

## HREiR Action plan template for institutions (2023 – 2026)



HR EXCELLENCE IN RESEARCH

### Details

<b>Institution name:</b>	Teesside University
<b>Cohort number:</b>	9
<b>Date of submission:</b>	24/11/2023
<b>Institutional context:</b>	<p>Teesside University is a post-1992 institution with over 22,000 students and 2,300 members of staff. Research is organised under eight research centres aligned to five schools. Academic staff have 178 hours of time for self-directed research and scholarly activity. Staff with significant responsibility for research have at least 20% of their time dedicated to research (academic staff) or have demonstrated research independence (research-only staff). Research staff include independent researchers, research assistants and associates.</p> <p>This action plan has been developed from our five research culture aims:</p> <ol style="list-style-type: none"> <li>1. Make research visible</li> <li>2. Value research</li> <li>3. Inclusive &amp; diverse research</li> <li>4. High-quality &amp; impactful research</li> <li>5. Nurture research talent.</li> </ol>

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

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	77	Job category of Research
Postgraduate researchers	575	Active enrolled research degree students and professional doctorates which are classified as research degrees
Research and teaching staff	645	Job category of Academic (645), excluding Academic Teaching Scholarship and Professional Practice (111)

### Complete for submission

### To be completed only when reporting on action plan

Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
<b>Environment and Culture</b>									
<b>Awareness and engagement</b>									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									

ECI1	Ensure all relevant staff are aware of the Concordat.	<p>1.6 Create a central 'research portal' to share key information about our research environment with all academic, research-only, and research-related staff.</p> <ul style="list-style-type: none"> <li>Analyse outcomes from SHLS pilot to inform development.</li> <li>Signpost to all research concordats, agreements, and frameworks.</li> <li>Ensure SLS research support pages feed in.</li> </ul>	Yes	Dec-24	REO Strategy & Quality Team	At least 70% survey respondents aware of research policies and processes.				
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	<p>1.4 Summarise good practice approaches to sharing research information locally and make recommendations.</p> <ul style="list-style-type: none"> <li>Schools present their approaches to RCPSC.</li> <li>Monitor success of SHLS 'research portal' pilot.</li> </ul> <p>1.5 Review TU research-related policies to ensure they support our research culture aims, and make recommendations as needed.</p> <ul style="list-style-type: none"> <li>Shortlist policies for review.</li> <li>Agree review criteria.</li> <li>Report outcomes to RIC.</li> <li>Add further actions as needed.</li> </ul>	Yes	<p>1.4 Sep-24</p> <p>1.5 Jun-25</p>	<p>1.4 Research Culture &amp; Policy Lead (REO)</p> <p>1.5 RCPSC Chair</p>	<p>1.4 Identify three areas of good practice to feed into future actions.</p> <p>1.5 80% survey respondents have positive perceptions of research-related policies. Relevant policies discussed by RIC.</p>				
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	<p>1.2 Design a robust evaluation methodology for our research culture and HR Excellence in Research Award activity, to measure progress and identify impact against theory of change model.</p> <ul style="list-style-type: none"> <li>Set up an evaluation working group.</li> <li>Design and agree evaluation methodology.</li> <li>Reflect in measures of success and theory of change model.</li> </ul>	No	Nov-23 to Nov-26	RCPSC Chair	Outcomes reflected in measures of success throughout the action plan.				

