OCTOBER 2019
E-NEWSLETTER

FOR RESEARCH ACTIVE STAFF

Message from Sandy...

Dear colleagues,

With the start of Term I would like to welcome new RAS and also current RAS to the monthly RAS e-newsletter.

This RAS newsletter covers three aspects; a retrospective look, secondly a look at the current 2019/20 L&D provision for RAS and finally new developments and support.

The past includes three items; the first is a continuation from what I wrote in last month's RAS e-newsletter on 'A reflection on my decade in Researcher Development at the University of Warwick 2009 – 2019', secondly a summary of the RAS L&D Support provided to RAS 2018/19 and finally a comparison between the RAS 1-1 Support Impact Reports of the past two years. In this month's newsletter there is also a link to the RAS 1-1 Support Impact Reports 2018/19.

The current RAS L&D Provision for 2019/20 – this includes the introduction of some new initiatives; Effective Collaboration for RAS Leadership programme, and a new Academic Writing workshop and single Academic Writing Retreats this term. The Academic Writing Retreats were in response the RAS requests on the already successful 2–day Academic Writing Retreats that have been provided since 2010, that help with your productive outputs in protected time with support. Please also note the collaboration events from the Public Engagement Team for 2019/20. Also remember the Research Staff Forum is open to all RAS to attend & find out about the L&D opportunities available to you.

New developments & support, includes the launch of the revised Concordat to Support the Career Development of Researchers. The Concordat was launched on the 12 September 2019 and had three defining principles covering environment and culture, employment, and professional and career development also the Concordat outlines the key responsibilities of the four main stakeholder groups; researchers, managers of researchers, institutions and funders. Furthermore LDC now Organisational Development (OD) have a new website, and there is information about the blended learning / online provision that will be launched this term.

I hope that you find some of the information in this newsletter useful.

Best wishes

Sandy Sparks
Organisation Development Consultant, Organisational Development (OD)

This month:

⇒ **10 years delivering Researcher Development— Part 2**

⇒ **RAS Network Funding**

⇒ **L & D stats for 2018/19**

⇒ **RAS 1-1 Support— Impact Report**

⇒ **RSF Meeting**

⇒ **RAS Events**

⇒ **External Support**

⇒ **OD Rebranding**

⇒ **The New OD website**

⇒ **Collaborative Events**

SUPPORT OVERVIEW FOR 2019/2020

Organisational Development (OD) provides learning and development support and opportunities for Research Active Staff (RAS) - staff on Research-focussed, Teaching-focussed, and Research & Teaching contracts, under these main thematic areas:

⇒ **Leadership Development**
⇒ **Career Development**
⇒ **Skills Development**
⇒ **Research Impact & Public Engagement**
⇒ **Enterprise & Entrepreneurship**
⇒ **Equality, Diversity & Inclusion**

Please send any of your Learning & Development needs for 2019/20 through to the following inbox: researcherqueries@warwick.ac.uk

A reflection on my decade in Researcher Development at the University of Warwick 2009 – 2019

Sandy Sparks—September & October 2019

This is a continuation from what I wrote in last month's RAS e-newsletter

I have worked at the University of Warwick for twenty years, a decade in supporting the Learning & Development (L&D) provision for Research Active Staff (RAS). My current role as Organisational Development Consultant (ODC) which supports the L & D provision for all Research Active Staff (RAS) i.e. staff on Research–focussed, Teaching-focussed and Research & Teaching contracts) circa 2400 staff at Warwick. The purpose being to support the personal & professional career development and building capability & capacity of RAS. The focus area for RAS & their development opportunities largely remained focusing on the same thematic areas, with additions or omissions annually dependant on priorities as well as budget / resources constraints. The thematic areas of RAS L&D focus are:

1. Leadership Development & support

2. Career Development & support

3. Skills Development & support e.g. Academic Writing

4. E, D & I & support e.g. Unconscious Bias

5. Enterprise & Entrepreneurship, Impact and Engagement

All the workshops & events were mapped to national drivers and requirements, for example, The Concordat to Support the Career Development of Researchers (with the revised Concordat to Support the Career Development of Researcher that was launched on 12 September 2019) and the Researcher Development Framework (RDF) and Research Development Statement.

