

HR Excellence In Research - University of Sussex Concordat Implementation Plan 2017 – 2021

Progress Update 2019

Progress summary: of a total of 44 actions (6 new following the CROS 2017 report):

- 16 – Actions completed / on track. Metric ambitions may not have been met and some elements may be rolled forward
- 10 - Actions paused for significant period of time due to institutional refocus/staff turnover/vacancies but will be rolled forward
- 13 - Actions where some progress may have been made, but are being put on hold going forwards as currently “orphan” / no capacity for pursuing at this time
- 5 – Actions superseded by other developments

NB – RSO post was vacant for ~ 1 year (Feb 2018 to Jan 2019)

(A glossary of terms is provided at the end of this document)

Act ⁿ #	Con ^t Pri ^l	Action	Involvem ^t (lead in bold)	Success Measure	Time- scale	R A G	Progress Comment
1	All	Scope a comprehensive ‘Researcher Development Strategy’ to set out the commitments, expectations and provision for supporting researchers across the whole research career span	HR, RSO, Schools, Relevant Committees	Researcher Development Strategy defined and published. Associated business case agreed and delivery structures implemented.	Sep 2019		<p>Update: The RSWG undertook a Researcher Development Strategy session on 9th Oct 2017 and fed all outputs, including a “Principles for Researcher Development” document (that covers the whole research career span), into parent committees (the Research and Knowledge Exchange Committee in Oct 2017; and the People and Organisational Development Committee in November 2017).</p> <p>Issues: Time-wise this overlapped with the “Discussing” and “Consulting” phases of the developing Sussex 2025 Strategy, and the outputs were incorporated, at high level, into the new University strategic framework which was launched in July 2018.</p> <p>Going forwards: Through 2018-19 the high level ambitions of the strategy are reducing to specific workstreams and deliverables, however a specific Researcher Development Strategy has yet to be agreed (exacerbated by the fact the PVC-Research stepped down in Sep 2018 and the post has been de facto vacant since then).</p> <p>Action updated and rolled forward into 2019-21 plan (Action point 3)</p>
2	1: Rec ^t & Sel ⁿ	Review alternative approaches to fixed-term contract management implemented at other HEIs and broader sector. Produce report and recommendations based on review.	RSO	Review conducted and report and recommendations received and considered by RSWG and Parent Committees. Subsequent actions identified and agreed.	Jul 2018		<p>Issues: Due to vacancy in RSO position, work only began summer 2019.</p> <p>Going forwards: RSO preparing report Autumn 2019 to be put forward to committees in Spring 2020.</p> <p>Action updated and rolled forward into 2019-21 (Action point 4) and into the Institutional Athena SWAN action plan</p>
3	1: Rec ^t & Sel ⁿ	Increase awareness and uptake of start of contract discussions by: <ul style="list-style-type: none"> • Communicating data to Schools regarding current level of take up and benefits of discussions reported by researchers • Provide examples of Schools that have successfully implemented start of contract discussions. • Include guidance for start of contract discussions in new PI leaflet (action point 4) 	RSO, Schools, PIs	Increased uptake of start of contract discussions as measured by repeat of the 2016 survey questions, double to 60% by May 2019, increase to > 90% by May 2021	May 2019		<p>Issues: Due to RSO post being vacant for ~ 1 year, limited actions progressed on this item.</p> <p>Update: Guidance on start of contract discussions incorporated into new PI leaflet, but no active outreach/communication work with Schools undertaken.</p> <p>2019 data: Unfortunately, lack of action is reflected in the metrics of the 2019 Biennial Researcher “Pulse” survey: of the 63 people recruited in the last 2 years, only 16 (25%) stated they had a start of contract discussion; 34 (54%) did not; 13 (20%) did not recall or did not complete this section.</p> <p>Going forwards:</p> <p>Action updated and rolled forward into 2019-21 (Action point 5) including elements from action point 4 below</p>
4	1: Rec ^t & Sel ⁿ	Production of leaflet for PIs on key information and resources for research staff management. Leaflet to be given to PIs at point of receiving shortlisting documentation when recruiting a researcher. Hardcopy in 2017, with pdf available on PI webpages and in e-recruitment once University system migrated.	RSO, HR	Leaflet developed, approved by RSWG and HR Committee and embedded into recruitment processes. Increased uptake of start of contract discussions (as per action point 3). Positive qualitative feedback from PIs (e.g. through focus group/practice sharing). 25% increase in proportion of respondents citing local induction as useful/very useful in CROS 2019	Sep 2017		<p>Update: Guidance leaflet produced and is sent to recruiting managers when shortlisting for Research Fellow posts Pdf available online via PI page: http://sussex.ac.uk/staff/research/pi, however e-recruitment system not yet deployed (but those involved in doing this are aware of the PI leaflet)</p> <p>Issues: Due to RSO post being vacant for ~ 1 year no focus groups / practice sharing events undertaken with PIs, and no follow up/encouragement for PIs to use the leaflet</p> <p>2017 & 2019 data & interpretation: In the preparation of this 2 year update, a mistake was discovered in the 2015 CROS local induction data. The number cited for respondents saying they found their local induction useful/very useful (~52%) was actually a duplicate of the Departmental</p>

						<p>induction responses. In actuality, ~66% Researchers found their local induction useful/very useful which is a very positive finding and looking to improve on a 25% increase on this is a very challenging metric.</p> <p>In the CROS 2017 data, 62% of respondents stated the local induction was useful/very useful, and of the 63 respondents completing this section of the 2019 Biennial Researcher "Pulse" survey, 37 (59%) cited local induction as useful/very useful.</p> <p>Going forwards: It is unfortunate that there has been a reduction in the proportion of Researchers stating the local induction is useful and investigations into how to improve on this will be taken forwards. (NB the metrics selected to report on may not reflect actions of the PI, but be confounded with other "local" inductions, so whilst this metric is good, going forwards it may be moved to a section aside from PIs)</p> <p>Outstanding items on this rolled into 2019-21 (Action point 5)</p>
5	1: Rec ^t & Sel ⁿ	Develop factual document to provide information and guidance relating to pros/cons F-T vs indefinite contracts to be hosted on HR policy section of website . Communications to those invited to transfer to indefinite contracts as part of annual review updated to include link to the information document	HR and RSO	Document published on HR website and linked from Research Staff and PI webpages communicated to Researchers included in PI leaflet.	Sep 2017	<p>Update & Issues: Initial meetings held between RSO and HR, however due to staff turnover in both RSO and HR this action remained unattended / dormant until summer 2019. New staff influx in HR and new University strategy have this as lower priority item with HR than previously.</p> <p>Going forwards: Action put on hold – Orphan item. Will be re-addressed as part of New Concordat gap analysis and potentially link with the Institutional Athena SWAN action plan</p>
6	1: Rec ^t & Sel ⁿ	In autumn 2017 host practice sharing event for schools regarding processes for visiting research fellows. Meeting to include representation from School Managers/administrators, HR, Research Development. In autumn 2017 host focus group for current visiting research fellows to hear about experiences and any challenges encountered.	RSO, School administrators, Research Development, HR, Visiting Fellows	Report of meetings and recommendations to address key issues considered by RSWG and parent committees. Actions identified and agreed. Implementation of actions in academic year 2017/18	Jul 2018	<p>Update & Issues: Due to different demands on RSO time, the RSO post being vacant for ~ 1 year, the University re-aligning for new Strategy (and the uncertainty around Brexit) - no actions progressed on this item.</p> <p>Going forwards: Action put on hold – insufficient capacity to pursue at present. Will be re-addressed as part of New Concordat gap analysis</p>
7	1: Rec ^t & Sel ⁿ	Institutional assessment of European Commission Open Transparent and Merit-Based Recruitment (OTM-R) - Review using checklist and implement any adjustments as required	HR	Institutional alignment to OTM-R reviewed by HR. Report and recommendations considered by RSWG and parent committees. Any required actions agreed and implemented. Institution fully compliant with OTM-R	Dec 2017	<p>Comments/Questions</p> <ul style="list-style-type: none"> Discussed at Jan 31st 2018 meeting of RSWG. OTM-R checklist should be reviewed and signed off by the People and Organisational Development Committee. (HR to Action) No further updates forthcoming and POD committee was disbanded <p>Going forwards: Action put on hold – Orphan item. Will be re-addressed as part of New Concordat gap analysis</p>
8	2: Rec ⁿ & Val	Explore initiatives/mechanisms for enabling researchers to generate independent research outputs and demonstrate independent research leadership: <ul style="list-style-type: none"> Research HEI best practice Generate range of costed options to put forward into University planning process. 	RSO, RSWG, Reps	Preferred mechanisms identified and budget agreed as part of Researcher Development Strategy (action point 1). Mechanisms implemented and communicated to researchers – take up of initiatives is positive. Longer term success measures: first author publications from RFs, RFs leading new collaborations, higher proportion of research fellows as PIs/Co-Is on funding bids, researchers securing promotions and permanent jobs. (Baseline data required ahead of specifying numerical targets).	Jul 2020	<p>Update & Issues: Due to different demands on RSO time, the RSO post being vacant for ~ 1 year, and the University re-aligning for new Strategy - no action taken on this item before Autumn 2019.</p> <p>For data on existing schemes – see action point 20</p> <p>Budget restrictions and savings across the board mean that it is unlikely funds for this sort of activity will be easy to obtain over the next two years ing funds for any such</p> <p>Going forwards: Action put on hold. May be re-addressed as part of New Concordat gap analysis and/or within Action point 3 in 2019-21 action plan.</p>
9	2: Rec ⁿ & Val	Account for research staff role progression (i.e. promotion) in grant proposal budgets where appropriate and allowed by funder. Introduce a specific consideration of this into the bid costing process.	Research Development	PIs routinely asked about researcher progression when costing proposals. Progression of named researchers is routinely costed into proposals. 50% more externally funded researchers applying for promotions	Dec 2017	<p>Update & Issues: Item discussed with Head of Research Development Jan 2018, however possible implementation not carried through due to staff turnover.</p> <p>Going forwards: Action put on hold – Orphan item. Will be re-addressed as part of New Concordat gap analysis – especially as funders may be more explicit in terms of seeking for HEIs to include this in proposals as they develop their new Concordat implementation plans.</p>
10	2: Rec ⁿ & Val	Explore options for specific training packages for PIs managing postdoctoral staff and enhance marketing of existing provision. Specifically:	SDU, RSO, PIs	<ul style="list-style-type: none"> University plan and investment into PI management development activity as part of Researcher Development Strategy (action point 1). 	Sep 2019	<p>Update & Issues: Exercise to research HEI best practice performed, however ability to develop and deploy plans put on hold due to development of new strategy and staff turnover in both HR (SDU) and RSO – see action point 1.</p>

