

# SEED Bulletin October 2016

## Welcome to the October 2016 edition of the SEED Bulletin

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### Head of School Message

Dear Colleagues,

I know the start of the academic year is always a fairly frantic period for everyone in the School. It is important, however, that I acknowledge that this year has been extremely difficult, specifically for colleagues in GDI and the PSS staff supporting them given the very significant overshoot in PGT numbers there. I am grateful for the very practical responses colleagues are making to adjust, but absolutely understand the pressures and frustrations, particularly given the similar situation in 2014-15. We are working hard to appropriately support and resource the student numbers and mitigate the impacts on colleagues, both direct and indirect, this year. But of course we also need to control admissions more appropriately next year and into the longer term. While we have made changes in the last two years to reduce our offer-making and have successfully improved the quality of our intake, this has not happened quickly enough to keep pace with the rapid increase in our applications and we clearly need to take more radical action. We have already made a series of significant changes to the admissions processes for next year's intake, and there will be ongoing discussions with both GDI and the Faculty to get the plan for controlling our future PGT intake right.



### New SEED Policy on Research 'Buy-Ins' and Research-linked workload adjustments

Khalid Nadvi (SEED Research Director) has been working hard with colleagues to develop a new School policy on what are typically referred to as 'research buy-outs', but are more properly referred to as 'buy-ins' as they resource replacement staff. We had a policy with a clear logic, but it was rather opaque and difficult to operate. A new policy was discussed at length during last month's SEED Research away day and was approved at yesterday's SPRC. It aims to be much more transparent, and importantly is explicit about the workload adjustment associated with externally funded research where PI/Co-I salary costed time ('Directly Attributable' or DA costs) are included. A copy of the new policy is included in this bulletin and will be uploaded to the intranet. With apologies to Khalid and colleagues, the detail included hardly makes for a romping read, but the principles are very clearly stated and the policy a very important step forward in supporting colleagues undertaking funded research.

### Student experience fund

Yesterday's SPRC also discussed and reviewed the Student Experience Fund which we introduced in 2014/15. This is a resource devolved to disciplines (DAs) to be used on activities and initiatives to improve the student experience. DAs have used the resource in very different ways, but clear consensus is that the initiative has been highly successful, with the resource 'punching above its weight' in improving student engagement. There are now lots of examples of imaginative and very good practice which can and will be shared across the School. As part of the fund we have also agreed to trial a PGT Research Fund to enable students to attend conferences beneficial to their study or to support them in conducting research for their dissertation.

## Please fill in the Athena SWAN questionnaire when circulated

You'll all be aware that the School is preparing an application for the Athena SWAN bronze award, recognising work undertaken to address gender equality and to help us focus on this issue. This is a key goal for us this year. As part of the process we are undertaking an audit of staff experiences, and this will take the form of a questionnaire to be circulated in the next week or so. It's obviously a busy time, and I know filling in questionnaires is not always high on our would-like-to-do lists, but please make a special effort to complete this one! It is vital that we better understand the issue at School level as we prepare the application, and that needs your input.

### And finally...

Colleagues may, or may not, be aware that 2016/17 is the final year of my term as Head of School. The Dean is therefore commencing the process to appoint my successor, and this will be announced by Faculty in the next few days. There can inevitably be a period of speculation, and sometimes uncertainty, when there is a change of leadership, but I really do want to stress two important points. Firstly, the School is now well established and in a very strong position, with a strong leadership team and all the constituent disciplines performing well and contributing to our success. So the change of guard will take place in that context. Secondly, I can reassure that I will continue to work 'full-bore' to achieve our aims during the remainder of my tenure as HoS – so really it's very much business as usual for both myself and for the School leadership team in supporting our continued progress.

