

## HR Excellence in Research - University of Sussex Concordat Implementation Plan (CIP) 2019 – 2021

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

Action	Concordat 2008 Principle	Action (Work stream)	Action Status	Involvement (lead in bold)	Success Measure (Specific work packages/ activities to give desired Metrics/ deliverables/ outcomes)	Timescale
1.	7 Implementation & Review	<p><b>Sector awareness &amp; review:</b>  <b>HREiR Assurance, Implementation and Update processes</b></p> <ul style="list-style-type: none"> <li>• Review HREiR assurance / implementation mechanisms in the current University context, and if deemed necessary develop alternative approaches to ensure “buy-in”/ownership of actions and reporting mechanisms</li> <li>• Implement updated systems / procedures to ensure institution monitors progress and delivers to CIP action plan</li> <li>• Continue to update and engage with the RS community and stakeholder groups via multiple means:               <ul style="list-style-type: none"> <li>- regarding progress against the CIP</li> <li>- seeking feedback to inform reviews / setting the focus of new actions</li> </ul> </li> </ul>	Expanded from 2017-21 plan (#35; #36)	<b>RSO / Director R&amp;E / (D)PVC-R / DRSD / RSWG / DPVC-EDI / Director HR</b>	<p><b>Assurance review:</b></p> <p>a) <b>RSO</b> to lead internal “after action review” (AAR) of 6 year HREiR award preparation &amp; submission process - identifying positives as well as identifying areas for improvement. Particular consideration will be given to who is accountable and/or responsible for:</p> <ul style="list-style-type: none"> <li>- developing actions on the HREiR action plan</li> <li>- assigning / ensuring project teams take on and “own” those actions</li> <li>- ensuring progress against the action plan takes place</li> <li>- collating information and reporting that progress in the current University context (that is very different from 6 years ago)</li> </ul> <p>b) In tandem with this, linked with both the changing University context and <b>leadership groups</b>, as well as the University preparing to sign up to the 2019 Concordat (see Action 2), <b>RSO</b> to lead review of the RSWG (mission, composition, engagement of/with parent committees, members responsibilities – whether mandated member or volunteer) consulting with stakeholders (both in faculty and professional services) across the institution.</p> <p>c) Recommendations to be made to RKEC regarding:</p> <ul style="list-style-type: none"> <li>- how to optimise HREiR action plan implementation and assurance</li> <li>- appropriate working group/governance structures for HREiR and/or RSO activities</li> </ul> <p><i>Deliverable: To complete the HREiR assurance reviews listed above by September 2020 and present recommendations via a report to the October 2020 meeting of the University’s Research &amp; Knowledge Exchange Committee (RKEC).</i></p>	By 31 Oct 2020
					<p><b>Updated implementation / assurance process(es):</b></p> <p>d) TBD based on outcomes from a-c, but to include a minimum of:</p> <ul style="list-style-type: none"> <li>- updating this plan with progress 3 times per year</li> <li>- identifying challenges/ risks and taking actions to mitigate</li> <li>- maintaining a record of this in an area open to relevant internal stakeholders</li> </ul> <p><i>Deliverable: update the implementation/assurance process at least 3 times a year and report any significant challenges/risks via reports to RKEC and other relevant Institutional groups thereby ensuring effective oversight, monitoring and feedback. The three review dates will be determined following the RKEC meeting in October.</i></p>	From Oct 2020 (depending on RKEC)
					<p><b>Communications to RS community and stakeholder groups re CIP progress:</b></p> <p>e) Regularly share and celebrate success and progress with various communities, such as:</p> <ul style="list-style-type: none"> <li>- to the RS community via RSO monthly newsletter</li> <li>- to stakeholder groups via parent committees and routine meetings (e.g. DRKEs monthly lunches)</li> <li>- to the wider University by engaging with internal communications</li> <li>- to individual members of ULT / Schools via ad hoc e-mails</li> </ul> <p><i>Deliverable: the RS community and relevant stakeholder groups to receive regular communications, at least 3 times a year (as per the timetable in 1d above), to raise awareness of progress, activities and successes.</i></p>	Ongoing from October 2020
					<p><b>Communications from RS community and stakeholder groups to inform CIP updates:</b></p> <p>f) Maintain record of feedback received from RS community and other relevant groups that may be useful in terms of informing future CIP actions. Have available to present at HREiR reviews:</p> <ul style="list-style-type: none"> <li>- Collect and collate ad hoc feedback received (unsolicited and following workshops/events) and maintain in a location available to HREiR working group/governance structures</li> <li>- Undertake Biennial Research Staff “Pulse” Survey (BPS - building on CROS or equivalent sector survey) every 2 years.</li> </ul> <p>Incorporate all feedback in biennial update for HREiR action plan</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>- Capture and analyse RS community feedback to determine whether the HREiR action plan has had a positive impact</li> </ul>	

