

HREIR Action plan template (Jul 2022 - Jul 2024)

Details	
Institution name:	University of Southampton
Cohort number:	5
Date of submission:	29th July 2022
Institutional context:	Please see the University of Southampton HR Excellence in Research Award 10-year review report

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	826	
Postgraduate researchers	-	
Research and teaching staff	1281	
Teaching-only staff	-	
Technicians	-	
Clinicians	22	
Professional support staff	-	
Other (please provide numbers and details):	-	

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Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
EC11	Ensure all relevant staff are aware of the Concordat.	1. At an Action Workshop (as per Environment & Culture EC16 action 1) we will agree an integrated communication process for Researchers and Research Managers which will include awareness of the Concordat. 2. Agree with the Deans the best method for ensuring knowledge of the Concordat within the Faculties. 3. Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff.	1. No 2. No 3. No	1. Nov-22 2. Jul-23 3. Jul-24	1. PM / CAG 2. CAG Sponsor / Deans 3. CAG / CHEP	1. & 2. Communication methods agreed so that all relevant staff are aware of the University's commitment to the Concordat and a positive research culture. 3. Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority.			
EC12	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	1. At an Action Workshop (as per Environment & Culture EC16 action 1) we will discuss and decide upon an integrated communication process for Researchers and Research Managers to ensure effective communication of policies and practices. 2. Work with the Modernising the Governance major strategic project to identify all policies that impact Research staff, with the aim of ensuring that all policies are inclusive with regards to Researchers and Research Managers and they are also easy to access.	1. No 2. No	1. Nov-22 2. Sep-22	1. PM / CAG 2. CAG	1. Communication methods agreed such that institutional policies and practices are well-communicated to all Research staff. 2. Policies that impact Researchers are identified, to enable further action in the future.			
EC16	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.	1. A series of Action Workshops will be held to bring together leaders within the Institution to consider 'bold' actions to shape both the culture and offering of the University of Southampton (as indicated in other obligations within this Action Plan). 2. Agree a method to measure the health of the research environment within the University, utilising current methods e.g. CEDARS, Staff Engagement Survey - that align with the Research Strategic Plan (Strategic Priorities SP1, SP2 and SP5).	1. No 2. No	1. Nov-22 2. Jul-23	1. PM / CAG 2. AV-P IR	1. The outcome of this workshop will be a phase 2 Action Plan encompassing actions for implementation up to 2027. Specifically: - Key issues addressed - Solutions agreed upon - Key investment areas identified - Alignment within Strategic Plans (including priorities & projects). 2. Ability to report on the institutional research environment and culture, supporting the Research Strategy, which allows a better understanding of the researcher experience and improves institutional practice.	1. This Action Plan is being completed whilst we are part-way through an approved programme of work in response to the signatory process (see 2021-2023 Action Plan). We have completed Phase 1, the Discovery phase, of this work and where five working groups reviewed the situation across the University and wider sector, to make recommendations and present their findings. Phase 2 involves agreeing on more detailed actions, the level of investment and resourcing required, and the ownership of agreed actions until 2027. To launch Phase 2 we will hold a series of Action Workshops with all the key and relevant stakeholders. 2. The Associate Vice-President Interdisciplinary Research (AV-P IR) has recently been given responsibility for oversight of research culture as part of the role portfolio. This role is currently worked on a job-share basis which allows for additional insight in to the situation and demonstrates institutional commitment to flexible work models.		
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.	1. At an Action Workshop (as per Environment & Culture EC16 action 1) we will discuss and decide how to strengthen and build on existing mentoring processes (in line with Research Strategic Plan Action no:20). 2. At an Action Workshop (as per Environment & Culture EC16 action 1) we will decide how to use the experience and knowledge of our Research community to continue to improve the culture within the University. 3. Agree with the Deans how best to include Researcher input in the development of an inclusive research culture.	1. No 2. No 3. No	1. Nov-22 2. Nov-22 3. Jul-23	1. PM / CAG / CHEP 2. PM / CAG 3. CAG Sponsor / Deans	1. New mentoring principles agreed, leading to further actions to implement improved processes across local mentoring schemes where gaps are identified. 2. A method is identified to encourage inclusion within and improvement of the research culture, benefitting all Research staff. 3. Deans agree an approach with firm plans in place to lead to Faculty-level action.	Mentoring schemes are run locally to suit individual school needs. A new central mentoring Sharepoint site provides an overview of available mentoring schemes and signpost examples of good practice, links to get involved, and resources to help mentors and mentees.		
Wellbeing and mental health									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
EC13	Promote good mental health and wellbeing through the effective management of workloads and people.	1. Work with the Athena Swan SAT to ensure that action TA.4 "Compile a set of common principles for workload management based on an audit of how schools currently manage workload. Seek feedback from staff, then provide all Schools with guidance and support for the incorporation of those principles into their workload management" meets the needs of Research staff. 2. Ensure Researcher representation and recommendations of the CAG are included in both the Workload Principles strategic priority (also as per the Research Strategic Plan Action no.25) and the Health and Wellbeing strand of the People Strategic Plan. 3. Ensure Researchers are represented on the Staff Wellbeing Working Group and update the ToR for the group to include Research staff. 4. Establish focus groups to explore the perceptions and experiences of Researchers and Researcher Managers, including reasons for excessive working hours. 5. Produce a Stress Risk Assessment Training e-learning module. 6. Improve access to the Health and Wellbeing content on both the external website and internal SharePoint, ensuring recommendations from the CAG are considered and included. 7. Health, Safety and Wellbeing Manager is to ensure that the Health and Wellbeing Champions provide consistent information to staff across all Faculties. 8. The Health and Wellbeing Champions SharePoint page is to provide profiles stating not only the Champion's name, but also their role and area of interest to encourage the use of Champions across the University. 9. CAG to be involved with regular discussions with the Safety, Health and Wellbeing team to ensure Researcher voices are represented in key decision making processes.	1. No 2. No 3. No 4. No 5. No 6. No 7. No 8. No 9. No	1. Dec-23 2. Dec-23 3. Nov-22 4. Oct-23 5. Dec-22 6. Jul-24 7. Mar-23 8. Jul-23 9. Jul-23	1. Athena Swan SAT / CAG 2. CAG / HR Business Planning & Programme Manager 3. PM / CAG 4. CAG / EDI Team 5. Health, Safety & Wellbeing 6. Health, Safety & Wellbeing / CAG 7. Health, Safety & Wellbeing 8. Health, Safety & Wellbeing 9. Health, Safety & Wellbeing / CAG	1. Schools adopt principles in their workload management. Staff report increased satisfaction with workload management. 2. The Researcher voice is heard and included within the Workload Principles priority and Health and Wellbeing work, which will then benefit Researcher workloads. 3. At least 2 Researchers are members of the Staff Wellbeing Network to ensure researcher perspectives are included. 4. An understanding is gained as to why the culture of excessive working hours exists among Research staff, which will then lead to further action. 5. Increased uptake of training (+20%) due to easier access (no reliance on set training sessions), leading to more visibility and consideration of stress and associated impacts. 6. Resources around Health and Wellbeing are easy to access and locate, resulting in higher usage (+20%). 7. There will be a minimum standard of provision across all faculties, such that no Researchers are disadvantaged. 8. Increased usage of Health and Wellbeing Champions and the measure to report on the health of the research environment (EC16) shows a positive increase. 9. Research staff needs are considered within all Health and Wellbeing initiatives.			

