Submission for the
European Commission HR Excellence in Research Award

This application by the University of Suffolk for the European Commission's HR Excellence in Research Award seeks recognition for the University of Suffolk's commitment to the principles within the Concordat to support the Career Development of Researchers.

University of Suffolk

Introduction to the University of Suffolk

The University of Suffolk is the newest University in the UK, having achieved University status on 1st August 2016. The University employs198 members of academic staff (140 of whom have permanent, full time, contracts, 58 have permanent, part time contracts). The analysis within this application relates to all members of academic staff, whether on permanent or fixed term contracts.

The University was formally known as University Campus Suffolk (UCS). UCS was formed in 2007 as a unique partnership between UEA and University of Essex, in collaboration with a range of HE providers across Suffolk and into Norfolk. UCS Ltd (i.e. UCS Ipswich) applied for taught degree awarding powers to the Privy Council in March 2014, with the full support of the validating universities. Detailed scrutiny of UCS took place during 2014/15, and UCS was granted taught degree awarding powers by the Privy Council in November 2015. An application for University Title was successful and resulted in the withdrawal of UEA and Essex from ownership of the company and the establishment of a fully independent University in Suffolk. The postgraduate research provision will continue to be approved by UEA post-independence in accordance with existing arrangements. The intention is for continued capacity building over the current strategic planning period (2015-2020) to allow for an application for Research Degree Awarding Powers (RDAP) at an appropriate point. This planned trajectory is articulated in the University of Suffolk 2020 Vision https://www.uos.ac.uk/content/our-vision

University of Suffolk Research and Enterprise Strategy 2015 – 2020

At the heart of our Research and Enterprise Strategy are our people. The support, development and retention of our staff is key to realising our ambitions for research and enterprise https://www.uos.ac.uk/content/our-vision

Since 2010 the development of a strong HE culture and the support of staff in the development of their research profiles has been an institutional priority. Key investments in staff, infrastructure and an impressive Researcher Development Programme has placed researcher development and researcher support at the heart of our research strategy. Mindful of national and international frameworks for researcher support we have developed an appropriate support infrastructure so that our staff are increasingly research active and contributing to the economic, social and cultural development of Suffolk, the region and the wider national and international academic community. Continuation on this upward trajectory is a clear focus of the institution's future strategic planning. The 2020 Vision outlines the intention that by 2020 learning and teaching at the University will be underpinned by applied and pure, professional and practice-based research and scholarship that has national and international recognition and demonstrable impact.

We are driving this culture through several targeted initiatives which are explored in more detail below. These include the creation of an effective and sustainable research and enterprise infrastructure, through the provision of PhD fee waivers open to all staff with a view to increasing the number of staff eligible for supervisory roles, the provision of support for staff seeking to advance their research profiles and gain external funding, and the appointment of Visiting Professors and Visiting Senior Fellows to act as agents for change.

It is the University's objective to make a submission to the next Research Excellence Framework (2021). The development of Research Institutes /Centres will act as the building blocks for an overall research environment required for a REF submission and will also contribute to the development of the University's overall research strategy.

By 2021 teaching and learning at the University of Suffolk will be underpinned by applied, professional and practice–based research which has national/international recognition and demonstrable impact. Research, advanced scholarship and knowledge exchange will make a major contribution to society and the local economy. By 2021 University of Suffolk will be receiving Research Council grants, have substantially increased its PGR student numbers, and established several Research Institutes, Centres and Units with a view to a REF submission in a number of areas for REF 2021.

By 2021 University of Suffolk will be nationally recognised as an enterprising and business-facing university, playing a key role in the growth of our regional economy, with knowledge exchange and enterprise activities underpinning teaching and learning and generating new income.

Strategic objectives

- To promote research and scholarship across the institution informing our teaching and learning and enterprise initiatives and to effectively promote and disseminate the impact of our research externally through effective public engagement with business, public bodies and local communities.
- To attract and retain academics highly skilled in research at professorial level, increase the number of research leaders in priority academic areas, and effectively support the career development of early career researchers.
- To increase the volume of research activity and outputs in several areas that are recognised to be of national/international standing.
- To make a submission to REF 2021 in a number of areas.
- To grow the number of postgraduate research students and the number completing successfully and in a timely manner.
- To expand the number of research centres in leading edge research areas in each Faculty and the number of collaborations with high quality research partners.
- To unlock access to academic expertise within the University of Suffolk to support the growth of business and our local/ regional economy.
- To provide enterprise and innovation support by offering an appropriate environment and culture to develop businesses, enterprise skills and start–ups, embedding enterprise and entrepreneurial skills development for staff and students.
- To increase revenue generated from educational, consultancy, sponsorship and

research activities, diversifying funding sources to include the UK Research Councils and high profile funding bodies, and meet the threshold allocation for HEIF funding.