To view details of the **initiatives** that I have implemented over the past decade, please see the September edition of the RAS e-newsletter.

I said in the last RAS e-newsletter I would share more about the UoW collaborations for RAS, the showcasing & sharing practice opportunities as well as some of my learnings recommendations.

Collaborations

In order to provide a range of L&D support for RAS, I have collaborated with a number of colleagues in professional service & support departments. Some of the OD RAS collaborations have been with:

⇒ Student Careers & Skills (now Student Opportunities with PGR's Researcher Development support programme in the Doctoral College) whose remit is to support research students – we have shared practice, run joint sessions & I have referred research students to their provision

⇒ The Library's workshops that are within their remit & expertise i.e. Research Data Management (RDM), Open Access. I have helped to promote the workshops to RAS

⇒ Public Engagement (P.E.) Team - contributing to their provision and promoting their P.E. events to RAS

⇒ Other UoW colleagues supporting RAS i.e. R&IS (research integrity & bid/grant support), IAS, Global Engagement, etc. – inviting them to attend the RSF or promoting their L&D activities in the monthly RAS e-newsletter.

Showcasing & sharing practice opportunities

Just as RAS are expected to showcase their research & share practice, so too do I:

⇒ Conferences—Over the decade I have presented at national & international conference. Many have been about the L&D support & initiatives that I have implemented or adapted & run at Warwick from the Leadership Programmes, to the range of Impact Reports, Unconscious Bias training as well as how UOW support the L&D of RAS

⇒ Presentation—I have had the opportunity to present both internally at Warwick as well as externally to Warwick. These presentations have included; the range of L&D opportunities for RAS, the RAS network funding, sharing case studies etc. on a range of topics from Leadership Programmes, to Career Development and L&D support for RAS

⇒ Articles—There have been a number of articles, a few examples are; for the British Council 'How to find International Collaborators for your Research', to in the press 'Becoming Conscious about Unconscious Bias'

⇒ Interviews & Podcasts – One of the recent ones being Mark Reeds' Podcast on Impact

My learnings & recommendations

From the 10 years it was hard to select but here are a few of my thoughts, learnings & recommendations on providing L&D support for RAS in Higher Education:

⇒ Create the best L&D provision (within budget & resources) providing a breath & depth as well as a variety of options & in different ways/ modes on how L&D opportunities are accessed

⇒ Provide a L&D support 'by RAS with RAS' ie co-creation is essential & has been successful at UOW. For example the RAS Networks that have been funded & have supported RAS personal & professional career development

⇒ Stakeholder relationship with RAS is essential - Build a community

⇒ Develop a two way process with good communication skills. Be connected with the RAS community

⇒ Request input, gather feedback & obtain involvement from RAS. From feedback implement some of the suggestions. Collate feedback & provide updates on what is taking place & the impact of what has taken place

⇒ Collaborate – as its too much for one person of a 80% contract

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⇒ Be innovative – horizon scan for example Unconscious Bias awareness raising was implemented over 5yrs ago, add new L&D opportunities to the provision annually, try new topics in response to need

⇒ Promote & share practice – via conference presentations, write or contribute to articles or podcasts etc. Lead by example.

⇒ Adapt to change and understand the institutional, national & international context RAS operate in

⇒ Be bold, be innovative, be ambitious and prepared to create new things, network generously and above all provide a responsive professional L&D service to support RAS

Most importantly make a difference & love what you do!