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EC14	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	1. No 2. No 3. No 4. No	1. Oct-22 2. Oct-22 3. Jan-23 4. Jan-23	1. CAG / CHEP 2. CHEP 3. Health, Safety & Wellbeing 4. Comms	1. Researcher Managers are aware of and have access to appropriate line management material. 2. Wellbeing sessions are easily and readily available to all research staff, resulting in an increase in uptake. 3. A representative sample of Researcher Managers are trained in how to carry out Stress Risk Assessments. Researcher Managers are able to spot the signs of stress within their team and intervene where necessary. 4. Awareness of available training leads to increased uptake of the training.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	1. No 2. No 3. No	1. Oct-22 2. Jul-23 3. Sep-22	1. CAG / CHEP 2. CAG Sponsor / Deans 3. CAG / Future Ways of Working Programme	1. Researcher Managers are aware of and have access to appropriate line management materials, providing them with the tools required to promote a healthy working environment. 2. Deans take the action to promote a healthy working environment. 3. Researcher voice is represented in the Future Ways of Working project group to ensure researcher perspectives are included.	3. The Future Ways of Working programme will enable hybrid working across the University. The programme is evolutionary and seeks to learn from numerous pilots in different departments, before rolling out to the academic and research communities. The Team Charter (that each team agrees to) pays special consideration to wellbeing, as well as an Equality Impact Assessment having been carried out on the programme itself.			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	1. No 2. No	1. Dec-22 2. Sep-22	1. Athena Swan SAT / CAG 2. CAG / Future Ways of Working Programme	1. Managers fully consider and record flexible working requests (as per Athena Swan), and there will be greater confidence in the data that we collect. 2. Researcher voice is represented in the Future Ways of Working project group to ensure researcher perspectives are included.	2. The Future Ways of Working programme will enable hybrid working across the University. The programme is evolutionary and seeks to learn from numerous pilots in different departments, before rolling out to the academic and research communities.			
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	1. No 2. No 3. No 4. No	1. Dec-23 2. Dec-23 3. Nov-22 4. Oct-23	1. Athena Swan SAT / CAG 2. CAG / HR Business Planning & Programme Manager 3. PM / CAG 4. CAG / EDI Team	1. Schools adopt principles in their workload management. Staff report increased satisfaction with workload management. 2. The Researcher voice is heard and included within the Workload Principles priority and Health and Wellbeing work, which will then benefit Researcher workloads. 3. At least 2 Researchers are members of the Staff Wellbeing Network to ensure researcher perspectives are included. 4. An understanding is gained as to why the culture of excessive working hours exists among Research staff, which will then lead to further action.				
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
EC13	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	1. No 2. No	1. Jul-23 2. Jul-23	1. CAG / EDI Team 2. CAG Sponsor / Deans	1. The research staff voice is reflected in the Dignity at Work policy. 2. Greater knowledge of Report+Support amongst Research staff.	The 2021 CEDARS Aggregate Results (from 48 institutions) show that less than 14% of Research staff have felt bullied or harassed, compared with UoS responses which show that 16% of Research staff have felt bullied or harassed. We consider this to be a systemic issue, and the actions in this section look to start addressing this situation.			
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	1. No 2. No 3. No 4.No	1.Sep-22 2. Nov-26 3. Oct-22 4. Oct-22	1. REC SAT / CAG 2. Report+Support Leads 3. CHEP 4. CHEP	1. Researchers attend and are represented at the focus groups and the researcher voice is captured. Report+Support take-up is monitored and feedback from staff and students (via surveys) is more positive that reporting will be handled appropriately. 2. The data will be disaggregated, allowing us to gain an understanding of which areas of the organisation require more targeted support/intervention. 3. Recognise any trends in the data, allowing appropriate reporting and escalation. 4. Research staff are aware of available support and how to submit reports via Report+Support, with the confidence to do so.				