Key Performance Indicators

Faculty/ School /Departmental level and Research Centres to feed into Institutional KPIs)
Institutional KPIs
- The University will make an independent submission to REF 2021
- Research, Knowledge Exchange and Enterprise income (Total £4m, rising target each year)
- Increased number of PGR students to 50
- 25 PGR completions

Faculty/ School /Departmental Level KPIs

- Significant increase in the research and scholarly outputs per academic staff (By 50% in 2018)
- Significant increase Knowledge Exchange and enterprise income
- Increased number of PGR students to 50

UoA Coordinating Entity/Research Centre KPIs

- Increased proportion of academic staff producing 2*, 3* per fte (%) (target to be agreed)
- Increased research and enterprise income (by 4 million in 2021)

Staffing strategy and Researcher Development

The commitment our staff demonstrates to our students, and to each other, in delivering the mission of the University of Suffolk is a source of enormous pride. In return, we, as an employer seek to provide a safe, healthy and inspiring work environment.
At an institutional level and as part of the move towards a strong HE culture, which includes research and advanced scholarship, the University has:
- Staff training and continuous professional development (e.g. conferences, publications).
- PhD bursaries open to all members of staff.
- Increased emphasis at the point of recruitment on research qualifications.
- Revised academic induction processes.
- Revised appraisal policies.
- Protected 18 days (pro-rata) within academic contracts where staff are expected to engage in scholarship, clinical updating and develop and/or more formal research activity.
- Support for academic staff to improve their qualifications through PhD fee waivers
- Appointment of Directors of Research and Development to lead on research and enterprise activities at Faculty Level.
- Appointment of substantive Professors.

- Introduction of the role of Associate Professor.
- Development of Research and Enterprise Services within Professional Services with responsibility for the promotion of this Concordat and the Career Development of Researchers.
- Appointment of a Research Development Manager with specific responsibility for developing and implementing a researcher development programme for research staff and students contributing to the research culture.
- Inclusion of researcher development within the terms of reference of the institutional Research and Enterprise Committee and PGR Subcommittee

Research and Enterprise Committee

The overarching role of the Research and Enterprise Committee is to promote and sustain a culture of research and enterprise within the University, reflecting the University's ambitions for future involvement in the Research Excellence Framework and the acquisition of Research Degree Awarding Powers. The committee plays an important role in monitoring research and enterprise activity at Departmental, School, Faculty, inter-Faculty and institutional level and overseeing the development of research and enterprise initiatives at a strategic level.

Terms of reference
- To develop and ensure the successful implementation of the University's research and enterprise strategy, regarding associated key performance indicators.
- To provide leadership in developing and sustaining a culture of research and scholarship within the University, in line with the expectations of the national Research Excellence Framework and other sector initiatives and developments.
- To advise Senate regarding the infrastructure needed to support researchers within academic departments and promote interdisciplinary activity, to meet institutional objectives.
- To have an oversight of the research activities, including research outputs, and research funding and governance.
- To have an oversight of the establishment of new research units within the University.
- To develop income generation in research and enterprise, and to monitor performance against agreed targets.
- To monitor the progress and impact of substantial research projects.
- To lead consultation on new policies and procedures relating to research and enterprise and to monitor implementation of existing policies and procedures, including those relating to research ethics.
- To have oversight of the quality and effective operation of postgraduate research degree activity within the University in accordance with relevant external reference points, including monitoring progress in relation to meeting the criteria for Research Degree Awarding Powers.
- To consider such other issues related to research and enterprise as may be referred to it by Senate.

The University is currently developing a workload allocation model to assist in the development of support and recognition of research time. This will also ensure a consistent approach to PGR supervision allocation.

A group has been convened to review equalities practice with a view to making an application for an appropriate kitemark. The University has developed rigorous research ethics and governance mechanisms via the Research Ethics Subcommittee and in 2014/15 approved a Research Misconduct Policy.