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					<p>and use feedback to shift, shape and change future actions.</p> <ul style="list-style-type: none"> <li>- Complete BPS in 2021, with response rate from at least 25% RS community</li> <li>- Results analysed and communicated to RS Community, Schools and relevant University Committees within 6 weeks of survey completion</li> <li>- Actions identified and incorporated into Concordat Implementation Plan</li> </ul>	<p>(starting September 20)</p> <p>Next BPS 2-3Q21 (exact date TBD)</p>
2.	7 Implementation & Review	<p><b>Sector awareness &amp; review:</b></p> <p><b>Synergise with other relevant institutional action plans</b></p> <ul style="list-style-type: none"> <li>• Ensure groups/SATs involved in developing and delivering action plans for other institutional awards are aware of the HREiR action plan and opportunities for overlap. Particularly: <ul style="list-style-type: none"> <li>- The institutional <u>Athena Swan</u> award</li> <li>- The institution adopting the 2019 Concordat</li> </ul> </li> <li>• As other Institutional action plans develop, consider whether “orphan” actions from previous iterations of the HREiR action plan can be revisited/ actioned</li> </ul>	New	RSO / RSWG / RKEC / Athena SWAN SAT	<p><b>Athena SWAN synergies:</b></p> <p>a) Ensure awareness of, and effective communication between HREiR and Athena SWAN leadership groups/SAT/implementation teams (e.g. by co-membership)</p> <p><i>Deliverable:</i> Enable joined up policy improvements and effective cross-team collaboration and communication through co-membership in relevant stakeholder groups</p> <p><b>New RD Concordat synergies:</b></p> <p>b) Ensure awareness of, and effective communication between HREiR and new RD Concordat leadership groups/SAT/implementation teams (e.g. by co-membership).</p> <ul style="list-style-type: none"> <li>- Phase 1: <b>RSO</b> to draw up a proposal regarding what the ToR and composition of the new working group might be for RKEC Spring (Feb) 2020 meeting (NB this will link with, but potentially come to different conclusions to <a href="#">Action 1b</a>)</li> <li>- Later Phases: will depend on outcomes of Phase 1 work</li> </ul> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>- Enable joined up policy improvements and effective cross-team collaboration and communication through co-membership in relevant stakeholder groups</li> <li>- Paper on institutional adoption of RD Concordat submitted to RKEC by Spring (Feb) 2020</li> </ul> <p><b>Orphan actions:</b></p> <p>c) As new RD Concordat group commence activities, ensure awareness of orphan actions from 2017-2021 HREiR action plan and possible incorporation into new RD Concordat action plan</p> <p><i>Deliverable: Orphan actions to be presented to RD Concordat group by July 2020 who will determine whether they are incorporated or removed from the action plan</i></p>	<p>Ongoing (already begun at point of CIP submission, Nov19)</p> <p>by 31Mar20</p> <p>Later Phases TBD</p> <p>July 2020 onwards</p>
3.	All	<p><b>University RD Strategy:</b></p> <p><b>High level overarching University Professional Development Strategy for Research-active staff</b></p> <ul style="list-style-type: none"> <li>• Take the ambitions set out in the <u>Sussex 2025 Strategy</u> (particularly those under the <u>Research with Impact Pillar</u>), and combine with the University of Sussex “Principles for University of Sussex Researcher Development”, existing University “Research Staff Professional Development Guidance”, and the new</li> </ul>	Carried from 2017-21 plan (#1; #8; #10; #16; #20; #22; #23; #43) & informed by BPS	RSO / Director R&E / (D)PVC-R / Provost / HR / RSWG / RKEC, Schools (consulting with: - Head of Doctoral School - Director of	<p><b>Scope Project</b></p> <p>a) <b>RSO</b> to engage with stakeholders (including member[s] of UEG, RKEC and Sussex 2025 planning groups/ implementation teams), to develop a route forward to create a “University Research Staff Development Strategy” – aligning with Institutional adoption of new RD Concordat (see Action 2).</p> <p><i>Deliverable: to create an action plan by 30 September 2020 detailing how the University will develop a University Research Staff Development Strategy. This will be considered for approval by RKEC in October 2020.</i></p> <p>-</p> <p><b>NB points b) to e) have potential to flex dependent on outcome of these discussions.</b></p>	30 September 2020



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					<p><b>Academic Professional Apprenticeships (APAs)</b> d) RSO to investigate, report and make recommendation regarding whether to adopt Academic Professional Apprenticeships for Research as part of this work package</p> <p><i>Deliverables:</i> - Creation of report with analysis and recommendations whether to take up APAs or not. Report will be submitted to RKEC by 31 October 2020</p>	31 July 20
					<p><b>Publish "University Research Staff Development Strategy"</b> e) Update documents as required based on Committee feedback (actions 3b&amp;c), obtain required high level sign off and publish</p> <p><i>Deliverables:</i> - Strategy document published to University website by 30 April 21</p>	30 April 21
					<p><b>Implementation phase</b> f) Begin implementation plan activities in 2020-21, building into 2021-22 and onwards through to 2025 If additional budget required, prepare appropriate documentation to secure funds.</p> <p><i>Deliverables:</i> - Create a suite of L&amp;D provision/ programmes such that all research-active academics at the University have access to relevant, research-focused development support that they can include/reference in their Personal Development Plans section of their appraisal documentation</p>	2Q21 onwards  by Sep 2025:
4.	1 Recruitment & Selection and 2 Recognition & Value	<p><b>Employment &amp; Reward Practices: Fixed-term contract management</b></p> <ul style="list-style-type: none"> <li>Review sector alternatives to F-T contracts, make recommendations and roll into activities involved in Institution adopting the new RS Concordat</li> <li>Maintain watching brief/cross inform Institutional Athena SWAN action plan item on <u>fixed-term contracts (see page 9)</u></li> </ul>	Carried from 2017-21 plan (#2)	<b>RSO</b>	<p><b>Sector alternatives</b> a) RSO to lead on review of sector alternatives to FT-contracts. Create report with recommendations and submit to sequential RS-relevant committees (RS Reps; RSWG; RKEC/ HR committee) for consideration/comment b) Update report/recommendations and feed into new Concordat Gap analysis/Action plan work</p> <p><i>Deliverables:</i> - Creation of documents listed in (a) and submission to RSWG before being fed into - the new Concordat gap analysis group. Recommendations should be presented to the HR Committee for discussion and decision</p>	by 31 December 2020
5.	1 Recruitment & Selection and 2 Recognition & Value	<p><b>Support for PIs/ Researcher Managers: On-boarding of RS</b></p> <p><u>NB – THIS LINKS INTIMATELY WITH ACTION 3 AND 2B</u></p> <p>Work with HR, the Schools, individual PIs and RS to:</p> <ul style="list-style-type: none"> <li>Promote the use of start of contract documentation to help set up good practice and ensure all are on the "same page" when a new member of RS starts. Share data from BPS with Schools (and request this is cascaded to PIs) regarding current level of take up, benefits of discussions reported by researchers, down sides of non-adoption</li> <li>Promote the routine use of inductions to help with the on-boarding/orientation of staff – even if simply moving between departments</li> <li>Ensure that all RS are aware that they are able, and encouraged, to engage with CPD activities (guideline from the 2019 Concordat to support Career Development is 10 days/year) – whatever "flavour" that might be (formal training sessions; attending conferences; networking...)</li> </ul>	Building on original from 2017-21 plan (#3; #4) & informed by BPS	<b>RSO / HR School HR Business partners, Schools, PIs</b>	<p><b>Review / Update / Prepare documentation</b> a) Review templates and pamphlets that exist and, linking with relevant groups across the University, update if necessary: - "Welcoming and managing researchers" - Start of contract discussions - Local induction ensuring that all documentation helps PI understand that currently RS should be encouraged to undertake at least 5 days CPD/year (pro rata), and that this is likely to be raised to 10 when the University signs up to the new Concordat. b) Prepare presentation pack/ report for sharing with Schools / at Departmental meetings / sending to new PIs to encourage use of templates as routine "good practice" (consider including testimonials/ free text comments from RS/ PIs about benefits) c) Documents placed on RSO PI-support webpages (currently hosted on RSO web area)</p> <p><i>Deliverables: updated information to be disseminated to PIs and Schools and uploaded to RSO webpages</i></p>	By 30 September 2020  by 30 September 2020
				<b>RSO / Central HR / School HR Business Partners</b>	<p><b>Disseminate / promote good practice – at School level</b> d) Deliver report / give presentation either in person at relevant meetings, or electronically targeting in particular: HoS/ HoD / School Administrators/ DRKEs.</p> <p><i>Metrics:</i> - At least 12 presentations made (1 per School) and feedback received from at least 1 representative per School e.g. Head of School, Head of Department, School Head of PS. <i>Deliverable:</i> - Disseminate good practice to targeted staff in ALL schools through F2F meetings or electronic comms.</p>	3-4Q20 (depending on people and meeting schedule over summer)

