



University of Hull HR Excellence in Research action plan 2022-2024 progress update

HREiR Action plan 2022-2024		 HR EXCELLENCE IN RESEARCH	
Details			
Institution name:	The University of Hull	The institutional audience* for this action plan includes (complete or delete, as appropriate):	
Cohort number:	4	Audience (beneficiaries of the action plan)	Number of
Date of submission:	Jan-22	Research staff	57
Institutional context:		Postgraduate researchers	34
<p>Founded in 1927, the University of Hull has been changing the way people think for 90 years. In reflecting upon equality for people of all genders and ethnicity, and inspired by our motto, Lampada Ferens, translated as 'carrying the light of learning', this application shines a light on our people, culture, community and values. We have a proud tradition of addressing inequality in all its forms, through education, outreach, and world leading research. We are advancing the end of slavery and exploitation through our Wilberforce Institute, exploring intersectional equality initiatives with offshore renewable energy partners, and honouring our diverse community with awards presented to prominent equality rights campaigners. We have held the HR Excellence in Research award since 2012.</p> <p>The University Leadership Team (ULT) is responsible for strategic planning and development, reporting to Senate and Council for matters requiring approval, as defined by Statute. Chaired by the Vice-Chancellor, ULT (4F/7M [2018 6F/5M]) comprises three Pro-Vice-Chancellors (Education, Research and Enterprise, and International), four Deans of Faculty, Executive HR Director, Chief Operating Officer, and University Secretary and Chief Compliance Officer. The Hull York Medical School (HYMS), a partnership with York University.</p> <p>The University vision and ambitions for equality, diversity and inclusion are embedded in our University Strategy 2030 'A fairer, brighter and carbon neutral future'. Our Social Justice and Inclusion Strategy (SJI) 2025 takes us beyond what is required under the Equality Act, 2010 and sets out our vision to shape a society that is built on equity, integrity and respect. We know that to drive systemic and cultural change will require meaningful and ambitious goals, with delivery progressed at pace. Three anchors, articulated in our SJI strategy, provide the framework by which we will deliver on our ambitions:</p> <ol style="list-style-type: none"> 1. Collegiate Leadership: we are all leaders, and we must truly believe that culture matters and prioritise it. To signal their commitment as leaders, ULT members individually sponsor our seven new inclusion work strands: disability; Gender - gender identity, sex and gender reassignment; Cultural - race, religion and beliefs; Lifestage - parental childcare and caring responsibilities, age and pregnancy; Relationships - consensual committed adult relationships, sexual orientation and marriage & civil partnership; Socio-economic inclusion; Social responsibility - civic duty and citizenship. 2. Empowering Environment: we will create a safe space to ask questions, to listen and learn, which will allow us to move forward as an organisation by creating an environment where we feel safe to speak and respected for doing so. 3. Bold Action: we will engage in a meaningful. Continuous dialogue with each other and our communities, and do something about what we know and hear. <p>As valued members of the University community we shall ensure that all the benefits of our new strategic plan are felt by our researchers and their managers.</p>		Research and teaching staff	336
		Teaching-only staff	379
		Technicians	63
		Clinicians	123
		Professional support staff	1112
		Other (please provide numbers and details): GTAs, KTPWe do not have a Technical Staff Role Profile, the number shown are those with a Specialist (Lab) role profile.	
		We are unable to identify PSS who specifically support research and the number given indicates the total PSS establishment. It is likely that in some way the majority do actually encounter research and as such would benefit from at least an awareness of our commitment.	

Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Environment and Culture								
Institutions must:								
EC11 Ensure that all relevant staff are aware of the Concordat.	To raise awareness of the Concordat amongst researchers and their managers to 100%. Awareness will be raised through: i. stakeholder involvement in developing the Researcher Charter ii. launching the charter iii. embedding the Concordat and Charter into induction and the Researcher Development Programme and appraisal materials iv. awareness through CEDARS	Awareness will be measured through participation data and through a survey summer 2022. Target 100%. i. charter agreed and delivered Dec 22, participation recorded and acknowledged in the Charter ii. launch event, eBulletin, faculty events iii. materials updated iv. target 80% Q43.1a [knowledge of the concordat] I have some understanding, or I know this exists	i. Dec 2022 ii. Mar 2023 iii. Mar 2023 iv. CEDARS 2023	ADRs OD	1. 87.5% of respondents had 'little or no knowledge of the concordat' [staff survey 2022 completed by 21.6% of contract research staff]. 91.3% of respondents did not know about the HREiR award [Survey of new starters, February 2023 18.1% response rate]. 2. Development of a researcher charter was considered by a representative group of research active staff and PI's. Following broad consultation, the group agreed not to proceed. 3. EDI and Researcher support are standing items on the FBLP research committee agenda.	Awareness of the Concordat in our researcher community and the work being done within the University to further the development our researchers. Researchers, research managers and the institution clear in their rights and responsibilities with connection to related policies and processes underpinning those.	2.1	Amber
EC12 Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers					1. The Chief People Officer initiated a review of all Human Resources [HR] related policies in Spring 2023. The aim of the project being to review all policy, process, and guidance documentation to ensure it reflected the new University strategy , people strategy and values [Inclusive, progressive and empowering]. A project lead was appointed [HR Partner] and project milestones agreed. 2. Two 'policy consultation' workshops were held [15 and 22 November 2022] attended by 24 staff, the outcomes of which informed next steps. 3. HR work closely, through Policy Working Group [PWG], with the campus trade unions and representatives of the research community when drafting, publishing, and raising awareness of changes to policy, guidance, and process. 4. The Open Access Policy and Research Data Management and Sharing Policy were reviewed in 2023 with formal communications to all research staff.			Green

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ECI3 Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	This has been largely addressed through Section 6 Mental Health and Wellbeing of our 2020-22 actions. We have work remaining: i. engage with researchers to identify why they feel that their working environment does not support their mental health ii. take appropriate actions iii. survey to identify change iv. achieve the University Mental Health Charter Award v. include MH and wellbeing discussion in appraisal document vi. include relevant commitments within the Researchers' Charter vii. as part of our commitment to the Mental Health Charter we will appoint a Wellbeing Advisor whose role will be to source, promote and deliver a holistic range of wellbeing activity for all staff.	i. report of findings and recommendations for action to CSG ii. agreed actions completed iii. survey response CEDARS Q41.5a, target 60% agree or strongly agree that their working environment supports their mental health and Q41.4a 60% agreed or strongly agree iv. submission complete and award confirmed v. discussion highlighted in the document with space to record outcomes vi. Charter developed and agreed [see ECI1] vii. specifics of the provision will be agreed when the Advisor is appointed	i. Jul 2022 ii. Oct 2022 iii. CEDARS 2023 iv. Jul 2022 v. Jun 2022 vi. Dec 2022 vii. June 2022	ADRs OD	1. A monthly pulse survey was introduced in September 2021, taking regular soundings from staff, establishing trends and targeting measures. Academic staff responses indicated a significant decline since 2020 when 80% of academic staff reported feeling confident that issues relating to wellbeing were being addressed. 'I feel I have effective support to cope with challenges at work [Nov 22: 52% tend to agree/agree]. and 'I feel I have a good work life balance [Nov 22: 54% tend to agree / agree]. An institutional 'stress' survey' in November 2023 elicited 860 responses [39+% response rate] with results due to be analysed in January 2024. 2. The University successfully retained 'Mindful Employer' status in November 2022. We submitted an application to the Universities Mental Health Charter award which received a positive response and recommendations for further work. We also have a bank of trained Mental Health First Aiders [n18] who provide first response support to staff and students. 3. A Health and Wellbeing board was established in November 2022 to provide oversight of staff health and wellbeing, with a health and wellbeing team appointed in November 2023. 4. A pilot scheme in the School of Engineering has supported early career researchers in allocating one semester without teaching load to focus on research. This has yet to be evaluated. 5. in 2022, FACE added a 6-week sabbatical to the broader sabbatical leave programme. The focussed leave is designed to accelerate a programme of work or bring one to a conclusion. 6.FBLP completed a 'workflow' project in 2023, investigating how research time was being utilised and understanding the barriers facing researchers. The outcomes have informed current workload allocation practice in the faculty.	Our researchers will feel that their mental health and wellbeing is of interest to the institution and that support is available to assist them when needed.	6.1	Green
ECI4 Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Managers of researchers are required to complete mandatory Managers Guide to Stress to understand how the HSE management standards can be applied to employee well-being at work. All staff are currently required to complete EDI training. We cannot identify managers of researchers in completion data. i. we will improve our reporting in order to be able to filter managers of researchers in completion reports ii. monitoring reports will be presented at CSG for action by ADRs iii. publish a 'Gender Equality Plan' as part of our Horizon Europe funding principles. In practice this is expected to be the same as our Athena Swan submission.	i. all relevant reports will have filters available to identify training undertaken by research managers. Target 80% in all relevant mandatory training then 90% in subsequent years ii. monitoring reports will be provided for CSG quarterly iii. Complete and submit Athena Swan application, receive bronze award.	i. Jun 2022 ii. Reporting Jan, Apr, Jul, Oct commencing Jul 2022 iii. Jun/Jul 2022	HR ICT OD ADRs UASSG	1. We identify managers of researchers through the HR system, reporting an increase in diversity and inclusion training among this group [81% in 2021 / 96.2% November 2023]. Completion rates of 'Managing stress' for the group have decreased in the same period [63% in 2021 / 35.8% in November 2023]. 2. Our gender equality plan , encompassing the principles of Horizon Europe, was published in June 2022 and the University successfully retained bronze Athena Swan charter status, now working towards a silver application in 2027. 3. Our Faculty of Health Sciences [May 2023] and Faculty of Arts, Cultures and Education [January 2022] have both been awarded bronze Athena Swan charter status. We anticipate applications for bronze from FoSE and FBLP in 2024. 4. We successfully retained our 'Disability Confident Employer' status in November 2022. 5. 16.7% of staff have completed 'Supporting trans staff and students' online training'.	i. Data can be gathered from our systems specific only to our target groups. Allowing us to measure this group is complying with the required training. ii. Completion data will be available and requirement to act where absent by ADRs proving confidence in effective training taking place. iii. published Athena Swan report and plan publication will include all staff and work through into our development offering including the RDP.	10.1	Green

Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
ECI5 Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	This was a focus of Section 8 of our 2020-22 actions. Updating sessions will be maintained as required. Work remains in this area: i. Improve data to identify these staff for monitoring updating sessions across the University see ECI4i re reporting ii. Monitoring reports will be presented at CSG for action Link to Research integrity training and understanding of relevant policies and guidelines.	i. Reports will have filters available to identify training undertaken by researchers and research managers. ii. Completions of Research Integrity training to be >90%	i. Jun 2022 ii. Reporting Jan, Apr, Jul, Oct	OD ADRs	1. In September 2023, following development work in HR, comprehensive research integrity completion reports were presented to CSG. 2. The granularity of data, by faculty, institute, and role, allows for targeting of non-completions. As at 1.9.23 completions rates of research integrity training were 50.47% for PDRAs and 47.12% for academic colleagues. 3. CSG have recommended the refresher period for this training be reduced from 5 years to 3 years. 4. FoSE introduced a formal process through 'worktribe' to ensure no projects can be submitted to a funder without a completed ethics checklist [1 x ethics breach investigated in the reporting period]. Grant applications in FACE are all reviewed by the ADR prior to submission. Research integrity training completion is a requirement for access to FBLP funding support.	We will have completion data specific to researchers and their managers and have the requirement to act by ADRs where figures are below 90%.	8.1 8.2	Amber
ECI6 Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Establish regular feedback and reporting processes with current and new researchers. This may be through the equivalent of a Research Staff Association or other mechanisms. Establishing a sustainable way of including regular feedback [quantitative and qualitative] will be a key strand of our Researcher Charter activity.	i. the Charter will detail the rights and requirements of all parties regarding feedback processes ii. feedback will form part of the quarterly reports to CSG detailing the themes explored and recommendations for action	i. Initial feedback processes agreed Sept 2022 ii. Reporting Jan, Apr, Jul, Oct	ADRs OD	See ECI1 [Researcher charter decision]. 1. Over a 12-month period [September 2022 - October 2023] the Vice-Chancellor hosted 40 visits to schools and departments to listen to the views, experiences, and suggestions from staff. The events were an opportunity to spark conversation on how Hull can become a research-led, educationally excellent, civic university. 2. Other feedback mechanisms include the pulse survey, appraisal conversations and the introduction of monthly Vice-Chancellors briefings [with direct reports /partial slide deck then uploaded to the staff intranet - SharePoint]. 3. FACE runs an annual programme of research and knowledge exchange training including workshops, away days, sandpits, and an annual PGR / Staff conference. 4. Each trimester the Dean and ADR of FBLP and FHS host online Q+A meetings with the professoriate. Interviews with 17 ECAs, conducted in 2023, led to improved access to peer networks and a proposal for a peer mentoring system.	Researchers and their managers will find it easy to help drive the priorities of our questioning and to be able to engage with feedback processes.		Amber
Funders must:								
ECF1 Including requirements which promote equitable, inclusive, and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies								

