

University of Sussex HR Excellence in Research Action Plan 2019-21

Action 1.	Sector awareness & review: HREiR Assurance, Implementation and Update processes 2008 Concordat Principle: 7 Implementation & Review Action History: Expanded from 2017-21 plan (#35; #36)		
1.1 Deliverable:	To complete the HREiR assurance reviews listed below by September 2020 and present recommendations via a report to the October 2020 meeting of the University's Research & Knowledge Exchange Committee (RKEC)		By 31 Oct 2020
Milestone:	Review HREiR assurance / implementation mechanisms in the current University context, and if deemed necessary develop alternative approaches to ensure "buy-in"/ownership of actions and reporting mechanisms	RSO / Director R&E / (D)PVC-R / DRSD / RSWG / DPVC-EDI / Director HR	<p><b>Assurance Review</b></p> <p>a <b>RSO</b> to lead internal "after action review" (AAR) of 6 year HREiR award preparation &amp; submission process - identifying positives as well as areas for improvement. Particular consideration will be given to who is accountable and/or responsible for:</p> <ul style="list-style-type: none"> <li>- developing actions on the HREiR action plan</li> <li>- assigning / ensuring project teams take on and "own" those actions</li> <li>- ensuring progress against the action plan takes place</li> <li>- collating information and reporting that progress in the current University context (that is very different from 6 years ago)</li> </ul> <p>b In tandem with this, linked with both the changing University context and leadership groups, as well as the University preparing to sign up to the 2019 Concordat (see Action 2), <b>RSO</b> to lead review of the RSWG (mission, composition, engagement of/with parent committees, members responsibilities – whether mandated member or volunteer) consulting with stakeholders (both in faculty and professional services) across the institution</p> <p>c Recommendations to be made to RKEC regarding:</p> <ul style="list-style-type: none"> <li>- how to optimise HREiR action plan implementation and assurance</li> <li>- appropriate working group/governance structures for HREiR and/or RSO activities</li> </ul>
1.2 Deliverable:	Update the implementation/assurance process at least 3 times a year and report any significant challenges/risks via reports to RKEC and other relevant Institutional groups thereby ensuring effective oversight, monitoring and feedback. The three review dates will be determined following the RKEC meeting in October.		From Oct 2020 (depending on RKEC)
Milestone:	Implement updated systems / procedures to ensure institution monitors progress and delivers to CIP action plan	RSO & others TBD based on outcomes from 1.1	<p><b>Updated implementation / assurance process(es):</b></p> <p>d TBD based on outcomes from a-c, but to include a minimum of:</p> <ul style="list-style-type: none"> <li>- updating this plan with progress 3 times per year</li> <li>- identifying challenges/ risks and taking actions to mitigate</li> <li>- maintaining a record of this in an area open to relevant internal stakeholders</li> </ul>
1.3 Deliverable:	The RS community and relevant stakeholder groups to receive regular communications, at least 3 times a year (as per the timetable in 1d above), to raise awareness of progress, activities and successes		On-going from October 2020
Milestone:	Continue to update and engage with the RS community and stakeholder groups via multiple means:	RSO	<p><b>Communications to RS community and stakeholder groups re CIP progress:</b></p> <p>e Regularly share and celebrate success and progress with various communities, such as:</p> <ul style="list-style-type: none"> <li>- to the RS community via RSO monthly newsletter</li> <li>- to stakeholder groups via parent committees and routine meetings (e.g. DRKEs monthly lunches)</li> <li>- to the wider University by engaging with internal comms</li> <li>- to individual members of ULT / Schools via ad hoc e-mails</li> </ul>

1.4 Deliverable:	<b>1. Capture and analyse RS community feedback to determine whether the HREiR action plan has had a positive impact and use feedback to shift, shape and change future actions.</b> <b>2. Complete BPS in 2021, with response rate from at least 25% RS community</b> <b>3. Results analysed and communicated to RS Community, Schools and relevant University Committees within 6 weeks of survey completion</b> <b>4. Actions identified and incorporated into Concordat Implementation Plan</b>		(starting Sep20)  Next BPS 2-3Q21 (exact date TBD)
		RSO	<b>Communications from RS community and stakeholder groups to inform CIP updates:</b> f Maintain record of feedback received from RS community and other relevant groups that may be useful in terms of informing future CIP actions. Have available to present at HREiR reviews: - Collect and collate ad hoc feedback received (unsolicited and following workshops/events) and maintain in a location available to HREiR working group/governance structures - Undertake Biennial Research Staff "Pulse" Survey (BPS - building on CROS or equivalent sector survey) every 2 years. Incorporate all feedback in biennial update for HREiR action plan
Action 2.	<b>Sector awareness &amp; review: Synergise with other relevant institutional action plans</b> <b>2008 Concordat Principle: 7 Implementation &amp; Review</b> <b>Action History: New</b>		
2.1 Deliverable:	<b>Enable joined up policy improvements and effective cross-team collaboration and communication through co-membership in relevant stakeholder groups</b>		Ongoing (already begun at point of CIP submission, Nov19)
Milestone:	Ensure groups/SATs involved in developing and delivering action plans for other institutional awards are aware of the HREiR action plan and opportunities for overlap. Particularly: - The institutional Athena Swan award - The institution adopting the 2019 Concordat	RSO / RSWG / RKEC / Athena SWAN SAT	<b>Athena SWAN synergies:</b> a Ensure awareness of, and effective communication between HREiR and Athena SWAN leadership groups/SAT/implementation teams (e.g. by co-membership).