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		Work with Schools, RSO and HR: <ul style="list-style-type: none"> <li>Develop mechanism to identify and reach out to PIs/ Managers of Researchers that will have new members of staff working with them to share relevant templates</li> </ul>		<b>RSO / HR / RDO / Schools</b>	<p><b>Disseminate / promote good practice – at Individual level</b></p> <p>e) Work with HR / RDO to obtain list of PIs f) Send communication informing them of documentation availability</p> <p><i>Metrics:</i></p> <ul style="list-style-type: none"> <li>Information sent to all PIs on list provided by HR Business Partner or RSO</li> </ul> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>creation of a report by Sept 2020 listing all PIs/Managers of Researchers</li> <li>once created, report to be run at regular intervals (preferably monthly) in order for RSO to disseminate info to PIs.</li> </ul>	3-4Q20 (depending on people and meeting schedule over summer)
				<b>RSO / DRKEs / School administrators / School leadership teams / RS Reps /</b>	<p><b>Measure usefulness and uptake</b></p> <p>g) Ascertain usefulness of interventions and materials for PIs via survey / focus group activities h) Ascertain usefulness of interventions and materials for RS via the next BPS</p> <p><i>Metrics:</i></p> <ul style="list-style-type: none"> <li>Regular and effective communication from RSO and key contacts in Schools will lead to increase in PI awareness of best practice templates leading to expected increase in utilisation of templates, measured through PI survey (to be conducted by March 2021) and BPS (conducted by September 2021). Aim for 70% satisfaction levels from ECRs over next two cycles of BPS, with overall aim to achieve 85% satisfaction levels by 2025</li> </ul>	4Q20-1Q21 Next BPS 2-3Q21 (exact date TBD)
6.	2 Recognition and Value and 3 / 4 Support and career development and 5 Researchers Responsibilities	<p><b>Support for PIs/ Researcher Managers: To be excellent managers/ leaders of RS</b></p> <p><u>NB – THIS LINKS INTIMATELY WITH ACTION 3 AND 2B</u></p> <ul style="list-style-type: none"> <li>Develop and deploy a suite of materials to support PIs develop their staff-management, leadership and career development skills. Adopt sector best practice where possible, and look to improve the RS appraisal &amp; promotion process</li> <li>Linking in with the action plan associated with institutional adoption of new RS Concordat -measure and seek to increase PI engagement with existing and developing L&amp;D support/programmes in this area</li> </ul>	Carried from 2017-21 plan (#10; #11; #14) & informed by BPS	<b>RSO / OD / RES</b> linking with various communities	<p><b>Research: best practice and “customer pull”</b></p> <p>a) Research, and maintain watching brief of, HEI best practice in PI development b) Liaise with various UoS PI and stakeholder communities (e.g. RS; RES; School leadership and administrative teams; ULT) to ascertain:</p> <ul style="list-style-type: none"> <li>What they feel are skills a PI should possess – in terms of managing, leading and helping staff with their careers</li> <li>What training/ support they are aware of being able to access (at UoS/ beyond)</li> <li>Where there are unmet needs</li> <li>Whether there is appetite/support for the development of a specific, mandatory management training module for new Faculty recruited at UoS</li> <li>How to improve the RS appraisal process such that it can be a tool that leads to positive change for the RS</li> <li>Whether they feel enabled to encourage/support their RS apply for promotions</li> </ul> <p>Obtain feedback using various methods (e.g. electronic surveys, focus groups, practice sharing events, e-mail invitations for open feedback, polls at meeting). (NB – THIS LINKS WITH ACTIONS 3A, 3B, 2B)</p> <p><i>Metric:</i></p> <ul style="list-style-type: none"> <li>Target feedback of 40% response rate.</li> </ul> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>Creation of a repository on Box by 30 September 2020 to contain an analysis of (1) sector best practices and (2) feedback from internal stakeholders listed above; this will be accessed by various team members in RES and OD and used to inform our understanding of internal PIs preferences and unmet needs plus feed into review of provision described in deliverable below for (c).</li> </ul>	by 30 September 2020
				<b>RSO &amp; OD</b>	<p><b>Gap analysis</b></p> <p>c) Review/update UoS map of training provision. Using both sector best practice and responses obtained from UoS community, highlight where existing provision addresses needs and/or perceived gaps; identify areas where new provision is required. (NB – THIS LINKS WITH ACTIONS 3C)</p> <p><i>Deliverables:-</i> Following on from deliverables (a) and (b) above, produce a gap analysis by 30 September 2020 to identify where new provision is required.</p>	by 30 September 2020
				<b>RSO / OD / (potentially linking with Internal comms)</b>	<p><b>Promote existing provision</b></p> <p>Develop &amp; deploy tailored promotional communications/ materials to enhance PI awareness of, and engagement with, existing relevant support.</p> <p><i>Metric:</i></p> <ul style="list-style-type: none"> <li>Surveys will be emailed to all PIs and target response rate to mini-surveys will be 40%</li> </ul> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>Production of tailored promotional materials by 30 Sept 2020. Method of measurement will be developed as</li> </ul>	by 30 September 2020

				<i>part of the new RS Concordat action plan, in interim period ad hoc methods such as mini-surveys will be used to ascertain awareness/engagement.</i>	
			<b>RSO &amp; OD</b>	<p><b><i>Draft a vision and implementation plan</i></b></p> <p>e) Compile findings from a), b), c) and prepare a plan to go forwards.</p> <ul style="list-style-type: none"> <li>- Where there is scope to deliver required additional provision using existing resource / budgets – develop action plan to create and deliver</li> <li>- Where provision will require additional resourcing – roll preparation of case for support into <u>ACTION 3</u></li> </ul> <p><i>Deliverable:</i></p> <ul style="list-style-type: none"> <li>- <i>Development of action plan / proposal for additional resourcing rolled into <u>ACTION 3</u></i></li> </ul>	31 December 2020