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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.	As per ECM3 (Bullying and harassment) actions:							
		1. Promote the planned focus groups from the REC Action Plan (EU.6.1 - Conduct focus groups to understand why there is a gap between bullying casework and what is reported via staff surveys, and whether this has a race component) within the research community to ensure researcher representation.	1. No	1.Sep-22	1. REC SAT / CAG	1. Researchers attend and are represented at the focus groups and the researcher voice is captured. Report+Support take-up is monitored and feedback from staff and students (via surveys) is more positive that reporting will be handled appropriately.			
		2. Explore how Report+Support data can be disaggregated to understand the impact on those on the ERE pathway (in line with REC Action EU.6.3 - Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021).	2. No	2. Nov-26	2. Report+Support Leads	2. The data will be disaggregated, allowing us to gain an understanding of which areas of the organisation require more targeted support/intervention.			
		3. Undertake multi-year analysis of the disaggregated Report+Support data (in line with REC Action EU.6.3 - Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021).	3. No	3. Nov-26	3. Report+Support Leads	3. Recognise any trends in the data, allowing appropriate reporting and escalation.			
	4. Add the Employee Relations Toolkit and Report+Support to the CHEP Researcher Development Hub to improve awareness amongst researchers.	4. No	4. Oct-22	4. CHEP	4. Research staff are aware of available support and how to submit reports via Report+Support, with the confidence to do so.				
Equality, diversity and inclusion									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.									
EC14 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	1. Continue to promote EDI online training to researcher managers.	1. No	1. Jul-23	1. EDI Team / CAG	1. More than 70% of Researcher Managers having completed EDI training.			
		2. EDI 'micro-sessions' to be developed to provide better opportunities for Research staff to be involved.	2. No	2. Jul-23	2. EDI Team	2. Micro-sessions available for all Research staff, with data to show Research staff uptake			
		3. Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Signposting to EDI training would be included.	3. No	3. Oct-22	3. CAG / CHEP	3. Managers are aware of and have access to appropriate line management material.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	1. Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff, which includes information relating to EDI.	1. No	1. Jul-24	1. CAG / CHEP	1. Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a minimum standard of induction information.			
Research Integrity									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.									
EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	1. Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Links to Research Integrity training and signposting to The Code of Conduct for Research will be included.	1. No	1. Oct-22	1. CAG / CHEP	1. Researcher Managers are aware of and have access to appropriate line management material.	The University has a dedicated Research Integrity and Governance (RIG) team that develops and keeps under regular review all research integrity-related policies. Each faculty has a Research Integrity Champion (RIC) who liaises with the RIG team, and communicates research integrity matters to the faculty. RICs may also organise events on research integrity themes. The reporting line for research integrity issues is through the RIC and/or ADR and then up to the RIG team. Links to matters relating to research integrity can be found on the CHEP Researcher Development Hub. Mandatory research integrity training is about to be rolled out to all PGRs (Jul-22) to ensure a base knowledge of research integrity and ethics amongst PGR population.		
		2. Explore the opportunity for triennial training for all Research staff (adapted from that provided by the UKRIO) which is to also be included in inductions.	2. No	2. Jul-24	2. Research Integrity and Governance	2. Research staff are adequately trained in issues relating to research integrity.			
		3. ADRs to decide and agree how best to raise awareness of the Faculty Research Integrity Champions.	3. No	3. Jul-23	3. Associate Deans for Research	3. Awareness of the importance of research integrity is increased amongst all Research staff, so that CEDARS 2025 disagree/strongly disagree responses about whether the institution promotes the highest standards of research integrity and conduct fall from 13% (CEDARS 2021) to 5% or below.			
ECM3	Ensure managers report and address incidents of poor research integrity.	1. As per EC15 / ECM2 (Research Integrity) action no.1: Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Links to Research Integrity training and signposting to The Code of Conduct for Research will be included.	1. No	1. Oct-22	1. CAG / CHEP	1. Researcher Managers are aware of and have access to appropriate line management material which provides the knowledge and resource to deal with incidents of research misconduct.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	1. As per EC15 / ECM2 (Research Integrity) action no.2: Explore the opportunity for triennial training for all Research staff (adapted from that provided by the UKRIO) which is to also be included in inductions.	1. No	1. Jul-24	1. Research Integrity and Governance	1. By 2025, the number of allegations made about research misconduct does not exceed 5 annually (number of allegations in 2020/2021).			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	1. As per EC15 / ECM2 (Research Integrity) action no.2: Explore the opportunity for triennial training for all Research staff (adapted from that provided by the UKRIO) which is to also be included in inductions.	1. No	1. Jul-24	1. Research Integrity and Governance	1. Research staff are adequately trained in issues relating to research integrity.			
		2. As per EC15 / ECM2 (Research Integrity) action no.3: ADRs to decide and agree how best to raise awareness of the Faculty Research Integrity Champions.	2. No	2. Jul-23	2. Associate Deans for Research	2. Awareness of the importance of research integrity is increased amongst all Research staff, so that CEDARS 2025 disagree/strongly disagree responses about whether the institution promotes the highest standards of research integrity and conduct fall from 13% (CEDARS 2021) to 5% or below.			
Policy development									
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.									
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	1. Ensure research staff, especially ECR, representation on each Equality Charter.	1. No	1. Oct-22	1. EDI Team	1. Better inclusion of research staff in Equality Charters and visibility of their issues.			
		2. CAG structure to be reviewed as part of a wider EDI Team initiative to ensure fair representation by grade, gender, ethnicity, faculty, length of service and contract type.	2. No	2. Oct-22	2. EDI Team	2. Strengthened CAG that is more impactful, resilient and representative to maximise interdependencies between the Equality Charters.			
		3. Agree with the Deans how best to include Researcher and Researcher Manager input in the development of organisational policies and decision-making.	3. No	3. Jul-23	3. CAG Sponsor / Deans	3. Researcher and Researcher Manager voices and views are represented in organisational policies and decision-making.			
		4. Raise awareness amongst institutional policy-makers (e.g. HR policy) of the benefits of involving the researcher voice within policy making activities.	4. No	4. Jul-24	4. CAG	4. University experiences the benefits of including the researcher voice in policy-making as evidenced by inclusive policies.			
		5. We will continue to work on wider representation and inclusion of research staff in our structure, establishing researcher representation on faculty research committees and the institutional EDI committee via Concordat Champions.	5. Yes - old Action reference no. 2.2	5. Jul-23	5. CAG	5. Researcher representation runs through our faculty structures and inputs into relevant policy review and decision making.			
		6. CAG to be included as a stakeholder for the EDI policy reviews scheduled for 2022.	6. No	6. Sep-22	6. EDI Team	6. Researcher and Researcher Manager representation within the EDI policy review process.			