		<p><i>A combination of review and evaluation mechanisms will be used, including CEDARS (or equivalent research community survey), all-staff pulse surveys, feedback forms, and focus groups. See specific measures of success throughout for details.</i></p> <p><i>This HREiR action plan is mapped to our research culture priorities:</i></p> <ol style="list-style-type: none"> <li>1. Visibility</li> <li>2. Value</li> <li>3. Inclusion &amp; diversity</li> <li>4. Quality &amp; impact</li> <li>5. Nurturing talent</li> </ol>								
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	<p>1.1 Co-create new governance and role descriptors for Academic, Management, Leadership, and Administration (AMLA) roles.</p> <ul style="list-style-type: none"> <li>• Consult with stakeholders.</li> <li>• Report to RIC.</li> <li>• Publish outcomes.</li> </ul> <p>3.5 Create an ECR Survival Guide to support the transition from PhD to ECR.</p> <ul style="list-style-type: none"> <li>• Form an ECR working group.</li> <li>• Consult with stakeholders.</li> <li>• Publish guide on research portal.</li> </ul>	No	<p>1.1 Jun-24</p> <p>3.5 Sep-24</p>	<p>1.1 Head of Strategy &amp; Quality (REO)</p> <p>3.5 ECR Forum Co-Chairs / REO</p>	<p>1.1 'AMLA' roles are visible and understood by 80% survey respondents (incl. role holders &amp; research community).</p> <p>3.5 At least 65% ECRs have SRfR by REF 2028 (up from 48% in REF 2021).</p>				
<b>Wellbeing and mental health</b>										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	<i>Feed into BCIP strategic project on workloads. See action 2.1 (PCDI1).</i>								
ECI4	Ensure managers of researchers are effectively trained in	<i>Preliminary work needed to better identify the population 'managers of</i>								

	relation to wellbeing and mental health.	<i>researchers'. See action 2.2 (EI5).</i>								
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	<i>Preliminary work needed to better identify the population 'managers of researchers'. See action 2.2 (EI5).</i>								
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	<i>Flexible working addressed in Athena Swan 2023-2028 action plan.</i>								
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	<i>EAP available to all staff.</i>								
<b>Bullying and harassment</b>										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	<i>Harassment advisors and training in place. No further action at this time.</i>								
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.									
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.									
<b>Equality, diversity and inclusion</b>										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.										

ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	3.6 Monitor Equality Impact Assessments of staff with significant responsibility for research (SRfR) and make recommendations. <ul style="list-style-type: none"> <li>Review baseline SRfR.</li> <li>Review SRfR annually.</li> <li>Add further actions as needed.</li> </ul>	No	Nov-23 Nov-24 Nov-25	Head of Strategy & Quality (REO)	Increase number of staff with SRfR to 60% (from 39% REF 2021). By REF 2028, improve representation by age and gender compared to REF 2021.	Review in conjunction with Athena Swan action plan.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	3.7 Monitor REF 2028 expectations and indicators for People, Culture and Environment (PCE) and EDI and make recommendations.  3.8 Update REF Code of Practice (CoP) and confirm TU position on output selection for REF 2028. <ul style="list-style-type: none"> <li>Report to RCPSC on alignment to research culture aims.</li> </ul>	No	3.6 Ongoing  3.d Apr-25	3.7 Research Culture & Policy Lead (REO) / Head of Strategy & Quality  3.8 Head of Strategy & Quality	3.7 Able to meet PCE / EDI requirements by REF 2028 timelines.  3.8 80% positive responses to consultation on CoP.				
<b>Research Integrity</b>										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.										
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	4.1 Review and update the RCPSC membership annually to ensure all relevant roles are represented (UREISC, Research Integrity Concordat, academic research librarian, research impact manager).	No	Jun-24 Jun-25 Jun-26	RCPSC Chair	Research quality and impact expertise represented on the RCPSC.				
ECM3	Ensure managers report and address incidents of poor research integrity.	<i>Addressed as signatory of the Research Integrity Concordat.</i>								
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	4.5 Develop pre-publication support and guidance within research centres to support ECRs to strengthen their outputs. <ul style="list-style-type: none"> <li>Support for research integrity and open research.</li> <li>Review and share current practice.</li> <li>Develop objectives and support plans specific to each discipline.</li> </ul>	No	4.5 Dec-24  4.6 Ongoing	4.5 AMLA leads for output quality  4.6 Research Governance & PGR Manager / UREISC Chair	4.5 At least 2 initiatives piloted by end 2024.  4.6 Able to meet research integrity / reproducibility requirements by REF 2028 timelines.				