		<ul style="list-style-type: none"> Research HEI best practice in PI development and use outputs of PI event and focus groups with PIs and outputs of Head of School appraisal reports to conduct training needs analysis. Map existing SDU provision to PI needs and develop tailored promotional communications/materials to enhance PI engagement with existing programmes. Identify gaps in PI provision and develop and cost plans for additional training/development activity to be considered in University Planning exercise. 		<ul style="list-style-type: none"> By the end of academic year 2018/19, 25% more PIs attending existing SDU courses (as measured by attendance figures) and providing positive feedback (as measured by post-course evaluations and staff survey). Research Fellows report that they are well supported by their managers (as measured by standard questions in CROS and UoSx Staff Survey) 		<p>Data regarding engagement of established academics on OD “Academic Promotions” course: Unfortunately, current OD systems do not allow filtering for whether a participant is a PI or not, and feedback from courses is collected anonymously so this data cannot currently be reported. However, analysis of the 3 iterations of the Academic Promotions workshop run on Oct 2017, Nov 2017 and Nov 2018 indicate that of the 65 attendees, 49 were established academics (Lecturer, Snr Lecturer, Reader, Prof) who might well be PIs, and would be able to share their knowledge from the course with their Research Staff.</p> <p>2019 biennial survey data & interpretation: The 2019 Summer “Pulse” Survey had 2 specific question regarding how well RFs felt supported by their managers: To what extent do you agree that 1) You are well supported by your manager; 2) Your manager has all the training they need to effectively support your career development. Of the 100 people that completed these questions those that agreed/strongly agreed with the statements were 75% and 58% respectively; those that disagreed/disagreed strongly were 21% and 36% respectively (the remaining people preferred not to state). Thus whilst most people felt supported by their managers, there is still scope to improve the training and support offered to manager in this area.</p> <p>Going forwards: How to access and report relevant PI training and satisfaction data will be rolled forward. Action updated and rolled forward with elements in 2019-21 Action points 3; 6</p>
11	2: Rec ⁿ & Val	<p>Further increase the number of promotion applications from Research Fellows via specific interventions including:</p> <ul style="list-style-type: none"> Celebrating the success of RFs that achieve promotion in 2017 via Sussex Researcher Newsletter. Invite successful 2017 promotees to be promotion mentors at the 2017/18 promotions workshops and/or provide case studies of their approach to securing promotion. Raise PI awareness of research staff promotion processes via PI leaflet, email communications and PI webpages Continued monitoring of promotions applications from RFs and targeted communications to Schools where application rates are low. 	RSO, RSWG, HR	<p>Increased promotions applications from RFs, 50% increase in RF promotion applications.</p> <p>Success rates in alignment with other faculty groups</p>	Jul 2018	<p>Update: 2017 successes celebrated in newsletter, and Information about RF promotions included in PI leaflet and on PI webpages, and e-mails were sent out to PIs from the RSO at the time of the promotion round.</p> <p>Data regarding engagement of Research Fellows with Promotions” workshop: Two ‘Aiming for Promotion’ workshops for research staff organised by the RSO and run in Oct(24 bookings; 13 attendees) and Nov (18 bookings; 12 attendees) 2017 included a talk from an RF that was promoted in the previous year -with very positive feedback. 3 iterations of the Academic Promotions workshop organised by OD in 2017-18 with 3 Research Fellows attending this course.</p> <p>3 years of promotion data & interpretation: 2016-17: RF: 19 applications; 17 successful: 89% Other faculty groups: 145 applications; 105 successful: 72% All faculty groups: 164 applications; 122 successful: 74% 2017-18: RF: 21 applications; 16 successful: 76% Other faculty groups: 194 applications; 132 successful: 68% All faculty groups: 215 applications; 148 successful: 69% 2018-19: RF: 22 applications; 12 successful: 55% Other faculty groups: 192 applications; 126 successful: 66% All faculty groups: 214 applications; 138 successful: 64%</p> <p>Number of applications from RFs not grown as aimed for over this 2 year period, probably due in part to lack of Research Staff Officer for the majority of 2018 meaning the RSO did not actively driving this forward/encourage/ensure RFs aware of promotions round and process. Indeed, the Biennial Researcher “Pulse” survey in the summer of 2019 specifically asked Research Staff about appraisal, promotion and pay review processes (linked with Action point 18). Results were: 1) 39% agreed they were aware (46% disagreed); 2) 46% agreed they were included in communications (38% disagreed); 3) 39% agreed they were eligible to participate (41% disagreed); 4) 36% agreed they were encouraged to participate (50% disagreed). Thus there is work to be done in terms of disseminating information around all these processes and encouraging the community to engage/participate.</p> <p>Success rates for RF better than other faculty groups for 2016-17 and 2017-18, but lower in 2018-19. This may be in part related to the lack of centrally delivered training/support on offer for this academic session, but may also be linked to the change of promotion criteria in Spring 2019.</p> <p>Going forwards:</p>

