research’.
- To be eligible for an award the nominee must remain employed by the Faculty until the date of the award ceremony (9 December 2015).
- Nominations can be made by any academic member of the Faculty of Medicine, and must be supported by the Head of the nominees Academic Unit.
- Nominations must be submitted using the ‘FoM Dean’s Award Nomination Form’.
- Nominations should focus on the contribution made during the previous academic year (August 2014 – July 15), but reference can be made to previous years contributions.
- Completed applications should be emailed to resmed@soton.ac.uk.
- Nominations must be submitted by midday, 26 October 2015.

**Award Process**
- Awards will be presented by the Dean, Professor Iain Cameron, at the Postdoctoral Association Christmas Lecture on 9 December 2015, South Academic Block, SGH.
- Winners will be notified three weeks before the Postdoctoral Association Christmas Lecture, and will be expected to attend in person to collect their award.
- Winners will receive a prize certificate and £200.

*If you have any questions regarding the awards please email resmed@soton.ac.uk*
Postdoctoral Association
Appraisal and Mentoring Survey
May 2015

26 Surveys completed

ABOUT YOU

Gender
16 Female, 10 Male

Concordat

<table>
<thead>
<tr>
<th>Heard of and know something about it</th>
<th>Heard of and know what it is</th>
<th>Heard of but do not know what it is</th>
<th>Have not heard of</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>

YOUR APPRAISAL HISTORY

Have you ever had an appraisal as a Postdoctoral Researcher at Southampton University?
Yes – 18, No - 8

Did you have an appraisal as a Postdoctoral Researcher in 2014?
Yes – 18, No – 8

Five recipients have never had an appraisal at Southampton University (start dates at the University of 2006, 2006, 2012, November 2013 and April 2014)
**YOUR LAST APPRAISAL**

How useful did you find your last appraisal as a Postdoctoral Researcher as Southampton University?

<table>
<thead>
<tr>
<th>Not at all useful</th>
<th>Of limited use</th>
<th>Useful</th>
<th>Very useful</th>
<th>I have not had an appraisal yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

How were the following dealt with during your last appraisal?

<table>
<thead>
<tr>
<th></th>
<th>Well covered</th>
<th>Discussed briefly</th>
<th>Not discussed but I would have liked to have been</th>
<th>I was happy this did not need to be discussed</th>
<th>I have not had an appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing your CV</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Your career prospects</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Your training needs</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Flexible working</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Work / life balance</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

Did you feel your last appraisal focused on you or on your performance?

<table>
<thead>
<tr>
<th>Focused on me</th>
<th>Focused on my performance</th>
<th>Covered both me and my performance</th>
<th>Covered neither me or my performance</th>
<th>None of the above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7</td>
<td>10</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

Did you use the online information available to help you prepare for your appraisal?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not aware this existed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

Comment - I did not find it very useful and it didn't really explain the new online process very well.
Do you have any comments or feedback on the new appraisal process that was recently introduced?

- I have attended the training for appraisers and overall think it is an extremely good process for staff on permanent contracts with a clear pathway for promotion. I am yet to be convinced of the usefulness for postdocs on temporary contracts as there are very few opportunities in Southampton for promotion to permanent positions.

- The new online system is very confusing and I feel like it will make the process substantially harder having to give a score on how well I have matched my objectives. I am concerned that anything less than a 4 or 5 will be seen as underperforming even though 3 means you have completed all of your objectives and done well. This will discourage staff from organising challenging objectives and the benefits of it seem completely unclear. I worry that all it will be used for is creating some pretty graphs that will be entirely meaningless as everyone will score in different ways and there will be no consistency. It puts me off wanting to complete an appraisal and I was always happy to do it before.

  The online system is also quite unclear and training has been provided to managers of ERE staff but not the ERE staff themselves (or if it has it has not been at my campus and it is difficult to travel between them).

