

University of Suffolk – HR Excellence Action Plan

Looking Back Plan from June 2019 – June 2021

To support the implementation of The Concordat to Support the Career Development of Researchers



Action Number	Key principles with defined actions and issues to be addressed	Success Criteria	Initial Proposed Timescale	Progress Comment	Progress	If Action Still Relevant
PRINCIPLE 1 - Recognition of the importance of recruiting, selecting, and retaining researchers with the highest potential to achieve excellence in research						
1.	<p>Communication and guidance on the promotion criteria for research active staff:</p> <ul style="list-style-type: none"> • Research and teaching • Research focused • Teaching focused <p>To proactively promote and communicate the promotion criteria to ensure staff are aware of the process and its timeframe, so that staff can prepare themselves for promotion.</p>	<p>Staff feeling confident that there are appropriate opportunities for CPD and career progression.</p> <p>How we will measure it: minutes of the meetings, workshops, staff presentations, response to staff survey questions about support for career development</p>	1 July 2019 onwards	<p>We have a comprehensive Research Development Programme (RDP)</p> <p>We monitor staff engagement and feedback</p> <p>We introduced Suffolk academic model (see submission 2-year assessment 2019)</p> <p>We introduced a new senior research fellow progression</p> <p>We have an established Academic Appointment and Promotions Committee to review all promotion criteria for research active staff and we monitor for ED&I</p>	<p>Completed</p> <p>Feedback form staff from the development programme shows 95% reporting confidence that appropriate opportunities are provided</p> <p>Minutes from Research Management Group (RMG) also reflect staff feel happy with provision</p> <p>ED&I monitored and reported on an annual basis</p>	<p>It is still relevant.</p> <p>The promotion criteria are reviewed by the Academic Promotion Committee and staff are invited to apply for promotion on annual basis in consultation with their line manager</p>

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PRINCIPLE 2 - Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research						
2.1	<p>Promotion of support available for Researchers taking maternity/adoption/paternity and any other long-term leave.</p> <p>Mentors to support Researchers taking maternity/adoption/paternity and any other long-term leave with the transition back into the workplace.</p>	<p>Increase the uptake of mentors to assist with the transition back into the workplace. 10% (by July 2020) 25% (by July 2021)</p> <p>How we will measure it:</p> <ol style="list-style-type: none"> 1. Meetings between mentors and mentees 2. Feedback forms will be evaluated 	1 July 2019 onwards	<p>We have introduced Associate Deans for Research in each Academic School</p> <p>We have introduced a mentoring programme following the pilot mentoring programme in School of Social Sciences and Humanities</p> <p>We have increased the uptake of mentors to assist with the transition back into the workplace to 25%</p>	<p>Completed</p> <p>Monitoring of programmes undertaken on a School-by-School basis by ADRs</p>	<p>It is still relevant.</p> <p>Policies are reviewed in accordance with the Institutional schedule.</p>

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PRINCIPLE 3 - Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment						
3.1	<p>Career support initiatives are fit for purpose and communicated to all Researchers</p> <p>Review University support structures to ensure the best possible support for researchers at all career levels</p>	<p>Individual Case Studies</p> <p>Improved career support resources</p>	1 July 2019 onwards	<p>We have introduced a research support group for research staff and 1-2-1 induction meetings with the Research Development Manager</p> <p>Close working relationship with Directorate of Learning and Teaching</p> <p>Monthly meetings with Associate Deans for Research, Research Development Manager, and research staff</p>	<p>Completed</p> <p>Career support included in RDP – feedback from staff</p> <p>Monthly meetings between Director of Research and Director of Learning and Teaching</p>	It is still relevant.
3.2	<p>Development of case studies of Researcher's profiles on the website</p> <p>Career paths for researchers highlighted</p>	Case studies available on the website	1 July 2019 onwards	<p>Example https://www.uos.ac.uk/people/dr-olumide-adisa</p> <p>There is a structured career pathway from Research Assistants through to Professors</p>	<p>Completed</p> <p>Case studies published online early 2020</p>	It is still relevant.