Sandy Sparks

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RAS Network Funding

We have already allocated all of the funds for 2019-2020. **10** different networks have been allocated a total of **£9865.45**

Please see all of this year's networks below. New networks are highlighted in **purple**:

1. **Education and Psychology Research Active Network (EPRAN)**
   Samantha Flynn and Emma Langley
   Amount awarded: £853.00

2. **Medical Sociology Interest Group**
   Carol Bryce and Abi Eccles
   Amount awarded: £296.75

3. **Faculty of Arts Early Career Writers' Group**
   Naomi Pullin and Kathryn Woods
   Amount awarded: £560.00

4. **WMS Medical Statistics Book and Journal Club**
   Ji Chen and Deepak Parashar
   Amount awarded: £1311.90

5. **West Midlands Forensic Mental Health Research Network (FRANK)**
   Vivek Furtada, Swaran Singh and Jodie Westhead
   Amount awarded: £1000.00

6. **Medical Education Research Community (MERC)**
   Nicholas Hopcroft and Lindsay Muscroft
   Amount awarded: £1749.30

7. **Physics Post-doctoral Research Active Staff (Incl. those on fixed term contract)**
   Aruni Fonseka and Reza Kashitaban
   Amount awarded: £285.00

8. **WMG Research Forum**
   Valentina Donzella, Helen Ascroft, Sumit Hazra, Sarah Wilson, Vannessa Goodship and Helena Simmonds
   Amount awarded: £1380.00

9. **Qualitative and Mixed Methods Interest Group**
   Sophie Rees and Carol Bryce
   Amount awarded: £850.00

10. **Advanced Propulsion, Energy Management and System Control Research Network**
    Truong Quang Dinh, Andrew McGordon, Phil Whiffin and Jim Hooper
    Amount awarded: £1579.50

For further information please click here.

Research Active Staff (RAS) L&D Provision 2018/19
1 August 2018 - 31 July 2019

Budget £31,800K
80% FTE – Sandy Sparks, Organisational Development Consultant, Organisational Development.

RAS L&D Provision Summary

Area of RAS	Workshop/Programme	Attendees
Leadership Development	Preparing for Leadership (PfL)	19 + 19 = 38
	Leadership in Action (LiA)	19 + 19 = 38
	Follow-up Leadership Programmes	8
Career Development	Managing your Research and Academic Career	15 + 16 = 31
	Career Development 1-1's	15
Skills Development	Academic Writing Retreat 'Bootcamp'	17 + 17 + 16 + 16 = 66
	Academic Writing Workshops Raising your Article Quality, Writing for Impact, StarMaker* - The Difference between 2* and 3* Journal Articles Being a Prolific Writer *New for 2018/19	16 + 7 + 7 + 14 = 44
	Academic Writing 1-1's	14
RAS 1-1 Support	Coaching and Mentoring Specialist 1-1's PVC(R)	15 1 4 = 20
Unconscious Bias	Introduction to Unconscious Bias	7 + 16 + 11 = 34
RAS Network Funding	11 RAS networks funded	
Research Staff Forum (RSF)	X3 meeting per annum	11 +15 + 14 = 40
Monthly RAS Newsletter	X12 per month	
Bespoke	Effective Networking Skills for Researcher, Presentation to PDRA's, Presentation to Physics Post Doc's, Teaching with Emotional Intelligence, Science /WMS Post Doc Science Seminar, Facilitation for WMS post Athena Swan Silver submission, Presentation to Post Doc's / ECRs in Chemistry	24 + 10 + 18 + 25 + 28 + 43 + 36 + 12 = 196

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Collaboration with Library & Student Careers & Skills	Research Data Management	3
	Planning your Publication Strategy	5 + 1 + 7 = 13
	Open Access	2
Collaboration Public Engagement Team	Engaging Diverse Audiences with your subject Specialism and/or Research, Beginner's Guide to Public Engagement, Evaluating your Public Engagement Activity, Giving Great Public Engagement Presentations*, Engaging Diverse Audiences with Public Engagement and Widening Participation * SS co-presented at this session	10 + + 6 + 11 + 5 + 18 + 11 = 61
Charter Marks	HR Excellence in Research & Athena Swan - contribution to deliverables and action plans	
Collegiate Contribution	UoW Mediator & Dignity Contact	
LDC/OD	WLP x2 RAS & a total of 7 sessions	2
Impact Reports	RAS 1-1 Support Impact Report 2018/19	
Reports, Achievements, Projects	Podcast, British Council voices magazine article etc.	