To support the development of researchers at the University, the Research and Enterprise Services team run a Research and Enterprise Development Programme, open to all staff, which is mapped against the Vitae Researcher Development Framework (RDF). Further information on the programme, including a full list of sessions, is available on the University of Suffolk website. This programme has developed since 2011 to engage more external speakers from a variety of institutions and other HEIs. This has raised the profile of research internally, enriched the staff and student experience and provided opportunities for networking with funding bodies and other organisations engaged in the support and development of research and researchers.

Student and staff evaluations found the Research and Development programme excellent. *(Feedback can be provided upon request).*All postgraduate research students can access the researcher development programmes available at UEA and Essex at no additional cost, providing them with access to further opportunities for development and interaction with the postgraduate communities there.

An online Researchers Toolkit has been   developed by Learning Services and Research and Enterprise Services to support researchers at every stage of their journey. http://libguides.uos.ac.uk/researcherstoolkit. This toolkit is mapped against the VITAE Researcher Development Framework (RDF) and has been designed to offer practical advice and suggestions to help researchers design, carry out and write up a research project.

Enhancing academic staff engagement with research and scholarly activity

Recruitment of new academic staff has been aligned with the University of Suffolk 2020 Vision with a drive to employ staff already in possession of postgraduate qualifications (preferably at doctoral level) who demonstrate a capacity for research or scholarship. This has also been supported by enhancements to the academic staff recruitment process, so that a presentation of a candidate's research or contribution to the development of professional practice forms an integral part of the selection process.

For existing staff, there has been a parallel drive to support enrolment on higher degree programmes either at the University (with fee waivers in place) or at our validating universities (with reduced fees).

Our academic contracts include provision of 18 dedicated days (pro rata) where staff are expected to engage in scholarship, clinical updating and development and/or more formal research activity. Line managers actively encourage and support research and scholarship through staff appraisal processes, and are themselves expected to set the tone for developing the research culture by actively engaging in it.

A number of visiting Professors and visiting Senior Fellows have been appointed to work with staff to help further promote and support their research effort. They provide and make an important contribution to the research and enterprise agenda. They typically have national or international profiles and are providing keynote lectures and other inputs, engaging in academic life and events and contributing their support to the University of Suffolk. For example, work on pressure ulcer prevention within health was supported by a Visiting Senior Fellow and Director of Nursing and Quality at Ipswich Hospital. Some of the Visiting Professors are approved as postgraduate research supervisors.

Within Departments staff are encouraged through appraisal and line management review to participate in external subject associations, learned societies and professional bodies to keep up to date with current research, scholarship and professional practice within their discipline. This external engagement is valued as a mechanism for accessing national and international communities of practice and is an important feature of the academic lives of many staff. The significance placed on this type of engagement is illustrated by the decision to include "demonstrable impact on teaching in the discipline nationally and/or internationally, for example through substantial contribution to subject associations or substantial contribution to policy forums" as one of the criteria for promotion to associate professorial status, as part of enhancements to academic pathways for staff.

Several staff act as reviewers for academic or professional journals or conferences or serve on editorial panels, and many have developed and maintained roles with local, national or, in a few cases, international bodies to share their own expertise with a wider professional and academic community. This external involvement ensures that academic provision at University of Suffolk reflects the latest developments in the wider academic and professional spheres. Staff are also encouraged and supported financially to attend discipline-specific conferences and, where possible, present papers.

Support for staff seeking to engage in research and gain external funding

Research and Enterprise Services provide a strong support service for academic staff. Research and Enterprise Services has a cross institutional remit at the University of Suffolk to provide professional support to the Faculties in the implementation of the research and enterprise strategy.

Research and advanced scholarship within the University is led by academics supported and facilitated by the Research and Enterprise Services team. The role of the team is to promote research and enterprise across University of Suffolk and externally.

The team provides professional support in the following areas:
Research Funding (Pre -Award Services)
Postgraduate Research and the Graduate School
Business engagement, enterprise development and innovation support
Researcher Development
Research Ethics and Governance
Ipswich Waterfront Innovation Centre
In addition to the support provided to our academic community, Research and Enterprise Services engages proactively with partners and organisational bodies supporting regional development and economic growth. The development of the Ipswich Waterfront Innovation Centre is integral to that remit.