2.2 Deliverable:	<b>1. Enable joined up policy improvements and effective cross-team collaboration and communication through comembership in relevant stakeholder groups</b> <b>2. Paper on institutional adoption of RD Concordat submitted to RKEC by Spring (Feb) 2020</b>		31-Mar-20
		RSO / RSWG / RKEC / Athena SWAN SAT	<b>New RD Concordat synergies:</b> b Ensure awareness of, and effective communication between HREiR and new RD Concordat leadership groups/SAT/implementation teams (e.g. by co-membership).  - Phase 1: RSO to draw up a proposal regarding what the ToR and composition of the new working group might be for RKEC Spring (Feb) 2020 meeting (NB this will link with, but potentially come to different conclusions to Action 1b)  - Later Phases: will depend on outcomes of Phase 1 work
2.3 Deliverable:	<b>Orphan actions to be presented to RD Concordat group by July 2020 who will determine whether they are incorporated or removed from the action plan</b>		July 2020 onwards
Milestone:	As other Institutional action plans develop, consider whether "orphan" actions from previous iterations of the HREiR action plan can be revisited/ actioned		<b>Orphan actions:</b> c As new RD Concordat group commence activities, ensure awareness of orphan actions from 2017-2021 HREiR action plan and possible incorporation into new RD Concordat action plan

Action 3.	<b>University RD Strategy: High level overarching University Professional Development Strategy for Research-active staff</b> <b>2008 Concordat Principle: All</b> <b>Action History: Carried from 2017-21 plan (#1; #8; #10; #16; #20; #22; #23; #43) &amp; informed by BPS</b>		
3.1 Deliverable:	To create an action plan by 30 September 2020 detailing how the University will develop a University Research Staff Development Strategy. This will be considered for approval by RKEC in October 2020		30 Sep 20
Milestone:	Take the ambitions set out in the Sussex 2025 Strategy (particularly those under the Research with Impact Pillar) , and combine with the University of Sussex “Principles for University of Sussex Researcher Development”, existing University “Research Staff Professional Development Guidance”, and the new Concordat principles, expectations and requirements to formulate a strategy to cover how the University will support research-active academics (including, but not limited to RS on Research-only contracts) with their career development as: <ul style="list-style-type: none"> <li>- Excellent individual- and team- Researchers</li> <li>- Supervisors/ Managers of Research Students</li> <li>- PIs/ Managers of Research Staff / Technical Staff</li> <li>- Emerging Research Leaders</li> </ul>	RSO / Director R&E / (D)PVC-R / Provost / HR / RSWG / RKEC , Schools (consulting with: Head of Doctoral School and Director of Student Experience for continuum reaching back towards students)	<b>Scope Project</b> a RSO to engage with stakeholders (including member[s] of UEG, RKEC and Sussex 2025 planning groups/ implementation teams), to develop a route forward to create a “University Research Staff Development Strategy” – aligning with Institutional adoption of new RD Concordat (see Action 2).  <div style="background-color: #ffffcc; text-align: center; padding: 5px;"> <b>NB points b - e have potential to flex dependent on outcome of these discussions</b> </div>
3.2 Deliverable:	1. Strategy document to be created and reviewed by RKEC by 31 October 2020 2. Implementation plan drafted and reviewed by RKEC by 31 December 2020		
		RSO / Director R&E / (D)PVC-R / Provost / HR / RSWG / RKEC , Schools (consulting with: Head of Doctoral School and Director of Student Experience for continuum reaching back towards students)	<b>Draft a vision and implementation plan</b> b Appropriate project team to create a strawman “Strategy” document outlining what the UoS ambitions are in this area. This will be informed by understanding: <ul style="list-style-type: none"> <li>- sector-wide initiatives/ concordats</li> <li>- comparator institutional good practice</li> <li>- current career-development / CPD expectations for all research-active academics @ UoS</li> <li>- where/ how career-development / CPD expectations are used within the annual review/appraisals processes</li> </ul> NB this links with Action 6 and Action 2b c Appropriate project team to prepare an “Implementation plan”: <ul style="list-style-type: none"> <li>- Profile existing UoS L&amp;D support that is relevant for research-active academics (including leadership development support)</li> <li>- Identify gaps w.r.t the strategy ambitions</li> <li>- Prepare plan to address the shortfall.</li> <li>- Include any additional resourcing / budget required to deliver implementation plan.</li> </ul> Submit to relevant committees/ boards for feedback/ comment
3.3 Deliverable:	Creation of report with analysis and recommendations whether to take up APAs or not. Report will be submitted to RKEC by 31 October2020		
			<b>Academic Professional Apprenticeships (APAs)</b> d RSO to investigate, report and make recommendation regarding whether to adopt Academic Professional Apprenticeships for Research as part of this work package