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7.	2 Recognition and Value and 3 / 4 Support and career development and 5 Researchers Responsibilities	<p><b>Support for RS:</b> <b>Promoting themselves and their research</b></p> <p><u>NB – THIS LINKS WITH ACTION 3 AND 2B</u></p> <ul style="list-style-type: none"> <li>Build on the success of “Spotlight” activities to foster a culture where RS are comfortable and confident talking about their research and experiences, and become used to actively promote themselves and their research</li> </ul>	Building on 2017-21 plan (#12) & informed by BPS	<b>RSO / RS,</b> University Comms, Life Sciences outreach officer, IAA officers...	<p><b>Peer interviewing programme</b> Initiate programme to facilitate peer interviewing to include training / support for recording, editing and posting materials. Interviews could include:</p> <ul style="list-style-type: none"> <li>- talking about their experiences (for peer learning)</li> <li>- talking about their research (to begin promoting themselves, and their future careers)</li> </ul> <p>Outputs from interviews could be written / audio / video formats</p> <p><i>Deliverables s:</i></p> <p>a) <i>Delivery of suite of workshops/L&amp;D support for RS to skill up in terms of promoting themselves and their research.</i></p> <p>b) <i>Demonstrated community engagement with the activities evidenced through significant attendance, and success of workshops evidenced through positive feedback.</i></p> <p>c) <i>Further programme of activities developed based on direction set by RS community</i></p> <p>d) <i>Materials from peer-interviewing created and posted on internal and/or externally accessible digital sites</i></p>	30 September 2020
					<p>e) <i>Subset of RFs to have engaged with:</i></p> <ul style="list-style-type: none"> <li>- <i>University communications / outreach teams</i></li> <li>- <i>Sector bodies such as Vitae / Jobs.ac.uk / Research Professional / THE / WonkHE with a view to actively promoting their materials</i></li> </ul> <p><i>Deliverables</i> <i>Delivery of workshops on developing effective public engagement strategies and delivery methods</i></p> <p><i>Metrics</i></p> <ul style="list-style-type: none"> <li>- <i>30% of ERCs engaged in training workshop annually, with 100% target of ECR completions within their tenure</i></li> </ul>	3Q20-3Q21
					<p>f) <i>Subset of RFs to pioneer / investigate alternative channels to actively promote their materials to the public (see deliverables and metrics in e) above)</i></p>	By December 2023
					<p><b>Sufficient training availability</b></p> <p>a) <i>Work with ADQE/ PVC-E&amp;S to ensure certified teaching training in the form of the “starting to teach” course is available to all RS wanting to take this course</i></p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>- <i>Obtain baseline measures regarding #RS 1) asking to enrol on course; 2) starting (&amp; completing) the course; 3) the time elapsed between 1 and 2 (waiting time). Due to short term nature of RS contracts, aim for waiting time to be 3mo or less.</i></li> <li>- <i>Analysis of data will determine if there are availability issues and if corrective action is needed.</i></li> <li>- <i>Include question in next BPS specifically to ascertain whether RS are (un)able to access this provision</i></li> </ul>	2Q20
						(Anticipate data obtained by 30 September 2020. If further actions needed timeline to be set then)
8.	2 Recognition and Value and 3 / 4 Support and career development	<p><b>Support for RS:</b> <b>Training, Support, Expectations, Recording and Recognition of Teaching &amp; Supervision activities</b></p> <p><u>NB – THIS LINKS WITH ACTION 3 AND 2B</u></p> <p>Link in with Action 3 activities to create a coherent, well publicised (set of) system(s) for RS to engage with, obtain CPD, and be recognised, for teaching/ supervision activities by:</p>	Carried from 2017-21 plan (#13; #28) & informed by BPS	<b>RSO, ADQE, RS</b> Reps, DPDs/DRKEs/DLTs , ADQE, PVC-E&S	<p><b>Training visibility</b></p> <p>b) Working with ADQE, create new web materials so that RS can easily find out about both the “starting to teach” and PGCert training available in the University</p> <p><i>Metrics:</i></p> <ul style="list-style-type: none"> <li>- <i>To increase visibility and awareness, a new RSO web page will be created by Oct 2020 that signpost to relevant ADQE pages and/or other teaching information, guidance and resources. Reference will also be added to the updated RS new starters and PI leaflets. Success of this activity will be measured by the hit rates on RSO teaching information web page(s) with a target hit rate of 50 page views per month.</i></li> </ul>	2-3Q20
						(Up to date web pages to be in place for start of 20-21 academic session)