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Research Active Staff (RAS) 1-1 Support - Impact Report

Summary / Overview:

RAS 1-1 support available includes:

⇒ Academic Writing support (with Rochelle Sibley or Sandy Sparks or Davina Whitnall)

⇒ Career Development support (with Julie Gallimore or Sandy Sparks)

⇒ Coaching & Mentoring support (with Sandy Sparks)

⇒ Specialist support – Emotional Intelligence – TEQUie (with Sandy Sparks)

The benefits of the 1-1 support are:

⇒ Confidential, impartial, personalized & provide relevant support

⇒ A range of support to choose from that is provided from outside the department/ faculty

...continued:

The benefits of the 1-1 support are:

⇒ An opportunity to use available expertise using a coaching or mentoring style to build capability/capacity of RAS

⇒ Support the RAS career & personal development to meet their needs

⇒ A flexible mode of delivery to meet the RAS needs i.e. the provision can be face to face meeting or via skype etc.

⇒ Can be used in the institutional Athena Swan submission as well as HR Excellence in Research as successful initiatives for RAS

*Also see the full RAS 1-1 Support Impact Report for what the individuals found useful & how it helped them.

A comparison between 2017/18 & 2018/19 RAS 1-1 Support

	2017/18	2018/19	
Number of consultation session for RAS	25	55	An increase of over 50%
Number of RAS who received support	21	35	
The gender split	13 females 9 males	25 females 10 males	
The number of job titles supported	9	16	
The number of departments supports	11	16	

Quotes:
Sandy gave me the confidence to actively pursue my career at Warwick. Sandy provided invaluable practical support and her enthusiasm for my ideas and initiatives gave me the confidence to approach colleagues with whom I have since collaborated very successfully. As a result of our coaching meetings I have become much more integrated into academic life at Warwick and I am now optimistic about my future at Warwick University. Thank you Sandy for your wonderful coaching! **(Anonymous)**

It gave me a lot of food for thought, while also, as mentioned, providing the space to articulate a number of things that have been 'brewing' in me. I have written up my notes and am now considering the action points. Really appreciate your 'input'! **(Anonymous)**

The programme and resources offered by the LDC are always highly relevant and excellent. I would urge RAS to take up the courses and support offered. Doing so has always made a big difference to me.
(Elisabeth Arweck, Principal Research Fellow, CES)

As someone who is new to academia I have found the variety of support available from RAS 1-1's, Retreat 'Bootcamps' and other workshops – welcome and invaluable. The 1-2-1 support has helped me in knowing that there is a safety net of support and direction available, and this has helped me develop my article writing skills. **(Anonymous)**

Through the LDC, Sandy has provided 1-1 support which has given me both a wider perspective on the university as a whole and more confidence in both pursuing my own ideas and staying true to my values. It would be very hard to have these kind of conversations in a departmental context, there are so many competing time restraints and agendas to deal with. **(Anonymous)**

For further information about the recommendations and what attendees found useful & how it helped them, please see the full RAS 1-1 Support Impact Report 2018/19.

For details of the 1-1 provision for 2019-2020 and/or to book a 1-1 please click here.

Please note that the Emotional Intelligence 1-1s are not available in 2019-2020.