		<ul style="list-style-type: none"> <li>Pilot initiatives and share outcomes.</li> </ul> <p>4.6 Monitor UKRI and REF 2028 expectations and indicators for research integrity and reproducibility and make recommendations.</p>								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	<i>Addressed as signatory of the Research Integrity Concordat.</i>								
<b>Policy development</b>										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	3.1 Review and update RCPSC membership annually to ensure all relevant roles are represented (e.g. research-only staff, PGR, ECR and MCR).	Yes	Jun-24 Jun-25 Jun-26	RCPSC Chair	Relevant stakeholders and advocates represented on RCPSC.				
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	4.3 Disseminate and contribute to International Open Access Week activities. <ul style="list-style-type: none"> <li>Consider any policy or guidance implications of the outcomes.</li> </ul>	No	Sep-24 Sep-25 Sep-26	Academic research librarian	At least 80% positive feedback from sessions. Awareness of open access landscape / TU OA policies are at least 70% (survey).				
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	<i>Research leaders and managers represented on RCPSC. No further action at this time.</i>								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	3.2 Establish a mid-career researcher community for support and representation. <ul style="list-style-type: none"> <li>Consult on draft definition.</li> <li>Explore community / support options with MCRs.</li> </ul> <p>3.3 Support the growth of and engagement with the ECR Forum, particularly</p>	Yes	3.2 Jun-24 3.3 Jun-26	3.2 Research Culture & Policy Lead (REO) 3.3 Research Culture Officer (REO) / ECR Forum Co-Chairs	3.2 MCR representation mechanisms in place. Positive perceptions of inclusion / belonging by MCRs (focus group). 3.3 Increase attendance by 30% by 2026.				

		<p>ensuring research-only staff are included.</p> <ul style="list-style-type: none"> <li>• Hold 4 hybrid meetings per year.</li> <li>• Promote through research community mailings and TU comms.</li> <li>• Report attendance / feedback to RCPSC annually.</li> </ul>				<p>Consistent attendance of research-only staff by 2026.</p> <p>At least 80% positive feedback from attendee surveys.</p>			
ER4	<p>Recognise and act on their role as key stakeholders within their institution and the wider academic community.</p>	<p>1.3 Disseminate research culture updates and research good news, internally and externally. Use university comms/website, committees, departmental meetings, and events. Take a 'whole team' approach to highlight the role of all team members, including research assistants, associates and fellows.</p> <ul style="list-style-type: none"> <li>• Set up a working group to guide the comms strategy for research culture.</li> </ul>	No	Nov-26	Research Culture Officer (REO)	<p>At least 70% survey respondents aware of research culture priorities and research achievements.</p>			
<b>Employment</b>									
<b>Recruitment and induction</b>									
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
E11	<p>Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.</p>	<p><i>Recruitment addressed in Athena Swan 2023-2028 action plan.</i></p>							
E12	<p>Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.</p>	<p>3.4 Create research induction resources for different audiences, e.g. bitesize videos for research-only staff, managers of research-only, academics and senior researchers (Assoc. Prof and Prof).</p> <ul style="list-style-type: none"> <li>• Initial resources by Oct-24.</li> <li>• Review and add to by Oct-25.</li> </ul>	Yes	Oct-25	REO Strategy & Quality Team / Academic Research Librarian	<p>At least 70% survey respondents are aware of research policies and processes.</p>			

		<ul style="list-style-type: none"> <li>Link to existing SLS research support resources.</li> </ul>								
<b>Recognition, reward and promotion</b>										
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.										
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	<p>2.3 Review academic promotion criteria for research and make recommendations to ensure assessment of research and researchers aligns with good practice (e.g. use of narrative CVs).</p> <ul style="list-style-type: none"> <li>Compare TU criteria to sector examples.</li> <li>Review against external frameworks / commitments (e.g. DORA, COARA).</li> <li>Review Athena Swan analysis of promotions pipeline.</li> </ul> <p>2.5 Monitor and promote representations of research in TU Star Awards.</p>	Yes	<p>2.3 Nov-25</p> <p>2.5 Annually</p>	<p>2.3 Research Culture &amp; Policy Lead (REO) / Assistant Director (HR)</p> <p>2.5 Research Culture Officer (REO)</p>	<p>2.3 Increase to 60% (from 26% in CEDARS 2023) perceptions of fair and inclusive opportunities for career advancement. 50% Increase in applications from underrepresented groups over 5 years (Athena Swan measure of success).</p> <p>2.5 100% increase in nominations for research excellence award from 10 nominations in 2022.</p>				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	<p>2.4 Audit current reward and recognition (formal and informal) opportunities for research (academic, research-only, and research-related staff) and make recommendations.</p> <ul style="list-style-type: none"> <li>Consult on perceived / informal opportunities and what is valued by staff.</li> </ul>	No	Mar-26	Research Culture & Policy Lead (REO) / Assistant Director (HR)	Reward and recognition programme in place. 80% survey respondents (all researcher groups) feel valued for their contributions.				
<b>Responsibilities and reporting</b>										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and	<i>High levels of confidence by managers responding to CEDARS 2023. No further actions planned at this time.</i>								