The Research and Enterprise team supported 167 funding applications in 2015, 120 in 2016 and 27 between 01 January 2017 and present. The academic year 2014/15 saw a step change in the support and infrastructure provided for staff seeking to engage in research and gain external funding. This has continued in 2015/16 respectively 2016/17 with the development of relationships with national and international funding bodies, our first engagement in the delivery of ERDF projects with HEI partners, the approval of our first KTP with Innovate UK and further local partnership projects (including the development of the Ipswich Waterfront Innovation Centre) aimed at maximising the synergies between our research and enterprise outputs. Research and Enterprise Services provides one to one support for all staff seeking to engage at any point of their career with research and enterprise projects and this support is expanded on below.

Cross-departmental research communities

Academic and research staff are requested to provide, annually, updated details of their research-related activities, including research output listings. These details feed into twice-yearly meetings, for each academic department, involving the Pro-Vice-Chancellor (Academic), the relevant Faculty-lead Pro-Vice-Chancellor, Faculty Research Director, and the Head of Department, together with colleagues from the Research and Enterprise Services.

These meetings provide invaluable insights into, for example:

- How our current research strategy is developing in practice
- How are we progressing towards the development of our REF strategy
- What current and emergent research groupings and clusters exist, and might usefully be developed
- What this means for an emergent REF strategy
- How individual colleagues' research capacities are developing, and where and how institutional-level support might be usefully directed.

Research Institutes/Centres

It is currently proposed that new Research Institutes / Centres are established at the University of Suffolk. These will form a vital part of the development of our overall research strategy underpinning our teaching and learning. Research Institutes will be cross University structures drawing on staff expertise from across the Institution as well as being able to draw on outside partners and collaborators. They will be housed in one of our faculties/ schools / departments. To be able to establish a research institute, proposals will demonstrate that there is:

- A body of developing research / researchers and associated outputs;
- A close link between the Institute's plan with UOS research and REF2021 strategy and ambitions;
- Demonstrable possibility of research income;
- Demonstrable national/international positioning;
- Business case/sustainability.

The University of Suffolk - Submission
HR Excellence in Research Award

The University of Suffolk is fully committed to implementing the principles of the Concordat for the Career Development of Researchers and has developed over the last years a sound infrastructure for the support of researchers, regardless of contract of career stage. The University of Suffolk wishes to apply for the HR Excellence in Research Award to acknowledge its commitment to the support and development of its research staff and its research environment and show its support for sectoral developments in this area. There is an existing range of policies, practice, guidelines and activities and other support through which most of the Concordat's provisions are already addressed. Research and Enterprise Services is already working with recent and emerging frameworks and policies, including the Vitae Researcher Development Framework, HR strategy and academic career paths frameworks, the European Commission European Charter for Researchers and Code of Conduct for the Recruitment of Researchers.

A gap analysis was carried out by Research and Enterprise Services in consultation with research active academic staff, Human Resources and key stakeholders across the institution between April 2016 and February 2017. The action plan started to develop in parallel. The plan was finalised and approved in February 2017 and minor amendments completed in March 2017 prior to submission. The analysis focused on a comprehensive review of existing policy and practice in relation to each of the Concordat principles and examples of good practice were noted. Following a broad analysis, several areas were identified for further scrutiny and development. Details of the gap analysis and action plan are listed below and they will be published on the University of Suffolk website.

The consultation process

Research and Enterprise Services has conducted the initial gap analysis through:
- Documentary analysis conducted by Research and Enterprise Services and Human Resources.
- Three Focus Groups with research active academic members of staff led by Director of Human Resources: Total 30 participants
- Extracting responses from the annual staff survey (led by Human Resources in 2015/16).

The approval and implementation process

- A Concordat Implementation Group will be formed to supervise the implementation plan; the Group will report to the Research and Enterprise Committee. Membership will include active researchers within the Faculties. Terms of Reference for this group are appended [Appendix 1]
- The Research and Enterprise Committee reviewed and approved the implementation stages at its meetings held in November 2016 and February 2017.
- The Executive Board reviewed the submission documentation and the implementation plan. All comments have been addressed and approved.
- The Two Faculties will consider each of the seven principles of the Concordat in 2017/18 and provide Faculty based implementation plans to the implementation group.
- A series of focus groups will be held annually with a variety of academic members of staff to support implementation and develop further understanding.
- The CROS and PIRLs surveys will be implemented within the University within the next cycle -2017.
- A dedicated part of the institutional website provides staff details of our commitment to the implementation of the Concordat and how to get involved
- The Research Development Manager will attend all academic induction events. One to one induction meetings with staff and refer new staff to the Concordat and the support for implementation.
- The Concordat for the Career Development of Researchers is a standing item on the Research and Enterprise Committee agenda.