With best wishes

Tim

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## Staff Visits, Activities and News

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Staff	Date	Activity
<b>Lukasz Stanek</b>	Sept 2016	<i>Socialist Architecture Goes Global</i> , Yale University, New Haven (USA), keynote during the symposium <i>Transit Point: Mitteleuropa</i> , September 8
<b>Chris Perkins</b>	October 2016	Chris Perkins gave a paper with Bieke Cattoor, University of Leuven entitled "Plural, participatory and playful mapping practices" at the Charting the Digital Conference: Discourse, Disruption, Design, Detours, Venice, 8 <sup>th</sup> and 9 <sup>th</sup> October 2016.
<b>Alan Lewis</b>	September 2016	Invited to give a presentation on "The Mathematization of Daylighting: A history of British architects' use of the daylight factor" for the "Perspectives on Architecture" lecture series at the RIBA, London.
<b>Alfredo Stein</b>	September 2016	On 30th September, Alfredo Stein presented via teleconference a paper on 'Challenging stereotypes of climate change vulnerability: asset adaptation in cities of Central America and the Caribbean' in the framework of the Seminar 'Denaturalizing Climate Change: Perspectives for Critical Adaptation Research' which took place in Oaxaca, Mexico. The seminar was organized by the Die Junge Akademie (German Young Academy of Scientists) in cooperation with CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social, Mexico) and artec Sustainability Research Centre, University of Bremen, Germany.

<b>Isabelle Doucet</b>	October 2016	19 October 2016: Isabelle Doucet will be giving a talk in the ESALA Research Seminar Series 2016-2017 at the University of Edinburgh.  22 October 2016: Isabelle Doucet will take part in an afternoon of discussion around the work of Cedric Price, organised by the Canadian Centre for Architecture at the 4th Lisbon Architecture Triennale.
<b>Nuno Pinto</b>	September 2016	Nuno Pinto has co-chaired CAMUSS 2016, the Second International Symposium in Cellular Automata Modelling for Urban and Spatial Systems, which took place at the University of Laval, Québec, Canada in 21-23 September 2016. CAMUSS2016, a joint organisation of the Centre for Research in Geomatics (U. Laval) and of CUPS (MUI), was the second meeting dedicated to CA modelling organised of the CAMUSS network, a research network that gathers the most active researchers in CA in urban studies, planning and geography. More information about this research network can be found at <a href="http://www.camuss.net">www.camuss.net</a> .

## School Information and Notices

**Current Vacancies** Further details can be found at the StaffNet [job page](#).

Lecturer in Physical Geography and Quaternary Science. Closing date: 31 October 2016

Lecturer in International Development: Global and Political Economy. Closing date 1 September 2016

During September and October, we welcomed new colleagues joining SEED and congratulate existing colleagues moving into new roles

### Architecture

Dr Angela Connelly, Lecturer in Architectural Studies

### Geography

Dr Tim Meadows, Lecturer in Physical Geography, Dr Mark Usher, Lecturer in Geography, Dr Ross Jones, Lecturer in Geography.

### Senior Geography Tutors

Mrs Alexandra Dales, Dr Laura Pottinger and Ms Clancy Wilmott

### GDI

Ms Niki Banks, Lecturer in International Development: Urban Development and Global Urbanism

### GDI Senior Tutors

Mr Adams Adam, Dr Lawrence Ado-Kofie, Mrs Jemima Clarke, Ms Lujia Feng, Mr Lawrence Ngoe, Dr Rory Stanton, Dr Negar Tabrizi and Mrs Helen Underhill .

### Research Associates (ESID)

Ms Cathy Wilcock and Mr Philip Reed.

### MIE

Robert Buck, Lecturer in Education (Science), Dr Sylvie Lomer Lecturer in Education (Policy and Practice), Miguel Antonio Lim, Lecturer in Education (International Development).

## Planning and Environmental Management

Dr Andreas Schulze Baing, Lecturer in Urban Planning



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## Library Update

### Library Support for Teaching



### Welcome and Get Started

Library welcome sessions were organised for all new SEED students as part of the overall School Welcome plus Library staff attended freshers' fairs across the University.

To ensure that new and returning students are able to access all resources and key services they require during their studies, we have developed a [Get Started website](#) which will update weekly for the first 7 weeks of term with content relevant to that stage in their student journey.

Get Started will help students navigate the Library and find out more about the support we offer, including links to;

- 'How to' videos demonstrating how to use various Library Services
- Finding your subject guides
- Guidance on off-campus access to e-resources
- My Learning Essentials, our comprehensive skills programme of online resources, workshops and drop-ins
- Where and how to find help, including Roving help, Library Chat and Textme

For further information see: [Get started with the Library](#)



**Think! My Learning Essentials**

[www.manchester.ac.uk/library/mle-staff](http://www.manchester.ac.uk/library/mle-staff)

### Think! My Learning Essentials

Find out how My Learning Essentials can benefit you and your students. Discover how you can embed My

