

## Part-time working in the Nuffield Department of Primary Care Health Sciences: a guideline for managers and staff

### Aim and scope

The Department aims to encourage and support part-time researchers to thrive in their careers and progress to senior positions. The following guidelines are for prospective research staff, current research staff and their managers, to use in supporting this goal. This guideline aims to address part-time related issues in the following situations:

- 1) Managers planning a new post
- 2) Induction for new starters
- 3) Personal development reviews
- 4) Re-grading and promotion

### 1. Planning a job role

When planning a new job role (a new post or existing post being reduced to part-time), consideration should be given to how, and if the role could be scaled to fit a part-time schedule. Where possible, the job description advertised should state options for part-time work and how the work will be scaled down appropriately or spread over a longer time period.

### 2. Induction for new starters

Clear goal setting is important for all staff, particularly those working in part-time roles. Goals will differ from post to post, but during an individual's induction into the department, line managers should discuss how the role will be scaled to fit a part-time schedule. This will include quantifying the expectations of the role were it being undertaken full-time and adjusting these expectations based on the individual's full time equivalent spent in the department. An example of how this might be achieved is given in table 1 (below). Individuals may choose to focus on one specific area of their role in a given period (e.g. 6 months), such as writing papers or grant applications and this should be taken into account when plan goals. Consideration should be given to how tasks can best be delivered for the benefit of the individual and the team: discussion should include whether tasks specific to the role (e.g. data collection, writing papers, teaching, admin, etc.) can be delivered sequentially in the part-time role, in comparison with those tasks delivered concurrently in a full time role.

**Table 1.** Example of goal setting for full time and part time research staff

Example of goals per year (full time employee)	Part-time FTE	Part-time adjusted goals per year
<ul style="list-style-type: none"> <li>• Publish 4 research papers (2 as 1<sup>st</sup> or senior author)</li> <li>• Present 2 papers at a conference</li> <li>• Supervise at least 1 MSc and 1 PhD student</li> <li>• Co-app on 2 grants or PI on 1 grant</li> <li>• Member of at least 1 department committee</li> </ul>	60% FTE	<ul style="list-style-type: none"> <li>• Publish 2 research papers (one 1<sup>st</sup> author)</li> <li>• Present 1 paper at a conference</li> <li>• Co-app on 1 grant</li> </ul>

**Note:** This is strictly to be used as an example. We recognise that staff of all grades and disciplines have varying outputs and this is affected by more than just their full time equivalent (FTE) spent in the department.

### 3. Personal development review

All staff should undergo a personal development review (PDR) with their line manager every 12 months whilst in post. At an individual's first PDR, the performance expectations and goals set at their induction should be reviewed and new expectations agreed. A career development strategy should be discussed and targets set. For part-time workers these discussions should identify differences between full and part-time work output expectations, and acknowledge variation in how part-time schedules impact outputs within different research groups and roles, and:

- a) Clarify the expected research outputs for a full time post, as a baseline for the following discussion.
- b) Agree an overall strategy for meeting multiple requirements while part-time:
  - a. aim to meet all requirements concurrently at a reduced percentage, *or*
  - b. aim to meet different non-research requirements (management, teaching, inter-departmental or international collaboration etc.) in different *years*.
- c) For the coming year, specify the proportion of time to be spent on different areas:
  - a. research;
  - b. teaching;
  - c. management;
  - d. departmental administration;
  - e. meeting attendance;
  - f. grant applications;
  - g. training;
- d) Specifically aim to protect sufficient research time to allow career progression
- e) Ensure that the career development aspirations of the part-time worker are addressed, with particular attention paid to how these may be achieved within a part time role.

***Among part time research staff, there should be an emphasis on preserving the proportion of time spent on research.***

### 4. Research staff promotion

The Department is committed to support the career development of part time researchers including promotion to senior roles. Line managers should ensure applications by part-time researchers emphasise how goals have been met in the context of part time working, to ensure they are reviewed appropriately by promotion panels. This might include consideration of research outputs proportionally to the time spent in employment, and whether time has been preserved for research work. To accommodate all aspects of an academic role, a part time individual might focus on research one year, teaching the next, and aspects of academic citizenship in the third year. Applications for promotion should take into account the work done in these areas across a longer period of time for part time workers.