3.4 Deliverable:	Strategy document published to University website by 30 April 21		

			<b>Publish "University Research Staff Development Strategy"</b>	
			e Update documents as required based on Committee feedback (actions 3b&c), obtain required high level sign off and publish	30 Apr 21
<b>3.5 Deliverable:</b>	<b>Create a suite of L&amp;D provision/ programmes such that all research-active academics at the University have access to relevant, research-focused development support that they can include/reference in their Personal Development Plans section of their appraisal documentation</b>			by Sep 2025
<b>Milestone:</b>	Develop plans to bring strategy to operational practice, and implement (All reference documents attached in Appendix: page 16)		<b>Implementation Phase</b>	
			f Begin implementation plan activities in 2020-21, building into 2021-22 and onwards through to 2025 If additional budget required, prepare appropriate documentation to secure funds.	2Q21 onwards
<b>Action 4.</b>	<b>Employment &amp; Reward Practices: Fixed-term contract management</b> <b>2008 Concordat Principle(s): 1 Recruitment &amp; Selection and 2 Recognition &amp; Value</b> <b>Action History: Carried from 2017-21 plan (#2)</b>			
	<b>NB – this links with Action 2: Adopting the new Researcher Development Concordat and Athena SWAN work</b>			
<b>4.1 Deliverable:</b>	<b>Creation of documents listed in (a) and submission to RSWG before being fed into the new Concordat gap analysis group. Recommendations should be presented to the HR Committee for discussion and decision</b>			by 31 Dec 20
<b>Milestone:</b>	Review sector alternatives to F-T contracts, make recommendations and roll into activities involved in Institution adopting the new RD Concordat  Maintain watching brief/cross inform Institutional Athena SWAN action plan item on fixed-term contracts (see page 9)	RSO	<b>Sector Alternatives</b>	
			a RSO to lead on review of sector alternatives to FT-contracts. Create report with recommendations and submit to sequential RS-relevant committees (RS Reps; RSWG; RKEC/ HR committee) for consideration/ comment	
			b Update report/recommendations and feed into new Concordat Gap analysis/Action plan work	
<b>Action 5.</b>	<b>Support for PIs/ Researcher Managers: On-boarding of RS</b> <b>2008 Concordat Principle(s): 1 Recruitment &amp; Selection and 2 Recognition &amp; Value</b> <b>Action History: Building on original from 2017-21 plan (#3; #4) &amp; informed by BPS</b>			
	<b>NB – this links intimately with Action 3 and 2B</b>			
<b>5.1 Deliverable:</b>	<b>Updated information to be disseminated to PIs and Schools and uploaded to RSO webpages</b>			by 30 Sep 20
			<b>Review &amp; Update documentation</b>	

	<p>Work with HR, the Schools, individual PIs and RS to :</p> <p>:: Promote the use of start of contract documentation to help set up good practice and ensure all are on the “same page” when a new member of RS starts. Share data from BPS with Schools (and request this is cascaded to PIs) regarding current level of take up, benefits of discussions reported by researchers, down sides of non-adoption</p> <p>:: Promote the routine use of inductions to help with the on-boarding/orientation of staff – even if simply moving between departments</p> <p>:: Ensure that all RS are aware that they are able, and encouraged, to engage with CPD activities (guideline from the 2019 Concordat to support Career Development is 10 days/year) – whatever “flavour” that might be (formal training sessions; attending conferences; networking...)</p> <p>Work with Schools, RSO and HR to:</p> <p>::develop mechanism to identify and reach out to PIs/ Managers of Researchers that will have new members of staff working with them to share relevant templates</p>	<p>RSO / HR / School HR Business partners, Schools, PIs</p>	<p>a Review templates and pamphlets that exist and, linking with relevant groups across the University, update if necessary:</p> <ul style="list-style-type: none"> <li>- “Welcoming and managing researchers”</li> <li>- Start of contract discussions</li> <li>- Local induction</li> </ul> <p>ensuring that all documentation helps PI understand that currently RS should be encouraged to undertake at least 5 days CPD/year (pro rata), and that this is likely to be raised to 10 when the University signs up to the new Concordat.</p> <p>b Prepare presentation pack/ report for sharing with Schools / at Departmental meetings / sending to new PIs to encourage use of templates as routine “good practice” (consider including testimonials/ free text comments from RS/ PIs about benefits)</p> <p>c Documents placed on RSO PI-support webpages (currently hosted on RSO web area)</p>	<p>By 30 Sep 20</p>
<b>5.2 Deliverable:</b>	<b>Disseminate good practice to targeted staff in ALL schools through F2F meetings or electronic comms</b>			
<b>5.a Metrics:</b>	<b>At least 12 presentations made (1 per School) and feedback received from at least 1 representative per School e.g. Head of School, Head of Department, School Head of PS.</b>			