- There was a noticeable improvement in the quality of my appraisal this year. It was the first year when very minor, picky feedback was not given - this usually comes out of nowhere (i.e. no-one has mentioned it to me until my appraisal) and it usually is not backed up by evidence but seems to be some sort of weird perception. On the whole, though, I receive excellent feedback on my performance, but this kind of nit-picking that seems unjustified can be rather demoralising. This year, there was none!

- Seems very corporate. More focused on performance, which will only be OK if my personal circumstances are also taken into account and objectives are set sensibly.

- The old process was a lot simpler and straightforward. The new process didn't make much sense when filling it in, the Emp Contribution Rating was never explained, what is this? Once I had completed the appraisal I was told I can't submit it until 2016, therefore I had to print it off and submit a hard copy as done in previous years. The online process made very little sense and it was hard to understand what was wanted in the sections.

- Appraisal only works if your appraiser believes in it. A good appraiser is one that is concerned about the progress of their staff and not if they are only concerned of their own self-interests. Very often, direct line managers are only concerned for their own success rather than people that work for them because of pressures they are getting from their own supervisors/department.
YOUR NEXT APPRAISAL

Are there any changes you would like to see to the appraisal process at your next appraisal?

• The creation of positions to be promoted to

• I would like it to be more useful

• I would like to have one

• Take out the scoring system and provide a training session for ERE staff at each campus where they are based.

• More focus on linking individual's aspirations and goals with the departmental and university strategy. I would love to help my department progress its vision. I am curious how my own goals and vision align with that. But no-one has told us what the department, or indeed even the University, vision is. I would like more discussion where I connect with my line manager. My line manager is rather robotic and there is a sense that you have to be very careful what you say around her. This limits how open we both are with each other. I see appraisal as a process of ensuring I get through it, rather than as a real opportunity for reflection. I would like a more reflective approach, where you feel you don't have to very closely watch what you say.

• No

• I think currently there is very little focus on the personal aspects of research, particularly for scientists. There is no help in career progression and most line managers are not equipped at all to offer any help. After one reached the level of postdoc there is no help offered by the University in how to proceed either within or outside academia.

• Currently have an interim line manager so hope to have a permanent one by next appraisal.

• To be more like the old process, a lot simpler and straight forward, and to be able to submit it once it has been completed and not have to wait a year.

• Not to be done by direct line managers - not all line managers are the same and some are more concerned about their own status rather than the people that work for them. It doesn't allow for good mentoring and progress overall.
Is there any additional support you would like to help you prepare for your next appraisal?

- As a postdoc of long standing who has not previously had an appraisal some clarity on whether the first appraisal should focus on the last year or the last 9 years. What objectives will I be measured on as none were set previously?

- Yes - training to understand the new system and why it has changed.

- What is Emp Contribution Rating? and how are you supposed to assign a score on a future objective?
MENTORING

Do you currently have a mentor (other than your supervisor)?
Yes – 6 No - 20

Are you aware of the Faculty’s Mentoring scheme?
Yes – 23 No - 3

Have you used the Faculty’s mentoring database to identify a mentor?
Yes – 6 No - 20

Would you like to know more about the mentoring scheme the Faculty offers?
Yes – 12 No - 14

Do you feel the options below would be effective in keeping you informed of the Faculty’s mentoring scheme?

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes</th>
<th>No</th>
<th>Possibly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>17</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Item in weekly news emails</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Intranet (SharePoint)</td>
<td>4</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Posters / flyers</td>
<td>5</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Meetings / conversation cafes</td>
<td>4</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

Do you have any suggestions on how the Faculty Mentoring scheme could be improved?

- More publicity
- I think the mentoring scheme works really well
- If there was a meeting automatically scheduled between the mentee and assigned mentor to get things started
- I was automatically matched to a mentor who is based at a different campus and has a very different career path to me so it did not feel like it would be a good fit. It would be better if we could have a slightly more detailed matching process to ensure a better fit as I think a mentor would be useful.
- I’ve fed this back a number of times in surveys now but I was not automatically assigned a mentor as I should have been on starting work in the Faculty of Medicine. I chased this up but received no response. It is hard to engage with the scheme as I would like to do when no-one responds to your communications about it.