



## 4.1.1 Public sector

### Health care sector: Research professionals

*Regina: Consulting Scientist (.8) and Adjunct Professor (.2) (social scientist)*

#### How would you describe your current role?

I am one of only two consulting scientists in the hospital. My job is very autonomous with a lot of freedom and trust to be self-directed. I provide consultations on people's research activities. So this past year, I had about 50 people who came to me at different times for conversations about their research. They range from professors to healthcare practitioners such as doctors, nurses, physiotherapists, to a lot of residents who want one-on-one support because research is now a required part of their residency but they don't get a lot of support in terms of supervision and mentorship. So they come to us quite a bit and you see them multiple times. In my 1 day per week as Adjunct Professor, I conduct research and manage students who are doing most of the work.

#### Specific responsibilities

- Teaching (e.g. lectures/ seminars): workshops at least one every week plus a ten-week course twice a year in order to support research at the hospital; participants include graduate students, residents, health care providers and professors; assessment
- Writing: grant applications for others, developing new curriculum
- Other: administration including budgets, attending academic committees, managing research bids

*Hannah: Head of (medical specialization) and Research and visiting position at local university (both science and social science education)*

#### How would you describe your current role?

The primary focus is around building capacity that provide opportunities for healthcare professionals to be involved with research (developing an organisational strategy, culture, processes, systems, links). Ultimately, it's about leading research in the hospital, so building clinical academic careers, bringing together streams of strengths within the organisation so we can build research, building an evidence-based practice culture – so how we translate knowledge into practice, how we engage people with evidence in broader terms, which is actually the foundation for all of the rest. Since it is a corporate role in such a large organisation, you get drawn into lots of other agendas. So, for instance, we do a lot of training with different levels of staff to help deliver certain key work programmes. That's just the nature of the leadership here; you're part of the broader team. The role has expanded beyond the hospital to a more regional presence and leading a bid for funding with the University and a community health partner, and a more corporate dimension including issues surrounding governance and serious incident investigations. In my visiting position, I lecture at the doctoral training centre, and do some research.



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### Specific responsibilities

- Research: writing research bids (getting funding a challenge), conducting research, publishing (getting time to publish a real challenge), presenting at conferences, etc.
- Training/teaching: regular teaching of health care staff relating to research, supervising postgraduate students, co-covening research module
- Communicating/writing: reports of results/findings, investigative reports related to incidents in the hospital
- Leadership: leading a hospital-wide strategy for research, deputizing for more senior managers; meeting with project team, meeting with supervisory team, meetings with other committees

### Education sector: Professionals

#### *Shannon: Executive Assistant to the Chief Academic Officer of a School District (social scientist)*

#### **How would you describe your current role?**

One of two assistants to the Chief Academic Officer who is responsible for the teaching and learning in the district, including supporting principals, ensuring student support and safety, improving low-performing schools. The job description includes about 20 different things, including managing meetings and budgets, coordinating with various offices, being involved with all policy. In practice, this means carrying out anything that the CAO needs done, acting as an extension of the CAO to ensure initiatives get under way, checking in to see how things are going, and when there's more guidance needed or when it's an official checking point, review or give feedback.

### Specific responsibilities

- Program development, e.g., professional development for principals; design of 'turnaround' model for several low-performing schools;
- Project supervision, e.g., design of district budget tool; development, revision, and online posting of district guidance documents; identification of key problems in our district and how to respond
- Teamwork, e.g., work with schools and consultants to support and improve their processes of supporting students through the college application process
- Other: Financial or other reports related to external grants, work with the state to determine how to provide support for low-performing schools

#### *Nina: State/secondary school teacher (social scientist)*

#### **How would you describe your current role?**

The school is a very high-achieving academy state boys' school. At other schools, the stress of the job comes largely from student behaviour. At this school, generally the students are well-behaved; instead the source of stress is the amount of assessment. Since my department is very centrally led, all the lessons are centrally planned. We're supposed to teach the same thing, assign the same pieces of homework and use the same tests. With 10 different classes and 30 students per class, this means marking around 300 assignments per term.



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### Specific responsibilities

- Teaching: planning, following curriculum, teaching, setting exam papers, assessing student work
- Administration: tracking student progress, organizing field trips, attending departmental meetings
- Other: running lunchtime meetings, pastoral work, dealing with student behaviour



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