University of Sussex HREiR Action Plan (2023-26)

Details

Institution name:	University of Sussex
Cohort number:	9
Date of submission:	26-Jan-24
Institutional context:	The University of Sussex (UoS) is a globally renowned research-intensive university employing 3,491 staff, of whom 365 are on research-only contracts (Nov 2023). Of these, 320 are early career researchers (ECRs), the core intended beneficiaries of Concordat activities.

UoS underwent a restructure in 2022 which included changes to HR, Organisational Development (OD) and the Research Staff Office (RSO), the team with oversight of HREiR obligations. RSO moved back into the Doctoral School, which itself returned to the Research and Enterprise Services (RES) division, with new UoS management including the VC, HR Director, RES Director and Head of Doctoral School. RSO merged with the PGR-focused team in August 2023, creating a four-person Researcher Development (RD) team tasked with supporting both ECRs and PGRs. Informed by a UKCGE review and supported by the Dean, the Head of Doctoral School has co-created an ambitious Enabling Plan to enhance how UoS governs and supports researchers.

ECRs is used to denote research staff at UoS; both are used interchangeably here. The institutional definition of ECRs has been clarified as research-only contract staff grades 6-8, to promote engagement and effective data collection.

As part of a broader rebrand the Doctoral School will be changing to the Sussex Researcher School (Jan 2024), to better reflect the audiences served. Sussex Researcher School (SRS) is used here, including actions that fell to RSO in the previous submission, with the RD Manager holding responsibility for items specific to RD. RSO as a separate office (email, website etc.) will be phased out during 2024.

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	365	Headcount of staff on research-only pathway, Nov 2023; more specific target audience of ECRs (grade 6-8) = 320
Postgraduate researchers	1,210	Registered for research degree, Nov 2023; not our core audience but are eligible to attend some RSO training and events
Research and teaching staff	912	Headcount, Nov 2023; Not core audience but are eligible to attend some RSO training and events
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (please provide numbers and details): PIs/Managers of researchers	529	PIs on current grants, Nov 2023

	Complete for submission							To be completed only when reporting on action plan		
	Obligation	**Action**	**Carried over from previous action**	**Deadline**	**Responsibility**	**The targeted impact of the action (success measure)**	**Comments (optional)**	**Progress update**	**The actual impact of the action (reporting against the success measure)**	**Outcome (ongoing/carried forward/no further action)**
Environment and Culture										
Awareness and engagement										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										
ECI1	Ensure all relevant staff are aware of the Concordat.	a) Provide a more consistent approach to resources and promotional literature aimed at research staff across the institution, adding the Concordat to School induction materials and promotions criteria. b) Add HREiR tracking as a standing item to RDCSG and RS Reps Group, and present twice-yearly reports to RDCSG and annual reports to RaKE and on to UET/Senate, to track action plan updates and ensure all stakeholders are aware of Concordat commitments. c) Explore renaming RDCSG to ECR Board, clarifying its status as quivalent to the PGR Board overseeing PGR development within the Sussex Researcher School (SRS), raising its profile and aligning with institutional practice. Regularly review ToR and membership to ensure all key stakeholders are included and aware of Concordat commitments.	Yes	Sep-25 May-24 Sep-24	- DRaKEs/HoS, HR Asst Dir - DRSD, RD Mgr - Head of SRS, DRSD	At least 60% of research staff and PIs/managers are aware of the Concordat by 2026 (CEDARS 2023 Q51.1: 48%). Monitor download figures/hit rates on SRS Concordat webpages to show annual increase. Concordat referenced in promotional materials and terms and conditions of all SRS research staff-facing activities. Reports added to RDCSG and RaKE annual cycles of business, and Concordat/HREiR data and actions tracked regularly by all those responsible.	The Staff Survey is undergoing a review, and ECR data from previous surveys is incomplete, so survey success measures quote CEDARS 2023 only. OD aim to work with ITS to enable capture of ECR data in future iterations of the Staff Survey.			
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	a) Lead a review of UoS policies, and monitor and evaluate policies and procedures regularly for EDI and transparency, involving researchers and PIs/managers as key stakeholders in any relevant reviews. b) Establish a Community of Practice for School staff who support researchers and managers, organised by SRS, to share initiatives and best practice models to improve research culture. This will be determined after discussions with relevant staff, and may be a regular in-person gathering, a Teams network, or both. Proposals for institution-wide practices will be presented to appropriate groups - RDCSG, Research Culture Steering Group, HR, RaKE - to embed across Schools. c) Ensure relevant policies and practices are included in SRS PI/manager training (currently under development). d) Review OD's Management Essentials workshops to ensure they are inclusive, equitable and transparent. Relaunch and communicate to all staff post-review.	Yes	Sep-25 then ongoing Sep-24 Sep-26 Sep-24	- Head of Employee Relations and Policy - RD Mgr, DRaKEs/HoS - DeSRS, DRSD - OD Asst Dir	Maintain or increase survey respondents who agree/strongly agree UoS has fair and inclusive opportunities for career advancement (CEDARS 2023 Q19.2: 53%) and is committed to EDI (Q44.4: 76%). Community of Practice established with representation from all Schools, with regular engagement (Teams network or meetings. Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established. Engagement with OD Management Essentials programme increases year on year, with a target of 30% of PIs/managers by Sep 2026 (7% of current PIs undertook a Management Essentials workshop in 2022-23).	The DeSRS is leading a Research Culture-funded project to develop in-house training for PhD supervisors. Once that is in place a version will be tailored to managers of researchers - with input from the DRSD - providing resources on the regulations governing ECRs, staff avenues of support at UoS, and how to support and develop ECRs.			
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	a) Continue to run CEDARS biennially, working to increase the response rate through improved monitoring, enabling filtering of ECR/PI responses, incentivisation, and promotion via School ECR networks; and make positive changes based on the outcomes, communicating these clearly to researchers. b) Complete the transition to a biennial Staff Survey, ensuring that all Schools and Divisions continue to maintain local action plans and respond to survey results on bullying and harrassment, research environment and wellbeing; and improve reporting mechanisms to ensure Schools, Divisions and the University provide regular updates (you said, we did) on progress. c) Gather qualitative feedback at termly ECR forums in Schools, and provide updates at every formal Reps Group meeting. See ECR1a for steps to ensure this. d) Include the researcher voice in Research Culture-funded projects to ensure they meet their needs, including ECR representation on the Summer of Research working group and involvement of DRSD/RD Mgr. Collect and respond to feedback from researchers on Research Culture projects.	Yes	Jun-25 Sum-24 Sep-24 Jul-24	- RD Mgr - Senior OD Consultant, HoS - RS Reps - DRSD, RC Con	At least 30% of researchers and PIs/managers respond to SRS-run surveys (CEDARS 2023: 16.3% overall, 13.2% ECRs and 19.3% PIs). Increase response and engagement rates with each staff survey (baseline set in 2024). All Schools provide regular updates on progress to their researchers between biennial staff surveys. Report on outcomes of CEDARS 2023 and future surveys via SRS website. RS Reps Group includes at least one Rep from each of the 10 Schools (Jan 2024 - 17 Reps from 7 Schools, 9 vacancies); and termly ECR forums are run in the majority of Schools.	The University is transitioning to surveying staff every two years, away from six-monthly Pulse Surveys, following consultation with staff.			
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	a) Improve the recruiting mechanisms and management of the RS Reps Group to ensure equal representation from all Schools and enable researcher involvement with institutional decisions, including a role description and improved ToR, and build relationships with key colleagues in Schools to ensure the responsibility for recruiting is shifted to DRaKEs/ECR Leads away from existing Reps. b) Ensure involvement in committees is recognised in the revised promotions framework for research staff, recognising any contributions to UoS under the leadership, citizenship and engagement criteria. c) As part of the rewrite of the promotions process, embed into promotions the expectation of supporting less senior researchers as researchers progress in seniority. d) At School or Faculty level, set up a buddy/mentoring scheme so new starters are paired with someone to help them settle into UoS life. Discuss and formulate a proposal with staff supporting researchers in all Schools through Community of Practice.	Yes	Mar-24 Jan-25 Jan-25 Sep-26	- DRSD - HR Asst Dir - HR Asst Dir - DRaKEs, SRMs	Survey respondents who feel included in their immediate research environment remains at or above 75% (CEDARS 2023 Q45.4: 75%), and increases for those who feel the institution values their contributions to developing researchers (Q18.3: 30%) and supervising research students (Q18.4: 38%). DRaKEs in all Schools engage with RS Reps recruitment, so that the Reps Group includes at least one Rep from each of the 10 Schools (Jan 2024 - 17 Reps from 7 Schools, 9 vacancies); and termly ECR forums are run in the majority of Schools. Improve attendance at each biannual SRS ECR induction, with an initial target of 20% of new starters in each of the 10 Schools (5 attended Spring 2023, 14 Autumn 2023). Induction feedback shows positive impacts as a result of induction (majority feel prepared to settle in to new post, connected with other researchers, know who to ask for help, part of the research community). Buddy scheme established for new researchers in all Schools/Faculties by Sep 2026.	UoS is moving to a Faculty structure, clustering together Schools by discipline. It is unclear at this stage whether initiatives such as the buddy scheme (d) will sit at School or Faculty level.			
Wellbeing and mental health										