	the terms and conditions of grant funding.									
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.									
ER2	Researchers understand their reporting obligations and responsibilities.									
<b>People management</b>										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	<i>Preliminary work needed to better identify the population 'managers of researchers'. See action 2.2 (EI5).</i>								
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	2.2 Explore and summarise perceptions of current line management structures for research across schools and centres, and make recommendations. Consider who is involved in PDPRs, research planning and objective setting, and allocation of research hours. <ul style="list-style-type: none"> <li>Identify population 'managers of researchers'.</li> <li>Create visual depiction of management of research(ers).</li> </ul>	Yes	Jan-25	Assistant Director (HR) / Research Culture & Policy Lead (REO)	Increase perceptions of usefulness of appraisals (from 47% CEDARS 2023) to at least 61% (2023 CEDARS benchmark).				
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	<i>Further actions may follow from 2.2 (EI5).</i>								
EM4	Managers actively engage in regular constructive performance management with their researchers.	<i>Further actions may follow from 2.2 (EI5).</i>								

ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Further actions may follow from 2.2 (EI5).								
<b>Job security</b>										
The aim of this obligation is to improve the job security of researchers.										
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	2.6 Monitor proportion and number of research-only staff / academic staff on fixed-term contracts. Explore justifications, use of redeployment, extensions and bridging, and alternative models for a sustainable research workforce. <ul style="list-style-type: none"> <li>Annual summary to RCPSC.</li> <li>Development of alternative model by 2026.</li> <li>Further actions added as needed.</li> </ul>	Yes	Nov-26	Head of Strategy & Quality (REO) / Senior Data Analyst (HR)	Reduce proportion of research-only staff on FTCs (from 91% in 2023) to a maximum of 68% (CEDARS 2023 benchmark).				
<b>Professional and Career Development</b>										
<b>Championing professional development</b>										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	2.1 Explore and summarise perceptions of 'time' for research and barriers to engaging, and make recommendations. <ul style="list-style-type: none"> <li>Consider time available for CPD.</li> <li>Analyse CEDARS for relevant themes.</li> <li>Consult internal stakeholders.</li> <li>Report into BCIP project.</li> </ul> 4.8 Provide research methods training through the Researcher Development Programme (RDP). <ul style="list-style-type: none"> <li>Consult on training needs.</li> </ul>	Yes	2.1 Mar-24 4.8 Ongoing 5.5 Ongoing	2.1 RCPSC Chair 4.8 REO Strategy & Quality Team 5.5 REO Strategy & Quality Team	2.1 Identify top 3 barriers to engagement & potential solutions. Increase perceptions of fairness in workload allocations (from 30% in 2023) to at least 50%.  4.8 Sessions meet training needs identified. At least 80% positive feedback from attendee survey.  5.5 Increase attendance by 30% by 2026.				