Learning Essentials into your programme and/or refer students to our open workshops and online resources. See [www.manchester.ac.uk/library/mle-staff](http://www.manchester.ac.uk/library/mle-staff)

### Think: My Learning Essentials Pop-up Events

The Library will be out and about across campus during October providing information and support on how to make the most of My Learning Essentials. Find us in a building near you:

- 10<sup>th</sup> October 2016: 11.00 am – 12.00 pm Arthur Lewis Building
- 10<sup>th</sup> October 2016: 12.30pm – 1.30 pm Samuel Alexander Building

## Support for Research



### Open Access Pop-up Events

25<sup>th</sup> October 11.00 - 12.00, Arthur Lewis Building

25<sup>th</sup> October 12.30 - 1.30 pm, Samuel Alexander Building

Janette and Francoise will be hosting pop-up events alongside colleagues from the Research Services team to answer your enquiries on Open Access, the HEFCE policy, the new OA gateway you can use to deposit your publication into PURE or any other questions you may have.

We hope to see you there but, if you are not able to attend but would like to find out more about Open Access and the support available from the Library, please check the OA website:

- [Open Access at Manchester](#)

## My Research Essentials

My Research Essentials



Workshops  
Learn about workshops and training for researchers, and book your place.



Online resources  
Available whenever you need them.

The new workshop programme for My Research Essentials, the Library's development programme for researchers is now open for bookings. Workshops running this semester include how to set up and manage your ORCID, Overview of Reference Management Tools, Who's talking about your Research Online and Raising your Research

Profile. The programme has also launched a number of new online tutorials including Peer Review, How to get published in Journals and Research Data Management. Full details are available via the [Library website](#).

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## Social Responsibility and Engagement

### Our first public lecture on rights and equality of disabled people

**The University's Inaugural Lord Morris of Manchester Memorial Lecture will be delivered by Baroness Tanni Grey-Thompson**



Thursday, 3 November 2016, 6.30pm - 9pm  
Cosmo Rodewald Concert Hall, Martin Harris  
Centre for Music and Drama

The University of Manchester's Disabled Staff Network (DSN) is thrilled to present its first public lecture focussing on the rights and equality of disabled people.

Alf Morris (1928-2012) – a proud Mancunian – served as the Labour Co-op MP for Wythenshawe between 1964 and 1997 and was made Baron Morris of Manchester in 1997. During his entire parliamentary career, Alf campaigned tirelessly to challenge the barriers that disabled people face in everyday life. In 1970 he made history by introducing legislation that secured the rights of disabled people. He became the world's first ever Minister for Disabled People in 1974.

This lecture celebrates Alf's achievements in transforming the lives of disabled people. The event features a choral performance by the Ad Solem Chamber Choir with the Seashell Trust Signing Choir. This will be followed by the inaugural lecture by The Rt Hon Baroness Tanni Grey-Thompson – decorated Paralympian wheelchair racer, Crossbench Peer in the House of Lords since 2010 and a renowned public speaker. There will then be a Q&A session between the audience and a panel of distinguished disabled guests, with the University's Chancellor Lemn Sissay MBE offering some reflection to close the event. Victoria McDonald from Channel 4 News will be the event's MC. The Disabled Staff Network has organised this event in close collaboration with Alf's family, Mike Kane MP, Manchester Trades Union Council, North West TUC Disability Forum, Manchester City Councillors, the University of Manchester Students' Union and the University's Equality and Diversity Team.

### **Further information**

For more information, including the full programme, please go to:

- [Inaugural Lord Morris of Manchester Memorial Lecture](#)

### **Booking**

Tickets are priced at just £1 each, plus an optional donation of any amount, and can be purchased at:

- [Online Store](#)

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## **Using innovative technologies in your engagement work**

**Are you interested in public engagement? Do you want to meet other like-minded people at the University? Would you like to hear some inspiring ideas?**

Then come along to this series of free lunchtime meetings exploring different aspects of public engagement. There is a wealth of expertise across our university and we are running these events to help us share engaging ideas and experiences.

