

# *Technical Aspects of the HRS4R Implementation*



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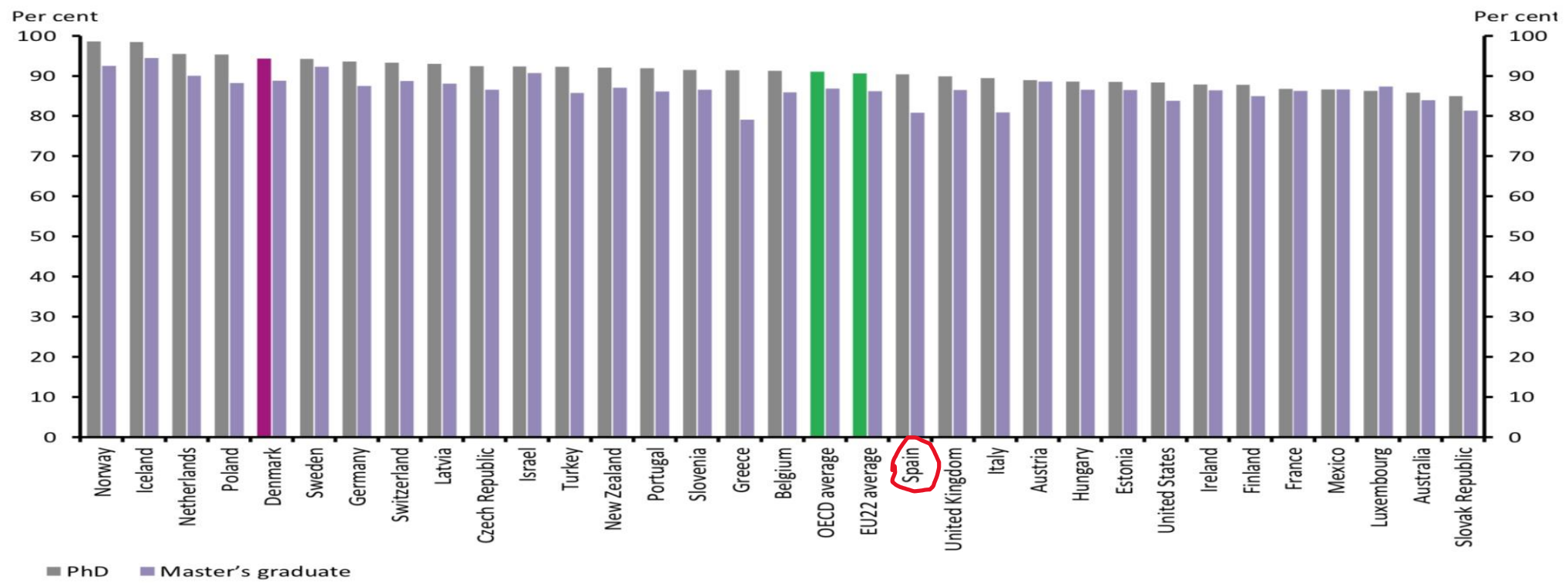
*"Since 2007 the world population of researchers has risen by 21% to a total of 7.8 million with the highest proportion in the EU (22.2%). However, the total number of academic and research positions has not kept pace with this trend"*

*UNESCO Science - towards 2030 (2016)*

*"The latest data show that this had further increased between 2015 and 2018 by 13.7%"*

*UNESCO Science - the race against time for smarter development (2021)*

# Employment Rates of PhD Graduates



Note: Employment is stated as the proportion of people employed in the age group 25-64 years based on the total population in that age group. The countries have been sorted according to the employment rate for PhD graduates. The graph only includes countries that have stated the employment rate for PhD graduates.

Source: Education at a Glance 2016: OECD Indicators, Indicator A5.1. Table A5.1.