						Action updated and rolled forward into 2019-21 (Action point 6) and into Institutional Athena SWAN action plan
12	2: Rec ⁿ & Val	Spotlight Symposium to showcase impact of postdoctoral research to form one of the sessions at Sussex Impact Day 2017. 1.5 hour session with short postdoctoral research fellow impact talks from research areas spanning the variety of disciplines at Sussex. To be complemented by Spotlight profile posters in the exhibition space. Speakers to receive training session on impactful research communication in advance of the event. Spotlight profiles of speakers and applicants to be developed for release from Autumn 2017	RSO, Research Fellows, Research Quality and Impact Team	Positive response to call for applications for presentations (Year 1 target to exceed 10 applications). Good attendance figures from the session (Year 1 target to exceed 30 people) and positive feedback from speakers and attendees as evidenced by post session feedback forms. Positive effect on the hit rate of Spotlight webpage and profiles. External coverage of Sussex researchers as a result of the event.	Jun 2017	Update: Positive response to call to be "Spotlighters": 16 applications received, and 8 selected to be speakers. Two training session completed for this cohort with very positive feedback. Event audience 40-50, and whilst no feedback forms used at the event, positive verbal feedback received. The announcement and call for speakers for the Symposium had the desired effect of creating an uplift in the hit rate on the Spotlight webpages, returning the highest number of unique views per month (65 in March and 99 in April 2017) since the launch of the pages in Nov 2016. All applicants were invited to interview for profile development with all 8 speakers and 7 other applicants taking up the opportunity. Spotlight profiles collected, highlighted within the Sussex Researcher newsletter and posted on the RSO web pages through into 2019. A number of profiles (at least 7) picked up and posted on external-facing web pages e.g. https://www.sussex.ac.uk/news/all?page=58&id=43690 and https://www.sussex.ac.uk/news/all?page=18&id=48135 Action closed. Some elements go forward into 2019-21 (Action point 7)
13	2: Rec ⁿ & Val	Develop a template for Research Staff to self-record teaching activity as an interim measure in lieu of new student record system being delivered. Consideration of template for feedback from students supervised by research staff. RSWG to make formal recommendation to student record system project to ensure incorporation of teaching records for RFs into the system specification.	Phase 1 & 2: RSWG and RSO Phase 3: Student Records Project Team	Phase 1: Recommendations for system requirements communicated by RSWG to student record systems project. Phase 2: Template(s) developed, communicated and in use by Research staff. Phase 3 New system incorporates RFs teaching responsibilities. RF automated teaching transcript available	Phase 1: Jul 2017 Phase 2: Jul 2018 Phase 3: Jul 2021 (or by Student Records project completion)	Update and Issues: Phase 1: Deputy Director of Research Staff Office input into discussions of SAAT team (team tasked with upgrading of University student records system), however the entire programme was put on hold. It has now been rolled in to "The Student Lifecycle" project being deployed within Phase One of the Sussex 2025 strategy. Phase 2: As an interim measure, a "Postdoc Teaching (and Supervision) Record" template and certificate was developed within, and approved by the leadership team of, the School of Life Sciences. Unfortunately, due to staff turnover, the template was not immediately put into routine use, and institutional knowledge of this form was temporarily lost. It was rediscovered in March 2019, and RS invited to start using it for self-recording teaching activity going forwards, with RS requesting the certificate from the School as/when appropriate. A meeting was held with the PVC-Education & Students in Spring 2019 to discuss the allocation, tracking and recognition of teaching that Research Staff undertake across the University. She was open to the points being raised and there is an outstanding action for the RSO to organise a meeting involving the PVC-R, DRKEs and DLTs across the University to raise and address their issues. Phase 3: Awaiting new system. Actions: As work on this action point highlighted an issue around maintaining institutional knowledge due to staff turnover, a new collaborative workspace (the institution uses "Box") was created for the RSWG committee in the Spring of 2019, with all information pertaining to the HREiR action plan being collated there as/when possible to overcome such issues going forwards Going forwards: Action updated and rolled forward into 2019-21 (Action point 8)
14	2: Rec ⁿ & Val	Include question(s) in CROS 2017 to explore whether postdoctoral researchers still perceive that they are treated/perceived as students rather than staff by other colleagues. Establish extent of any issue across the University. If patterns emerge follow up with focus groups to explore the underlying issues and identify potential solutions to address.	RSO, Research Fellows	Clarity on the extent that this is a perception of research staff vs other colleagues. Understanding of the underlying behaviours that contribute to these perceptions. Actions identified as appropriate to address any specific issues at School/University levels. Responses to repeat of questions in CROS 2019 demonstrates positive improvement.	May 2019	Update: No specific questions on this added into CROS 2017, however results indicate positive improvements with respect to equal treatment with other staff groups vs 2015. 2019 data & interpretation: Specific question on this were placed in the Biennial Researcher "Pulse" survey in the summer 2019. The vast majority of respondents agreed/strongly agreed that Research Staff are both perceived and treated as staff (not students) by the institution (70% and 70% respectively) and their managers, (82% and 74% respectively). Analysis of the freetext comments linked with the minority of people that disagreed/strongly disagreed suggest there are still some pockets of misunderstanding/bad practise present in the institution (20% and 24%) and by managers (13% and 21%) that need to be investigated further. E.g. "Someone literally using the phrase "postdoctoral students". Unfortunately the data set is small, but there do not appear to be any underlying patterns to the responses.

						<p>Going forwards: Suggest the importance of this distinction be underlined/rolled into work around supporting PIs to be good managers.</p> <p>Specific action closed. Improved training elements rolled into 2019-21 Action points 6.</p>
15	2: Rec ⁿ & Val	<p>Raise awareness of impact of space issues for Research staff; specifically by: Include question(s) in CROS 2017 to gather information regarding space allocations for Research Fellows.</p> <p>Collate any published expectations of funders with respect to space allocation for Research Staff.</p> <p>Provide report and recommendations to the RSWG of outcomes and disseminate to relevant University Committees, Heads of School and School Managers.</p>	<p>RSO, Research Fellows, Academic Schools</p>	<p>Report considered by RSWG and communicated to relevant committees, Heads of School and School managers.</p> <p>Repeat of questions in CROS 2019 demonstrates positive improvement.</p>	May 2019	<p>Update & Issues: Specific questions around space included in CROS 2017. Analysis completed and disseminated via RSWG through to parent committees. No further action taken until the summer of 2019 due to absence of Research Staff Officer for most of 2018.</p> <p>Review of funder expectations not yet conducted and specific space report not prepared, however questions about space repeated in the 2019 Biennial Researcher "Pulse" survey.</p> <p>2017 & 2019 data & interpretation: Overall there has been no improvement, and some decline, in terms of the space allocated to Research Staff completing the surveys. Responses to questions regarding allocated space in 2017 and 2019 respectively: Own Office: 17% to 7% - reduction Workspace within a shared office: 70%; 56% - reduction Hot desk environment: 6% to 19% - increase No allocated workspace: 4% (9 individuals) to 3% (3 people) - ~ steady. This latter statistic is particularly worrying: whilst this number is low in absolute terms, it could lead to frustrations and difficulties in terms of engaging with the broader school/department, and contribute to mental health and wellbeing issues for the individuals concerned.</p> <p>Numerous, mainly negative, free text responses were supplied in both surveys (e.g. "Hot-desking is not generally conducive to effective research and adds an additional level of stress to be dealt with on a daily basis") including some that cite potential health and wellbeing risks (e.g. "Lab space is so small we now work evenings and weekends to be able to do our work."; "Due to the age of the Chichester 3 building we have had issues with water leakage through the roof..."; "Environment is 'converted' from existing lab space. Sink and fuse boards remain in the office space..."; "Out of date working environment. Full of asbestos panels. No air conditioning despite summer temperatures exceeding 30C in the lab...")</p> <p>Going forwards Unfortunately, these data reflect the increasing demand on space at the Institution as a whole. Actions in the future will need to ascertain whether these issues are specific for Research Staff, or whether they are affecting staff more broadly across the institution.</p> <p>Action updated and rolled forward into 2019-21 (Action point 11)</p>
16	2: Rec ⁿ & Val	<p>Incorporate recognition of research staff management into academic promotions processes by:</p> <ul style="list-style-type: none"> • RSWG recommendation to APATC to review promotion criteria to include management of research staff/teams. • Briefing for members of promotions boards on the value of research staff management for career progression. • Provide case studies of good practice in research staff management to support promotion applicants • and demonstrate how research staff management maps across other aspects of the promotions criteria 	<p>Academic Promotions and Titles Committee (APATC), HR, RSO</p>	<p>Promotions criteria updated to include specific reference to Research staff/team management.</p> <p>Promotions boards briefed on criteria</p> <p>Promotions applications from Research Staff Managers make reference to success measures in managing their broader research teams.</p>	May 2020	<p>Update & Issues: Due to different demands on RSO time, the RSO post being vacant for ~ 1 year, no action taken on this item before Autumn 2019.</p> <p>Going forwards: Action put on hold. Orphan item. Will be re-addressed as part of New Concordat gap analysis and/or within Action point 3 in 2019-21 action plan.</p>
17	2: Rec ⁿ & Val	<p>Explore potential spaces and propose options for a dedicated researcher hub with networking space, training and consultation rooms.</p>	<p>RSO, RSWG, Estates Committees.</p>	<p>Proposal approved, Space allocated and researcher hub open</p>	Jul 2021	<p>Update: Proposal for researcher training and networking spaces submitted to Estates in collaboration with RDP and ADQE (re-purposing of mezzanine area of Mandella Hall). No positive response returned, and since the proposal was put forward, the University has grown significantly with space on campus now at a premium. It is unlikely that this proposal will be supported in the current climate unless/until linked with one of the 2025 strategy pillars.</p> <p>Action closed.</p>
18	2: Rec ⁿ & Val	<p>Audit of University annual policy/process related communications to Schools to ensure that eligibility of Research</p>	<p>HR, RSO</p>	<p>Communications updated where necessary. Research Fellows aware of eligibility and processes of key annual initiatives (appraisal, pay review,</p>	Jul 2017	<p>Issues: Due to staff turnover in both HR and RSO, this action has been delayed.</p>