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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.	1. Identify key areas that provide opportunities for Researcher Managers to engage in policy development and promote via the CAG.	1. No	1. Jul-24	1. CAG	1. The University experiences the benefits of including the Researcher Manager voice in policy-making as evidenced by a more inclusive culture.			
		2. As per EI7 (Policy development) action no.6: CAG to be included as a stakeholder for the EDI policy reviews scheduled for 2022.	2. No	2. Sep-22	2. EDI Team	2. Researcher and Researcher Manager representation within the EDI policy review process.			
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	1. Identify key areas that provide opportunities for Researchers to engage in policy development and promote via the CAG.	1. No	1. Jul-24	1. CAG	1. The University experiences the benefits of including the Researcher voice in policy-making as evidenced by a more inclusive culture.			
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	1. As per EM5 (Policy development) action no.1: Identify key areas that provide opportunities for Researchers to engage in policy development and promote via the CAG.	1. No	1. Jul-24	1. CAG	1. The University experiences the benefits of including the Researcher voice in policy-making as evidenced by a more inclusive culture.			
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	As per EI7 (Policy development) actions:							
		1. Ensure research staff, especially ECR, representation on each Equality Charter.	1. No	1. Oct-22	1. EDI Team	1. Better inclusion of research staff in Equality Charters and visibility of their issues.			
		2. CAG structure to be reviewed as part of a wider EDI Team initiative to ensure fair representation by grade, gender, ethnicity, faculty, length of service and contract type.	2. No	2. Oct-22	2. EDI Team	2. Strengthened CAG that is more impactful, resilient and representative to maximise interdependencies between the Equality Charters.			
		3. Agree with the Deans how best to include Researcher and Researcher Manager input in the development of organisational policies and decision-making.	3. No	3. Jul-23	3. CAG Sponsor / Deans	3. Researcher and Researcher Manager voices and views are represented in organisational policies and decision-making.			
		4. Raise awareness amongst institutional policy-makers of the benefits of involving the researcher voice within policy making activities.	4. No	4. Jul-24	4. CAG	4. University experiences the benefits of including the researcher voice in policy-making as evidenced by inclusive policies.			
		5. We will continue to work on wider representation and inclusion of research staff in our structure, establishing researcher representation on faculty research committees and the institutional EDI committee via Concordat Champions.	5. Yes - old Action reference no. 2.2	5. Jul-23	5. CAG	5. Researcher representation runs through our faculty structures and inputs into relevant policy review and decision making.			
		6. CAG to be included as a stakeholder for the EDI policy reviews scheduled for 2022.	6. No	6. Sep-22	6. EDI Team	6. Researcher representation within the EDI policy review process.			
Employment									
Recruitment and induction									
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	1. Work with Talent & Recruitment and the Super Recruiter Project to assess the impact of the project on the research environment. Athena Swan actions: IR.1.1: "All Super Recruiters to attend training over four modules; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning module." IR.1.2: "Super Recruiters identified in each Faculty/Professional Service area at level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process." IR.1.3: "Consider options with the recruitment system to enable more inclusive processes, such as an embedded gender decoder." IR.1.4: "Implement recommendations from the review of the Super Recruiter project to shape & enhance our current offer and inform future recruitment training and practices." IR.1.5: "Capture and analyse recruitment experience feedback provided by super recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience."	1. No	1. Dec-23	1. Talent & Recruitment	1. Super Recruiters within the Research environment are identified and recruitment data is analysed for any trends, resulting in a positive impact on Researcher recruitment.	The Super Recruiter project is an extensive programme to improve recruitment from start to finish. This peer-led programme will embed best practice and address bias from job design through to appointment.		
		2. Review the 'Open Transparent and Merit-Based Recruitment' checklist.	2. No	2. Dec-22	2. CAG / HR	2. Confidence is high that our recruitment practices and processes are fair and inclusive, as evidenced by 100% Yes (either completely/substantially/partially) in answer to the OTM-R checklist.			
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	1. Identify areas of good practice in terms of Researcher induction offerings in different faculties and promote best practice across the University research community.	1. No	1. Jul-24	1. CAG / CHEP	1. Consistent and beneficial inductions offered to all Researchers across the University.	Specialisms and local environment necessitate that inductions are managed at a local level, however this can lead to inconsistent standards of induction dependent on faculty and school. Our focus going forward is to first understand the differences in induction across the university, and to devise a set of common principles and guidance, including examples of good practice, to provide consistency and improved quality.		
		2. Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff.	2. No	2. Jul-24	2. CAG / CHEP	2. Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a minimum standard of induction information.			
Recognition, reward and promotion									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	1. Review cross-pathway transfer and promotions for 2 years.	1. No	1. Sep-24	1. Reward, Recognition & Inclusion	1. Data will provide clarity over who is changing pathway and being promoted. This will then lead to further actions as necessary.			
		2. Academic, Research and Enterprise pathways to be refreshed and updated (People Strategic Plan).	2. No	2. Oct-23	2. Reward, Recognition & Inclusion	2. Clearer routes for progression within the organisation.			