The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	a) Ensure the application of research-contract teaching hours is equitable and consistent across the institution, while taking into account discipline-level practices - conduct a review of ECR teaching practices in all Schools, building on a proposal from the RS Reps Group, to include a survey to DRaKEs/ECR Leads and recommended next steps. (see ECR5a) b) Conduct an audit of Schools to gauge levels of informal supervision and teaching, coordinated by SRMs, to establish a framework for appropriate tasks and a best practice model of formal recognition for such activities to be rolled out to all Schools. Options to explore include workload allocation and certification. c) Ensure the Dignity and Respect policy, Employee Assistance Programme, Staff Wellbeing Hub, Report and Support Tool and other resources are signposted in University, SRS and School onboarding, online resources and comms. d) Seek feedback in staff surveys on satisfaction relating to workload allocation, to inform any changes required to promote fairness. e) Raise awareness of staff wellbeing plan and wellbeing offer available to all UoS staff.	Yes	Sep-24 Sep-24 Sep-24 Feb-25 Sep-24	- DRSD - DRSD, SRMs - Staff Comms Coord, DRaKEs, HoS - Senior OD Consultant - OD Staff Wellbeing Manager	Policy/guidance on teaching hours and formal recognition of informal supervision in place and adopted by all Schools by Sep 2025 (proposal due Sep 2024). Increase % of survey respondents who feel the institution values their contributions to developing researchers (CEDARS 2023 Q18.3: 30%) and supervising research students (Q18.4: 38%). Increase % of respondents who agree they are treated fairly in relation to allocation of additional work beyond contracted workload (Q16.4, 38%) and requests for flexible working (Q16.6: 51%), and who agree UoS actively promotes good mental health and wellbeing (Q44.5: 57%). Poll of ECRs and PIs/Managers shows engagement with and awareness of Staff Wellbeing Hub and resources (Sep 2024).			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	a) Host wellbeing training for those managing staff, to include shortened Mental Health First Aider training and workshops related to wellbeing conversations within ADR. b) PI/Manager training to include information on relevant policies and reporting mechanisms, ensuring managers feel confident to discuss wellbeing with researchers and signpost appropriate channels of support at the institution.	Yes	Feb-25 Sep-25	- OD Staff Wellbeing Manager - DeSRS, DRSD	Deliver a minimum of one live OD workshop on wellbeing/mental health per term. Improve % of respondents who have undertaken vs want to undertake mental health and wellbeing training (CEDARS 2023 Q31.9: 49% and 41%). Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established.			
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Promote discussion of mental health and wellbeing in ADR appraisals, reviewing and responding to feedback of new process introduced summer 2023; and promote ADR training on LearnUpon.	Yes	Sep-24	- OD Staff Wellbeing Manager	Increase % of managers who are confident in their ability to respond to mental health and wellbeing issues (CEDARS 2023 Q30.9: 73%). Increase % of survey respondents who agree their working environment promotes good mental health and wellbeing (Q44.6: 38%), agree their managers promote a good, healthy work/life balance (Q45.3: 53%) and agree their managers encourage positive action to maintain good mental health and wellbeing (Q45.5: 48%).			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	a) Review all carer policies including parental leave, benchmarking against the sector with a view to understanding UoS position and identifying any areas for improvement. Ensure all flexible working policies and practices recognise the circumstances of research-only contract staff. b) Ensure onboarding checklist for PIs and researchers includes relevant policies (see EI2).	Yes	Sep-24 Sep-25	- HR Asst Dir - DRSD, RD Mgr	Increase % of managers confident in ability to manage flexible working requests appropriately (CEDARS 2023 Q30.5: 73%), and researchers who agree they're treated fairly in relation to requests for flexible working (Q16.6: 51%) and parental leave (Q16.7: 30%). Promotions data shows 10% increase in applications from those with flexible working arrangements by end of 2024 [Athena Swan measure].			
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Signpost, monitor and report termly on researcher engagement with OD mental health and wellbeing training. See ECM3, also applies to researchers.	No	Jul-24	- OD Staff Wellbeing Manager, HoS	Engagement with mental health and wellbeing training among researchers improves year on year. Increase % of researchers encouraged to take positive action to maintain good mental health and wellbeing (CEDARS 2023 Q45.5: 48%).			
Bullying and harassment										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	a) With input from the EDI Unit, ensure ECR Leads or equivalent are involved in EDI committees at School level including Athena Swan, or are consulted by said committees, to represent the research staff experience. b) Ensure redesigned SRS webpages for ECRs signpost relevant policies, practice and avenues of support, including the Report and Support Tool introduced in 2022-23.	Yes	Sep-25 Sep-24	- HoS - SRS Info Coord	Increase awareness of UoS's mechanisms for reporting bullying and harrassment (CEDARS 2023 Q48.1: 58%), and confidence in UoS to investigate reports of bullying and harrassment, taking appropriate action (Q48.3: 47%). All School EDI committees include the ECR Lead or School equivalent (baseline set following survey of DRaKEs, Jan 2024).	The RSO webpages are currently under review as part of the SRS rebrand, and will be redesigned to better align with the wider SRS website during 2024.		
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	a) Promote use of the Report and Support Tool through SRS, School and University comms, meetings and onboarding. b) Monitor and report use of Report and Support Tool, ensuring anonymity is protected, to provide UET with termly usage data, and to ensure incidents are addressed where a cluster of issues is identified at School level. c) Include in PI/Manager training.	No	Sep-24 Sep-24 Sep-25	- SRS Info Coord, HoS, Staff Comms Manager, RD Mgr - HR Asst Dir, HoS - DeSRS, DRSD	Increase % of managers who feel confident responding to issues relating to bullying and harrassment (CEDARS 2023 Q30.10: 63%). Mechanism embedded by which areas of concern raised by cases in Report and Support Tool are flagged with UET and relevant Schools where necessary. Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established.			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	See ECI3b, ECM3a and b above.	No						
Equality, diversity and inclusion										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.										