# *Gap Analysis and OTM-R Checklist*

- *Excellent and maybe over self critical*
- *Some of the issues are beyond CSIC control,*
  - e.g., national legislation concerning recruitment and positions
- *There are issues common to many RPOs,*
  - Lack of recognition for Public Engagement, Mobility (interdisciplinary, international and intersectoral), access to career advice
  - Recognition of the profession for R1 (prizes and awards an excellent proposal)
  - Stability and Permanence of Employment (This can also be about certainty of career path - not a guaranteed job!)
  - Teaching (when possible and appropriate) – could broaden the concept of teaching to mentoring
  - Complaints/appeals - common issue also for universities - employee ok but not R1/R2

# ***HRS4R Action Plan***

- *Working Conditions & Social Security - promoting and creating a stimulating and favourable working environment*
- *Recruitment - assessing, attracting and retaining talent; international visibility*
- *Training and Career Development*
- *Ethical and Professional Aspects*

# ***HRS4R Action Plan***

- *Excellent with real innovative content*
- *Challenging to implement*
- *Some aspects straightforward, e.g., translation of documents*
- *Some aspects may be challenging*
  - Changing researcher assessment
  - Engaging researchers in training
  - Mediator

### PhD training in the EU28



- Doctoral school
- Supervisory committee
- Single researcher

Share of researchers  
receiving training in  
transferable skills  
during PhD

**33%**

**81%**

Share of researchers  
finding transferable  
skills training  
important

### 3 supervision structures



■ Doctoral school

■ Supervisory committee

■ Single researcher

## Transferable skills

Share of researchers receiving training in transferable skills during PhD: **32.6%**



Research skills

89.8%

Ethics

59.5%

Proposal writing

59.4%

Entrepreneurship

37.7%

## Demographics career stages

|  | R1                   | R2   | R3   | R4   |
|--|----------------------|------|------|------|
| Average <b>duration</b><br>before moving to<br>next career stage | 4.7<br>years         | 5.0  | 7.4  |      |
| Average <b>age</b><br>of researchers in<br>this career stage     | 35.8<br>years<br>old | 40.7 | 46.7 | 55.6 |



# Irish Universities PhD Graduate Skills Statement



2ND EDITION 2015

## COMMUNICATION SKILLS

- demonstrate effective writing and publishing skills
- effectively use and decide on appropriate forms and levels of communication
- communicate and explain research to diverse audiences, including both specialist and non-specialist
- teach and support the learning of undergraduate students when involved in teaching and demonstrating

## ENTREPRENEURSHIP & INNOVATION

- understand the role of innovation and creativity in research
- demonstrate an awareness and understanding of intellectual property issues, appreciate and, where appropriate, contribute to knowledge exchange
- appreciate the skills required for the development of entrepreneurial enterprises in the public and private sectors
- understand different cultural environments, including the business world, and the contribution that knowledge transfer can make to society

## TEAM-WORKING AND LEADERSHIP

- develop and maintain effective relationships with colleagues
- work in a collaborative environment
- awareness of their own working style, that of others, and how they interact
- understand how to acknowledge others' views, with a willingness to reflect on and critically appraise them
- understand leadership in team environments, recognising the strengths of team members and work effectively to achieve mutual goals

# HRS4R@CSIC: all aboard!

First steps in the implementation of the HRS4R  
(Human Resources Strategy for Researchers)

## *Action Plan Implementation*

# *Implementation*

- *Steering Committee* –
  - important **but** hard to engage
  - ensure that all steps are fully endorsed by the SC
- *FWG*
  - This is where the real work is done
  - Need the time commitment of the members

**AND**

  - This needs to be sanctioned by the SC and recognized by their line managers as important work for CSIC

# HRS4R@CSIC: all aboard!

First steps in the implementation of the HRS4R  
(Human Resources Strategy for Researchers)

*Critical for success*

*The HRS4R is integrated into the  
CSIC Strategic Plan 2018-2021*



*Critical for success*

*The buy in of senior Staff through  
the Steering Committee*



*Critical for success*



*The commitment and activity of  
the FWG, WG OTM-R and WG  
HRS4R*



***Thank you***



HR EXCELLENCE IN RESEARCH