		<p>RSO / Central HR / School HR Business Partners</p>	<p><b>Disseminate / promote good practice – at School level</b></p> <p>d Deliver report / give presentation either in person at relevant meetings, or electronically targeting in particular: HoS/ HoD / School Administrators/ DRKEs.</p>	<p>3-4Q20 (depending on people and meeting schedule over summer)</p>
<b>5.3 Deliverable:</b>	<p><b>1. Creation of a report by Sept 2020 listing all PIs/Managers of Researchers</b></p> <p><b>2. Once created, report to be run at regular intervals (preferably monthly) in order for RSO to disseminate info to PIs.</b></p>			
<b>5.b Metrics:</b>	<b>Information sent to all PIs on list provided by HR Business Partner or RSO</b>			
		<p>RSO / HR / RDO / Schools</p>	<p><b>Disseminate / promote good practice – at Individual level</b></p> <p>e Work with HR / RDO to obtain list of Pis</p> <p>f Send communication informing them of documentation availability</p>	<p>3-4Q20 (depending on people and meeting schedule over summer)</p>
<b>5.c Metrics:</b>	<p><b>Regular and effective communication from RSO and key contacts in Schools will lead to increase in PI awareness of best practice templates leading to expected increase in utilisation of templates, measured through PI survey (to be conducted by March 2021) and BPS (conducted by September 2021). Aim for 70% satisfaction levels from ECRs over next two cycles of BPS, with overall aim to achieve 85% satisfaction levels by 2025</b></p>			
		<p>RSO / DRKEs / School administrators / School leadership teams / RS Reps</p>	<p><b>Measure usefulness and uptake</b></p> <p>g Ascertain usefulness of interventions and materials for PIs via survey / focus group activities</p>	<p>4Q20-1Q21</p>

			h Ascertain usefulness of interventions and materials for RS via the next BPS	Next BPS 2-3Q21 (exact date TBD)
<b>Action 6.</b>	<p align="center"><b>Support for PIs/ Researcher Managers: To be excellent managers/ leaders of RS</b>  <b>2008 Concordat Principle(s): 2 Recognition and Value and 3 / 4 Support and career development and 5 Researchers Responsibilities</b>  <b>Action History: Carried from 2017-21 plan (#10; #11; #14) &amp; informed by BPS</b></p> <p align="center"><b>NB – this links intimately with Action 3 and 2B</b></p>			
<b>6.1 Deliverable:</b>	Creation of a repository on Box by 30 September 2020 to contain an analysis of (1) sector best practices and (2) feedback from internal stakeholders listed above; this will be accessed by various team members in RES and OD and used to inform our understanding of internal PIs preferences and unmet needs plus feed into review of provision described in deliverable below for (c).			By 30 Sep 20
<b>6.a Metrics:</b>	Target feedback of 40% response rate.			
<b>Milestone:</b>	<p>Develop and deploy a suite of materials to support PIs develop their staff-management, leadership and career development skills. Adopt sector best practice where possible, and look to improve the RS appraisal &amp; promotion process</p> <p>Linking in with the action plan associated with institutional adoption of new RS Concordat - measure and seek to increase PI engagement with existing and developing L&amp;D support/programmes in this area</p>	RSO / OD / RES linking with various communities	<p><b>Research: best practice and “customer pull”</b></p> <p>a Research, and maintain watching brief of, HEI best practice in PI development</p>	
			<p>b Liaise with various UoS PI and stakeholder communities (e.g. RS; RES; School leadership and administrative teams; ULT) to ascertain:</p> <ul style="list-style-type: none"> <li>- What they feel are skills a PI should possess – in terms of managing, leading and helping staff with their careers</li> <li>- What training/ support they are aware of being able to access (at UoS/ beyond)</li> <li>- Where there are unmet needs</li> <li>- Whether there is appetite/support for the development of a specific, mandatory management training module for new Faculty recruited at UoS</li> <li>- How to improve the RS appraisal process such that it can be a tool that leads to positive change for the RS</li> <li>- Whether they feel enabled to encourage/support their RS apply for promotions</li> </ul> <p>Obtain feedback using various methods (e.g. electronic surveys, focus groups, practice sharing events, e-mail invitations for open feedback, polls at meeting). (NB – this links with Actions 3a, 3b, 2b)</p>	
<b>6.2 Deliverable:</b>	Following on from deliverables (a) and (b) above, produce a gap analysis by 30 September 2020 to identify where new provision is required.			By 30 Sep 20
		RSO and OD	<p><b>Gap Analysis</b></p> <p>c Review/update UoS map of training provision. Using both sector best practice and responses obtained from UoS community, highlight where existing provision addresses needs and/or perceived gaps; identify areas where new provision is required.</p> <p>(NB – this links with Actions 3c)</p>	
<b>6.3 Deliverable:</b>	Production of tailored promotional materials by 30 Sept 2020. Method of measurement will be developed as part of the new RS Concordat action plan, in interim period ad hoc methods such as mini-surveys will be used to ascertain awareness/engagement.			