Action plan from 1 July 2017 until 30 June 2019

Concordat Principle 1

Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research

Gap Analysis
Current policy and practice at the University of Suffolk

The University of Suffolk has an informative and transparent recruitment policy based on Equalities and Diversity principles and geared towards open recruitment. All members of all interview panels at the University attend recruitment and selection training which includes extensive guidance on Equality and Diversity (*Equality and Diversity policy*).

The University already makes provision for feedback for unsuccessful candidates at application and post-selection stages.

Recruitment of new academic staff has been aligned with the University of Suffolk 2020 Vision with a drive to employ staff already in possession of postgraduate qualifications who demonstrate a capacity for research or scholarship http://www.uos.ac.uk/About/Strategic-Plan/University-of-Suffolk-Vision.pdf

The HERA framework demonstrates compliance in relation to the level of pay or grade for researchers according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.

Unconscious Bias training has been provided to the managers in 2015/2016.

The University of Suffolk Open Access Repository encourages researchers to make their publications freely available and therefore enhance their visibility and career development http://libguides.uos.ac.uk/research

Concordat Principle 1-Action Plan

Any action to be taken	By Whom	Progress	Success Measures
1.1. If awarded the HR Excellence Badge, this will be published and reference to the Award and the Excellence in Research statement will be added to the University website. There will be a press release and appropriate publication via social media.	Head of Research and Enterprise Services	July 2017	Internal and External Awareness of our commitment
1.2. Unconscious Bias training has been identified as an action that must be rolled out. Increase the numbers of researchers attending the Unconscious Bias Training.	Director of Human Resources	5% of academic staff in 2016/17 Further 5% in 2017/18 Further 10% in 2018/19	20% of academic staff trained
1.3. Improve the published information about research outputs at the University of Suffolk; dedicated pages for Research Staff and their research work; successful case stories to be published	Heads of Departments	01 September 2017	Positive feedback about published information from staff via staff survey and focus groups
1.4. Increased proportion of R&S outputs published within the institutional repository and enhanced reporting	Heads of Departments	50% of the academic staff by the end of 2017/18	Compliance with REF guidance for Open Access

Gap Analysis
Current policy and practice at the University of Suffolk

The University uses the Higher Education Role Analysis (HERA) scheme of job evaluation, a well-established, transparent method, based on objective criteria and free from bias to achieve a demonstrably fair system for determining pay. The University of Suffolk is committed to objective performance management and to recognising and rewarding excellence through pay. There is an established Academic Promotion process. The process recognises research as one of the criteria for progression (e.g. *Assessment for Progression Lecturer to Senior Lecturer policy*).

There is a dedicated Research and Enterprise office that supports the researchers with early career researchers training, funding bids (*Pre-Award and Post-award processes)*

Research and Enterprise Services leads on one to one induction/welcome meetings with new members of research staff to ascertain their needs both developmental and planned outputs.

We have moved to an online format for staff appraisal this year. We have revised our appraisal process to ensure that research activity is fully embedded. The new appraisal system puts emphasis on development activity and encourages self-reflection on training and skills plans. Members of staff, regardless of their contractual status have access to development opportunities and the main process for identifying these are through the appraisal process. Members of staff are encouraged to use the VITAE RDF as a tool to help them map, evaluate and plan their professional development.

The Researcher Development project delivers a research staff specific induction framework to enhance current departmental and central provision which will raise awareness of generic skills development provision.

Managers are required to discuss career development with their staff during annual appraisal and encouraged to have regular informal discussions with staff about their work and development. Staff are encouraged through appraisal and line management review to participate in external subject associations, learned societies and professional bodies to keep up to date with current research, scholarship and professional practice within their discipline. This external engagement is valued as a mechanism for accessing national and international communities of practice and is an important feature of the academic lives of many staff.