**Date for your diaries: Wednesday 19th October at 13.00-14.30 in Roscoe 3.2.**

The upcoming E@M event will be about '**Using innovative modern technologies in your engagement**'

Speakers sharing their ideas and answering your questions are:

**Jo Pennock** is an immunologist in the Faculty of Biology, Medicine and Health and has a wealth of public engagement experience. Here she will be presenting on her highly successful Outbreak project, a street game where participants play the role of a government scientist tasked with identifying and controlling a deadly new disease <http://britsocimmblog.org/outbreak/>

**Ros Bell** is the AV & New Technologies coordinator for the Library. Her chief role is looking after the award-winning DigiLab project, which gives students and staff the opportunity to access new technologies through events, workshops and discussion groups. Visitors are invited to test out staff

and student projects, chat to local makers and developers, as well as try out equipment from DigiLab's own collection.

**Georg Christ** is web, external relations and eLearning officer of the Department of History, SALC, and The University of Manchester and coordinates efforts to use innovative technology both in teaching and internal communication as well as in outreach and external communication.

All welcome and free to attend. Format is three short presentations and plenty of time for discussion, Q&A and sharing ideas and best practise.

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## Research Centres and Institutes

### Global Development Institute

- The Global Development Institute Lecture Series starts on 12th October at 5pm with Professor David Hulme discussing his latest book 'Should Rich Nations Help the Poor?' in Theatre B, Roscoe Building. [Click here to find out more about the series and save the dates!](#)
- If you couldn't attend Professor Hulme's lecture, read an extract from his new book in the [Guardian](#).
- A climate change documentary produced by Dr Joanne Jordan has been viewed more than 100,000 times! Watch the documentary, titled '[The Lived Experience of Climate Change: A Story of One Piece of Land in Dhaka](#)' and read Dr Joanne's opinion piece in the [Dhaka Tribune](#).
- Many GDI academics presented their research Development Studies Association Conference in Oxford. You can read Dani Malerba's blog about [current issues, goals and policy relevance in poverty research](#), Pablo Yanguas' discussion on the [two faces of development](#) or our [round up](#) of everything that went on.
- '[Mobile Technology for Agricultural and Rural Development in the Global South](#)' Workshop will be held on 20th October at GDI.
- Attend *The Divide* film screening: Would you like to attend our public screening based on the acclaimed *The Spirit Level* at the John Rylands Library, Deansgate, on 10<sup>th</sup> November from 6.30pm with comments from David Hulme afterwards? Visit: <http://bit.ly/UoMDivide>
- A [climate change documentary](#) produced by Dr Joanne Jordan premiered at the Manchester Museum. Titled 'The Lived Experience of Climate Change: A Story of One Piece of Land in Dhaka', the documentary explores how Dr Jordan used her research findings on the links between climate change and land tenure in the slums of Dhaka, Bangladesh, to create a 'Pot Gan', a local interactive piece of performance theatre, to engage local and international audiences on climate change issues. [Watch the documentary here](#).
- Prof David Hulme's new book '[Should Rich Nations Help the Poor?](#)' was launched at Westminster at a book launch hosted by Mike Kane MP.
- Effective States and Inclusive Development (ESID) Research Director [Prof Sam Hickey](#) delivered a seminar at [The Development Policy Centre at Australia National University](#) on ESID's research on [going beyond 'politics matters' for international development](#).
- The GDI Working Paper series published papers by Vegard Iversen, Anirudh Krishna and Kunal Sen on [intergenerational social mobility in India](#) and by Juan M. Villa on a [harmonised proxy means test for Kenya's National Safety Net programme](#).

## Inclusive Growth Analysis Unit

The Inclusive Growth Analysis Unit, headed by Ruth Lupton, launched their new report on August 4<sup>th</sup>. It outlines the challenges that Greater Manchester faces in terms of achieving more inclusive growth and finds that around 620,000 people live in poverty across the city region. The press release and a link to the report – Inclusive Growth: Opportunities and Challenges for Greater Manchester – is available [here](#).

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## Events

**UMRun The Run Commute Group** – RUNdevious is being held on Thursday 27 October. A complimentary breakfast will be provided to all who take part and meet up at the Greenhouse Cafe, from 08.00am until 09.00am.

**Greater Manchester 10k** – Great Manchester 10K Purple Wave 2017

Over 1000 staff and students registered to be part of the first ever University of Manchester #PurpleWave. 901 runners completed the 2016 race on 22nd May and the current fundraising total stands at £59,512. If you are a University of Manchester staff or student and want to be kept in the loop about being part of The University Purple Wave in 2017 you can register your interest.