<b>6.b Metrics:</b>	Surveys will be emailed to all PIs and target response rate to mini-surveys will be 40%			

		RSO / OD (potentially linking with internal comms)	<b>Promote existing provision</b> d Develop & deploy tailored promotional communications/ materials to enhance PI awareness of, and engagement with, existing relevant support.	By 30 Sep 20
<b>6.4 Deliverable:</b>	<b>Development of action plan / proposal for additional resourcing rolled into ACTION 3</b>			31 Dec 20
		RSO & OD	<b>Draft a vision and implementation plan</b> e Compile findings from a), b), c) and prepare a plan to go forwards. - Where there is scope to deliver required additional provision using existing resource / budgets – develop action plan to create and deliver - Where provision will require additional resourcing – roll preparation of case for support into Action 3	
<b>Action 7.</b>	<b>Support for RS: Promoting themselves and their research</b> <b>2008 Concordat Principle: 2 Recognition and Value and 3 / 4 Support and career development and 5 Researchers Responsibilities</b> <b>Action History: Building on 2017-21 plan (#12) &amp; informed by BPS</b>			
	<b>NB – this links intimately with Action 3 and 2B</b>			
<b>7.1 Deliverable:</b>	a) Delivery of suite of workshops/L&D support for RS to skill up in terms of promoting themselves and their research. b) Demonstrated community engagement with the activities evidenced through significant attendance, and success of workshops evidenced through positive feedback. c) Further programme of activities developed based on direction set by RS community d) Materials from peer-interviewing created and posted on internal and/or externally accessible digital sites			30 Sep 20  Materials on site by 31 Dec 20
<b>Milestone:</b>	Build on the success of “Spotlight” activities to foster a culture where RS are comfortable and confident talking about their research and experiences, and become used to actively promote themselves and their research	RSO / RS, University Comms, Life Sciences outreach officer, IAA officers...	<b>Peer interviewing programme</b> a- Initiate programme to facilitate peer interviewing to include training d / support for recording, editing and posting materials. Interviews could include: - talking about their experiences (for peer learning) - talking about their research (to begin promoting themselves, and their future careers) Outputs from interviews could be written / audio / video formats	
<b>7.2 Deliverable:</b>	<b>Delivery of workshops on developing effective public engagement strategies and delivery methods</b>			Twice a year commencing winter 2020
<b>7.a Metrics:</b>	<b>30% of ERCs engaged in training workshop annually, with 100% target of ECR completions within their tenure</b>			By Dec 2023
			e Subset of Rf's to have engaged with: - University communications / outreach teams - Sector bodies such as Vitae / Jobs.ac.uk / Research Professional / THE / WonkHE with a view to actively promoting their materials	3Q20-3Q21

			f Subset of RFs to pioneer / investigate alternative channels to actively promote their materials to the public (see deliverables and metrics in e) above)	3Q20-3Q21
<b>Action 8.</b>	<p align="center"><b>Support for RS: Training, Support, Expectations, Recording and Recognition of Teaching &amp; Supervision activities</b>  <b>Link in with Action 3 activities to create a coherent, well publicised (set of) system(s) for RS to engage with, obtain CPD, and be recognised, for teaching/ supervision activities</b>  <b>2008 Concordat Principle: 2 Recognition and Value and 3 / 4 Support and career development</b>  <b>Action History: Carried from 2017-21 plan (#13; #28) &amp; informed by BPS</b></p>			
<b>NB – this links intimately with Action 3 and 2B</b>				
<b>8.1 Deliverable:</b>	<b>1. Obtain baseline measures regarding #RS 1) asking to enrol on course; 2) starting (&amp; completing) the course; 3) the time elapsed between 1 and 2 (waiting time). Due to short term nature of RS contracts, aim for waiting time to be 3mo or less.</b> <b>2. Analysis of data will determine if there are availability issues and if corrective action is needed.</b> <b>3. Include question in next BPS specifically to ascertain whether RS are (un)able to access this provision</b>			(Anticipate data obtained by 30 September 20. If further actions needed timeline to be set then)
<b>Milestone:</b>	Link in with Action 3 activities to create a coherent, well publicised (set of) system(s) for RS to engage with, obtain CPD, and be recognised, for teaching/ supervision activities by:  :: Ensuring the work/activities RS do, and the ambitions they have, in the fields of teaching and supervision are suitably supported and recognised  :: Building on work RS Reps began in 2019 sharing good practice across Schools  :: Building on work RS Reps began in 2019 seeking transparency and identifying inequalities regarding opportunity / obligations across Schools  :: Ensuring that the RS that engage in teaching activities are treated equally vs as other staff active in this area	RSO, ADQE, RS Reps, DPDs/DRKEs/DLTs, ADQE, PVC-E&S	<b>Sufficient training availability</b> a Work with ADQE/ PVC-E&S to ensure certified teaching training in the form of the “starting to teach” course is available to all RS wanting to take this course	2Q20