Ref	Obligation	Action	Applies	Timeframe	Responsibility	Success measure	Progress
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	Improve the mechanisms by which compliance with mandatory EDI training on LearnUpon e-learning platform is monitored and reported, through introduction of auto-enrolment, monitored by OD and reported to HoS termly, to improve support for managers and Schools in monitoring staff.	Yes - ECM1	Sep-24	- OD Asst Dir, HoS	Increase completion rates of EDI mandatory training modules on LearnUpon by PIs/managers year on year, with a target of 75%+ by 2025-26.

Maintain % of researchers who would feel comfortable reporting an incident of discrimination (CEDARS 2023 Q47.2: 65%) and increase % who trust UoS will investigate fairly and take appropriate action (Q47.3: 52%). | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion. | a) Promote OD LearnUpon EDI modules (mandatory and otherwise) to researchers through University, School and SRS comms and RS Reps ECR forums.

See ECI4/ECM1 above - also applies to researchers. | No | Sep-24 | - OD Asst Dir, Staff Comms Manager, HoS, DRaKEs, SRS Info Coord | Increase % of researchers who are familiar with UoS's mechanisms to report discrimination (CEDARS 2023 Q47.1: 60%).

Increase completion rates of EDI training modules on LearnUpon by researchers year on year, with a target of 75%+ for mandatory training by 2025-26. | |

Research integrity

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.

Ref	Obligation	Action	Applies	Timeframe	Responsibility	Success measure	Progress
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	a) Introduce mandatory ethics and integrity training for all relevant staff, including researchers and their managers, and implement mechanisms by which compliance can be tracked.

b) Continue to develop REIG ethics and integrity workshops for ECRs, to complement one-to-one tailored support, and further develop REIG contributions to SRS ECR inductions.

c) Include ethics and integrity strand in PI/Manager training. | Yes | Jan-25

Sep-25

Sep-25 | - RES Dir

- Head of REIG, RD Mgr

- DeSRS, DRSD | Mandatory training modules available to 100% of relevant staff by the deadline, with targets for compliance within the first six months to be agreed by professional leads for each module area.

A reduction in the number of disciplinary cases among researchers and PIs/managers, with target to be set once mandatory training modules are launched.

Increase attendance and engagement with SRS ECR ethics workshops year on year, and achieve at least 80% positive feedback.

Induction feedback shows positive impact as a result of induction (majority agree 'I am aware of Sussex's policies/practices').