		Fellows and Teaching Fellows is explicit for key initiatives (e.g. appraisal, promotions, pay review etc)		promotion) as indicated by responses to CROS and informal feedback. Researchers encouraged by PIs to participate in the annual processes as evidenced by CROS feedback		<p>Update: Information about the annual processes has been included in the PI leaflet, and key processes (appraisal, promotions etc) were communicated to Research Staff via Sussex Researcher Newsletters in 2017-18 (but as noted in Action point 11, not unfortunately in 2018-19 which coincided with a change of academic promotion criteria)</p> <p>2019 data: Specific questions regarding appraisal, promotion and pay review processes at the University were included in 2019 Biennial Researcher "Pulse" survey and give us a baseline to improve upon: Aware of processes: 39% agreed; 46% disagreed Included in communications: 46% agreed; 38% disagreed Eligible to participate: 39% agreed; 41% disagreed Encouraged to participate: 36% agreed; 50% disagreed</p> <p>Going forwards: Action put on hold. Orphan item. Will be re-addressed as part of New Concordat gap analysis</p>
19	3 / 4: Sup ^t & Car ^r Dvp ^t	Evaluate revised group Mentoring Circle Scheme for Women in STEMM via survey of mentors and participants from 2016/17 and comparison with previous Mentoring Circles evaluations. If evaluation is positive, roll out a mixed gender scheme for early career researchers using the same model.	RSO	<p>Positive feedback from the 2016/17 scheme from participants and mentors. (>75% of participants cite that they would recommend to other researchers)</p> <p>Scheme rolled out to ECRs across the University. Full attendance at mentoring circle meetings. Positive feedback in 2017/18 scheme evaluation from mentors and participants.</p>	Jul 2018	<p>Update: Formal evaluation of Mentoring Circle Scheme for Women in STEMM not completed, however informal, anecdotal feedback suggested the scheme would be positively received.</p> <p>ECR Mentoring Scheme rolled out in Jan 2018 (facilitated by external Researcher Development Coach) with mentors identified and trained for meetings scheduled Jan-July and a further iteration of the scheme run 2018-19.</p> <p>Jan-Jul 2018 Mentoring scheme data: 11 sessions held on 6 topic themes: Career planning; Wellbeing & Resilience; Leadership & Leading teams; Building your Professional Profile; Effective time management; Securing Research Funding. 34 individuals (23 female; 11 male) participated in the scheme with an average attendance of 1.5 per participant (51 total attendances). 94% of the 18 mentees that completed the end of scheme survey "would recommend the ECR mentoring circle to other researchers"</p> <p>Oct 2018-Mar 2019 Mentoring scheme data: 10 sessions held on 6 topic themes: CVs and Applications; Promotion and Progress; Communicating your research; Building your Professional Profile; Managing working relationships; Being strategic. 26 individuals (17 female; 19 male) participated in the scheme with an average attendance of 1.2 per participant (30 total attendances). 100% of the 8 mentees that completed the end of scheme survey "would recommend the ECR mentoring circle to other researchers"</p> <p>Interpretation: Whilst successful initially and filling a gap, uptake/interest from the community petered out over time. University-wide 1:1 mentoring programme launched 2018-19, so this initiative close for present. If demand returns for this will readdress.</p> <p>Going forwards: Action closed. On-going mentoring activities being taken forwards under the auspices of the Institutional Athena SWAN action plan</p>
20	3 / 4: Sup ^t & Car ^r Dvp ^t	Explore options and best practice relating to Schools/University providing top-up funding for small projects/ collaborations/conference attendance. Collate information about current practice across the University and share with Schools along with recommendations. Where significant gaps are identified, propose options for central provision within University planning rounds. Collate success stories of outcomes of use of career development funds	RSO, Academic Schools	<p>Research staff across all academic Schools are able to access University/School funds to support their career development.</p> <p>Case studies of successful outcomes of career development funding leading to significant outputs (e.g. funding, publications, promotions, collaborations, patents etc)</p>	May 2019	<p>Update & Issues: University best practice - Sussex Research has a number of initiatives with different scopes/financial support levels to help "pump-prime" research activities that are either specifically for RS or open to RS. A link to these initiatives is posted on the RSO webpages, and RS have applied to, and been granted monies from these initiatives with good outcomes.</p> <ul style="list-style-type: none"> Data regarding ECRs and ROF (Research Opportunities Fund): The ROF is designed to provide initial funds for faculty to stimulate new interdisciplinary ideas and research projects (Max value £1.5K). Between May 2017 - Sep 2019: 6 ECR proposals were funded. Following on from this funding, one ECR has submitted 5 bids (seeking funding of between £43K and £890K) as either PI or Co-I. There are another 6 bids in preparation by the various ECRs seeking between £10K and £750K – some linking with industrial partners. Data regarding ECRs and RDF (Research Development Fund): The RDF is designed to develop activities enabling substantive external research proposals – normally a pilot study or Proof of concept activity (value £5K-£30K).

						<p>Between May 2017 - Sep 2019: 2 ECR proposals were funded. At present (Sep 2019), one Project Grant bid (Alzheimers Society) is in development following from one of these projects.</p> <ul style="list-style-type: none"> <i>Data regarding ECRs and HKFs (Harry Kroto Fellowships):</i> The HKF scheme funds UoSx ECRs/lecturers to visit to one of the University's designated overseas strategic partners for a period between 2 weeks-3 months (max value £5K). In addition to the 2 awards made in the 2016 pilot, a further 4 awards were granted in the 2017 round. Outputs achieved from the scheme include: 3 external grant applications submitted between Oct 2017-Nov 2018; 10+ publications in various stages of development: submission, resubmitted or accepted; collaborative relationships developed with both industrial and academic partners. <p><u>School best practice</u> - due to different demands on RSO time, the RSO post being vacant for ~ 1 year, no action taken on this item before Autumn 2019</p> <p>Since this action plan was created, the climate within the University has changed, with cuts being sought in many areas – both centrally and within Schools. All Sussex Research programmes are currently suspended and under review.</p> <p>Going forwards: Action put on hold. May be re-addressed as part of New Concordat gap analysis and/or within Action point 3 in 2019-21 action plan.</p>
21	3 / 4: Sup ^t & Car ^r Dvp ^t	Provide Information and guidance about mechanisms for Research Fellows to be primary/co applicants on research proposals. Specifically this will include: <ul style="list-style-type: none"> - Guidance about schemes/situations where Research Fellows are eligible to be primary/co- applicants. - Guidance about the support required of schools to facilitate RF eligibility as primary applicants/co-applicants. - Raise awareness of potential for Researcher-Co-Investigator status. 	Research Development Team, RSO	25% more research proposals submitted with Research Fellows as either PI, Co-I or Researcher Co-I.	Dec 2018	<p>Update & Issues: No action taken on this due to staff turnover.</p> <p>Going forwards: Action put on hold. Orphan item. May be re-addressed as part of New Concordat gap analysis</p>
22	3 / 4: Sup ^t & Car ^r Dvp ^t	Best practice review followed by establishment of leadership development programme for RFs aspiring to fellowships/permanent faculty positions.	RSO, RSWG, Staff Development Unit (SDU)	<p>Leadership development programme funded and implemented as part of the Researcher Development Strategy (action point 1).</p> <p>Interest in the programme as demonstrated by applications to participate.</p> <p>Positive feedback from participants as demonstrated by end of course evaluation survey.</p>	Jul 2020	<p>Issues: As with action point 1, the development of a leadership development programme is has been delayed and will be addressed as the high level ambitions of the new university strategy are reduced to specific workstreams and deliverables through 2019-20.</p> <p>Update: In the interim, a “Preparing for Leadership” ½ day workshop was created, delivered and well received multiple times through 2018-19. To reach a wider audience and offer more flexibility, the materials have been restyled and delivered in a webinar format, and into an e-learning module on the UoSx system (Canvas) that is being launched in the Autumn of 2019.</p> <p>Going forwards: Action updated and rolled forward into 2019-21 (Now incorporated into Action point 3)</p>
23	3 / 4: Sup ^t & Car ^r Dvp ^t	Increase researcher engagement with industry/other sectors by the introduction of ‘Hack Days’ for researchers and businesses to come together to jointly solve business problems. Base on successful model already trialled in School of Mathematical and Physical Sciences. Link with Sussex Innovation Centre (SINC) to source potential organisations. Couple with creativity and ideation training.	RSO, SINC,	<p>Two Pilot ‘Hack Days’ hosted and deemed successful via participant and organisation post-event feedback.</p> <p>Evidence of continued collaborations between researchers and Hack Day business partners</p>	Jul 2018	<p>Issues: As both the member of Research Staff that had organised previous Hack day events, and the RS Officer left the University (removing momentum, tacit knowledge, and industrial links) Hack days were not delivered.</p> <p>Update: However, a variety of activities to encourage researchers to consider careers outside of academia and think about working collaboratively / creatively / entrepreneurially with industrial partners were undertaken including: - “Creativity and Innovation Skills for Career Success” workshop delivered summer 2017 (17 registrants; 13 attendees) - “Careers and Enterprise Day” (involving members of SINC, UoSx and panel of ex-researchers pursuing alternative careers) held on 14 June 2018 featuring talks on enterprise, IP, and knowledge exchange (48 registrants, 21 signed in attendance).</p> <p>Going forwards: Action put on hold. May be re-addressed as part of New Concordat gap analysis ,and with Action point 3 of the 2019-21 action plan - linking in with the emerging KEF plans and re-organisations regarding Sussex Innovation Centre at the University</p>