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## Teaching Matters Seminars

All teaching staff and GTAs are invited along to the new, SEED-wide monthly "Teaching Matters" seminars, and ideas for sessions, and/or external speakers, are very welcome: please contact Drew Whitworth ([drew.whitworth@manchester.ac.uk](mailto:drew.whitworth@manchester.ac.uk)) with suggestions. The first four sessions are timed as follows:

- \* **Monday 17th October 4-5pm** (Arthur Lewis G16): Drew Whitworth (MIE) and Lee Webster (AMBS): *Xenophilia: Designing inclusive learning environments around the love of difference*
- \* **Thursday 10th November 1-2pm** (Ellen Wilkinson A1.13): Speakers invited
- \* **Tuesday 6th December, noon-1pm** (Arthur Lewis G16): Speakers invited
- \* **Thursday 26th January, 4-5pm** (Ellen Wilkinson A1.13): Jen Ross (University of Edinburgh): *A manifesto for Digital Education*

## Sustainable Consumption Institute Seminar Series



# Can We Govern the Climate?

**Professor Harriet Bulkeley**

*Professor of Geography, Durham University*

**Wednesday 19 October 2016**

Room B5, Alliance Manchester Business School East  
4.00 – 5.30 pm (tea & coffee from 3.45 pm)

### Abstract

The recent conclusions of COP21 in Paris have brought a host of actors into the multilateral domain to add momentum (and legitimacy) to the on-going international effort. The ideal of a multilateral agreement universally adopted and cascaded into implementation through the public arena has given way to a much more complex political imagination in which actors public and private, local and global, jostle for attention. This domain – global environmental governance – has been the subject of substantial body of work for over a decade. However, focusing on the actors and institutions involved, this work remains limited in helping us understand where, how and with what consequences climate governance takes place and offers only a partial understanding of the situations, processes, practices and socio-material configurations through which the governing of climate change is (and is not) taking place. In short, we have a limited engagement with how climate governance is being accomplished. This matters critically for our ability to answer a simple but central question – can we govern the climate? Addressing this question means opening up our analyses of global environmental governance to new conceptual entry points. Drawing on research conducted in the UK over the past decade, using examples from the banking, retail, and energy sectors, community initiatives and urban responses to climate change, the paper explores the ways in which the governing of climate change is authorised, ordered, articulated and made to matter through distinct socio-material assemblages and diverse publics. Such an approach opens up the range of sites and practices through which climate governance is accomplished. From this perspective, governing the climate is not a single project. Accomplishing climate governance requires that we enable multiple socially and environmentally progressive transitions to be realised.

### Biography

Harriet Bulkeley is a Professor of Geography, Durham University. Her research focuses on environmental governance and the politics of climate change, energy and sustainable cities. Her recent books include *An Urban Politics of Climate Change* (Routledge 2015) and *Accomplishing Climate Governance* (CUP 2016). She is currently researching the politics and practice of smart grids in the UK, Australia and Sweden and with the JPI Urban Governing Urban Sustainability Transitions project working on urban living laboratories. Harriet has undertaken commissioned research for the European Commission, UN-Habitat and the World Bank. In 2014, she was awarded the King Carl XVI Gustaf's Professorship in Environmental Science and a Visiting Professorship at Lund University, Sweden.

If you have any queries please contact Katrina Farrugia on 0161 275 0189 or [sci@manchester.ac.uk](mailto:sci@manchester.ac.uk)

# School of Environment, Education and Development

## SEED Policy on Research 'Buy-Ins' and Research-linked Workload Adjustments

October 2016

### **Background**

The School of Environment, Education and Development (SEED), and its constituent disciplines and Institutes, are heavily invested in undertaking cutting edge research. SEED's research strategy is focused around attaining three objectives: raising the quality of our research output; enhancing the impact of our work; and improving our levels of external grant capture. Much of the research undertaken in the School is done through externally funded research grants. As part of the University's research expectations, SEED is expected to substantially increase its levels of grant capture. In the recent years, grant income levels for the School have been low, around £2M in 2013-14 and just under £3M in 2014-15. In 2015-16 grant income levels substantially improved to just over £5M. However, this is still far short of the University's strategic target for grant income capture in SEED which is over £9.2M a year by 2020. In addition to this challenge, the School has a highly skewed pattern of grant income gathering. Less than 20% of research active colleagues (those on a research and teaching contract) account for the vast bulk of grant income raised by the School. Attaining the School's research goals and objectives requires us to not only raise the quality of our work but also to expand the numbers of colleagues engaged in grant funded research and raise our overall levels of grant income. Other policy frameworks set out the role of research groups and research centres as part of the School's overall research strategy.