Increase year on year % of PIs regularly undertaking PI/managers training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established. | |
| ECM3 | *Ensure managers report and address incidents of poor research integrity.* | | | | | Increase % of respondents who feel comfortable reporting incidents of misconduct (CEDARS 2023 Q49.2: 64%) and who feel confident UoS will investigate reports of misconduct fairly, taking appropriate action (Q49.3: 58%). | |
| ECR2 | *Ensure researchers act in accordance with employer and funder policies related to research integrity.* | | | | | | Actions on RS Reps ToR and induction outlined in previous action plan will be complete by Jan 2024. |
| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct. | See ECR4 (bullying and harrassment). | Yes | | | Increase % of respondents who feel comfortable reporting incidents of misconduct (CEDARS 2023 Q49.2: 64%) and who feel confident UoS will investigate reports of misconduct fairly, taking appropriate action (Q49.3: 58%).

See ECR4 (bullying and harrassment). | |

Policy development

The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.

Ref	Obligation	Action	Applies	Timeframe	Responsibility	Success measure	Progress
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	a) Include researchers/managers as key stakeholders where strategies, policies and practices are being reviewed at institution or School level, through consultation with RDCSG, RS Reps Group and RD Mgr, or through tailoring all-staff consultations.

b) Explore renaming RDCSG to ECR Board, clarifying its status as equivalent to the PGR Board within SRS, raising its institutional profile and aligning with institutional practice. Align RS Reps Group with other equivalent groups in RaKE reporting structure. Regularly review ToR and membership to ensure all key stakeholders are included. (see ECI1)

See ECI6 - seeking feedback from researchers. | No | Ongoing

Sep-24 | - Head of Employee Relations and Policy, PVCR

- Head of SRS, DRSD | All relevant institutional consultation projects to include researchers/managers as key stakeholders, including consultation on Sussex 2035 strategy.

Embed annual review of ToR and membership into RDCSG and Reps Group cycles of business.

Increase % of respondents who agree they're fairly treated in relation to opportunities to participate in decision-making processes (CEDARS 2023 Q16.10: 62%). | UoS is currently holding consultations on the next institutional strategy, Sussex 2035, to be announced Summer 2024. |
| ECM5 | Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | See EI7a above - includes research culture. | No | | | | |
| EM5 | *Engage with opportunities to contribute to relevant policy development within their institution.* | | | | | | |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | a) Conduct a review of how researchers are included or otherwise on committees in Schools, to ensure their views and experiences are included at the local level. Share best practice in Community of Practice for staff supporting researchers, with aim of including researchers perspective on all relevant committees.

b) Continue to grow the ECR Seed Fund or equivalent schemes, embedding into SRS business as usual, as a means for researchers to contribute directly to the research culture in their immediate environment and more broadly across Sussex. Embed outcomes of Seed Fund projects into Community of Practice between Schools, to ensure wider take-up of successful initiatives.

See ECR1a and b - steps to improve recruitment of diverse RS Reps. | Yes | Sep-24 (review), Sep-25 (implement)

Jan-25 | - DRSD

- RC Con, DRSD, Head of SRS | ECR voice represented on all relevant committees within Schools/Faculties, whether ECR Leads, ECR support staff or ECRs themselves (baseline set following survey of DRaKEs, Jan 2024).

Improve engagement with the ECR Seed Fund year on year, including engagement across different Schools/Faculties (Seed Fund 2023: 7 applications, 6 projects approved from 4 Schools). | |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community. | See ECR1a and b, EI7 and ECR5 - researchers to engage with named activities, encouraged by RS Reps through School ECR forums and communications. | Yes | Sep-24 | - RS Reps | | |

Employment

Recruitment and induction

The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.

EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	a) Regularly monitor and respond to feedback on the recruitment process, including the new Welcome Pack introduced in October 2023. Collect information on role in any future surveys on the recruitment / onboarding process, to provide data specific to researchers. b) Within the scope of the Pay and Conditions Review, which will consider a relocation policy (including the ability to attract global talent), explore a clear and consistently applied visa loan policy to provide support with visa costs, a barrier to recruitment of excellent overseas researchers. c) Monitor and report on completion of mandatory recruitment training on LearnUpon to ensure compliance, through introduction of auto-enrolment for any staff who are identified as being involved with recruitment, monitored by OD and reported to HoS termly.	No	Oct-24 Sum-24 Sep-24	- HR Asst Dir - Dir of HR - OD Asst Dir, HoS	Positive feedback to HR surveys on the recruitment process and onboarding materials, showing improvement year on year (baseline to be set when next survey issued). Maintain % of respondents who agree their recruitment was fair (CEDARS 2023 Q21.1: 93%), inclusive (Q21.2: 88%), transparent (Q21.3: 77%) and merit-based (Q21.4: 85%). Support with visa costs removes barriers for recruiting excellent researchers. Increase engagement and completion rate of mandatory recruitment modules on LearnUpon by all staff involved in recruiting, with a target of 75%+ by 2025-26.			
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Provide a more consistent and coherent approach to researcher induction across the institution, building on progress made in the previous period, and monitoring and responding to feedback, through: a) an audit of School induction materials, led by RDCSG; b) a review and rewrite of SRS ECR induction materials to align with HR's Welcome Pack for all staff and avoid duplication; c) creation of a template for School induction materials, an onboarding checklist for researchers and PIs/managers (complementary to HR's all staff checklist), and a best practice framework for School onboarding by ECR Leads or equivalent; d) continuing to monitor feedback for the newly revised SRS ECR induction event, adapting as necessary.	Yes	Sep-24 Oct-24 Sep-25 Ongoing	- Head of SRS, DRSD - RD Mgr - Head of SRS - RD Mgr	All Schools to have adopted the template and PI/manager checklist and a process for onboarding new researchers by September 2025, including a mechanism for gathering and responding to feedback. Improve attendance at each biannual SRS ECR induction, with an initial target of 20% of new starters in each of the 10 Schools (5 attended Spring 2023, 14 Autumn 2023). Improve positive feedback rates, from pilot SRS ECR induction Nov 2023 - 'I feel part of the community' (57%), 'I connected with other new researchers' (57%), 'I am aware of policies and practices' (71%), 'I know who/how to ask for help' (100%), 'I feel more prepared to settle in to my new post' (71%), 'I feel more focused on my career' (29%). Increase % of researchers finding induction useful at institutional level (CEDARS 2023 Q22.1: 27%), department/faculty/unit level (46%) and local to current role (42%).			
Recognition, reward and promotion									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	a) Monitor and respond to feedback on the new ADR appraisals process from the researcher perspective. b) Consult RDCSG, Reps Group and researchers as part of the current review of the promotions process, to ensure that diverse researcher contributions are fully reflected and recognised. c) Take steps to address the gender gap in researchers applying for promotions through: i) ensuring the promotions process recognises personal circumstances of e.g. carers and part-time workers. ii) promotions training at institution and School/Faculty level that identifies and tackles uncertainties and gives female researchers the confidence to apply, recognising that this is the first time all researchers may have been on a merit-and-reward pathway in their career. Discuss with Community of Practice. iii) exploring the feasibility of promotions training roll-out as a Research Culture Steering Group project. See ECI3b - recognition of informal teaching and supervision by researchers.	Yes - EI3c	Oct-24 Mar-24 Jan-25 Jan-25 Jun-24	- OD Asst Dir - HR Asst Dir, DRSD - HR Asst Dir - HR Asst Dir, DRSD, DRaKES, HoS - RD Mgr, RC Con	Engagement with ADR process improves year on year (2023 data will be used as baseline). Majority of feedback gathered from researchers on promotions once new process is introduced is positive (set baseline in first year). Increase % of researchers who agree promotions are made on merit (CEDARS 2023 Q19.3: 39%), UoS has fair and inclusive opportunities for career advancement (Q19.2: 53%) and promotion pathways/processes are clear (Q19.1: 56%). All Schools/Faculties provide training or other platform for researchers to learn about and gain encouragement to apply for promotions, specifically addressing female researchers, by 2026. Significantly reduce the applications gender gap by 2026, and improve the % of researchers across all 10 Schools applying for promotions overall (2021-22: 8% of research staff applied for promotion) and from underrepresented groups (2021-22: 11.9% male vs 3.5% female; 9.5% white vs 6.4% minority ethnic; 7.1% with disability vs 5.5% no disability).			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	a) Include reference to OD leadership development resources on ADR forms, to be followed up in 1:1s with managers, to increase awareness and manager engagement. b) Monitor manager engagement with mandatory and optional training modules around recruitment, promotions and rewards (see ECI4/ECM1 for details of approach).	Yes	Sep-24 Sep-24	- OD Asst Dir - HoS, OD Asst Dir	Maintain % of respondents who feel confident to use inclusive, equitable and transparent recruitment processes (CEDARS 2023 Q30.6: 93%). Engagement with ADR process among PIs/managers improves year on year (2023 data will be used as baseline). Engagement with OD Management Essentials programme increases year on year, with a target of 30% of PIs/managers by September 2026 (7% of current PIs undertook a Management Essentials workshop in 2022-23).			
Responsibilities and reporting									
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.									
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	a) Include legislation, policies and practices, and grant funding guidance in PI/Manager training. b) Introduce mandatory training around ethics and integrity, international security and health and safety, for all relevant researchers and managers, and implement mechanisms by which compliance can be tracked. c) Monitor manager engagement with relevant OD training (see ECI4/ECM1 for details of approach).	No	Sep-25 Jan-25 Sep-24	- DeSRS, DRSD - RES Dir, HoS - HoS, OD Asst Dir	Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established. Mandatory training modules available to 100% of relevant staff by the deadline, with targets for compliance within the first six months to be agreed by professional leads for each module area. Engagement with OD Management Essentials programme increases year on year, with a target of 30% of PIs/managers by September 2026 (7% of current PIs undertook a Management Essentials workshop in 2022-23).			
ER1	*Researchers ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder.*								
ER2	*Researchers understand their reporting obligations and responsibilities.*								
People management									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									

Ref	Obligation	Actions	In previous plan?	Timing	Responsibility	Success measures	Notes
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	a) Develop PI/Manager training, complementary and consistent with existing OD training, to fully meet the needs of PIs in managing research-only contract staff. b) Regularly monitor and respond to feedback from managers and equivalent re: OD Managers Toolkit and relevant workshops and LearnUpon e-learning modules, and SRS ECR project management training.	Yes	Sep-25 Sep-24	- DeSRS, DRSD - OD Asst Dir, RD Mgr	Improve ratio of respondents who have undertaken vs want to undertake training on conducting appraisals/development reviews (CEDARS 2023 Q31.1: 54% to 34%) and managing staff performance (Q31.3: 24% to 56%). Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established. At least 80% of managers giving feedback find OD and SRS ECR training useful and impactful. Average 15 attendees at SRS ECR project management training annually (2022-23: 11 booked, 6 attended), and achieve 80% positive feedback.	OD are reviewing their management training offer currently, and the name of the programme in b) may change; actions will apply to whatever replaces it.
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	a) Monitor and respond to feedback on the new ADR appraisals process launched summer 2023, consulting researchers and PIs/managers to ensure materials are fit for purpose, and continue to develop training and support to improve engagement in the process. b) Ensure transparency of promotions criteria as part of the current review of the promotions process. See EI3 (equitable promotions criteria); ECI3 and ECM4 (wellbeing and mental health - workloads).	Yes	Sum-24 Jan-25	- OD Consultant - HR Asst Dir	Engagement with ADR process among a) researchers and b) PIs/managers improves year on year (2023 data will be used as baseline). Promotions - see EI3 success measures.	
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Monitor and report manager engagement with training detailed in EI4 above.	No	Sep-25	- OD Asst Dir, HoS	See EI4 success measures.	
EM4	Managers actively engage in regular constructive performance management with their researchers.	a) Embed the ADR process across the institution through signposting and promotion campaigns, and discuss in PI/Manager training, researcher onboarding and SRS ECR inductions. b) Monitor engagement with the ADR process at School level to ensure all managers and researchers are taking part, with Schools acting on engagement data provided by OD annually. c) Set a minimum expectation for regular 1:1s between researchers and managers.	Yes	Sep-25 Sum-24 Sep-25	- OD Asst Dir, DRSD, DeSRS, RD Mgr - OD Consultant, HoS - DeSRS, DRSD	Engagement with ADR process among a) researchers and b) PIs/managers improves year on year (2023 data will be used as baseline). Maintain or increase % of managers who feel confident managing appraisal/development review processes effectively (CEDARS 2023 Q30.1: 83%), providing effective feedback to individual staff (Q30.2: 95%), to deal with poor performance (Q30.3: 44%) and acknowledge good performance (Q30.4: 95%). Improve % of researchers whose managers clearly articulate expectations re: performance (Q33.1: 51%) and provide clear, constructive and timely performance feedback (Q33.3: 52%).	
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	See EM4 above.	No			See EM4 success measures.	The previous action plan suggested 365 Feedback but this has been discounted following a scoping exercise with RS Reps, and the focus shifted to embedding ADRs and making sure they meet the needs of research staff.