	<ul style="list-style-type: none"> <li>Ensuring the work/activities RS do, and the ambitions they have, in the fields of teaching and supervision are suitably supported and recognised</li> <li>Building on work RS Reps began in 2019 sharing good practice across Schools</li> <li>Building on work RS Reps began in 2019 seeking transparency and identifying inequalities regarding opportunity / obligations across Schools</li> <li>Ensuring that the RS that engage in teaching activities are treated equally vs as other staff active in this area</li> </ul>	<p><b>RSO, ADQE</b></p>	<p><b>Share best practice regarding recording / recognition of RS T&amp;S activities</b></p> <p><b>c)</b> Disseminate information about, and encourage routine use of, the LifeScience pro-forma documents for RS (self-recording of teaching &amp; supervision activity; certificate for School signoff)</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>Create webpage / Canvas area with all relevant documentation placed on it.</li> <li>Circulate information regarding the pro-formas and e-resources to RS community via RSO newsletter; to PIs and Schools using DRKEs/DPDs and School Administrators as conduits for communication.</li> <li>Content of resources pages deemed engaging as evidenced by low bounce rate</li> <li>Ascertain (by survey / e-mail) RS and PI knowledge/ practical use of these documents 6 months after sharing documentation</li> </ul>	<p>3Q20</p> <p>(anticipate results collated 31 December 20)</p>
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Action	Concordat 2008 Principle	Action (Work stream)	Action Status	Involvement (lead in bold)	Success Measure (Specific work packages/ activities to give desired Metrics/ deliverables/ outcomes)	Timescale
				<b>RSO / RS Reps / RSWG / RS community / Student Lifecycle team</b>	<p><b>RS treated, and T&amp;S activities recorded, as other staff members:</b></p> <p>d) Utilising "The student Lifecycle" team (which includes the new student record system) suggest RS be represented on team to ensure:</p> <ul style="list-style-type: none"> <li>- RS included in training, allocation and communications around teaching</li> <li>- RS can use the new system to record, and be recognised for, the teaching/supervisory activities</li> </ul> <p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>- One RS rep to sit on the Student Lifecycle Team with another rep as replacement backup.</li> </ul>	<p>4Q19-1Q20</p> <p>31 March 2020</p>
9.	3 / 4 Support and Career Development and 5 Researchers responsibilities and 2 Recognition and Value	<p><b>Support for RS: Career Development</b></p> <p><b>NB – THIS LINKS WITH ACTION 3 AND 2B</b></p> <ul style="list-style-type: none"> <li>• Raise awareness in RS community of key facts about sector policy/ legislation/ initiatives particularly highlighting those that indicate the level of support institutions offer their research staff, and those that mandate certain behaviours</li> <li>• Raise awareness in RS community regarding the landscape of the (UK and potentially wider) HEI/Academic Research sector – with particular reference to their careers/the labour market</li> <li>• Build the Career planning/support portfolio for RS in a manner that supports both full time and part time RS regardless of the career they wish to pursue</li> <li>• Encourage RS to engage with at least 5 days CPD/year (pro rata), and link in with the adoption of the new Concordat to move this to 10 days when timely</li> </ul>	<p>Carried from 2017-21 plan (#24; #40)</p> <p>&amp; informed by BPS</p>	<b>RSO</b> with collaborators from inside and outside the institution	<p><b>Sector awareness/ Initiatives:</b></p> <p>a) Use newly created sections of the Sussex researcher newsletter (e.g. the "Sector" and "University" headings in the News section; Your Research &amp; Careers) to promote relevant sector and career information to RS</p> <p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>- At least one relevant Sector/Labour market/Careers information item included in every issue of Sussex Researcher</li> <li>- Increase in the proportion of 2021 BPS respondents that indicate knowledge of the suite of UK initiatives relevant to research staff vs 2019 baseline data. Measurement target at an initial level of 50% RS indicated knowledge, aiming for 80% annually thereafter</li> </ul>	<p>4Q19-3Q21</p> <p>Next BPS 2-3Q21, annually thereafter</p>
				<b>RSO</b>	<p><b>Understanding the academic context – F-T contracts:</b></p> <p>b) Create, and disseminate, materials outlining why F-T contracts are routinely used within the sector to help RS understand/ come to terms with the options available to them to progress their careers</p> <p><b>Deliverable:</b></p> <ul style="list-style-type: none"> <li>- Document/materials created and published to relevant e-area (RSO web page or RSO canvas area)</li> </ul> <p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>- Monitor hit rates on RSO website and include question in BPS 2021. Hit rates on RSO website should be representative of an average of 40% of RS community annually, with feedback on BPS achieving 60% in 2021, and 80% bi-annually thereafter</li> </ul>	<p>1-2Q20</p> <p>Next BPS 2-3Q21 (exact date TBD)</p>
				<b>RSO</b> with collaborators from inside and outside the institution	<p><b>Careers support:</b></p> <p>c) Maintain (and examine opportunities to expand) current F2F support of RS in the area of careers</p> <p>d) Build portfolio of e-support to complement this – tailored to the needs/desires of the RS community. From the latest BPS the most popular themes are: "Where to take my career next" and "Academia – a Research / Teaching career"</p> <p><b>Deliverables</b></p> <ul style="list-style-type: none"> <li>- Create and deploy new Canvas area with careers coaching/ guidance materials designed specifically to support Research Staff. Success will be measured through levels of engagement with and demand for access to the materials.</li> <li>- Seek feedback (via survey/e-mail/ad hoc methods) and tailor content as appropriate</li> </ul>	<p>4Q19-3Q21</p> <p>Q1 2021</p> <p>Next BPS 2-3Q21 (exact date TBD)</p>
				<b>RSO</b>	<p><b>Promote RS engagement in CPD:</b></p> <p>e) Use sections of the Sussex researcher newsletter to promote knowledge that each RS currently expected to engage with 5 days CPD/year (pro rata), and circulate this information through to PIs via School Administration / DRKEs. Link in with new Concordat action team for migration to 10 days/year.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- Item placed in at least one Sussex Researcher newsletter</li> <li>- Communications made to Schools through attendance at School research committees</li> </ul> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>- increased # CPD days RS take /year reported in next BPS 2021</li> </ul>	<p>1-2Q20</p> <p>Next BPS 2-3Q21 (exact date TBD)</p>