3.3	Increase provision of a range of Leadership and Management Development Opportunities for researchers across all Schools	Data on Leadership and Management Development Opportunities to be provided and reported at all relevant University Committees	1 July 2019 onwards	<p>Introduced the Executive Development Programme (Research Development manager and Associate Deans for Research are participants in the Exec programme)</p> <p>Researcher Development Programme</p> <p>Research Impact workshop delivered by Mark Reed</p> <p>Advance HE Research leadership training (2 sessions x 2 full days) delivered to two different research cohorts</p>	<p>Completed</p> <p>Feedback obtained after each RDP session</p> <p>February 2021</p> <p>February 2020 – 30 staff</p>	<p>It is still relevant.</p> <p>Staff development is reviewed as part of the annual appraisal.</p> <p>Staff development for new staff is part of the probation review process.</p>
3.4	The University will continue to offer a range of research career development support, through workshops, online courses, and one-to-ones as part of the Research Development Programme	<p>Increasing access to development: Online provision will be one of the ways of increasing access to the Research Development Programme as well as encouraging uptake.</p> <p>All Staff will be consulted by email on what they want from the research development sessions and what topics they would find helpful so we can offer a more tailored approach.</p>	1 July 2019 onwards	<p>Online Researcher Development Programme All sessions are recorded.</p> <p>(We conducted from Nov 2020 to present 35 workshops, 34 out of 35 have been recorded; 15 more sessions are booked between now and July 2021)</p> <p>Staff and PGR are consulted on a regular basis; Feedback forms are collected from the online sessions</p> <p>Annual staff appraisals and using learner analytics to monitor what staff are engaging with as well as feedback forms from face-to-face sessions.</p>	<p>Completed</p> <p>Suite of training resources available on Brightspace</p> <p>Feedback on forms reported to GRG committee three time a year</p>	<p>It is still relevant.</p> <p>It is regularly reviewed and benchmarked against VITAE RDF.</p>

3.5	Increase provision for staff development, coaching and mentoring schemes	<p>Increasing access to development: Online provision will be one of the ways of increasing provision for staff development, coaching and mentoring schemes as well as encouraging uptake.</p> <p>Associate Deans for Research have a mentoring and coaching role in their Schools.</p> <p>How we measure it: Staff appraisals, use of learner analytics to monitor what staff are engaging with.</p> <p>All Staff will be consulted on what they want from staff development sessions and what topics they would find helpful so we can offer a more tailored approach.</p> <p>How we measure it: The online provision will be increased. We will use learner analytics to monitor what staff are engaging with.</p>	1 July 2019 onwards	<p>Monthly reporting to Deans on research development opportunities and staff engagement</p> <p>All CAT A staff now contribute to Researcher Development training</p> <p>Coaching workshops introduced 2021</p> <p>We have introduced learner analytics to monitor what staff are engaging with.</p>	<p>Completed</p> <p>Research office report in a written format to each School Dean and DVC each month</p> <p>The learner analytics are presented to the School Deans, Associate Deans for Research and Deputy Vice Chancellor monthly.</p>	It is still relevant.
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3.6	Supportive networking group Continue to ensure that all new staff members are invited to engage and network with current research active staff	100% all new staff members will be invited to engage and network with current research active staff. How we will measure it: attendance and feedback forms.	1 July 2019 onwards	Regular discussions with Associate Deans for Research, School Deans, research staff	Completed Minutes of monthly meetings	It is still relevant.
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PRINCIPLE 4 - The importance of researchers personal and career development, and lifelong learning, is clearly recognized and promoted at all stages						
4.1	<p>Concordat for public engagement dedicated webpages</p> <p>Continue to support staff to increase their awareness and develop initiatives for sharing impact and public engagement opportunities.</p>	<p>Sharing best practice with all staff</p> <p>Case studies and web pages</p>	1 July 2019 onwards	<p>Staff is sharing best practice at the school level and across the institution via different forums (research day, research workshops)</p> <p>Standing item on the Research Management Group.</p>	<p>Completed</p> <p>Link to our page https://www.uos.ac.uk/content/concordat-public-engagement</p> <p>All Staff newsletter https://www.uos.ac.uk/content/university-suffolk-news</p>	It is still relevant.

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PRINCIPLE 5 - Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning						
5.1	To continue to promote the: <ol style="list-style-type: none"> 1. Research Development Framework 2. Concordat to Support the Career Development of Researchers 3. Concordat for Research Integrity 4. Concordat for Public Engagement 	Increase 100% awareness of the research competency framework and the Concordats How we will measure it: Minutes, workshops, staff presentations	1 July 2019 onwards	Standing item on the agendas Research Management Group and Research and Enterprise Committee.	Completed <ol style="list-style-type: none"> 1. https://www.uos.ac.uk/content/researcher-development 2. https://www.uos.ac.uk/content/concordat-support-career-development-researchers 3. https://www.uos.ac.uk/content/concordat-support-research-integrity 4. https://www.uos.ac.uk/content/concordat-public-engagement 	It is still relevant.

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PRINCIPLE 6 - Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers						
6.1.	<p>Unconscious Bias training for members on PGR recruitment panels and ethics committee</p> <p>1. Encourage all staff, especially with recruitment responsibilities to take the Unconscious Bias training</p>	<p>Increase of staff who have undertaken the Unconscious Bias training 20% (by July 2020) 40% (by July 2021)</p> <p>How we will measure it: Staff appraisals, attendance, and feedback forms.</p>	<p>1 July 2019 onwards</p> <p>100%</p>	Complete	<p>Completed</p> <p>100% staff for PGR recruitment and university Research Ethics Committee panels completed the unconscious bias training</p>	<p>It is still relevant.</p> <p>All new staff appointed has completed the Unconscious Bias Training.</p>