Job security

The aim of this obligation is to improve the job security of researchers.

Ref	Obligation	Actions	In previous plan?	Timing	Responsibility	Success measures	Notes
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	Monitor and report on the number of staff moving from short-term to open-ended contracts, to ensure all staff are moved once they've served three years as per the new policy.	No	Sep-24	- HR Asst Dir, HoS	All researchers serving three years on contracts are automatically transferred to open-ended contracts.	UoS's policy on open-ended contracts was improved early in 2023.

Professional and Career Development

Championing professional development

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.

Ref	Obligation	Actions	In previous plan?	Timing	Responsibility	Success measures	Notes
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	a) Conduct a review of SRS ECR training and an audit of School, OD and PS training for staff across UoS, with the aim of creating a coherent, complementary and consistent approach that meets the varied needs of ECRs, and increasing engagement with CPD and the Vitae RDF. Tie in with the broader institutional goal of mapping and aligning all training across UoS for researchers at different career stages. b) Continue to promote a diversity of career pathways and role models, building links with IBP to reach external partners, and organising SRS events/initiatives for ECRs e.g. diverse careers panel with alumni from different sectors, cross-institutional speed mentoring with Oxbridge and other south-east institutions. c) Continue to develop the Fellowship Accelerator Programme training scheme between RDI and SRS to encourage career development, embedding it into 'business as usual' funded by Schools; or work together to identify other ways of supporting development of researchers in this area, including sharing existing materials online. d) Strengthen the annual ECR Symposium as one avenue for researchers to engage in CPD, through a more strategic approach to the UoS Summer of Research, co-creation with RS Reps, collection and monitoring of attendance and feedback data, and improved communications.	Yes	Sep-24 (review complete), Sep-25 (implement) Sep-25 Mar-25 Jul-24	- Head of SRS, SRMs, OD Asst Dir - Head of SRS, IBP Dir - Head of SRS, Head of RDI - RD Mgr, RC Con	Improve engagement with redesigned SRS ECR training, to an average 15 attendees per session, and at least 80% positive feedback, by 2025 (2022-23: 22 workshops, average attendance 6, 82% rated event 8 or 9 on a scale of 0-9, 82% ranked success of event in meeting its objectives 8 or 9). Improve positive feedback rates from pilot induction Nov 2023 - 'I feel more focused on my career' (29%). (see EI2) Improve engagement with careers-focused events, building interest from all 10 Schools, and garnering positive feedback (Symposium Careers Roundtable 2023: 21 attendees, Speed Mentoring Nov 2023: 10 mentee and 8 mentor applications).	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	a) Collect, monitor and respond to qualitative and quantitative feedback for SRS ECR training and events, bringing it in line with SRS Researcher Development practices in the PGR space, and report engagement and feedback annually to RDCSG and RaKE. b) Collect, monitor and respond to qualitative and quantitative feedback for development activities delivered by OD, RES, the Library and other PS teams where relevant, and report to appropriate institution-level committees and Schools. Explore LearnUpon as a tool to collect engagement data for e-learning modules offered by teams beyond OD. c) Add HREiR tracking as a standing item to RDCSG and the Reps Group, and present twice-yearly reports to RDCSG and annual reports to RaKE and on to Senate, to ensure actions on CPD are met.	Yes	Sep-24 Dec-25 Apr-24	- RD Mgr - OD Asst Dir, RES Dir, Heads of PS, HoS - DRSD	Improve engagement with SRS ECR training, to an average 15 attendees per session, and maintain at least 80% positive feedback (2022-23: average attendance 6 per session, 82% rated event 8 or 9 on a scale of 0-9, 82% ranked success of event in meeting its objectives 8 or 9). Improve engagement with relevant OD e-learning modules by researchers and PIs/managers (set baseline once modules identified). Improve engagement with researcher development activities across UoS (baseline set once project established and data collection tool identified). Reports added to RDCSG and RaKE annual cycles of business, and Concordat/HREiR data and actions tracked regularly by all those responsible.	