The 'Policy on Research 'Buy-in' and Research-linked Workload Adjustment' details the School's approach to funded research time. The principles that drive the policy are the following: First, there needs to be a strong incentive structure to undertaking externally funded research within the School. Second, and linked to the first principle, academics who apply for externally funded research that includes part of their salary costed time ('Directly Attributable' or DA costs) need to have a clear sense of the implications of this for their overall workloads. This requires a clear and transparent workload adjustment policy. Third, research funders need to be confident that the salary costed time that they are covering will be delivered by the academics they finance. Fourth, disciplines (and HoDs in particular) need to be confident that resources are provided for 'research-funded 'buy-ins'' to cover costs associated with teaching and administrative provisioning linked to funded research time of colleagues. Funded research of one colleague should not imply a higher teaching and administrative workload for other colleagues who do not have funded research grants in their work portfolio. Fifth, there needs to be a strengthened link between research and teaching in a School that aspires to deliver research led and research informed teaching and to perform strongly in any forthcoming teaching excellence framework exercise. Consequently, there is a clear principle that

research related workload adjustments cannot lead to academic colleagues having absolutely no engagement with teaching and administrative tasks. Hence, a minimum level of 20% of WAM workload (involving teaching and service) has to be provided by all colleagues irrespective of the level of their funded research time. Sixth, that for a workload adjustment to take place for any individual in a given year they need to have a minimum of a 10% FTE DA costed time for that year. Finally, to ensure a degree of uniformity in approach across the Faculty, the SEED policy follows many of the arrangements and practices embedded in the SoSS policy.

## SEED Research Buy-In and WAM Workload Adjustment Policy

1. First, some basic principles when considering the management of research linked workload adjustment:
  - a. As with much of the rest of the Faculty, academics in SEED on a research and teaching contract are assumed to be engaged on 40-40-20 model whereby 40% of their time is spent on research, 40% on teaching and 20% on administrative tasks. The WAM model in SEED disciplines, however, only allocates WAM workload points for “teaching” (which includes UGT, PGT and PGR) and for “administration/academic-leadership” roles. Research is not explicitly accounted for in the WAM. Exceptions to this 40-40-20 model will apply in the case of colleagues on teaching-only or research-related contracts.
  - b. Academics are expected to apply for research grants as part of their normal duties. Successful grant capture is one of the indicators of research performance for promotion and Professorial salary review.
  - c. The workload adjustment policy will only come into effect where DA salary costs that cover overheads are brought in through research grants.
  - d. The elements of research grants that are to pay for indirect and estates costs (fEC) are there precisely to do that.
  - e. Only part of HEFCE QR funding is for ‘quality related’ research and much of it is to compensate for the estates and overhead costs of PGR students and charitable research, on which only a small proportion of fEC (full economic costing) is recovered. The current allocation of QR equates to approximately 20% of academic staff time in a notional working week (year round).
  - f. In addition, usually at most only 80% (often less) of actual staff time cost can be recovered from the research award funder.
  - g. Finally, in order for a WAM workload adjustment in any given year to come into effect there has to be a minimum threshold level of 10%FTE DA costed time in that year.

Hence, any grant income *recovered* (i.e., awarded) against PI or Co-I (*Directly Attributable*) staff time must be employed to **help** defray the costs of currently unfunded research time and cannot be used **solely** (if at all for modest, or zero, amounts of recovered staff costs) to relieve staff of teaching and service/leadership contractual obligations. **Consequently, the SEED research policy will only operate where colleagues have at least 10% of their FTE time covered through DA funded staff costs.**

However:

- There will be a need for special arrangements for externally funded research centre directors, to be agreed in advance of any application.