Action	Concordat 2008 Principle	Action (Work stream)	Action Status	Involvement (lead in bold)	Success Measure (Specific work packages/ activities to give desired Metrics/ deliverables/ outcomes)	Timescale
10.	3 / 4 Support and Career Development and 5 Researchers responsibilities  and 2 Recognition and Value	<p><b>Research Environment / Culture:</b> <b>Research Integrity Essentials</b></p> <p><u>NB – THIS LINKS WITH ACTION 3 AND 2B</u></p> <ul style="list-style-type: none"> <li>Link in with the anticipated publication of the <u>Concordat to Support Research Integrity</u> to raise awareness of, and engagement with, Research Integrity principles and training at the UoS</li> </ul>	Carried from 2017-21 plan (#41) & informed by BPS	<b>Research Governance Officer / RSO</b>  	<p><b>Develop suite of materials</b></p> <p>a) Develop a suite of materials to be available “on demand” for RS community on the core concepts of Research Governance and integrity to be hosted on the RSO Canvas e-resources site.</p> <p>b) Promote materials to RS via newsletter communication, and to wider academic community via DRKEs / School management teams</p> <p>c) Ascertain levels of improved knowledge/familiarity via BPS 2021</p> <p><i>Metrics:</i></p> <ul style="list-style-type: none"> <li>50% proportion of CROS respondents with knowledge of the Concordat to Support Research Integrity</li> <li>50% proportion of CROS respondents that report undertaking training in ethical research conduct</li> </ul>	4Q20-1Q21  1Q21  Next BPS 2-3Q21 (exact date TBD)
				<b>Research Governance Officer / RSO</b>  	<p><b>Consider mandatory training module</b></p> <p>d) Linking in with both the new Concordat on Research integrity, and the RD Concordat, ascertain the institutional appetite/support for the development of a specific, mandatory training module on this. (NB – THIS LINKS WITH ACTIONS 3)</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> <li>Further activity dependent on decision outcome on whether the training module should be mandatory.</li> </ul>	3Q20
11.	2 Recognition and Value	<p><b>Employment &amp; Reward Practices:</b> <b>Space issues</b></p> <ul style="list-style-type: none"> <li>Continue to raise awareness of impact of space issues for Research staff and seek for situation where RS are treated on a par with other members of academic staff</li> </ul>	Carried from 2017-21 plan (#15)  & informed by BPS	RSWG, RSO, School Administrator, DRKEs	<p><b>Raise issue with relevant parties for addressing:</b></p> <p>a) Circulate results of BPS 2019 on this matter to Schools (Administrators, DRKEs, HoSs and <u>new Heads of PS</u>). Where specific instances of staff not having an allocated workspace have been reported, liaise directly with relevant School to seek to get addressed.</p> <p>b) Ascertain whether the issues are specific to Research staff, and if so campaign and get this on the agenda within Schools.</p> <p><i>Metrics:</i></p> <ul style="list-style-type: none"> <li>Repeat of questions in BPS 2021 demonstrates positive improvement on at least the Health and Safety elements and reducing the number of staff without ANY allocated workspace to zero</li> </ul>	4Q19-1Q20  BPS 2021
12.	6 Diversity and Equality and  3 / 4 Support and Career Development and 1 Recruitment and Selection	<p><b>Support for “minority” RS groups:</b> <b>International RS</b></p> <ul style="list-style-type: none"> <li>Propose cross institutional task group be set up to ascertain extent, and impact, of acute issues being faced by International RS (and potentially wider International academic community) when starting at the UoS</li> <li>Develop and deliver more community building / welcoming / pastoral activities e.g. International Researchers lunches</li> </ul>	NEW – informed by  RS Reps meetings and informal discussions/ feedback from both RS and PIs	RSO	<p><b>Consultation &amp; Proposal Development</b></p> <p>a) Consult informally with International RS and PIs to gain preliminary data regarding common acute issues (professional, personal, pastoral) faced by RS as they prepare to start at the UoS.</p> <p>b) Use this to develop a proposal that a cross institutional task group be set up to explore matters further and enable actions.</p> <p><i>Deliverable:</i></p> <ul style="list-style-type: none"> <li>Track record of pastoral events tailored for/welcoming to International research-active staff and determine if additional events/activities are needed. Data gathered with be included in the production of report/proposal for team to be put together to address these issues.</li> </ul>	2-3Q20  2-3Q2021
13.	6 Diversity and Equality and 3 / 4 Support and Career Development	<p><b>Support for “minority” RS groups:</b> <b>Part time &amp; Distance Researchers</b></p> <p><u>NB – THIS LINKS WITH ACTION 3, 2B, 5 AND 6</u></p> <ul style="list-style-type: none"> <li>Encourage RS to engage with at least 5 days CPD/year (pro rata), and link in with the adoption of the new Concordat to move this to 10 days when timely</li> <li>Consult with part-time and distance research staff to ensure provision being developed for “core” RS community supports them appropriately</li> </ul>	Carried from 2017-21 plan (#27) & informed by BPS	RSO	<p><b>Raise awareness of CPD entitlement</b></p> <p>a. Ensure all P-T RS, and PIs of P-T RS, are aware of UoS policy regarding current CPD recommendations by:</p> <ul style="list-style-type: none"> <li>specific e-mails to RS and PIs</li> <li>inclusion of information in RS newsletter</li> <li>prominent posting on RSO web pages</li> </ul> <p>(NB – THIS LINKS WITH ACTIONS 3, 5 AND 6)</p> <p><i>Deliverable:</i></p> <ul style="list-style-type: none"> <li>E-mails sent out to all RS on P-T contracts</li> </ul> <p><i>Metric:</i></p> <ul style="list-style-type: none"> <li>Include question on this in next BPS to monitor entitlement take up and success of awareness-raising activity. 50% knowledge awareness in next BPS 2021, and increased to 60%, next BPS and 80% thereafter</li> </ul>	1-3Q20  Q3 2020  Next BPS 2-3Q21 (exact date TBD)

				<p><b>RSO</b></p>	<p><b><i>Raise awareness of CPD opportunities that work particularly well for P-T/Distance staff</i></b></p> <ul style="list-style-type: none"> <li>b. Following launch of RSO Canvas area, reach out to RS highlighting this new provision and seeking feedback regarding existing content and inviting input into what new content should be included. Note particular responses from P-T and distance researchers and consider developing these as a priority.</li> <li>c. 3 months after launch, poll RS community regarding panel of offerings from RSO to support them. Ask them to identify if they work P-T or at a distance to help analysis for these groups</li> </ul>	<p>3-4Q20</p> <p>Q2 2021</p>
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Action	Concordat 2008 Principle	Action (Work stream)	Action Status	Involvement (lead in bold)	Success Measure (Specific work packages/ activities to give desired Metrics/ deliverables/ outcomes)	Timescale
					<i>Deliverable:</i> <ul style="list-style-type: none"> <li>- E-mails sent out to all RS</li> <li>- Poll conducted and useful feedback obtained by June 2021 regarding existing provision and potential future provision</li> </ul>	30 September 2020 Q3 2021
14.	7 Implementation and Review	<b>Sector awareness &amp; review:</b> <b>Sharing with the Researcher Developer Community &amp; Sector</b> <ul style="list-style-type: none"> <li>• Seek to share good practice with other institutions Nationally and Internationally, and promote the UoS as a “go to” collaborator/centre of good practice for RS development</li> </ul>	Carried from 2017-21 plan (#38 & #26)	<b>RSO</b> , Research Staff Reps	<b>Engage externally</b> <ol style="list-style-type: none"> <li>a) Actively engage with Vitae, South East Researcher Development Forum (SERD), FoResT and local HEIs such as the University of Brighton to share experiences, projects and innovations.</li> <li>b) Where appropriate, introduce new initiatives into UoS to benefit RS and ascertain appreciation by BPS and informal feedback.</li> </ol> <i>Deliverable:</i> <ul style="list-style-type: none"> <li>- Presentations of UoS activity at conferences and networking events</li> <li>- BPS results used to inform lesson learned, knowledge exchange between relevant stakeholder teams and modification of Sussex initiatives.</li> <li>- Invited talks and/or requests for advice/input on external initiatives</li> </ul>	4Q19-4Q21  Next BPS 2-3Q21 (exact date TBD)

**Watching brief items:**

- Link with relevant HR contact, and stay abreast of, activities around mental health and wellbeing being developed and deployed over the coming months
- Link with relevant EDI contacts, and stay abreast of, activities around mandatory EDI training
- Link with relevant OD contact, and stay abreast of, activities around mentoring across the institution