<b>8.a Metrics:</b>	<b>To increase visibility and awareness, a new RSO web page will be created by Oct 2020 that signpost to relevant ADQE pages and/or other teaching information, guidance and resources. Reference will also be added to the updated RS new starters and PI leaflets. Success of this activity will be measured by the hit rates on RSO teaching information web page(s) with a target hit rate of 50 page views per month</b>			(Up to date web pages to be in place for start of 20-21 academic session)
		RSO, ADQE	<b>Training visibility</b> b Working with ADQE, create new web materials so that RS can easily find out about both the “starting to teach” and PGCert training available in the University	2-3Q20
<b>8.2 Deliverable:</b>	<b>1. Create webpage / Canvas area with all relevant documentation placed on it.</b> <b>2. Circulate information regarding the pro-formas and e-resources to RS community via RSO newsletter; to PIs and Schools using DRKEs/DPDs and School Administrators as conduits for communication.</b> <b>3. Content of resources pages deemed engaging as evidenced by low bounce rate</b> <b>4. Ascertain (by survey / e-mail) RS and PI knowledge/ practical use of these documents 6 months after sharing documentation</b>			3Q20  (anticipate results collated 31Jul20)
		RSO, DPDs/DRKEs, RS	<b>Share best practice regarding recording / recognition of RS T&amp;S activities</b> c Disseminate information about, and encourage routine use of, the LifeScience pro-forma documents for RS (self-recording of teaching & supervision activity; certificate for School signoff)	
<b>8.b Metrics:</b>	<b>1. Immediate actions TBD.</b> <b>2. Researchers report improved knowledge of teaching opportunities/responsibilities as evidenced by feedback from RS Reps and BPS 2021</b>			
			<b>Opportunity awareness</b>	



		RSO / RS Reps / DRKEs/ DLTs / Schools leadership	d Work towards ensuring RS within Schools are aware of teaching / supervisory activities opportunities available to them, and where RS do not have opportunities, form sub-teams to work within Schools to explore mechanisms to enable this as part of RS CPD activities. (NB this links with Actions 3)	2-3Q20
<b>8.c Metrics:</b>	<b>One RS rep to sit on the Student Lifecycle Team with another rep as replacement backup</b>			30 Mar 20
		RSO / RS Reps / RSWG / RS community / Student Lifecycle	<b>RS treated, and T&amp;S activities recorded, as other staff members:</b> e Utilising "The student Lifecycle" team (which includes the new student record system) suggesting RS be represented on team to ensure: - RS included in training, allocation and communications around teaching - RS can use the new system to record, and be recognised for, the teaching/supervisory activities	4Q19-1Q20
<b>Action 9.</b>	<b>Support for RS: Career Development</b> <b>2008 Concordat Principle: 3 / 4 Support and career development, 5 Researchers Responsibilities &amp; 2 Recognition and Value</b> <b>Action History: Carried from 2017-21 plan (#24; #40) &amp; informed by BPS</b>			
	<b>NB – this links intimately with Action 3 and 2B</b>			
<b>9.a Metrics:</b>	1. At least one relevant Sector/Labour market/Careers information item included in every issue of Sussex Researcher 2. Increase in the proportion of 2021 BPS respondents that indicate knowledge of the suite of UK initiatives relevant to research staff vs 2019 baseline data. Measurement target at an initial level of 50% RS indicated knowledge, aiming for 80% annually thereafter			
<b>Milestone:</b>	Raise awareness in RS community of key facts about sector policy/ legislation/ initiatives particularly highlighting those that indicate the level of support institutions offer their research staff, and those that mandate certain behaviours	RSO with collaborators from inside and outside the institution	<b>Sector awareness/ Initiatives:</b> a Use newly created sections of the Sussex researcher newsletter (e.g. the "Sector" and "University" headings in the News section; Your Research & Careers) to promote relevant sector and career information to RS	4Q19-3Q21
<b>9.1 Deliverable:</b>	<b>Document/materials created and published to relevant e-area (RSO web page or RSO canvas area)</b>			Next BPS 2-3Q21 (exact date TBD)
<b>9.b Metrics:</b>	<b>Monitor hit rates on RSO website and include question in BPS2021. Hit rates on RSO website should be representative of an average of 40% of RS community annually, with feedback on BPS achieving 60% in 2021, and 80% bi-annually thereafter</b>			
<b>Milestone:</b>	Raise awareness in RS community regarding the landscape of the (UK and potentially wider) HEI/Academic Research sector – with particular reference to their careers/the labour market	RSO	<b>Understanding the academic context – F-T contracts:</b> b Create, and disseminate, materials outlining why F-T contracts are routinely used within the sector to help RS understand/ come to terms with the options available to them to progress their careers	1-2Q20
<b>9.2 Deliverable:</b>	1. Create and deploy new Canvas area with careers coaching/ guidance materials designed specifically to support Research Staff. Success will be measured through levels of engagement with and demand for access to the materials. 2. Seek feedback (via survey/e-mail/ad hoc methods) and tailor content as appropriate			1Q21 Next BPS 2-3Q21 (exact date TBD)
	Build the Career planning/support portfolio for RS in a manner that supports both full time and part time RS regardless of the career they wish to pursue	RSO with collaborators from inside and outside the institution	<b>Careers support:</b> c Maintain (and examine opportunities to expand) current F2F support of RS in the area of careers	4Q19-3Q21