Ref	Obligation	Action	On track	Date	Responsible	Success measure	Notes			
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	Ensure 10 days' CPD is both promoted and allocated by embedding into the ADR and promotions processes, PI/Manager training and manager and researcher onboarding at all levels.	Yes	Sep-26	- OD Asst Dir, HR Asst Dir, DeSRS, DRSD, RD Mgr, DRaKEs, HoS	Increase % of researchers who undertake 5-10 days CPD per year, to at least 25% by 2025 (CEDARS 2023 Q42: 16%), with no researchers taking 0-1 days CPD (35%); and % of researchers taking CPD days improving across the scale (0 - 16%, <1 - 19%, 1-2 - 28%, 3-4 - 21%, 5-9 - 8%, 10 - 2%, >10 - 6%).				
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	Through the annual ECR Symposium celebrating and showcasing early career research, provide researchers with a platform to develop skills and share knowledge peer to peer, encouraged by ECR Leads or equivalent, DRaKEs, managers and RS Reps. See PCDM3 above - also applies to researchers.	Yes	Jul-24	- RD Mgr, RC Con	Feedback and attendance from ECR Symposium and other Summer of Research events shows increased researcher engagement from all 10 Schools. (ECR Symposium 2023: 121 bookings, 103 attendances. Dragons' Den: 11 applications from 5 Schools) See PCDM3 success measure.				
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time, for managers to engage in meaningful career development reviews with their researchers.	a) Include RDF, development plans and career support in PI/Manager training. b) Ensure that training on the ADR process at institution and School levels includes references to research-contract staff and their particular circumstances. c) Improve promotion of relevant support and training, including OD Managers Toolkit, Management Essentials workshops and LearnUpon e-learning modules, ensuring they are signposted via University and School/Faculty comms and webpages, and redesigned SRS webpages for researchers.	Yes	Sep-25 Spr-25 Sep-24	- DeSRS, DSRD - OD Asst Dir, HoS - Staff Comms Manager, SRS Info Coord, HoS, SRMs	Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established. Improve engagement with Manager Toolkit and completion rates of relevant LearnUpon modules, with a target of 30% of PIs/managers by 2026 (<1% of current PIs/managers have taken a LearnUpon management module, Nov 2023).	UoS is moving to a Faculty structure, clustering together Schools by discipline. It is unclear at this stage where monitoring of PI/manager training will sit, so Heads of School and Senior Research Managers are both included (c).			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	a) Continue to monitor engagement of PIs/managers and researchers with the new ADR process, and report annually to the relevant committees at School and institutional level. b) Set a minimum expectation of 1:1s (see EM4c) and explore mechanisms for monitoring and reporting at School and institution level.	Yes	Dec-24 then annually Sep-25	- OD Consultant, HoS - DeSRS, HR Asst Dir	Engagement with ADR process and promotions among a) researchers and b) PIs/managers improves year on year (2023 data will be used as baseline). Increase % of researchers having regular formal career development reviews with their manager (CEDARS 2023 Q36: 28%), who find regular reviews useful (Q37: 59%) and whose managers provide clear, constructive and timely performance feedback (Q33.3: 52%).				
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	See EM4 (constructive performance management).								
PCDR4	Researchers positively engage in career development reviews with their managers.	See ER3/EM4 (constructive performance management).								
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	a) Continue to provide coaching and mentoring opportunities through SRS and OD, developing through use of MentorNet, promoting more effectively to researchers, and ensuring that these are tailored to researcher needs and diverse careers. b) Increase engagement with SRS's 1:1 careers coaching through more effective promotion targeted at contracted researchers in their last six months of their contract, with a target % based on available budget.	No	Ongoing Sep-24	- RD Mgr, OD Consultant - RD Mgr	Increase take-up of SRS 1:1 coaching from 8 in 2022-23, reviewing annually and reporting to RDCSG. Improve engagement of researchers with OD staff mentoring scheme (baseline set when monitoring implemented). Increase % of researchers who have discussed career options with a career specialist (CEDARS 2023 Q35.4: 5%) and whose manager encourages a wide range of career options in and outside academia (Q35.2: 28%).				
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	a) Include discussion of personal development plans and RDF in School and SRS ECR inductions, redesigned SRS webpages for researchers, and ADR and promotion processes. b) Include in PI/Manager training. c) Survey researchers via RS Reps to gauge whether development plans and portfolio-building are standard tools within Schools - Reps picking up work started by previous group - and share models through Community of Practice if needed. See ECI3b (wellbeing & mental health) - formal recognition enables researchers to evidence skills.	Yes	Sep-25 Sep-25 Dec-24 (report due), Sep-25 (implement)	- DRaKEs, RD Mgr, SRS Info Coord, OD Asst Dir, HR Asst Dir - DeSRS, DRSD - DRSD, RD Mgr	Increase % of researchers who maintain a record of CPD (CEDARS 2023 Q35.6: 44%) and have a clear career development plan (Q35.5: 31%). Improve attendance at each biannual SRS ECR induction, with an initial target of 20% of new starters in each of the 10 Schools (5 attended Spring 2023, 14 Autumn 2023). Improve positive feedback rates, from pilot induction Nov 2023 - 'I feel more focused on my career' (29%). Increase year on year % of PIs regularly undertaking PI/manager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established. All Schools to adopt agreed-on model of formal recognition for informal supervision, and engage with termly Community of Practice, by 2026.	A pilot workshop was added to the SRS ECR induction in Autumn 2023 for new researchers to start drafting a PDP. Feedback and engagement will be assessed in Summer 2024, following a further induction in Spring.			
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	a) Continue to develop interventions giving researchers space to develop their research identity and leadership skills, such as the ECR Symposium, ECR Dragons' Den, Seed Fund, and Fellowship Accelerator Programme. b) Promote the OD Managers Toolkit, Management Essentials workshops and associated LearnUpon e-learning modules to researchers with the aim of increasing take-up. (see PCDI2c)	No	Sep-26 Sep-24	- Head of SRS, RES Dir - OD Asst Dir, SRS Info Coord	Improve engagement with Dragons' Den, Seed Fund and Fellowship Accelerator Programme (or other activities) year on year, including engagement across all 10 Schools/Faculty (Dragons' Den 2023: 11 applications from 5 Schools; Seed Fund 2023: 7 applications, 6 project approved from 4 Schools; Fellowship Prog 2023: 40 researchers from 8 Schools). Increase % of researchers who have time to develop leadership skills (CEDARS 2023 Q35.7: 44%) and research identity (Q35.8: 27%). Improve engagement with Managers Toolkit and completion rates of relevant LearnUpon modules, with a target of 30% of PIs/managers by 2026 (<1% of current PIs/managers have taken a LearnUpon management module, Nov 2023).				