24	3 / 4: Sup ^t & Car ^r Dvp ^t	Enhance online provision for Research Staff Careers support including: Case studies of career paths, online career planning module. New and refreshed webpages with links to careers related information, resources and support.	RSO, Careers and Employability Centre	New/updated webpages published and content frequently used as evidenced by hit rates, bounce rates and other google analytics data. Improvement in proportion of researchers that state that they have developed career plans as evidenced by CROS responses – increase to >70% by 2019	May 2019	<p>Update: New (externally hosted) Career planning web tool launched (www.sussexresearchercareers.org) along with updated careers pages on the Research Staff site Autumn 2017. Web tool communicated to Research Staff (via newsletter, Repts and RSWG) as well as to Heads of School and DRKEs – excellent initial interest – 474 views of new toolkit site Oct 2017. In addition to toolkit, online provision in the form of Careers webinars were created and delivered through 2018 and 19 with good levels of interest, attendance and positive feedback: “Career planning for Research Staff” Feb 2018 (30 registered, 24 attended); “Thinking creatively about your Career” held on Nov 2018 (33 registered, 17 attended) and Mar 2019 (22 registered, 15 attended)</p> <p>Unfortunately, hit rates on the Career Toolkit declined following launch (probably due to lack of “push”/promotion due to no RSO being in post), although the RSO internal career page still maintains a good visit rate averaging 19 page views per month overall (15 unique visits per month overall; min3, max42) and for the period Jan-Jul 2019 11 page views per month (9 unique visits per month; min4, max17)</p> <p>Results from the Biennial Researcher “Pulse” survey carried out over the summer of 2019, indicated that only 47% of respondents Agreed/Strongly agreed with the statement “You have a clear Career Development Plan”; 45% Disagreed/Strongly disagreed and 8% did not respond to this question (In absolute terms these numbers were: 50; 48 and 9 people respectively) .</p> <p>Going forwards: These disappointing results indicate more work needs to be done to encourage and support our RS to take charge of their careers. Action updated and rolled forward into 2019-21 (Action point 9)</p>
25	3 / 4: Sup ^t & Car ^r Dvp ^t	Develop a mentoring framework and supporting information/resources that can be customised for different areas of the University. Staff involved in mentoring (coordinators, mentors/mentees) to receive training to support roll out of mentoring framework. Mentoring to be recognised in workload allocation models.	SDU, Athena SWAN SAT, RSO, Mentoring Coordinator s, Schools	(i) Mentoring framework and accompanying resources published and adopted by Schools. (ii) 100% University mentoring schemes are operating under the mentoring framework. (iii) >80% of mentors and mentees enrolled in mentoring schemes report productive mentoring relationships via scheme evaluations.	Apr 2018	<p>Update: Through 2017 mentoring framework developed, accompanying brochures for mentors/mentees/scheme coordinators created and “Mentoring” webpages developed and published (initially externally, then brought in-house under the Organisational Development web area: https://www.sussex.ac.uk/organisational-development/mentoring)</p> <p>Mentoring task group’s recommendations shared with University Leadership Group in December 2017, with Schools/divisions to put forward mentoring contacts if wishing to implement schemes.</p> <p>Due to staff turnover in RSO, hiatus in official launch/roll out of framework/scheme across the University However OD initiated soft launch of pan-University mentoring scheme in the Autumn of 2018 with good initial take up –particularly with mentor volunteers.</p> <p>“Effective Skills for Mentoring” workshop launched in 2018: 2 sessions run by RSO, with a further 7 by OD, with over 100 mentors trained. “Introduction of Becoming a Mentee -How to Get the Most from Mentoring” sessions in Mar 2019 at suggestion from mentors: 3 workshops run; 30 attendees. “Community of Practice for Mentors” introduced in Jan 19 to offer best practice development and peer supervision for mentors. 4 sessions run to date.</p> <p>Programme evaluation 18/19 underway. Initial responses (polling 50 participants from both academic roles and Professional services) show >90% of mentors/mentees have found the Programme positive, and would recommend it to colleagues</p> <p>Mentoring not currently incorporated into work allocation models.</p> <p>Going forwards: Action closed. On-going mentoring activities being taken forward under the auspices of the Institutional Athena SWAN action plan.</p>
26	3 / 4: Sup ^t & Car ^r Dvp ^t	Explore enhanced links and collaborations with University of Brighton Researcher Development. Identify opportunities for hosting joint events and opening courses for booking by UoB researchers and vice versa.	RDO and University of Brighton Research Staff Ambassador	Minimum of 2 joint researcher development events established annually. Agreement reached regarding mutual access to researcher development workshops/events across	May 2019	<p>Update: Pilot performed 2017, with 2 UoSx workshops opened up to UoB researchers in the Autumn 2017. Discussed running a joint Spotlight event for Spring/summer 2018, but difficulties encountered in terms of ability to progress matters in an agile fashion so efforts put on hold.</p>

				both institutions. Events cross-publicised and regularly have representation from both institutions.		Going forwards: RSO still open to collaborating with other HEIs in terms of practice sharing, running joint events and courses, but action being rolled into 2019-21 under Action point 14
27	3 / 4: Sup ^t & Car ^r Dvp ^t	Conduct focus groups/consultations with part-time and distance research staff to establish specific requirements with respect to support for career development.	RSO	Consultation completed and report considered by Research Staff Working Group. Recommendations from the report implemented.	Dec 2017	Update: Discussed at Jan 2018 meeting of RSWG. Group agreed to put this action on hold until there is further clarity in University approaches to Distance Learning, SAAT project completed and new VLE is in place. Going forwards: Action updated and rolled forward into 2019-21 (Action point 13)
28	5: Res's rspnsbt ^s	Introduce new webpage for researchers to signpost teaching information, guidance and resources. Include clarification of appropriate teaching roles/responsibilities of Research Fellows.	RSO, Academic Quality and Enhancement, Research Staff Reps	Webpage published and communicated to Research Staff and linked to and from other relevant pages. Content engaging as evidenced by low bounce rates. Researchers report improved knowledge of teaching opportunities/responsibilities as evidenced by CROS and feedback from Reps.	Jul 2017	Update & Issues: At the Jan 2018 meeting of the RSWG, it was noted that the University was applying to become an apprenticeship provider and there was a discussion regarding the possibility of the University changing the training provision for teaching in HE to embrace the academic professional apprenticeship (APA) model. The Working Group agreed that in light of this, the action should be postponed until there was clarity. Unfortunately, due to staff turnover, this action was not revisited for ~ 18 months. The RSO was notified in Aug 2019 that the University has currently decided not to pursue the APA route for teaching. The Academic Development and Quality Enhancement group (ADQE – based within the Division of Student Experience - DSE) at the University deliver the HEA accredited Teaching CPD within the institution (a 15 credit masters level module “Fundamentals of Teaching” and the 60 credit masters level “PGCert HE”). All Research Staff may apply to join these courses and this is signposted from the RSO training and development webpage. Going forwards: The DSE is restructuring through 2019-20 and the RSO will maintain a watching brief – both championing the needs of RS and ensuring that all support and training for RS is clearly signposted. Action updated and items rolled into 2019-21 (Action point 8)
29	5: Res's rspnsbt ^s	Raising awareness amongst research staff of the Sussex Junior Research Associates (JRA) scheme as an opportunity for supervisory responsibility: 1. active promotion of the scheme via newsletter, mailing list and forum 2. Email to Heads of School and Directors of - Research and Knowledge Exchange to encourage them to put Research Fellows forward to supervise JRAs 3. Inclusion of JRA scheme in teaching/outreach themed coffee morning	RSO, Doctoral School	20% Increase in number of research fellows acting as supervisors for undergraduate JRA projects	Dec 2017	Update & Issues: In the autumn of 2017, initial discussions were held between the RSO and the Undergraduate Research Office (URO) team who run the JRA scheme each summer. Unfortunately, due to staff turnover no further action was taken on this until the call for supervisors and projects for the 2018-19 scheme was well under way. 2018 Baseline data: There were 107 JRAs in 2018 with Supervisors from across all 11 Schools at the University. The majority of JRAs had established academics as their main supervisor (Lecturer: 30; Senior Lecturer: 22; Reader: 10; Prof: 36) however a few had Research Fellows (4) or Teaching Fellows (3) fulfilling this position. 51 JRAs also had a mentor assigned to them alongside their supervisor: 10 Research Fellows and 5 Research Assistants took up these positions. Going forwards: Action put on hold – insufficient capacity to pursue at present. Will be re-addressed as part of New Concordat gap analysis
30	6: E&D	Evaluate success of University sponsorship of Daphne Jackson Fellowships and investigate alternative (in-house) options for offering fellowships for researchers returning from a career break.	Athena SWAN SAT, RSO, HR	Evaluation report of the University Sponsorship of Daphne Jackson Fellowships considered by SAT and University Executive Group. Future model for University sponsorship of returners fellowships is agreed, resourced and implemented. New cohort of Fellows successfully recruited.	Jul 2018	Update: Following discussion with Deputy PVC E&D the strategic priority has shifted towards support for current staff returning from leave, rather than recruiting new staff via Daphne Jackson Fellowships. The University will not sponsor further Daphne Jackson Fellowships beyond the current cohort, but will redirect efforts towards a new scheme to support those staff returning from periods of caring leave. Going forwards: A suite of actions are outlined in the 2019 Institutional Athena SWAN submission which are appended at the end of the 2019-21 action plan. Specific actions emerging from the HREiR plan are closed. Watching brief on the Institutional Athena SWAN action plan.
31	6: E&D	Introduce a mandatory Equality & Diversity online training package for all members of Sussex staff	HR, SDU	All current staff have completed mandatory E&D training. Process in place to ensure new starters complete the training as part of probationary process.	Jul 2017	Update: A suite of e-learning modules are now available for all staff at the University, including two mandatory modules related to equality and diversity that must be completed by staff within the first month of employment. 1. Released to staff in Sep 2017: “Diversity in the Workplace” - an introduction to the University's approach to equality, diversity and inclusion.