			d Build portfolio of e-support to complement this – tailored to the needs/desires of the RS community. From the latest BPS the most popular Actions are: “Where to take my career next” and “Academia – a Research / Teaching career”	
<b>9.3 Deliverable:</b>	1. Item placed in at least one Sussex Researcher newsletter 2. Communications made to Schools through attendance at School research committees			Next BPS 2-3Q21 (exact date TBD)
<b>9.c Metrics:</b>	Increased # CPD days RS take /year reported in next BPS 2021			
<b>Milestone:</b>	Encourage RS to engage with at least 5 days CPD/year (pro rata), and link in with the adoption of the new Concordat to move this to 10 days when timely	RSO	<b>Promote RS engagement in CPD:</b> e Use sections of the Sussex researcher newsletter to promote knowledge that each RS currently expected to engage with 5 days CPD/year (pro rata), and circulate this information through to PIs via School Administration / DRKEs. Link in with new Concordat action team for migration to 10 days/year.	1-2Q20
<b>Action 10.</b>	<p align="center"><b>Research Environment / Culture: Research Integrity Essentials</b>  <b>2008 Concordat Principle: 3 / 4 Support and Career Development and 5 Researchers responsibilities and 2 Recognition and Value</b>  <b>Action History: Carried from 2017-21 plan (#41) &amp; informed by BPS</b></p> <p align="center"><b>NB – this links intimately with Action 3 and 2B</b></p>			
<b>10.a Metrics:</b>	50% proportion of CROS respondents with knowledge of the Concordat to Support Research Integrity 50% proportion of CROS respondents that report undertaking training in ethical researchconduct			Next BPS 2-3Q21 (exact date TBD)
<b>Milestone:</b>	Link in with the anticipated publication of the Concordat to Support Research Integrity to raise awareness of, and engagement with, Research Integrity principles and training at the UoS	Research Governance Officer / RSO	<b>Develop suite of materials</b> a Develop a panel of materials to be available “on demand” for RS community on the core concepts of Research Governance and integrity to be hosted on the RSO Canvas e-resources site. b Promote materials to RS via newsletter communication, and to wider academic community via DRKEs / School management teams c Ascertain levels of improved knowledge/familiarity via BPS 2021	4Q21-1Q21 1Q21
		Research Governance Officer / RSO	<b>Consider mandatory training module</b> d Linking in with both the new Concordat on Research integrity, and the RD Concordat, ascertain the institutional appetite/support for the development of a specific, mandatory training module on this. (NB – THIS LINKS WITH ACTIONS 3)	3Q20
<b>10.1 Deliverable:</b>	Further activity dependent on decision outcome on whether the training module should be mandatory			
<b>Action 11.</b>	<p align="center"><b>Employment &amp; Reward Practices: Space issues</b>  <b>2008 Concordat Principle: 2 Recognition and Value</b>  <b>Action History: Carried from 2017-21 plan (#15) &amp; informed by BPS</b></p>			
<b>11.a Metrics:</b>	Repeat of questions in BPS 2021 demonstrates positive improvement on at least the Health and Safety elements and reducing the number of staff without ANY allocated workspace to zero			BPS 2021
<b>Milestone:</b>	Continue to raise awareness of impact of space issues for RS and seek for situation where they are treated on a par with other members of academic staff	RSWG, RSO, School Administrator, DRKEs	<b>Raise Issues with relevant parties for addressing</b> a Circulate results of BPS 2019 regarding space allocation questions to Schools (Administrators, DRKEs, HoSs and new Heads of PS). Where specific instances of staff not having an allocated workspace have been reported, liaise directly with relevant School to seek to get addressed. b Ascertain whether the issues are specific to RS or whether it is the same for other academic staff. If it is, campaign and get this on the agenda within Schools.	4Q19-1Q20

<b>Action 12.</b>	<b>Support for “minority” RS groups: International RS</b> <b>2008 Concordat Principle: 6 Diversity and Equality and 3 / 4 Support and Career Development and 1 Recruitment and Selection</b> <b>Action History: NEW – informed by RS Reps meetings and informal discussions/feedback from both RS and PIs</b>			
<b>12.1 Deliverable:</b>	Track record of pastoral events tailored for/welcoming to International research-active staff and determine if additional events/activities are needed. Data gathered with be included in the production of report/proposal for team to be put together to address these issues.		2-3Q21	
<b>Milestone:</b>	Propose cross institutional task group be set up to ascertain extent, and impact, of acute issues being faced by International RS (and potentially wider International academic community) when starting at the UoS  Develop and deliver more community building / welcoming / pastoral activities e.g. International Researchers lunches	RSO	<b>Consultation &amp; Proposal Development</b> a Consult informally with International RS and PIs to gain preliminary data regarding common acute issues (professional, personal, pastoral) faced by RS as they prepare to start at the UoS.	2-3Q20
			b Use this to develop a proposal that a cross institutional task group be set up to explore matters further and enable actions.	