## Institutional Athena Swan: selected actions of relevance

Action number in HREiR 2017-21 plan this links with	Athena Swan Reference	Planned Objective/Action	Rationale	Priority	Key Outputs and Milestones	Timeframe	Action Officer	Success criteria and outcome
	<b>Recruitment</b>							
#31		Introduce mandatory online recruitment training that includes unconscious bias training for all those involved in the recruitment process.	We currently have online "Diversity in the Workplace" and "Unconscious bias" training. The first is mandatory for all staff, the second is mandatory for those involved in recruitment, promotion and discretionary pay decisions. Online recruitment and selection training will provide further training for recruiting managers and encourage a more inclusive recruitment process.	H	Recruitment and selection online module available. Interview panel form to include section for Chair to confirm that all members have completed the online recruitment and selection training.	Dec 2019 Jan 2020	Head of ODU Deputy Director of HR (Transformation and Business Services)	100% of those involved in recruitment panels to have completed the online training by July 2020.
	<b>Promotion/Progression</b>							
N/A		Evaluate the impact of the new academic career pathways introduced in 2019 on women's career progression.	In 2019 the University introduced new academic career pathways which are fully aligned with our newly formulated strategic priorities, and reflect the University's commitment to achieve parity of esteem between education and research. The new pathways support the University's commitment to improving opportunities for the academic career progression of female and other under-represented groups through a more transparent, fairer process, which facilitates career progression linking personal areas of strength and interest to School and institutional academic priorities. An equality analysis of promotion applications/success rates by gender will demonstrate any inequalities.	H	Undertake an annual equality analysis starting with the 2019/20 academic promotion cycle to see if there is any increase in the % of F applications or the F success rate for promotion. If the equality analysis does not demonstrate any improvement in female academic career progression, propose further action to address.	Dec 2020 then annual process	Reward Manager/Head of EDI Unit	A 5% increase in the proportion of women applying for promotion in the 2019/20 academic promotions round.
#9, #11, #18		Implement protocol for heads of school to actively encourage all staff to apply for promotion	Making more members of staff aware of promotions and the promotions process will encourage more to apply. Traditionally women are less likely to go for promotions so encouragement and guidance will be helpful to increase numbers.	M			Director of HR	5% increase in women applying for promotion in each school
#11		Continue to raise awareness of research fellow promotions via case studies of successful promotes to be published in the Sussex Researcher Newsletter and included in promotions-related communications	Advertising successful female promotees, will encourage more women to apply for promotion and help to address gender balance in the academic pipeline.	M	Interview a sample of females who have been promoted on the research career pathway. Publish case studies.	Oct 2020 March 2021	Research Staff Officer	A 5% increase in female applicants for promotion under the research career pathway in the 2021/22 academic promotions round.
	<b>Retention</b>							
#37		Introduce exit questionnaires for staff leaving the University.	This will be a voluntary and confidential opportunity for staff to provide feedback on their employment experience which will be used to help improve our services. Staff will be invited to provide equality information e.g. gender; job family; disability; age etc to help identify any issues affecting particular groups. This will be used to help understand any differences in turnover rates by gender and grade.	M		Dec 2019	Director of HR	Existence of evidence to demonstrate any gendered reasons for leaving the University – which would lead to a proposal for action to address this.
	<b>Training and Development</b>							
#10? #22?		Develop a proposal to sponsor three places on the Aurora programme commencing 2020. One place to be ring-fenced for a woman of colour and one place	In addition to our "Aspiring leaders" programme, we are seeking to encourage mid-career women to take on leadership roles (where they are currently underrepresented). We have one person starting the	M	Appoint an Aurora champion	Jan 2020 June 2020	Head of EDI Unit/Head of OD Unit	First trio to have completed Aurora programme by Oct 2021. Evaluations to show that 100% of participants have

		for a woman who has returned from carers leave in the last 3 years.	Aurora programme in Oct 2019 and seek to increase this and make a regular commitment to the programme.		Develop an application and selection process for future Aurora nominations.			valued the programme and believe that it will enhance their career prospects.
#19; #25		Showcase mentoring case studies with a good representation of female mentors and mentees.	Displaying case studies would increase visibility of the mentoring scheme as well as encourage more people to join.	M			Head of ODU	5 case studies to be published initially. 60% of case studies published to be women.
#19; #25		Evaluate mentoring scheme and look at feedback to determine how to improve going forward. Consider intersectionality in mentoring partnerships e.g. race and gender.	The University introduced a mentoring framework and toolkit of resources in 2018. We currently have <> established pairs. Evaluating the impact of the mentoring scheme will allow it to become more tailored to women and members of underrepresented groups.	M	Mentoring evaluation to be sent out to all current pairs in Aug 2020.	Aug 2020	Head of ODU	80% of respondents to provide positive feedback on mentoring experience.
	<b>Flexible Working and Career Breaks</b>							
#34		Establish a <b>Staff Network for Carers</b> This would be advertised to staff prior to, during and on return from care leave.	Employee engagement groups are being set up across the University. A carers network will help identify any impacts that policies or processes have on staff carers – who are predominately female.	L	(i)Call out for champion to work on Carers network (ii)Initial launch of carers network	Jan 2020 May 2020	Head of EDI Unit	Publication of the carers network on our staff networks webpage.
#34		Establish a <b>mentoring scheme for carers</b> , where carers volunteer to act as mentors for returners from care leave.	The University's mentoring framework could be expended to include a scheme aimed at carers. Staff who have previously taken periods of carers leave would be matched with staff returning from a period of leave to provide guidance and support. Since the majority of carers are female, this would have a positive impact on women.	L			Head of ODU	Establishment of the first set of carer mentors and mentees.
#34		Establish a <b>web resource</b> with practical information for returners from carers leave.	Signposting to all relevant policies, campus facilities and network and mentoring opportunities in one place will help those planning for or returning from a period of carers leave.	H			Head of EDI Unit	Web pages live.
#34		<b>Update guidance for managers</b> who are responsible for supporting and developing the careers of staff who take and return from a period of carers leave.	We currently have web-based guidance for managers who are responsible staff who take maternity leave. This needs to be expanded to cover other types of caring leave. We also need to include guidance for staff in the same web resource to encourage collaboration in planning for carers leave and returning after it.	M			Director of HR and HRBPs	Web resource updated.
#30		Produce a toolkit of measures to support academic staff returning from a period of care leave of 12 weeks or more, including (i) a policy to <b>bring forward eligibility for study leave</b> for returners to help them reintegrate into research careers; (ii) a <b>policy allowing for a reduction in teaching duties</b> for returners in the term following their return; (iii) a <b>conference/training fund</b> to cover childcare or other caring costs incurred by staff members with caring responsibilities; ; (iv) a <b>fund to replace the teaching responsibilities or provide additional research support</b> for staff during and on return from a period of carer's leave	The University recognises the importance of study leave for academic career development and seeks to grant it on the basis of one term per 3 years' service (subject to staffing and financial constraints). Measures (i) and (ii) exist in some Schools as part of their Athena SWAN work and the plan is to standardise as an opportunity for all returners. Feedback from focus groups with academic returners (summer 2018) shows that many struggle to relaunch their research careers on return from leave due to their conflicting teaching demands. Also, staff feel that they are a burden on their School's resources when taking leave. By providing returners with dedicated time and other support measures, we anticipate an improvement in the career progression of those who have taken carers leave (mainly women).	M	Identify additional measures to be included in toolkit – in consultation with recent returners from caring leave and Heads of School.	Sept 2020	Athena SWAN institutional SAT	Survey of returners from caring leave indicates that 80% feel adequately supported in their career progression.
N/A		<b>Enhance shared parental pay</b> to mirror our maternity/adoption pay provisions	We currently offer shared parental pay at the statutory rate, and take-up has been fairly low. This action responds to calls from male and female members of staff for the University to encourage and support men to take up caring roles, further promoting equality in the distribution of paid and unpaid work. Currently there is a financial disincentive for men to take shared parental leave in a situation where their partner is benefitting from enhanced maternity pay.	H	Secure University Executive Group approval to enhance shared parental pay. Redraft shared parental leave handbook.	April 2020	Director of HR and HRBPs	20% increase in uptake of shared parental pay.
<b>Expansion from activities mentioned in #33 update</b>		Monitor the impact of our relaunched flexible working policy, e.g. on promotion and progression rates. Compare staff on flexible working to those on non-flexible working.	We relaunched our flexible working policy in 2018 to make all roles flexible by default (unless there were business reasons which prevent flexible working). This policy applies from day 1 and applicants are encouraged to	H	Publish case studies of staff who have achieved career progress helped by the	Jan 2021	Director of HR and HRBPs	Case studies available on web pages. Promotion data shows a 10% increase in applications from