				Improvement in Equality & Diversity related responses to staff survey and CROS		<p>2. Released to staff Jul 2019: "Unconscious Bias" - this e-learning aims to increase awareness of unconscious bias and its impact on people with protected characteristics, and to reduce discriminatory behaviour and attitudes in the workplace.</p> <p>2018-19 training uptake data & comments: By the close of the 2018-19 session (31Jul19) >1750 members of staff had completed the first module (representing 52% of all staff employed at that time point) and >825 the second module (25%). Whilst this is not the 100% figure aimed for, the fact this is now deployed as a mandatory module with the ability to track whether staff have undertaken the training is a very positive step forwards.</p> <p>Biennial surveys: EDI data 2015; 2017; 2019: Responses to questions probing for participants perceptions of ED&I at the institution in CROS 2015, 2017 and 2019 Biennial Researcher "Pulse" survey generally improved/remained constant from 2015-17, then then fell quite significantly from 2017 to 2019 across the board. For example (reporting agree/strongly agree percentages in 2015, 2017, 2019 respectively)</p> <ul style="list-style-type: none"> • Institution committed to E&D: 84%; 88%; 76% • Staff @ Institution treated fairly regardless of personal characteristics in terms of: <ul style="list-style-type: none"> a. Access to T&D: 83%; 83%; 75% b. Career progression/promotion: 47%; 57%; 42% c. Day to day treatment @ work: 77%; 74%; 72% d. Participation in decision making: 55%; 55%; 43% e. Recruitment & selection: 63%; 64%; 49% f. Reward: 47%; 46%; 39% • Have you felt discriminated against in your post: 13%; 9%; 11% <p>Whilst for 2019 there was an absolute reduction in the number of participants responding to these questions (90-92) vs the 2015 (~135) and 2017 datasets (~234) which may lead to a potentially artificially skewing of the data, it is important none-the-less to note that of the people engaged in giving feedback on this, there appears to be an on-going (potentially worsening) issue around E&D / discrimination.</p> <p>Going forwards: Related to, but different from, the specific work required for this action point, the University committed (in May 2019) to deliver a new Dignity and Respect policy in response to the 2018 Staff Survey. A draft policy was created throughout May, and the University membership actively encouraged to engage with a 2 month consultation series of activities taking place through June-July 2019. An updated policy is due to be launched in the Autumn of 2019.</p> <p>Action completed but desired outcome not achieved. Continues as an item in the Institutional Athena SWAN action plan Action closed – however importance of the negative findings from this will be fed into the EDI unit, a watching brief maintained and there is the potential for more actions to arise.</p>
32	6: E&D	Revise current policy for Research Fellows without PhD to enable them to progress up Salary Scale, where they have equivalent level professional experience to PhD qualification.	HR, Trade Unions	All Research Fellows without PhD qualification but with equivalent professional experience are on progressable grades and receive annual increments in alignment with other Research Fellows	Apr 2017	<p>Update: JNC agreed this change in February 2017. Increments backdated to October 2016.</p> <p>Action closed.</p>
33	6: E&D	University engagement with Stonewall, expanded Athena SWAN process and other equality charters	PVCs for Equality and Diversity, Athena SWAN SAT, Equality and Diversity Committee, E&D Forum	University recognised as Stonewall Diversity Champion. All STEM Schools retain or improve on their current Athena SWAN award. Non-STEMM Schools have submitted Athena SWAN applications or are working towards a submission Longer term Equality and Diversity strategy articulated as part of the broader University strategy.	May 2019	<p>Update: Equality charters: The University joined Stonewall Diversity Champions programme in August 2018 and continues to advance in terms of Athena SWAN across the institution:</p> <ul style="list-style-type: none"> - The University holds a Bronze Athena SWAN award. - All STEM schools have Athena SWAN awards: 3 hold a bronze award – EngInf, MPS, Psy; with two others holding Silver - BSMS and Life Sciences - Non STEM schools are working towards submissions and are represented on the University Athena SWAN SAT (self-assessment team) <p>In addition, the University:</p> <ul style="list-style-type: none"> - signed up to the the Race Equality Charter in Dec 2018 and has committed to submit an application for an RE award - is in discussion with the Business Disability Forum regarding becoming a member of the Disability Confident Employer Scheme (starting initially by being recognised as Disability Confident Committed)

						<p>Longer term E&D strategy: The University established an Equality, Diversity and Inclusion Unit in Feb 2018 to drive forward work in this area across the institution, publishing "Inclusive Sussex – EDI Strategy 2018-2025" in June 2018. This fed into, and forms a key component of, the wider Sussex 2025 strategic framework, with Inclusivity highlighted as one of the five core values: Kindness; Integrity; Inclusion; Collaboration; Courage.</p> <p>Going forwards: Action closed. May roll into new Concordat gap analysis/action plan with EDI unit taking lead.</p>
34	6: E&D	Introduce an informal network for Researchers with caring responsibilities. To include regular informal meetings quarterly and an online forum.	RSO	Carers network established and has a regular core membership. Feedback positive from participants.	Dec 2017	<p>Update & Issues: This was discussed at Jan 2018 RSWG meeting, and due to the changes in staffing levels, it was agreed the RSO could not progress this action. As an alternative, it was suggested that the idea be raised with the EDI unit, as it was felt that such a network would be beneficial to all staff groups. The action was referred to EDI who undertook surveys at School level, and focus groups with maternity returners. Issues that arose included:</p> <ul style="list-style-type: none"> - Lack of available parking places for people undertaking flexible working. A Carers parking permit scheme has now been introduced with designated bays reserved to be free for carers until ~ 10am - Facilities for breast feeding / expressing milk. The EDI unit is organising to publish map/information on this so staff aware of facilities <p>Going forwards: A suite of actions are outlined in the 2019 <i>Institutional Athena SWAN</i> submission which are appended at the end of the 2019-21 action plan. Specific actions emerging from the HREiR plan are closed. Watching brief on Institutional Athena SWAN action plan. May roll into new Concordat gap analysis/action plan with EDI unit taking lead.</p>
35	7 Impl ⁿ & Rev ^w	Run the Biennial CROS Surveys of Research Staff	RSO, Research staff community, Academic Schools	CROS 2017 completed with response rate of 41% or higher. Results communicated to Research Staff Community, Schools and relevant University Committees. Actions identified and incorporated into Concordat Implementation Plan	Sep 2017	<p>Update: CROS 2017 ran March 2017, with highest ever response rate of 63% (239 individuals). Report and recommendations disseminated to Schools, relevant committees and research staff in October 2017 and published on the Sussex CROS Webpage: http://www.sussex.ac.uk/staff/research/researchstaff/cros Actions have been incorporated into additional points in plan – see points 39 onwards</p> <p>CROS 2019 not run due to anticipated survey fatigue (internal Sussex staff survey run Autumn 2018 and results posted Jan 2019). RSO did however create and run a Biennial Researcher "Pulse" survey (comprising all CROS 2019 questions and additional specific ones for the University of Sussex) over the summer of 2019 to have a "touch in" with the wider RS community. As anticipated, response rate lower than with CROS 2017 (total of 107 responses initiated; 92 completed), but useful pulse/indicators available to help inform future direction/actions for RSO/University to support RS.</p> <p>Going forwards: Anecdotally Researchers have reported survey fatigue (general internal staff surveys taking place as well as Researcher-focused activities) so it may be difficult to maintain engagement with such comprehensive in-depth surveys in the future (especially as people report that they see no actions/consequence from some surveys).</p> <p>Action updated and rolled forward into 2019-21 (Action point 1)</p>
36	7 Impl ⁿ & Rev ^w	Termly review of progress against implementation plan by RSWG	RSWG, RSO	Concordat Implementation plan regularly updated with progress. Successes are celebrated and disseminated and challenges/risks are identified and action taken to mitigate	Ongoing	<p>Update & Issues: Action plan has been underlying driver for agenda items at RSWG meetings. However with absence of RSO for ~1 year, on-going changes within the institution, this action plan being a long and complicated document, and committee members being volunteers whose contributions to the RSWG are not generally included in their workload allocation (this having limited time to contribute to RSWG activities), review of progress did not always take place.</p> <p>As 2017-19 has been a particularly volatile period of change within the institutions (staff turnover; re-organisations, absence of PVC-R/champion at high level) risks may not always have been identified and even if they have it has not been clear how to link with relevant stakeholders / gatekeepers to gain support for mitigation plans.</p>