<b>Action 13.</b>	<b>Support for “minority” RS groups: Part time &amp; Distance Researchers</b> <b>2008 Concordat Principle: 6 Diversity and Equality and 3 / 4 Support and Career Development</b> <b>Action History: Carried from 2017-21 plan (#27) &amp; informed by BPS</b>			
	NB – this links intimately with Action 3, 2b, 5 & 6			
<b>13.1 Deliverable:</b>	E-mails sent out to all RS on P-T contracts		3Q20	
<b>13. a Metrics:</b>	Include question on this in next BPS to monitor entitlement take up and success of awareness-raising activity. 50% knowledge awareness in next BPS 2021, and increased to 60%, next BPS and 80% thereafter		Next BPS 2-3Q21 (exact date TBD)	
<b>Milestone:</b>	Encourage RS to engage with at least 5 days CPD/year (pro rata), and link in with the adoption of the new Concordat to move this to 10 days when timely  Consult with part-time and distance research staff to ensure provision being developed for “core” RS community supports them appropriately	RSO	<b>Raise awareness of CPD entitlement</b> a Ensure all P-T RS, and PIs of P-T RS, are aware of UoS policy regarding current CPD recommendations by: - specific e-mails to RS and PIs - inclusion of information in RS newsletter - prominent posting on RSO web pages (NB – THIS LINKS WITH ACTIONS 3, 5 AND 6)	1-3Q20
<b>13.2 Deliverable:</b>	1. Emails sent out to all RS 2. Poll conducted and useful feedback obtained by June 2021 regarding existing provision and potential future provision			30 Sep 20 3Q21
			<b>Raise awareness of CPD opportunities that work particularly well for P-T/Distance staff</b> b Following launch of RSO Canvas area, reach out to RS highlighting this new provision and seeking feedback regarding existing content and inviting input into what new content should be included. Note particular responses from P-T and distance researchers and consider developing these as a priority.	3-4Q20
			c 3 months after launch, poll RS community regarding panel of offerings from RSO to support them. Ask them to identify if they work P-T or at a distance to help analysis for these groups	2Q21

<b>Action 14.</b>	<b>Sector awareness &amp; review: Sharing with the Researcher Developer Community &amp; Sector</b> <b>2008 Concordat Principle: 7 Implementation &amp; Review</b> <b>Action History: Carried from 2017-21 plan (#38 &amp; #26)</b>										
<b>14.1 Deliverable:</b>	<b>1. Presentations of UoS activity at conferences and networking events</b> <b>2. BPS results used to inform lesson learned, knowledge exchange between relevant stakeholder teams and modification of Sussex initiatives.</b> <b>3. Invited talks and/or requests for advice/input on external initiatives</b>		Next BPS 2-3Q21 (exact date TBD)								
<b>Milestone:</b>	Seek to share good practice with other institutions Nationally and Internationally, and promote the UoS as a “go to” collaborator/centre of good practice for RS development	RSO, Research Staff Reps	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" data-bbox="1454 306 2294 344" style="background-color: #002060; color: white;">Engage externally</th> <th data-bbox="2300 306 2887 344"></th> </tr> <tr> <td data-bbox="1454 348 1448 495" style="width: 20px; vertical-align: top;">a</td> <td data-bbox="1454 348 2294 495">Actively engage with Vitae, South East Researcher Development Forum (SERDF), FoResT and local HEIs such as the University of Brighton to share experiences, projects and innovations.</td> <td data-bbox="2300 348 2887 495" rowspan="2" style="text-align: center; vertical-align: top;">4Q19-4Q21</td> </tr> <tr> <td data-bbox="1454 499 1448 594" style="vertical-align: top;">b</td> <td data-bbox="1454 499 2294 594">Where appropriate, appropriate, introduce new initiatives into UoS to benefit RS and ascertain appreciation by BPS and informal feedback.</td> </tr> </table>	Engage externally			a	Actively engage with Vitae, South East Researcher Development Forum (SERDF), FoResT and local HEIs such as the University of Brighton to share experiences, projects and innovations.	4Q19-4Q21	b	Where appropriate, appropriate, introduce new initiatives into UoS to benefit RS and ascertain appreciation by BPS and informal feedback.
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