Research Staff Forum Meeting

In the 2019/20 academic year the RSF will be taking place on the following dates:

Autumn Term
Monday 14 October 2019
*Focus on additional L&D opportunities at Warwick, including Public Engagement, the International Journal and Warwick in Africa **(see below)***
12:00-14:00
Wolfson Research Exchange

Spring Term
Tuesday 4 February 2020
12:00-14:00
Wolfson Research Exchange

Summer Term
Wednesday 13 May 2020
12:00-14:00
Wolfson Research Exchange

For further information and to view the notes from previous RSF Meetings please click here.

As the autumn date appears on the RSF webpage you will be able to email researcherqueries@warwick.ac.uk to request a place.

Warwick in Africa

Warwick in Africa partners with schools in Ghana, South Africa and Tanzania to support the teaching of English and Mathematics.

Miriam Schwiening, who is a Teaching Fellow in the Foundation Studies department, took part in the scheme during the summer. Here, she reflects on her experience:

Having worked as an English language teacher and teacher trainer for many years in the UK, I have arrived at a stage in my life when I feel able to contribute to a teacher training outreach programme in a country where in-service training is rarely provided for local teachers. When reading the WiA mentor role, what struck me most was the varied nature of the work: the planning stages involve leadership from a distance and supporting Lead Teachers in planning their delivery of training for their colleagues; the in-country work involves mentoring of lead teachers, leading workshops, and organising the support of student volunteers; the post workshop stages involves evaluation of workshops and continued support for Lead Teachers as they prepare to deliver workshops in the region. Together with the Maths Mentor, we developed positive relationships between Warwick university and schools, and Regional Education Offices in Morogoro and Mtwara.

In Tanzania, during the workshops, we experienced unexpected challenges which required problem-solving and collaborative leadership skills. We worked with the local Lead Teachers to make the most of the limited financial resources to deliver two 4-day workshops to c150 teachers. The local teachers said how much they valued the training. At the end of the programme we enjoyed a memorable evening with the teachers cooking local food and sharing a meal together.

The preparation stages for the WiA outreach work were key to the success of the programme. The 'Preparing for Leadership' and 'Leadership in Action' courses supported the Mentor role extremely well. The courses provided me with an opportunity to explore different leadership styles, prepared me for leading at a distance and helped me to understand the importance of supporting others to lead. Collaboration was key to preparing for the workshops. Discussions with colleagues in CAL, Dr Richard Smith and Tilly Harrison, facilitated an appreciation of the value of stepping back and providing a framework for local teachers to develop context-specific methods and strategies. This was facilitated through teachers having sufficient time, and a conducive environment to share teaching success stories and discuss approaches to overcoming barriers in low-resource teaching environments.

Holly Heshmati, who is a Senior Teaching Fellow in the Centre for Teacher Education (CTE), also reflected on her experience:

Participation in the Warwick in Africa programme and working closely with schools in South Africa both challenged and motivated me because of the nature of the variety of individuals I worked with and the creativity required to help others find the best way forward for themselves and their teams of staff.

No faculty or department are the same, but the common values and skills needed to ensure a high quality of teaching and learning, and excellent leadership are common in any workplace. Participation in the Leadership in Action programme helped me have a clear idea of what constitutes the necessary leadership skills and dedication required to facilitate development in the individuals I worked with. The experience that I gained from the programme ensured I had the necessary knowledge and skills to inspire other leaders. In addition, the skills I developed through collaboration with other participants in the programme helped me create an environment in which individuals had the opportunity to achieve their full potential.

This year, as a Maths mentor in the WiA outreach programme, I worked closely with heads of department and leadership team of schools in Kayamandi South Africa to drive changes and raise standards in schools working in deprived areas. The opportunities that I have experienced through participation in the two leadership programmes delivered by Sandy further motivate me to widen my outreach work and the raising of standards in other organisations.

Leadership

This programmes are based on successful Vitae workshops (Vitae programme funded by the UK Research Councils) which have been adapted for Warwick RAS Staff.

Effective Collaboration for RAS

Please note that the closing date for nominations is: **Friday 01 November 2019**

This programme is a two-day experiential training course looking at the building blocks of the collaborative style of research; inclusive communication, cultural awareness, robust planning, negotiation and the ability to work effectively with others.