HREIR Action plan template (Jul 2022 - Jul 2024)

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Other (please provide numbers and details):	-	

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EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	1. As per EI1 (Recruitment and induction) action no.1: Work with Talent & Recruitment and the Super Recruiter Project to assess the impact of the project on the research environment. Athena Swan actions: IR.1.1: "All Super Recruiters to attend training over four modules; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning module." IR.1.2: "Super Recruiters identified in each Faculty/Professional Service area at level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process." IR.1.3: "Consider options with the recruitment system to enable more inclusive processes, such as an embedded gender decoder." IR.1.4: "Implement recommendations from the review of the Super Recruiter project to shape & enhance our current offer and inform future recruitment training and practices." IR.1.5: "Capture and analyse recruitment experience feedback provided by super recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience."	1. No	1. Dec-23	1. Talent & Recruitment	1. Super Recruiters within the Research environment are identified and recruitment data is analysed for any trends, resulting in a positive impact on Researcher recruitment, in part due to Researcher Manager up-skilling in recruitment.			
		2. As per EI1 (Recruitment and induction) action no.2: Review the 'Open Transparent and Merit-Based Recruitment' checklist.	2. No	2. Dec-22	2. CAG / HR	2. Confidence is high that our recruitment practices and processes are fair and inclusive, as evidenced by 100% Yes (either completely/substantially/partially) in answer to the OTM-R checklist.			
		3. Discuss and investigate the advantages and disadvantages of the use of narrative CVs, utilising existing information on the subject from RIS.	3. No	3. Oct-23	3. CAG / HR	3. Narrative CV usage increases, resulting in an increase in the employment / promotion of staff from minority groups e.g. gender, race, disability, sexual orientation etc.	3. There is a greater call for the use of narrative CVs amongst some funding bodies.		
Responsibilities and reporting									
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.									
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	1. Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Links to codes of practice and institutional policies and signposting to information regarding conditions of grant funding to be included	1. No	1. Oct-23	1. CAG / CHEP	1. Managers are aware of and have access to appropriate line management material.			
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	1. Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff, including institutional policies, procedures and employment legislation.	1. No	1. Jul-24	1. CAG / CHEP	1. Researchers are aware of and have access to appropriate information.			
ER2	Researchers understand their reporting obligations and responsibilities.	1. Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff, including reporting obligations and responsibilities.	1. No	1. Jul-24	1. CAG / CHEP	1. Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a minimum standard of induction information.			
People management									
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.	1. Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	1. No	1. Jul-23	1. CAG / CHEP / HR LMD / Comms	1. Increase in uptake of Leadership and Management Development training from 33% ERE managers (compared to 50% of all managers) to 100% by Jul-23, therefore increasing the knowledge of Researcher Managers in matters of people management and leadership.			
		2. Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Signposting to existing project management support and resources, such as the Project Managers' and Coordinators' Network and the RIS Project Management Toolkit, to be included.	2. No	2. Oct-22	2. CAG / CHEP	2. Managers are aware of and have access to appropriate line management material.			
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.	1. As per EI4 (People Management) action no.1: Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	1. No	1. Jul-23	1. CAG / CHEP / HR LMD / Comms	1. Improved institutional research environment and culture based on the measure agreed in ECI6 (Environment & Culture) due to Researcher Managers being more knowledgeable about people matters.			
		2. As per ECI3 (Wellbeing and Mental Health) action no.1: Work with the Athena Swan SAT to ensure that action TA.4 "Compile a set of common principles for workload management based on an audit of how schools currently manage workload. Seek feedback from staff, then provide all Schools with guidance and support for the incorporation of those principles into their workload management" meets the needs of Research staff.	2. No	2. Dec-23	2. Athena Swan SAT / CAG	2. Researchers have an increased satisfaction with workload management, with an increase in those that agree/strongly agree that the institution treats them fairly in relation to contracted workload from 49% to 60% by CEDARS 2025.			
		3. As per ECI3 (Wellbeing and Mental Health) action no.2: Ensure Researcher representation and recommendations of the CAG are included in both the Workload Principles strategic priority (also as per the Research Strategic Plan Action no.25) and the Health and Wellbeing strand of the People Strategic Plan.	3. No	3. Dec-23	3. CAG / HR Business Planning & Programme Manager	3. The Researcher voice is heard and included within the Workload Principles priority and Health and Wellbeing work, which will then benefit Researcher workloads.			
		4. As per ECI3 (Wellbeing and Mental Health) action no.3: Ensure Researchers are represented on the Staff Wellbeing Working Group and update the ToR for the group to include Research staff.	4. No	4. Nov-22	4. PM / CAG	4. At least 2 Researchers are members of the Staff Wellbeing Network to ensure researcher perspectives are included.			
		5. Review existing ERE - Research Pathway job descriptions to consider whether responsibilities pertaining to wellbeing are included.	5. No	5. Dec-23	5. Reward, Recognition & Inclusion	5. Researcher Managers are aware of their responsibilities around the wellbeing of their reports and CEDARS 2025 shows an increase from 49% to 60% of respondents who agree/strongly agree that their working environment supports their mental health and wellbeing.			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	1. As per EI4 (People Management) action no.1: Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	No	1. Jul-23	1. CAG / CHEP / HR LMD / Comms	1. Increase in uptake of Leadership and Management Development training from 33% ERE managers (compared to 50% of all managers) to 100% by Jul-23, therefore increasing the knowledge of Researcher Managers in matters of people management and leadership.	Leadership Circles are an option available to leaders to broaden their thinking and discuss the various approaches that exist to enhance an individual's leadership capability. Leadership circles are small peer groups who meet regularly to explore current leadership topics to enhance their leadership capability. Over 250 individuals have attended overall including high attendance from ERE staff across all five faculties.		