The University of Suffolk offers a Postgraduate Certificate in Academic Practice (PGCAP) which is accredited by the Higher Education Academy. Recognition is given to previous learning which maps to the learning outcomes of our academic programmes. Academic Departments and Researchers prepare researchers for academic practice, such as research methods training, conference attendance/ presentation (with some departments providing funding for conferences by various mechanisms) or teaching (including undertaking qualifications where appropriate) https://www.uos.ac.uk/content/passport-qualificatory-pathway

All Academic Departments have researcher representation on various committees and meetings. The Research and Enterprise Committee includes the representation of eight active researchers. The PGR Sub-Committee has got four academic representatives.

Concordat Principle 2
Action Plan

Any action to be taken	By Whom	Date	Success Measures
2.1. Launch of the Concordat to support the Career Development of Researchers; publication of web page providing information to researchers on the institutional approach to implementing the Concordat	Head of Research and Enterprise Services	July 2017	Awareness of the Concordat and the institutional approach to implementation by academic staff, demonstrated by staff survey responses.
2.2. The Concordat will be a standing item on the Research and Enterprise Committee agenda, keeping under review the work of the Concordat Implementation group and receiving reports on the updated application plan	Chair of Research and Enterprise Committee	The Research & Enterprise Committee meets biannually and reports to Senate	Embedding of the implementation of the Concordat and support of the career development of researchers within the institutional research and enterprise strategy, demonstrated by minutes demonstrating continuous review of the action plan
2.3 Development of a university wide workload allocation model for academic staff that includes recognition of and values time spent on research activity. This will also ensure a consistent approach to PGR supervision allocation	Director of Human Resources	Under review and consultation	All academic departments using workload allocation model
2.4. The University will take part in the next national CROS survey and the Principal Investigators and Research Leaders survey (PIRLS),	Research Development Manager	31 May 2017	25% return to both surveys

Any action to be taken	By Whom	Date	Success Measures
used across the sector to gain feedback on terms of employment, opportunities for training and advancement, career aspirations and the like			
2.5. Increased opportunities for staff to engage in research leadership and management training and research project management	Research Development Manager	Two sessions development within R&E Development programme in 2017/18	40 researchers trained for June 2018
2.6. Continue to hold focus groups with researchers on the implementation of the Concordat throughout the initial two-year period to inform the work of the Concordat Implementation Group	Research Development Manager	Two focus groups held by 01 October 2017 Two focus groups held by 01 October 2018	Engagement with 80 members of academic staff
2.7. Increase the proportion of staff attending 'Every Researcher Counts' training sessions by June 2018/19, introducing Faculty based sessions and further information on the online research toolkit	Research Development Manager	10% of staff attending by June 2017/18, further 15% by June 2018/19	25% attendance (50 members academic staff)
2.8. Invite additional research staff from our areas of research strengths and representatives of different research career stages to contribute to the Implementation of the Plan.	Research Development Manager	July 2017	Enhanced contribution of research community to implementing and monitoring actions.

Concordat Principle 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Gap Analysis
Current policy and practice at the University of Suffolk

Induction to the local work environment and academic role takes place at the University level and within academic departments. However, research specific induction is infrequent and so often not available to new members of staff. Some departments mention research and scholarly activity during their induction programme, others not. Research and Enterprise Services offers to meet individually with new staff to discuss their research and enterprise needs.

The University of Suffolk is committed to providing training and development opportunities for all staff. This policy sets out the framework for the support offered by the University for educational and professional development whether this is provided by the University or an external provider.

While research and advanced scholarship within the University of Suffolk is led by academics embedded in research communities, they are supported and facilitated by the Research and Enterprise Services team. Research and Enterprise Services provides one to one support for all staff seeking to engage at any point of their career with research and enterprise projects. The support provided by the Research and Enterprise Services helps academic staff keep abreast of latest developments as well as providing a high level of administrative support with research. Research and Enterprise Services offer a comprehensive programme of training to support individual researchers. These include programmes in practical skills such as Getting Research Funded, Research Ethics, and more general skills such as Project Management. Other researcher development workshops include: Advanced Presentation Skills, Academic Writing; Impact and Research Communication Skills and Writing for Publication. These workshops are aligned to the Researcher Development Framework, to assist participants to co-ordinate career planning.