The programme will be taking place on **Thursday 21 November 2019** AND **Thursday 28 November 2019** (attendance is required on both days), between **09:30-17:00** in **Radcliffe Conference Centre**. Refreshments are available in Radcliffe Coffee Lounge from 9:00.

For further information and/or to access the nomination form, please click here.

Nomination forms should be sent to: researcherqueries@warwick.ac.uk

Leadership in Action

This workshop enables Research Active Staff (RAS) to explore & develop their leadership skills. Delegates have the opportunity to look at relevant theory, practice their unique leadership styles, receive coaching & feedback and share practice.

This 2-day programme is running on **Monday 10 February 2019** AND **Monday 17 February 2019**, between **09:00-17:30** in **Arden House, Conference Centre**.

The closing date for nominations is: **Monday 13 January 2020**

For further information and/or to access the nomination form, please click here.

Nomination forms should be sent to: researcherqueries@warwick.ac.uk

Academic Writing

Being a Prolific Writer

This workshop discusses how to use your time and research efficiently for maximum publication output. The workshop is highly interactive, with writing exercises and reflection built into the materials, in order for participants to try out some of the writing strategies under discussion.

The session takes place on **Thursday 24 October 2019,**

between **10:00-16:00***, in the **Wolfson Research Exchange**.

For further information and/or to book a place please click here.

This includes an optional hour at the end of the session

Career Development

Managing your Research and Academic Career

A one-day workshop that provides Research Active Staff with a day of active reflection and discussion on a wide range of issues that face Research Active Staff (RAS) in the management of their careers.

This session is taking place on **Tuesday 19 November 2019**, between **09:00-16:00** in **Argent Court, AC.03**.

For further information and/or to book a place please click here.

The Concordat to Support the Career Development of Researchers - September 2019

The Concordat to Support the Career Development of Researchers, commonly known as the Researcher Development Concordat, is an agreement between stakeholders to improve the employment and support for researchers and researcher careers in higher education in the UK.

It sets out three clear Principles of environment and culture, employment, and professional and career development. The principles are underpinned by obligations for the four key stakeholder groups, funders, institutions, researchers and managers of researchers, to realise the aims of the Concordat.

For The Concordat to Support the Career Development of Researchers in full please click here.

REF 2021—Frequently Asked Questions

These frequently asked questions (FAQs) relate to submissions to the REF 2021 and policy matters.

LDC to Organisational Development

Over the last 18 months we have been making a gradual transition from LDC to Organisational Development. This is a subtle change, signalling a widening of our focus to include a broader range of services, programmes and approaches all designed to support individual, team, departmental and organisational learning and development. For more information on how we can support your development please visit our website: https://warwick.ac.uk/services/od/ (note revised URL) which is being relaunched today as the Organisational Development website.

For those who are interested we use the following as a working definition of Organisational Development (there are many options):

'OD is about working with and supporting individuals, teams and departments to diagnose, develop, deliver and evaluate programmes, services and behavioural change needed to build, enable and engage current and future organisational capability. Our interventions and support will be aligned with University strategy, priorities, culture and values, creating a working environment that places people at the heart of what we do'.

The OD Newsletter is designed to provide a quick overview of what's up and coming in the month and to provide reminders on key development activities. If there is anything you would like to see included in the newsletter please do let us know.

Also finally you will see below that we are looking for volunteers who might be able to give us feedback and input to our services as we are developing them to act as OD 'testers'. If you are interested, or want to find out more please let us know.

Blended Learning

Easier access to learning and development

Organisational Development has started a project to convert the most in-demand Open Programme one-day courses into a blended format, comprising an online module followed by a shorter face-to-face skills practice workshop. The key benefits of this are easy access to quality learning, and greater opportunity to focus on skills development during the face-to-face session. Face-to-face workshops will be shorter in duration, enabling us to provide more places across the year. Delegates will access the online learning module first via Moodle and then attend the skills practice workshop.