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EM4	Managers actively engage in regular constructive performance management with their researchers.	1. Agree with the Deans how best to provide time for regular 1:1's to take place between researchers and their managers (in alignment with Module 2 of the Line Manager Development programme).	1. No	1. Jul-23	1. CAG Sponsor / Deans	1. Decision is made on how to provide the time for regular 1:1s, leading to further actions.	Appraisals are a key tool in evaluating and recording the performance and development of our people, with the aim of helping every individual to maximise their contribution and potential in their role. They form part of an ongoing dialogue between a line manager and employee and enable us to recognise and reward contribution and effort towards achieving the University's goals. The appraisal process at UoS is changing to have one appraisal year for all staff, starting on 1 August 2023 with 4 new contribution descriptors and a 'consistency check' to be carried out by the appraiser's line manager. The review process of appraisals was based on feedback from staff, including a focus group for co-design which staff volunteered to attend. The group had 24% (11 of 46) ERE staff including representatives from all 5 faculties.		
		2. Provide an additional appraisal summary for Heads of School / Deans / Directors, with a breakdown of EDI based statistics including gender, ethnicity, full time/part time, level and pathway (as per REC Action SP.12.2). Deans will be responsible for reviewing the data with the support of their HR Business Partner, to identify any patterns or trends pertaining to specific or protected staff groups. Any issues which are identified should be followed up with actions (eg training, communication), seeking advice from EDI experts if relevant, to help raise awareness and reduce unconscious bias in the future.	2. No	2. Nov-23 (L4-7) Aug-24 (L1-3)	2. HR LMD / EDI Team	2. Statistics will be reported to the EDI committee to help with planning action/options to help address patterns and trends, and a summary included in the EDI annual report. Appraisal summaries are embedded into the appraisal process. Summary packs are distributed to Deans and HR business partners, with evidence of actions taken where required			
		3. To improve transparency and trust in the appraisal process (as per REC Action SP.12.1), replace the current moderation process with a "consistency check" which will be carried out by a second line reviewer, normally the appraiser's direct manager	3. No	3. Oct-23 (L4-7) Jul-24 (L1-3)	3. HR LMD	3. Consistency check is embedded in to the appraisal process.			
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	1. Agree with the Deans how best to provide time for regular 1:1's to take place between researchers and their managers	1. No	1. Jul-23	1. CAG Sponsor / Deans	1. Decision is made on how to provide the time for regular 1:1s, leading to further actions.	The new appraisal process (to go live from August 2023) was subject to a rigorous review, including a co-design focus group which consisted of 24% ERE staff, including representatives from all five Faculties.		
		2. Publicise the Appraisal Guidance information available on the HR SharePoint to increase awareness of Researcher obligations surrounding appraisals.	2. No	2. Jul-23	2. HR LMD	2. Researchers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals resulting in a reduction of those that find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025.			
Job security									
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.	1. The University will modernise its governance to better manage employment procedures and redundancy processes.	1. No	1. Aug-23	1. Modernising the Governance Project	1. New Employment Ordinance and procedures are live. Benefits include: 'parity for all staff, streamlined decision making, ability to respond to change in an agile way.'			
		2. Ensure ECRs and Line Managers of Researchers are represented and recommendations of the CAG are included in the Reduce the Use of FTCs strategic priority (the People Strategic Plan) to ensure alignment across the University.	2. No	2. Jul-24	2. HR	2. A single, centralised policy - that is not to be modified/adapted at local levels by any areas of the University - to be used across the entire institution.			
		3. Align the objectives within the Concordat with Athena Swan, Race Equality Charter and Technician Commitment actions related to the use of Fixed Term Contracts.	3. No	3. Jan-23	3. EDI Team	3. Actions related to the different charters are all aligned with the Concordat and fairly represent the requirements of all FTC staff.			
		4. Work with the Athena Swan SAT and HR Recruitment to ensure that Athena Swan Action JS.2: "Positively promote recently strengthened redeployment policy and associated guidance, with the aim of improving recruiting managers' perceptions of appointing redeployees. Understand the appetite for redeployment from FTC staff." meets the needs of Research staff.	4. No	4. Oct-23	4. CAG / Athena Swan SAT / Talent & Recruitment	4. A measurable increase in the number of staff redeployments. Specific targets for improvement to be specified after gauging the underlying appetite for redeployment. Indicative target of improvement from 2.5% to >5% for A&R, and from 6.2% to >10% of those ending FTCs, with no significant gendered pattern.			
		5. At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss and decide how to manage the policy and strategy relating to funding opportunities for research-only staff.	5. No	5. Nov-22	5. CAG	5. Decisions are made on how to manage the policy and strategies relating to funding opportunities for research-only staff.			
Professional and Career Development									
Championing professional development									
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.									
PCD11	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.	1. Provide tools, guidance and exemplars on how to utilise the minimum 10 days training/professional development from both a Researcher Manager and Researcher perspective.	1. No	1. Nov-23	1. CHEP / HR	1. Greater involvement of research staff in their own development and improved institutional research environment and culture based on the measure agreed in ECI6 (Environment and Culture).	CEDARS 2021 shows that 90% of staff have received fewer than 10 days of training/professional development (within that total, 15% have received 0 days and 46% have received between 1 and 4 days)		
		2. At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss and decide upon options for supporting Researchers' career development, including the use of the minimum 10 days training/professional development.	2. No	2. Nov-22	2. PM / CAG	2. Agreement on how to support the use of a minimum of 10 days for training/professional development, so that by CEDARS 2025 no more than 60% of staff have received fewer than 10 days training/professional development.			
PCD16	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	1. CEDARS is to be used to continue to monitor the engagement of Researchers and Research Managers with the 10 days training/professional development.	1. No	1. Jul-25	1. CAG	1. CEDARS 2025 data is to be used to assess the success of the measures implemented as part of this Action Plan to improve access to professional development activities.			
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.	1. In conjunction with the Action Workshops (as per Environment & Culture ECI6 action 1), agree with the Deans how Researcher Managers can ensure the allocation of 10 days training per year.	1. No	1. Jul-23	1. CAG Sponsor / Deans	1. Agreement on how to support the use of a minimum of 10 days for training/professional development, so that by CEDARS 2025 the number of staff who have received fewer than 10 days training/professional development is under 60%.	CEDARS 2021 shows that 90% of staff have received fewer than 10 days of training/professional development (within that total, 15% have received 0 days and 46% have received between 1 and 4 days)		
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.	1. Provide tools, guidance and exemplars on how to utilise the minimum 10 days training/professional development from both a Researcher Manager and Researcher perspective.	1. No	1. Jul-23	1. CHEP / HR	1. Greater involvement of research staff in their own development and improved institutional research environment and culture based on the measure agreed in ECI6 (Environment and Culture).	CEDARS 2021 shows that 90% of staff have received fewer than 10 days of training/professional development (within that total, 15% have received 0 days and 46% have received between 1 and 4 days)		
		2. Researchers take the opportunity to utilise the 10 days training/professional development based on the outcomes of PCD11 actions 1 & 2 and PCDM3 (Championing Professional Development).	2. No	2. N/A	2. N/A	2. Researchers have the opportunity to engage in a minimum of 10 days training/professional development, so that by CEDARS 2025 the number of staff who have received fewer than 10 days training/professional development is under 60% and there are no staff who have received zero days for training/professional development.			
Career development reviews									
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.									
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	1. All Researcher Managers are to receive appropriate training and support to utilise the new Appraisal process.	1. No	1. Jul-23	1. HR LMD	1 & 2. Researcher Managers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals resulting in a reduction of those that find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025. 3. Researchers understand how to create a professional development plan, such that by CEDARS 2025 50% of respondents agree/strongly agree that they have a clear career development plan (compared with 37% CEDARS 2021).	Appraisals are a key tool in evaluating and recording the performance and development of our people, with the aim of helping every individual to maximise their contribution and potential in their role. They form part of an ongoing dialogue between a line manager and employee and enable us to recognise and reward contribution and effort towards achieving the University's goals. The appraisal process at UoS is changing to have one appraisal year for all staff, starting on 1 August 2023 with 4 new contribution descriptors and a 'consistency check' to be carried out by the appraiser's line manager. Training includes the Leadership Management Development Programme, Leadership Circles, "maximising contribution", "Managing under-performance" and "Appraising with Confidence" workshops, alongised refreshed elearning for appraisees, being rolled out in Jan-2023		
		2. Publicise the Appraisal Guidance information available on the HR SharePoint to increase the awareness of Researcher Manager obligations surrounding appraisals.	2. No	2. Jul-23	2. HR LMD				
		3. Training to be provided to demonstrate how to create and maintain a professional development plan.	3. No	3. Jul-24	3. CHEP				
PCD16	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	1. Appraisal uptake amongst Research staff is to be monitored as part of the new appraisal process.	1. No	1. Jul-24	1. HR LMD	1. Appraisal completion rate to increase from 91.5% (2019/20) for all eligible Research staff, to 100% by Jul-25.			