						<p>From Spring 2019 onwards, the RSWG secretary undertook a significant review and collated historical information / data into BOX area to facilitate updates and reviews as well as maintenance of institutional knowledge going forwards.</p> <p>The rebuilding/expansion of the RS Reps community through early 2019, and revamping of the RSO newsletter over the summer of 2019 now allows more space to engage with the RS community and other interested parties, and celebrate the successes stemming from this action plan. Planned changes to the RSO web pages (to take place during 2019-2020) will help this also.</p> <p>Going forwards: To enable effective/simpler review of process of the implementation plan, and to ensure that each action is properly “owned”/resourced, the 2019-21 plan will be simplified – reducing the number of actions to ~14 – each having sub-actions within them for specificity.</p> <p>RSO actively seeking to engage with wider group of decision makers/budget holders to raise profile of these activities going forwards – potentially made easier with the launch of the 2019 Concordat</p> <p>Action updated and rolled forward (Action point 1 & 2)</p>
37	7 Impl ⁿ & Rev ^w	<p>Explore mechanisms to track destinations of Sussex researchers to include:</p> <ul style="list-style-type: none"> - Review of Pilot of Exit interviews in Psychology for potential roll out across Schools, - Canvass opinions from Reps and Researcher forums about mechanisms they would engage in for longer term contact with the University. - Explore mechanisms for PIs to contribute knowledge of researcher destinations (e.g. via appraisal/promotions processes) - Explore potential of social media groups for former Sussex Research Fellows - Explore options for in School information capture of researcher destinations 	RSO, HR, Academic Schools, Research staff	<p>Report of potential options considered by RSWG. Actions identified and implemented.</p> <p>Mechanism(s) for tracking researcher destinations is in place and destinations of Research Staff leavers are recorded.</p> <p>Information on destinations of Sussex researchers is used to inform professional development activities of current research staff.</p>	May 2019	<p>Update & Issues: Due to staff turnover and changing circumstances at the University, no action has been taken on this item.</p> <p>Going forwards: Action put on hold – insufficient capacity to pursue at present. The Institutional Athena SWAN action plan has a different, but related action around introducing exit questionnaires for staff leaving the University. Maintain watching brief, and as this comes into effect, ascertain whether there may be scope to revisit this action point – potentially incorporating addition questions for RFs.</p>
38	7 Impl ⁿ & Rev ^w	<p>Practice sharing with other institutions Nationally and internationally via:</p> <ul style="list-style-type: none"> - RSO to present externally annually - Engagement with Vitae Regional Networks and South East Researcher Development Forum - Research Staff Officer activity as HR Excellence Peer Reviewer - Exploration of visit to European partner institution(s) to share researcher development practice - Reps and Postdoctoral Network engagement with UK Research Staff Association 	RSO, Research Staff Reps	<p>New ideas resulting from practice sharing incorporated into Concordat Implementation Plans and/or RSO/Reps activities.</p> <p>Regular innovations to University provision for researchers that are appreciated by researchers as evidenced by feedback from CROS surveys and informal feedback.</p> <p>Presentations of UoSx activity at conferences and networking events.</p> <p>Invited talks and/or requests for advice/input on external initiatives.</p>	ongoing	<p>Update: “Old” RSO attended Erasmus Staff Training week at Universite de Liege in May 2017, exploring the HR Excellence agenda with EU based colleagues; attended Vitae International Conference Sep 2017; and EMCC HE coaching conference Nov 2017. “New” RSO engaging actively with community groups (SERD and FoRest) from Spring 2019 onwards – attending meetings, engaging in e-mail good practice sharing/mutual support going forwards; attended Vitae International Conference Sep 2019</p> <p>“Old” RSO was peer reviewer for UK HR Excellence process (until 2018 when NJ left), 4 UK institutions reviewed to date. “New” RSO approached Vitae to become reviewer going forwards in Jan 2019.</p> <p>New activities/formats being introduced by new RSO (sharing practice from activities held in previous institutions) such as short “drop-in” responsive sessions, exploring theming provision for improved uptake, potentially delivering within Schools rather than centrally, introducing learnings from Career Coaching training into core RSO provision (e.g. Positive Psychology)</p> <p>“New” RSO invited to deliver opening training session for SEPNet Summer School in Jul 2019. Positive feedback led to repeat invitation for 2020 session.</p> <p>Going forwards: Action updated & rolled forward into 2019-21 (Action point 14)</p>

Additional Action Points resulting from the outcomes and recommendations from CROS 2017 – Added January 2018

Act ⁿ #	Con ^t Pri ^p	Action	Involvem ^t (lead in bold)	Success Measure	Time- scale	R A G	Progress Comment
39	2: Rec ⁿ & Val	Highlight, via the usual communication channels, areas where Research Staff are engaged within decision making processes, including case studies of where researcher contributions have resulted in School/Institutional changes. Provide guidance for researchers about options available for contributing to School/Institutional decision making. Provide guidance to Schools with respect to creating an inclusive environment for research staff, including best practice examples.	RSO and Research Staff Reps	25% increase in the proportion of positive responses to CROS 2019 question regarding perceived equal treatment with respect to decision making processes. 100% Schools have research staff representation on School Research Committee Research Staff are invited to School/Departmental meetings in 100% of Schools.	March 2019		Update & Issues: Due to staff turnover and changing circumstances at the University, no action has been taken on this item. Going forwards: <i>Action put on hold – insufficient capacity to pursue at present. Will be re-addressed as part of New Concordat gap analysis</i>
40	2: Rec ⁿ & Val	Introduce a regular 'briefing' section within the Sussex researcher newsletter to provide key facts about policy/legislation/initiatives relevant to research staff.	RSO	20% increase in the proportion of CROS 2019 respondents that indicate knowledge of the suite of UK initiatives relevant to research staff.	Sep 2019		Update & Issues: Due to staff turnover and changing circumstances at the University, there has been a delay in starting this item. Changes to the RSO newsletter allowing for "Sector news" introduced over Summer 2019. Insufficient time between changes starting to happen and the 2019 Biennial Researcher "Pulse" survey to make an impact. Biennial surveys - Sector initiative data 2015; 2017; 2019: Responses to questions asking participants about their knowledge of sector initiatives in CROS 2015, 2017 and 2019 Biennial Researcher "Pulse" survey indicated that aside from REF and Athena SWAN, the community are not very knowledgeable in this area; also that, aside from the odd fluctuation (e.g. Vitae; HREiR) the proportions have remained similar across the years. Selecting "have an understanding"/"have heard of" percentages in 2015, 2017, 2019 respectively: <ul style="list-style-type: none"> • REF: 91; 91; 86 • Athena SWAN: 78; 84; 80 • RCUK Pathways to Impact: 59; 63; 58 • Vitae: 75; 56; 52 • Concordat – open research data: n/a; 41; 50 • Concordat – Engaging public: 32; 36; 42 • Concordat – Research Integrity: 24; 27; 36 • Concordat – Researcher development: 38; 41; 36 • UK Prof Std Teaching: n/a; 37; 32 • ECU Race equality charter: n/a; 26; 29 • HREiR award: 38; 52; 25 • NCCPE: 14; 24; 20 Going forwards: <i>Action rolled forward into 2019-21 (Action point 9)</i>
41	2: Rec ⁿ & Val	Develop and record a webinar to introduce core concepts of Research Governance and integrity. Embed webinar and associated content in research staff website and newsletter communications	Research Governance Officer and RSO	50% increase in the proportion of CROS respondents with knowledge of the Concordat to Support Research Integrity 50% increase in the proportion of CROS respondents that report undertaking training in ethical research conduct	July 2020		Update: Initial discussions held with Research Governance Officer and warm reception re development or online materials, however not recorded webinar. Going forwards: <i>Action updated and rolled forward to 2019-21 (Action point 10)</i>
42	1: Rec ^t & Sel ⁿ	Review of Research Fellow standard job descriptions to ensure reference is included to transferable /personal /management skills where appropriate	HR	25% increase in proportion of positive CROS 2019 responses indicating receipt of details of the transferable/personal/management skills requirements for the post-holder	Dec 2018		Update: Due to staff turnover and changing circumstances at the University, it is unclear whether any action has been undertaken on this item. Biennial surveys: JD data 2015; 2017; 2019: Responses to questions asking participants about the documentation they received during their application process (selecting "yes" to "did you receive...?" percentages in 2015, 2017, 2019 respectively and the brackets information being the percentage that did not remember in 2019): <ul style="list-style-type: none"> • Job Description: 93; 93; 90 (2) • Details of qualifications required: 93; 95; 84 (7) • Details of specialist skills required: 90; 93; 78 (10) • Details of transferable/personal/management skills required: 66; 68; 73 (17)