			discuss flexible working arrangements as part of the recruitment process. This aims to reduce barriers faced by those who need to work flexibly - often women. By opening up all roles to flexible working arrangements, we seek to improve the career prospects of those who need to work flexibly. Feedback from focus groups in 2018 shows that staff with flexible working arrangements felt unable to progress their careers.		support of a flexible working arrangement. Review promotion data in relation to staff with flexible working arrangements.			staff with flexible working arrangements.
<b>Building on concept / activities mentioned in #34 update</b>		Publish information on facilities for breastfeeding and expressing milk on campus.	The SAT has started to gather information on facilities for breastfeeding/expressing milk following queries from staff. Although there are facilities available, for example, the family room in the library, these are not currently publicised.	M	Complete information gathering. Publish on EDI webpages.	Nov 2019 Jan 2020	Head of EDI Unit	All enquirers are directed to the published information.
	<b>Culture and Policies</b>							
<b>Expansion from activities mentioned in #31 update</b>		Launch new Dignity and Respect policy and procedures, including the appointment of Dignity Champions.	Responses to our annual staff engagement survey show that <> of female staff feel that they have been bullied or harassed in the last 12 months. In accordance with the University's core values, we are focussing on the promotion of positive behaviours to promote dignity and respect, as a means of reducing negative behaviours such as bullying and harassment.	H	New Dignity and Respect policy communicated to all staff. Appointment of 10 Dignity Champions.	Nov 2019 Feb 2020 May 2021	Deputy PVC for EDI/Director of HR	5% reduction in the percentage of female staff who feel that they have been bullied or harassed in the last 12 months.
<b>#2; #5</b>		Expand annual review of fixed-term contracts in order to reduce number of staff on fixed-term contracts.	For staff in STEMM Schools, an annual review was instigated under our previous action plan, whereby Heads of School reviewed all staff employed on fixed-term contracts with a view to moving them onto indefinite contracts where there was no longer objective justification for fixed-term. We are seeking to extend this to all Schools and ensure that it is undertaken each September.	M	Review criteria for justifying the use of fixed-term contracts.	Sept 2020	Head of School, HR business partners	Annual 5% reduction in percentage of staff on fixed-term contracts.

## Appendix:

### 15. UoSussex Reference Policy Documents

#### 1. University of Strategic Framework: "Sussex 2025"



<https://www.sussex.ac.uk/webteam/gateway/file.php?name=2025-strategy.pdf&site=509>

#### 2. "Research with Impact" Pillar



<https://www.sussex.ac.uk/webteam/gateway/file.php?name=uos-2025-pillars-p2.pdf&site=509>

#### 3. Principles for University of Sussex Researcher Development



Principles for  
University of Sussex

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=principles-for-university-of-sussex-researcher-development.pdf&site=377>

#### 4. Research Staff Professional Development Guidance



Research Staff  
Professional Develo

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=research-staff-professional-development-guidance-final.pdf&site=377>

#### 5. The Concordat to Support the Career Development of Researchers (2019)



<https://www.vitae.ac.uk/policy/concordat>

#### 6. The Concordat to Support Research Integrity (2012)



the-concordat-to-s  
upport-research-int

(2019 version forthcoming)

<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/research-concordat.aspx>

### Abbreviations:

AAR	After-action review
ADDS	Assistant Director of the Doctoral School
BPS	Biennial Research Staff "Pulse" Survey (including all CROS questions, with additional specific ones for the UoSx)
BPS 2019	BPS run between Jul and Sep 2019
CIP	Concordat Implementation Plan
Concordat 2008	<a href="#">UK Concordat to Support the Career Development of Researchers, 2008</a>
2019 Concordat	<a href="#">The Concordat to support the Career Development of Researchers (2019)</a>
New RD Concordat	commonly known as the "Researcher Development Concordat"
DBIP	Director of Business and Innovations Partnerships
DPVC	Deputy PVC
DPVC-E&D	Deputy Pro-Vice Chancellor Equalities and Diversity
DPVC-R	Deputy Pro-Vice Chancellor Research
DPVC-REF	Deputy Pro-Vice Chancellor Research Excellence Framework
DRES	Director of RES
DRKE	Director of Research & Knowledge Exchange
DRSD	Director of Research Staff Development
DS	Doctoral School
DSE	Division of Student Experience
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
F-T	Fixed Term (contract)
HAHP	History, Art History and Philosophy
HoD	Head of Department
HoS	Head of School
HR	Human Resources
HREiR	HR Excellence in Research
L&D	Learning and Development
O-E	Open ended (contract)
PGR	PostGraduate Research Student (often a.k.a. PhD student)
PI	Principal Investigator
PS	Professional Services
PVC	Pro-Vice Chancellor
PVC-E&S	Pro-Vice Chancellor Education & Students
PVC-R	Pro-Vice Chancellor Research
RES	Research and Enterprise Services
RF	Research Fellow – the majority at UoSx are PostDoctoral Research Associates, some hold personal fellowships
RKEC	Research & Knowledge Exchange Committee
RS	Research Staff. These are mostly RFs, but includes anyone at the University employed on a Research-only contract
RSO	Research Staff Office (the team)
RSOr	Research Staff Officer (the person)
RSWG	Research Staff Working Group
SAT	Self-Assessment Team
ToR	Terms of Reference
UEG	University Executive Group
ULT	University Leadership Team
UoS	University of Sussex
VC	Vice Chancellor