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PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	1. As per PCDI2 (Career Development Reviews) action no.1: All Researcher Managers are to receive appropriate training and support to utilise the new Appraisal process.	1. No	1. Jul-23	1. HR LMD	1 & 2. Increase the number of respondents that answer 'yes' to the CEDARS question "Do you have a regular formal career development review with your manager / supervisor?" from 42% (CEDARS 2021) to greater than 50% by CEDARS 2025 (particularly as 77% of those that had career development reviews found them useful/very useful).			
		2. As per PCDI2 (Career Development Reviews) action no.2: Publicise the Appraisal Guidance information available on the HR SharePoint to increase the awareness of Researcher Manager obligations surrounding appraisals.	2. No	2. Jul-23	2. HR LMD				
PCDR4	Researchers positively engage in career development reviews with their managers.	1. As per PCDI6 (Career Development Reviews) action no.1: Appraisal uptake amongst Research staff is to be monitored as part of the new appraisal process.	1. No	1. Jul-23	1. HR LMD	1. Appraisal completion rate to increase from 91.5% (2019/20) for all eligible Research staff, to 100% by Jul-25 2. Researchers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals and a reduction of those who find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025.			
		2. Publicise the Appraisal Guidance information available on the HR SharePoint to increase awareness of Researcher obligations surrounding appraisals.	2.No	2. Jul-23	2. HR LMD				
Career development support and planning									
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.									
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	1. At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss and decide on the best way to manage Researcher careers, including the barriers that need to be overcome when attempting to change pathways.	1. No	1. Nov-22	1. PM / CAG	1. Decision made on how to manage Researcher careers, leading to further actions with a measurable output. 2. The needs of longer term Researchers are discussed and any special provisions agreed upon, leading to further actions. 3. Decision made on how to improve the professional support available from the Careers Service for Research staff, leading to further actions. 4. CEDARS 2025 to show that fewer than 25% of Researchers disagree/strongly disagree that they are aware of the support the institution provides for career and professional development.			
		2. At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss opportunities to support the needs of longer term Researchers.	2. No	2. Nov-22	2. PM / CAG				
		3. At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss how to improve the professional support available from the Careers Service for Research staff.	3. No	3. Nov-22	3. PM / CAG				
		4. Publicise the tools available in the CHEP Researcher Development Hub (such as the FutureLearn course for Career Management for Early Career Researchers)	4. No	4. Jul-23	4. CHEP / Comms				
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.	1. Explore the use of tools such as Pure and LinkedIn for maintaining a portfolio of evidence which can be used to support job applications.	1. No	1. Jul-24	1. CAG	1. Researchers have access to a tool to help build a portfolio of evidence demonstrating their experience, that can be used to support job and funding applications.	The University currently provides an Academic CV template which is available for use by all Academics and Researchers, as well as a Current Research Information System (CRIS) called Pure which is used to link source information (such as publications) to staff members		
Research identity and leadership									
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.									
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	1. At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss and decide on the best way to support and manage diverse Researcher careers, including how Researchers can develop their research identity.	1. No	1. Nov-22	1. PM / CAG	1. Decision made on how to best support Researchers with diverse career opportunities, leading to further actions which result in CEDARS 2025 showing that fewer than 10% of Researchers disagree/strongly disagree that their Manager supports them to develop their research identity (CEDARS 2021 is 18%). 2. Greater involvement of research staff in their own development and improved institutional research environment and culture based on the measure agreed in ECI6 (Environment and Culture). 3. Agreement on how to support the use of a minimum of 10 days for training/professional development, so that by CEDARS 2025 no more than 60% of staff have received fewer than 10 days training/professional development.			
		2. As per PCDI1 action 1 (Championing Professional Development): Provide tools, guidance and exemplars on how to utilise the minimum 10 days training/professional development from both a Researcher Manager and Researcher perspective.	2. No	2. Nov-23	2. CHEP / HR				
		3. As per PCDI1 action 2 (Championing Professional Development) At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss and decide upon options for supporting Researchers' career development, including the use of the minimum 10 days training/professional development.	3. No	3. Nov-22	3. PM / CAG				
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.	1. Agree with the Deans how their Researcher Managers will ensure the allocation of time for researcher development – in addition to the 10 days allowance.	1. No	1. Jul-23	1. CAG Sponsor / Deans	1. Reserachers are provided with the time to develop their research identity and leadership skills, so that by CEDARS 2025 fewer than 10% of Researchers disagree/strongly disagree that their Manager supports them to develop their research identity (CEDARS 2021 is 18%).			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	1. As per EI4 (People Management) action no.1: Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	1. No	1. Jul-23	1. CAG / CHEP / HR LMD / Comms	1. Increase in uptake of Leadership and Management Development training from 33% ERE managers (compared to 50% of all managers) to 100% by Jul-23, therefore increasing the knowledge of Researcher Managers in matters of people management and leadership. This will lead to Researchers having the opportunity to engage in a minimum of 10 days training/professional development, so that by CEDARS 2025 less than 60% of staff will have received fewer than 10 days training/professional development, and no staff have received zero days for training/professional development.	CEDARS 2021 shows that 90% of staff have received fewer than 10 days of training/professional development (within that total, 15% have received 0 days and 46% have received between 1 and 4 days)		
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	1. Await the outcome of PCDM4 (Research identity and leadership) to establish an appropriate action	1. No	1. N/A	1. N/A	1. Researchers are provided with the time to develop their research identity and leadership skills, so that by CEDARS 2025 fewer than 10% of Researchers disagree/strongly disagree that their Manager supports them to develop their research identity (CEDARS 2021 is 18%). 2. Women working in research receive additional skills/development in specific areas to support them in STEM careers. If the pilot is a success, further actions to roll out on a wider scale will follow. 3. Researchers are provided with the time and training/support to develop their research identity and broader leadership skills.			2. A peer group called "Women's Action Learning" is currently being piloted in the University aimed at supporting women particularly in STEM subjects. The group aims to increase professional development based on the topics or themes that the group agree are priorities for them.
		2. Evaluate the success of the "Women's Action Learning" pilot.	2. No	2. Dec-22	2. HR LMD				
		3. The training provided in PCDI2 (Career development reviews) to demonstrate how to create and maintain a professional development plan is to include examples of how Researchers engage with opportunities for professional development, such as research identity and broader leadership skills.	3. No	3. Jul-24	3. CHEP				
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	1. CHEP and Careers to agree how to support and manage diverse Researcher careers, utilising recommendations from the CAG.	1. No	1. Jul-23	1. CHEP / Careers	1 & 2. Researchers have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.			
		2. Careers event to be held for early career Researchers to provide information on careers within and outside of Higher Education.	2. No	2. Dec-22	2. CHEP / Careers				