		<ul style="list-style-type: none"> <li>Redesign provision to meet training needs, within resource available.</li> <li>Identify facilitators.</li> </ul> <p>5.5 Evaluate and make continuous improvements to the RDP.</p> <ul style="list-style-type: none"> <li>Add research leadership training in 2024.</li> <li>Develop new Accelerator programme with ECR Forum input.</li> <li>Share feedback / engagement data with RCPSC annually.</li> </ul>								
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	<p>5.3 Review access to CPD and barriers to engaging by research-only and academic staff and make recommendations.</p> <ul style="list-style-type: none"> <li>Consult with stakeholders.</li> <li>Ensure links to SLS provision.</li> <li>Share access/ engagement data with RCPSC.</li> </ul>	Yes	Mar-25	HR ODL Manager / Research Culture Officer	Identify top 3 barriers to engagement to feed into future actions.				
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	<i>Further actions may follow from 2.1 (PCDI1) and 5.3 (PCDI6).</i>								
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	5.2 Contribute to the annual RDP to ensure it meets the needs of different groups (e.g. new to research, PGR, ECR, MCR, research-only staff, research leaders).	Yes	5.2 Jun-24 Jun-25 Jun-26	5.2 Research Culture & Policy Lead	5.2 Increase attendance by 30% by 2026. At least 80% positive feedback from attendee surveys.				
<b>Career development reviews</b>										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	<i>Preliminary work needed to better identify the population 'managers of researchers'. See action 2.2 (E15).</i>								
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	5.4 Analyse the type and frequency of research-related objectives in PDPRs. <ul style="list-style-type: none"> <li>• Online system in place.</li> <li>• Develop process for reporting and summarising objectives, with consideration of DPA/GDPR.</li> <li>• Develop guidelines / support for better objective setting.</li> <li>• Add further actions depending on initial progress.</li> </ul>	Yes	5.4 Nov-25	5.4 Assistant Director (HR) / Head of Strategy & Quality (REO)	5.4 Annual reports by school analysed for trends to inform future actions.				
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	<i>See 5.4 (PCDI6).</i>								
PCDR4	Researchers positively engage in career development reviews with their managers.	<i>See 5.4 (PCDI6).</i>								
<b>Career development support and planning</b>										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<i>Career development addressed as part of Accelerator programme, see 5.5 (PCDI1).</i>								
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	<i>Career development addressed as part of Accelerator programme, see 5.5 (PCDI1).</i>								
<b>Research identity and leadership</b>										

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.									
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	4.2 Review and summarise opportunities for developing research collaboration, disseminate good practice and make recommendations. <ul style="list-style-type: none"> <li>Review current provision.</li> <li>Support development of new provision at research centre or university level.</li> <li>Develop case studies.</li> <li>Promote opportunities.</li> </ul>	No	Jun-25	AMLA leads for research culture	At least 2 areas of good practice identified to feed into recommendations.			
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	4.7 Further develop the annual research sabbaticals scheme and ensure it is promoted and enabled by managers locally. <ul style="list-style-type: none"> <li>Applications in January.</li> <li>Feedback reports and case studies identified.</li> </ul>	No	Annually in Jan	Head of Strategy & Quality	36 sabbaticals awarded over 3 years. Qualitative insights from outputs and case studies generated.			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	<i>HR Management in Practice and Leadership and Management Framework programme in place for managers.</i>							
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	5.1 Support the evaluation and (if approved) potential wider roll out of the research mentoring scheme pilot. <ul style="list-style-type: none"> <li>Report to RCPSC by March 2024.</li> <li>Consider pilot outcomes and make recommendations for future of the scheme.</li> </ul>	Yes	Jun-24	Research Culture & Policy Lead	Increased access to tailored research mentoring – 18 mentees per school actively engaged in the scheme. Improved confidence and competence for mentees in development areas (pre/post-mentoring survey).			
<b>Diverse careers</b>									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									

PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	<i>Not a current priority.</i>								
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	<i>Not a current priority.</i>								
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	5.6 Continue to deliver an external mentoring scheme for research. <ul style="list-style-type: none"> <li>Carry out an evaluation of the scheme by March 2024.</li> <li>Share engagement data with RCPSC annually.</li> </ul>	Yes	Mar-24 and ongoing	REO Strategy & Quality Team	Individual researchers and cohorts have access to focused external mentoring support.				
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	4.4 Support the research impact team to promote and embed an impact culture.	No	Ongoing	RCPSC Secretary	Research impact managers report to RCPSC annually.				

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

Further hyperlinks and supplementary information (more rows can be added)	
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Abbreviations and glossary (more rows can be added)	
REO	Research and Enterprise Office
RCPSC	Research Culture and People Sub-Committee
RIC	Research and Innovation Committee
TU	Teesside University
SHLS	School of Health and Life Sciences

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AMLA	Academic Management Leadership and Administration
SRfR	Significant Responsibility for Research
BCIP	Business Change and Improvement Projects
EAP	Employee Assistance Programme
PCE	People, culture and environment
CoP	Code of practice
UREISC	University Research Ethics and Integrity Sub-Committee
DORA	Declaration on Research Assessment
COARA	Coalition for Advancing Research Assessment
FTC	Fixed-term contract
RDP	Researcher Development Programme
ODL	Organisational development and learning
OA	Open Access

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