This term, the following blended programmes will go live:

⇒ Recruitment and Selection

⇒ Diversity in the HE Workplace

⇒ Introduction to Emotional Intelligence

⇒ Assertiveness Skills

New range of Video Learning Resources

The University has replaced its subscription to a selection of Scott Bradbury video resources with a range from SkillBoosters. The University has made increasing use of SkillBooster courses and stand-alone video-based learning resources in recent years and we are pleased to offer a series of short learning videos for individual staff use. The current range includes workplace themes that are important to the University, such as the Equality Act, Warwick Values, mental health and stress, and challenging behaviour.

Further resources will continue to be added later in the year.

To view the range of short videos available, please click here.

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Collaborative events by the Public Engagement Team and Organisational Development

For your diary the following events:

Beginners Guide to Public Engagement (PE)
Date: Friday 25 October 2019
Time: 09:30-12:30
Venue: Argent Court
Networking: 12:30-13:00 (optional)

Identifying, Understanding and Engaging the Public
Date: Friday 22 November 2019
Time: 09:30-12:30
Venue: Argent Court
Networking: 12:30-13:30 (optional)

Evaluating your Public Engagement Activities
Date: Friday 24 January 2020
Time: 09:30-12:30
Venue: Argent Court
Networking: 12:30-13:00 (optional)

Writing Effective Public Engagement Funding/ Grant Applications
Date: Friday 28 February 2020
Time: 10.00-13.00
Venue: Argent Court

Involving and Engaging Patients and Public in Health Research - PPIE
Date: Tuesday 10 March 2020
Time: 09:30 - 12:30
Venue: WMS

Reporting and Evidencing PPIE in Health Research – Using GRIPP2 as a tool
Date: Tuesday 17 March 2020
Time: 09:30 - 12:30
Venue: UHCW

Presenting your Research to the Public - Skills Workshop
Date: 24 April 2020
Time: 09:30-12:30
Venue: Humanities Studio

FOCUS ON: RAS EVENTS FOR 2019/20

OD/RAS EVENTS
Autumn 2019

14 October 2019
Research Staff Forum Meeting
12:00-14:00

15 October 2019
Introduction to Unconscious Bias
09:30-12:30

24 October 2019
Being a Prolific Writer
10:00-16:00

7 November 2019
Academic Writing Retreat - One-day 'Bootcamp'
09:00-17:00

15 November 2019
Academic Writing Retreat - One-day 'Bootcamp'
09:00-17:00

19 November 2019
Managing your Research and Academic Career
09:00-16:00

21 November & 28 November 2019
New for 2019-2020
Effective Collaboration for RAS
09:00-17:00

25 November 2019
New for 2019-2020
Unlock your Creativity
10:00-16:00

OD/RAS EVENTS
Spring and Summer 2020

4 February 2020
Research Staff Forum Meeting
12:00-14:00

10 February 2020 & 17 February 2020
Leadership in Action Programme
09:00-17:30

12 February 2020
Introduction to Unconscious Bias
11:30-14:30

5 March 2020 & 6 March 2020
Academic Writing Retreat - Two-day 'Bootcamp'
09:00-17:00

13 May 2020
Research Staff Forum Meeting
12:00-14:00

11 June 2020
Introduction to Unconscious Bias
13:30-16:30

16 June 2020 *date for your diary*
Leadership Follow-up
11:00-13:30

2 July 2020 & 3 July 2020
Academic Writing Retreat - Two-day 'Bootcamp'
09:00-17:00

Please note that additional events/workshops will be added

Last month...

Coming up next month...

⇒ **Vitae Resources and Support**

⇒ **Update on RAS Network Funding allocation**

⇒ **Academic Writing Retreat 'Bootcamp'**

⇒ **Managing your Research and Academic Career**