HREIR Action plan template (Jul 2022 - Jul 2024)

Details	
Institution name:	University of Southampton
Cohort number:	5
Date of submission:	29th July 2022
Institutional context:	Please see the University of Southampton HR Excellence in Research Award 10-year review report

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	826	
Postgraduate researchers	-	
Research and teaching staff	1281	
Teaching-only staff	-	
Technicians	-	
Clinicians	22	
Professional support staff	-	
Other (please provide numbers and details):	-	

Complete for submission							To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
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.	1. No	1. Nov-22	1. PM / CAG	1. Decision made on how to best support Researchers with diverse career opportunities, leading to further actions to enable Researchers to have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.				
		2. No	2. Nov-22	2. PM / CAG	2. New mentoring process agreed, leading to further actions to implement the process.				
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.	1. No	1. Nov-22	1. PM / CAG	1. Researchers have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.				
		2. No	2. Nov-22	2. PM / CAG	2. New mentoring process agreed, leading to further actions to implement the process.				
		3. No	3. Jul-23	3. CAG	3. All relevant departments are agreed on the best method to provide cross-secto career support, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.				
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.	1. No	1. Dec-22	1. CHEP	1. New role is in position which helps Researchers have a clearer understanding of the wider research system.				
		2. No	2. Jul-27	2. Enterprise & Knowledge Exchange / CAG / CHEP	2. Research staff are involved with knowledge exchange, furthering their experience and knowledge of the wider research system, with the average of those surveyed that have been involved with the following activities to be above 34% (CEDARS 2021 average is 17%) and the average of those that have no interest in the listed activities to be below 14% (CEDARS 2021 average is 30%) by CEDARS 2025 : - Commercialisation - Knowledge exchange - Public policy development - Public engagement - Citizen science or co-creation of research with society - Experience of other employment sectors - Secondments/placement in another employment sector - Participation in institution policy and decision-making				

* 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)	
ADR	Associate Dean for Research
AS	Athena Swan
AV-PIR	Associate Vice President for Interdisciplinary research
CAG	Concordat Advisory Group
CEDARS	Culture, Employment and Development in Academic Research Survey
CHEP	Centre for Higher Education Practice
CV	Curriculum Vitae
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
ERE	Education, Research, and Enterprise
FPE	Full-Person Equivalent
FTC	Fixed Term Contract
HR	Human Resources
KEE	Knowledge Exchange and Enterprise
LMD	Leadership & Management Development
OEC	Open Ended Contract
PI	Principal Investigator
PM	Project Manager
REC	Race Equality Charter
RIS	Research and Innovation Services
SAT	Self Assessment Team
STEM	Science, Technology, Engineering & Maths
TAE	Technical And Experimental (pathway)
TC	Technician Commitment
UoS	University of Southampton