We offer a range of well-attended research and enterprise development training for academic staff
(e.g. https://www.uos.ac.uk/sites/default/files/basic_file/Researcher-Development-Programme-9-15---6-16.pdf;
https://www.uos.ac.uk/content/business-enterprise-development-programme)

We currently run informal research networking evening meetings and provocative lunch meetings once a month –they are open to academic staff, research degree and master students, PhD students. The Library provides one-to-one support for researchers in finding and using information, as well as a range of group training sessions.

There is currently no central mentoring scheme for researchers, although some departments have such mechanisms in place.

Academic Promotion Process recognises research as one of the main criteria. Role expectation descriptions for all career paths to give greater clarity to staff over the requirements for appraisal, promotion, progression and career development are in place on HR pages (e.g. progression from Senior Lecturer to Associate Professor). The University of Suffolk has an established Grading Review Process which is published on the staff intranet and available to all (*University of Suffolk Pay and Grading, University of Suffolk Job Evaluations and Procedures, Job Evaluation Scheme Job Evaluation Policy*).

Concordat Principle 3
Action Plan

Any action to be taken	By Whom	Progress	Success measures
3.1. *Mentoring others* workshops The workshops are aimed at those who have limited experience of mentoring and would like to mentor others. It will help clarify the role of the mentor and help participants prepare for establishing a successful mentoring relationship. Early career researchers will work with mentors outside their departments who can help support them through their research career at the University of Suffolk.	Research Development Manager	Two workshops in 2017/18 Two workshops in 2018/19	Engagement with 40 members of staff (estimated attendance per workshop- 10 participants)
3.2. Continue to Improve the Academic induction at University and Faculty levels - focus on research and scholarly activity	Head of Research and Enterprise Services	Academic Induction to be part of the Corporate Induction and Departmental Induction	All new academic staff undergo academic induction at University and Departmental Levels

Gap Analysis
Current policy and practice at the University of Suffolk

Research at University of Suffolk takes place in an environment of research integrity and to the highest ethical and moral standards. Each Department has an Ethics Committee. Research and Enterprise Services deliver specific training opportunities to raise awareness and upskill staff in the areas of research ethics and research integrity. Guidelines for the determination of the duties of research staff include information about conducting and disseminating research in an honest and ethical manner. Research conducted at the University of Suffolk must comply with the Research Code of Practice. University Research governance and integrity policies articulate the responsibilities and expectations of academic staff, as articulated in their role profiles. The Code of Ethical Conduct covers all research and research-related activities, consultancy, exploitation and knowledge transfer partnership activities, conducted by all staff, undergraduate and postgraduate students and collaborators of the University of Suffolk. The Code of Ethical Conduct is not intended to replace, and is supplemented by, specific University of Suffolk policies. This Code is amended annually by the University of Suffolk Research Ethics Sub-Committee.

The University has developed guidelines on good practice in academic research and has a well-developed procedure for dealing with issues of research misconduct. Many of the researchers have a sound understanding of research codes of practice (integrity, academic conduct, ethics). Further information on the programme, including a full list of sessions, is available on the University of Suffolk website. We aim to foster a culture in which staff are empowered to take ownership of their own performance and development in alignment with the strategic direction of their Department, Faculty and the University (*Research Misconduct policy*).

Concordat Principle 4
Action Plan

Any action to be taken	By Whom	Date	Success Measures
4.1. Continue to develop research ethics training for academic staff and PhD staff	Research Development Manager	31st July 2018	40% of academic staff trained

Concordat Principle 5

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

Gap Analysis
Current policy and practice at the University of Suffolk

Academic Staff report their development plans and research activities to Heads of Departments. Specific targets for individual engagement in research and scholarly activity are established and monitored through staff appraisal mechanisms within each Department. This information is aggregated, measured and monitored within each Department, to evaluate overall engagement with research and scholarly activity and identify broader professional development opportunities and needs. All staff teaching at the University of Suffolk are actively engaged in professional development activity within pedagogical effectiveness, academic, discipline-specific and research on an annual basis. Research supervisors attend regular supervisor update sessions. Early career researchers and PhD students are encouraged to attend the Researcher Development programme and the Enterprise Business Development programme. Enterprise Services provide support on knowledge exchange, entrepreneurship, knowledge transfer partnerships. We provide detailed information and training on research governance and research ethics to all academic staff.