- Where a grant is explicitly for a research fellowship (e.g. Leverhulme Major Research Fellowship), or academic leave (e.g. AHRC Research Leave Award) then the terms of that grant will be honoured. That is, if the award only pays teaching replacement up to an upper limit (below the cost of the *Directly Attributable* staff time), then the staff time commitment will still be honoured.
2. With the above in mind, and prior to a grant application being made, the academic colleague will have discussions with the School Research Support Officer(s), within the ALB Research Hub, and the colleague's line manager about the level of commitment that the project will require and its implications for the colleague's WAM load. These discussions should include detail of how they consider the WAM load can be covered by offering suggested teaching/research activity which could be undertaken by others, and if relevant aiding their line manager/HoD with a search for replacement bought-in teaching etc. However, it should be noted that the final decision about how buy-in is delivered and what activities will be "replaced" will sit with the HoD. The line manager, usually HoDs, will be required to indicate that the issue has been fully considered before signing the Research Proposal Approval (RPA) Form, taking into consideration the following (given the current SEED WAM):
- In principle, ALL *Directly Attributable* staff time that is committed to the research project will be distributed *uniformly* across all areas of activity in the assumed 40-40-20 model, described in 1(a). In effect, this is accounted for in the WAM by applying the same percentage reduction to both the total expected teaching (including exam marking and supervision) and administration activities in the model. *HoDs will have discretion to vary the total WAM reductions across teaching and administrative activities, which may be zero for unplanned/unfunded and modest amounts of staff time.* The WAM should be flexible enough to make allowances for grants that fall across more than one academic year.

The algorithm will work as follows. Let **R** denote percentage of time on Research activity, separated out into the agreed external Research (or research buy-out) percentage time, denoted **R EXT**, and QR/University funded Research percentage time, denoted **R QR**. Percentage of time devoted to Teaching and Administrative obligations will be denoted **T** and **A**, respectively.

If **R EXT = 0**, then the nominal percentage allocation of time will be

<b>R EXT</b>	<b>R QR</b>	<b>T</b>	<b>A</b>
0	40%	40%	20%

resulting in no WAM reduction for **T** and **A** activities.

Whilst if the *agreed R Ext = x%*, then the following nominal redistribution of time applies

<b>R EXT</b>	<b>R QR</b>	<b>T</b>	<b>A</b>
$x\%$	$(40-0.4*x)\%$	$(40-0.4*x)\%$	$(20-0.2*x)\%$

**Thus an x% FTE DA funded staff time (as long as it is above the 10% threshold) will result in a direct x% reduction in WAM workload (across both Teaching and Admin tasks).**

For example, a 60% DA funded research time will result in a 60% reduction (the buy-out) in the individual's WAM workload (which includes teaching and admin tasks). A 30% DA funded research time will imply a 30% reduction in WAM workloads. And so on. The only caveat is DA funded time of less than 10% will result in no reductions in the WAM workload on T&A. The clear implication of this is that such levels of time allocation on funded research are seen as minimal. Moreover, the policy would seek to encourage colleagues going for larger levels of DA funded staff time.

- b. It will be possible for academic colleagues to aggregate time commitments across several grants, providing the time commitments fall within the same academic year.
3. ***There is a clear expectation that research buy outs for individuals should not result in higher T&A workloads for other colleagues in their disciplines. Hence, resources will be provided to DAs to ensure that teaching and admin needs arising from research buy-outs are met.*** This will be done in the following manner: Provided the fEC of the directly incurred costs of undertaking the research project are covered, ***a proportion*** of the actual funds being generated from the *recovery of directly allocated academic time* element in research grants will be amalgamated within a nominal Discipline Area Account (i.e., excluding indirect and estates costs and taking account of the (usual) 80% differential under fEC). HoDs will discuss with HoS how best to deploy this account to ensure that appropriate cover is provided across the School, taking due account of the particular needs of individual DAs and the strategic need of the School to maximise its research contribution.
4. Each year the Research Hub and the School Accountant will provide HoS, SRD, and HoDs with data on discipline level DA funded staff time allocations and associated agreed buy outs for the forthcoming academic year. This will be done in March-April of each year to ensure that DAs have sufficient time to arrange the recruitment of associated teaching cover for the next academic year.
5. In particular, where teaching "replacement" lectureships are agreed, under point 3 above, these will be Teaching & Scholarship contracts so as to maximise the teaching contribution gained and to off-set academic leadership roles that may have to be re-assigned within the DA.
6. Normally, on average (over a number of years), academic colleagues should be expected to continue to offer service in other areas relevant to the School's WAM (which could be explicitly accounted for in the WAM to a normal maximum of about 20%), including, inter alia: certain administrative roles, PhD supervision, MA Master classes, UG teaching. This should be agreed with the line manager (e.g., in the annual PDR).

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