						<p>Whilst the percentage increase being sought regarding participants reporting receiving details of transferable/personal/management skills requirements for the post-holder have not been achieved, there is an improvement in these responses from 2015 and 2017, and there is a large number of people who state they cannot remember this information (possibly as although they have been recruited within the last 2 years, it may have been some time ago).</p> <p>Going forwards: <i>Action closed – but maintain watching brief, continuing to include question in on-going biennial surveys of Research Staff.</i></p>
43	3 / 4: Sup ^t & Car ^r Dvp ^t	Develop a business case for investment in specialist careers advisory support for research staff	RSO	Resource for postdoctoral careers advisory support approved and in place	Sep 2018	<p>Update: A case was put forward but turned down.</p> <p>Since Jan 2019, specialist 1:1 career coaching support being offered through the Research Staff Office as the new incumbent worked as Careers Consultant prior to joining Sussex.</p> <p>Going forwards: <i>Action closed (but may be revisited as part of 2019-21 Action point 3).</i></p>
44	All	Organise a Brexit briefing for the Research Staff Working Group, Research Staff Reps, Directors of Research and Knowledge Exchange and others supporting EU Research Staff	RSO and HR	Brexit briefing delivered with key staff supporting EU researchers.	Jul 2018	<p>Update: HR delivered a suite of briefing sessions open to all staff including those mentioned here. Additionally, University has Brexit hub pages: https://www.sussex.ac.uk/brexit/ including information for current staff.</p> <p>Going forwards: <i>Action closed but watching brief as Brexit process develops.</i></p>

CROS 2017

Training areas ranked according to demand, along with actions taken:

Area	Percentage interested in training	Actions taken
Supervision	79%	Workshop designed and delivered in April 2018 to support development of ERCs wishing to assume supervisory roles (see workshop report).
Research Impact	79%	Events already run by RQI, along with substantial online material. This is signposted from Research Staff webpages.
Teaching or Lecturing	77%	Programme run by ADQE. This is signposted from Research Staff webpages.
Research Skills & Techniques	74%	Due to disciplinary differences, this is difficult to offer centrally. We did run several successful workshops on qualitative interviewing techniques, which were fully booked (see workshop report).
Career Management	73%	We ran a number of careers workshops and a webinar (see workshop report), and also developed a Career Planning website. The Research Staff Office is supporting a researcher-led event on careers in academia.
Communication & Dissemination	73%	We ran a peer reviewing workshop and a one-day session on podcasting (see workshop report). The Research Staff Office has also supported a TedX event in the School of Psychology by providing presentational skills training.
Interdisciplinary Research	71%	This is an area that would need to be addressed between the Schools and Centres.
Leadership & Management	69%	We designed and delivered a half-day 'Preparing for Leadership' session (see workshop report) and also signposted relevant events offered by SDU.
Public Engagement	69%	We ran a workshop on 'Embedding Public Engagement into Research'. This demand was also partly addressed by the podcasting workshop and the presentation skills training.
Being Mentored	68%	We ran 'Introduction to Mentoring Skills' (see workshop report) and various mentoring circles.
Knowledge Exchange	66%	We have organised a Careers Day for 14 th June, featuring speakers on enterprise, IP, and knowledge exchange.
Personal Effectiveness	66%	We ran a time management workshop and also offered as a shorter webinar (see workshop report).
Collaboration & Teamworking	59%	This was partly addressed by the 'Preparing for Leadership' workshop.
Equality & Diversity	52%	Covered by broader Research Staff projects, and also by the 'Aiming for Promotion' workshop (see workshop report).
Ethical Research Conduct	50%	This was partly addressed by the 'Qualitative Interviewing Techniques' workshop. There were workshops run by the Researcher Development Programme and the online materials are signposted from the Research Staff webpages.

2019 Biennial Researcher "Pulse" survey

Training areas ranked according to demand, along with actions being planned/taken:

Area	Percentage interested in training	Actions taken
Career Management	67	Canvas module around "How do I get the job I want" – launched Oct 2019 1:1s available with RSO (2 years as a Careers Consultant)
Research Impact	63	Talks by Research Impact Officer on impact statements as part of Fellowships series
Supervision of Doctoral/masters students	60	Organising with RDP for delivery of 2 workshops to be delivered 4Q19-1Q20
Leadership & Management	60	Canvas (e-learning) module created and launched mid Oct 2019 Future: Organise action-learning sets/peer mentoring for leadership; more around leadership & management programmes for Researchers
Communication & Dissemination	59	Autumn 2019: Writing month planned Nov 2019 – webinar; workshops; link in with AcWriMo
Teaching or Lecturing	57	Future: update web pages with info around ADQE support for RS
Interdisciplinary Research	56	Link with RDO on workshops they are delivering on this theme
Knowledge Exchange	56	Lunchtime seminars from IP Business Partner and Consultancy Manager around IP & consultancy 4Q19
Being Mentored	53	Link people to Uni-wide mentoring programme
Collaboration & Teamworking	50	Not yet planned
Public Engagement	49	Future – 2019-20 Semester 2: Research Comms / Public Engagement "month"
Research Skills & Techniques	44	Qual & Quant stats with RDP
Personal Effectiveness	43	On-going suite of workshop
Ethical research conduct	30	Planning to work with Research Governance Officer on this
Equality & Diversity	28	Point to University-wide materials

Top activity areas ranked according to demand, along with actions being planned/taken:

Area	#s interested in doing (of 107)	Actions taken
Knowledge Exchange	52	
Engage with policy makers/endusers	51	
Plan & manage a budget	49	
Manage a budget	48	
Mentor & support others	47	
Write a grant / funding proposal	46	
Internship / placement outside HEI	46	

GLOSSARY OF TERMS

APATC	- Academic Promotions and Titles Committee
CO-I	- Co-Investigator
CROS	- Careers in Research Online Survey
DRKE	- Director of Research and Knowledge Exchange
ECR	- Early Career Researcher
EDI	- Equality, Diversity & Inclusion
F-T	- Fixed-Term
HEI	- Higher Education Institution
HR	- Human Resources
JRA	- Junior Research Associate
OD	- Organisational Development (previously Staff Development Unit)
ORCID	- Open Researcher and Contributor Identifier
OTM-R	- Open Transparent and Merit Based Recruitment
PI	- Principal Investigator
RF	- Research Fellow
RKEC	- Research & Knowledge Exchange Committee (reports to Senate)
RSO	- Research Staff Office
RSWG	- Research Staff Working Group (reports to RKEC)
SAT	- Self-Assessment Team
SDU	- Staff Development Unit
SINC	- Sussex Innovation Centre
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UKRSA	- UK Research Staff association
UoB	- University of Brighton
UoSx	- University of Sussex