Concordat Principle 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

Gap Analysis
Current Policy and Practice at the University of Suffolk

University of Suffolk has policies, procedures and structures to combat discrimination across the University of Suffolk including Dignity and Respect at Work, Whistleblowing and Grievance Policy and Procedures which are available on the Intranet (*Grievance Procedures* policy; *Whistleblowing policy*).

Gender, ethnicity and disability equality targets are monitored annually and reported to Human Resources. The need for gender representation on appointing committees is included in the *Recruitment and Selection Training policy.*

The University policy, procedures and guidelines for the recruitment and selection of staff are based on the University's Equal Opportunity and Diversity statement. The University also regularly publishes and updates action plans for the main equality areas to ensure that good practice is promoted and improvements made. The University of Suffolk is committed to creating a work environment free of harassment and bullying, where everyone is treated with dignity and respect (*Equality and Diversity policy*).

The University embraces the spirit of all equalities legislation and codes of practice, ensures that all its policies and practices meet the requirement and intent of all relevant legislation and is committed to developing policies, practices and procedures which actively promote equality of opportunity and maximise the abilities, skills, and experience of staff, students and visitors. The University of Suffolk recognises the importance work-life balance and has a range of Family Friendly Policies to support this. There is a process in place for academic colleagues to calculate time to ensure that the academic workload is fair, transparent and manageable. The University's Work Life Balance policies are designed to support staff to balance work and home life and deal with personal responsibilities, as well as some of life's major events. Panels responsible for reviewing progression/promotion are constituted to reflect diversity *(Family Friendly Policy - Adoption Leave; Family Friendly Policy - Childcare Voucher Scheme; Family Friendly Policy - Maternity: Leave and Benefits; Family Friendly Policy - Shared Parental Leave; Family Friendly Policy - Parental Leave; Family Friendly Policy - Paternity Leave; Family Friendly Policy - Time off for Dependant).*

Concordat Principle 6
Action Plan

Any action to be taken	By Whom	Progress	Success measures
6.1. Run the 'Diversity Week'- support new and existing staff and student experience and celebrate diverse population and communities at the University of Suffolk	Head of HR Operations	One event in 2017 followed by two further events in 2018 and 2019	40 % of academic staff attending sessions
6.2. Review expectations and policies for funding councils and other funders in relation to parental leave. Ensure that external funding bids satisfy additional costs for equality and diversity legislation.	Head of HR Operations	31 Jan 2018	Institutional Compliance with expectations of funding bodies
6.3. Host a 'train the trainers' event for researchers and HR colleagues run by Vitae, showcasing and brainstorming how to embed the resources and learning of Vitae's Every Researcher Counts into university culture	Research Development Manager	1 workshop in 2017/18 1 workshop in 2018/19	50% attendance of HR team and Heads of Departments

APPENDIX 1-Terms of Reference

Concordat for the Career Development of Researchers Implementation Group

Context

The Concordat to Support the Career Development of Researchers is an agreement between funders and employers of research staff to improve the employment and support of researchers and research careers in UK higher education. It sets out clear standards that research staff can expect from the institution that employs them, as well as their responsibilities as researchers. The Concordat consists of a set of seven principles set around six areas which as a University we see to align our practice.

- Recruitment and Selection (principle 1)
- Recognition and Value (principle 2)
- Support and Career Development (principles 3 & 4)
- Researchers' Responsibilities (principle 5)
- Diversity and Equality (principle 6)
- Implementation and Review (principle 7)

Terms of Reference

1. To advise on the achievement of the Principles of the Concordat to Support the Career Development of Researchers
2. To review and advise on the documentation developed in support of the application for and ongoing achievement of the 'HR Excellence Award'
3. To report to the Research and Enterprise Committee its findings in respect of 1 above.
4. To ensure synergy with the development of the support of equality and diversity and promote best practice in the support of researchers across all departments and areas of the university.
5. To work with the Faculties to ensure that the principles of the Concordat are implemented

Frequency of Meetings

- It is expected the group will meet quarterly

Membership

- Director of Human Resources or Deputy (Chair)
- Head of Research and Enterprise Services
- Research Development Manager
- Director of Research and Development, Faculty of Arts, Business and Applied Social Science
- Director of Research and Development, Faculty of Health Sciences and Technology
- Head of Department Representative, Faculty of Health Sciences and Technology
- Head of Department Representative, Faculty of Arts, Business and Applied Social Science