Code	Obligation	Action	Y/N	Date	Responsible	Success measures			
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	See PCDM3 and ECl3b (wellbeing & mental health) - recognition of informal teaching and supervision.	Yes			Increase % of researchers who have time to develop leadership skills (CEDARS 2023 Q35.7: 44%) and research identity (Q35.8: 27%).			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	See EI4, EM1.	Yes			See EI4, EM1 success measures.			
PCDR5	*Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills*					*Increase % of researchers who have time to develop leadership skills (CEDARS 2023 Q35.7: 44%) and research identity (Q35.8: 27%).*			
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Continue to develop synergies between IBP and the wider RES division, to identify opportunities to promote/support research staff in working with external partners, with the aim of increasing the number of ECRs who gain experience. See PCDI1c (diverse careers events) and PCDI4a (Fellowship Acc Prog).	Yes	Sep-26	- IBP Dir, RES Dir	Develop a proposal for opportunities for ECRs to work with external partners and pilot over the next HREiR reporting period. Increase % of researchers whose manager encourages a wide range of career options in and outside academia (CEDARS 2023 Q35.2: 28%).			
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	a) Include in PI/Manager training, including signposting to SRS coaching and OD mentoring schemes. b) Review feedback on the ADR process, to ensure it meets the needs of researchers who may pursue careers outside academia/the institution. See PCDI3 - coaching and mentoring provision.	Yes	Sep-25 Sum-24	- DeSRS, DRSD - OD Asst Dir	Increase in researcher and PI/manager engagement with ADRs year on year (2023 data will be used as baseline) and positive feedback from researchers on the ADR process. Increase % of researchers whose manager encourages a wide range of career options in and outside academia (CEDARS 2023 Q35.2: 28%). See PCDI3 success measures.			
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	See PCDM2, PCDI3.	No			Improve ratio of researchers considering futures beyond academia (CEDARS 2023 Q38:18%) as well as within academia (73%). Maintain or increase % of researchers who have undertaken/want to undertake experience of other employment sector (Q41.6: 41% have no interest vs. 36%) and secondment/placement in other employment sector (Q41.7: 45% vs. 43%). See PCDM2 above.			
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	a) Identify knowledge exchange, policy development, public engagement and commercialisation opportunities that are suitable for research staff, including initiatives that are raised through the Knowledge Mobilisation Group, IBP and RES, and promote to researchers. b) Identify opportunities for researchers to engage in knowledge exchange through collaboration with partners in the Eastern ARC consortium (Essex, Kent and UEA). c) Continue to develop opportunities for researchers to engage in knowledge exchange and public engagement through ECR Symposium, Dragons' Den and other Summer of Research events. See PCDI5 (IBP opportunities with external partners).	Yes	Sep-26 Sep-26 Jul-24	- RES Dir, IBP Dir, Dep PVCKE - RES Dir - RC Con, RD Mgr	Increase researcher interest in engaging in various sectors of the research system (CEDARS 2023: - commercialisation 34% - knowledge exchange 88% - public policy 64% - public engagement 80% - citizen science / co-creation of research with society 63%). Improve attendance and positive feedback for SRS ECR workshop on the UK research environment, across all 10 Schools/4 Faculties (2022-23: 40 attendees to 3 iterations).			

* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

	Further hyperlinks and supplementary information (more rows can be added)
1	http://www.sussex.ac.uk/staff/research/researchstaff/commitment
2	http://www.sussex.ac.uk/internal/doctoralschool/
3	https://staff.sussex.ac.uk/us/services/research
4	https://www.sussex.ac.uk/humanresources/
5	https://www.sussex.ac.uk/organisational-development/
6	https://www.sussex.ac.uk/equalities/
7	https://www.sussex.ac.uk/pgs/
8	http://www.sussex.ac.uk/staff/research/research-culture
9	https://reportandsupport.sussex.ac.uk/
10	https://www.sussex.ac.uk/strategy/
11	http://www.sussex.ac.uk/internal/doctoralschool/plan
12	http://www.sussex.ac.uk/research/about/research-and-enterprise
13	
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	Abbreviations and glossary (more rows can be added)
ADR	Achievement and Development Review (appraisal)
CPD	Career and Professional Development
Dep PVCKE	Deputy Pro Vice Chancellor for Knowledge Exchange
DeSRS	Dean of the Sussex Researcher School
DRaKEs	Directors of Research and Knowledge Exchange
DRSD	Director of Research Staff Development
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusivity
HoS	Heads of Schools
IBP	Innovation, Business and Partnerships
IBP Dir	Director of Innovation, Business and Partnerships
OD	Organisational Development
PGR	Postgraduate Researcher
PI/Manager	Principle Investigator/Manager of Researchers
PS	Professional Services
PVCR	Pro Vice Chancellor for Research
RaKE	Research and Knowledge Exchange Committee
RC Con	Research Culture Consultant
RDCSG	Researcher Development Concordat Steering Group
RDF	Researcher Development Framework
RDI	Research Development and Initiatives
RD Mgr	Researcher Development Manager
REIG	Research Ethics, Integrity and Governance
RES	Research and Enterprise Services
RES Dir	Director of Research and Enterprise Services
RSO	Research Staff Office (now part of Researcher Development)
RS Reps	Research Staff Reps
SRM	Senior Research Manager (at cluster level)
SRS	Sussex Researcher School (formerly Doctoral School)
UET	University Executive Team
UoS	University of Sussex