ECF2 Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers								
ECF3 Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions								
Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Managers of researchers must:								
ECM1 Undertake relevant training and development opportunities related to equality, diversity, and inclusion, and put this into practice in their work	Largely addressed through Section 10 Equality, Diversity, and Inclusion in our 2020-22 actions. i. include information on EDI development opportunities in Researcher Charter when available. ii. improving our reporting to identify compliance by managers of researchers. iii. reporting to CSG for actions from ADRs where necessary. iv. using CEDARS to gather sense of institutional commitment to EDI	i. charter will include EDI section detailing training and development opportunities ii. reports can filter research managers. Target 85% compliance with EDI training iii. compliance reporting to CSG iv. CEDARS Q41.3a [your institution is committed to EDI] agree or strongly agree 70%	i. Dec 2022 ii. Jun 2022 iii. Reporting Jan, Apr, Jul, Oct iv. CEDARS 2023	OD HR ICT	See ECI1 [Researcher charter decision] and ECI5 [improved reporting]. 1.All reporting managers can access training reports through HUMID for their direct reports. In addition, a series of 'data dashboards' are in development which, in due course, will facilitate independent access to 'real time' training data. 2.EDI training completion at an institutional level remains high [90.06% as at 20.11.20 / 91.61% as at 20.11.23]. However, the cultural audit in 2022 provided anecdotal evidence that some staff [response rate <8%] felt inclusion was not a priority for the university so further work has yet to be done. 3. FACE staff attended Gendered Intelligence Training on 9 November 2022 [69 staff].	EDI training opportunities and responsibility for completing will clearly identified. The University will have better confidence in compliance with mandatory EDI training. Reports will identify areas/individuals where action needs to be taken.	10.1	Green
ECM2 Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct					1.The Associate Deans for Research are members of the Concordats Steering group with access to the research integrity training reports for their area of responsibility. ADRs are privy to, and take appropriate action for, issues arising from Faculty and Institute ethics committees, including research misconduct whether by staff or students. 2.Research integrity annual reports compiled. CSG and UREC continue to oversee progress. 3. Established a university lead and working group for open research [artefacts in year 1 include a booklet for PGRs on open research, a suite of curated resources in the library and a seminar series.]			Amber

Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
ECM3 Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Procedures already exist. We have a carried over this action: i. promote mental health and wellbeing information in the Researchers Charter	i. information on wellbeing and mental health, bullying and harassment, is available within the Researchers Charter including processes for dealing with incidents and their reporting. ii we will also continue to look to CEDARS Q41.5a [working environment supports mental health and wellbeing] target 60% agree or agree strongly.	i. Dec 2022 ii. CEDARS 2023	OD ADRs	See ECI1 [Researcher charter decision] and ECI3 [Promoting wellbeing]. 1. In the reporting period there have been 4 formal allegations of bullying and harassment by members of the academic community. HR do not collect data where allegations are resolved at an informal stage. 2. Staff have access to an online 'bullying and harassment' module which includes details of internal reporting mechanisms. 3. In the period 01.01.22-01.01.23 five research managers completed the online bullying and harassment training, and 1 researcher completed the online awareness module. 4. In FBLP, 21% of researchers, including managers, have completed bullying and harassment training.	The Charter will provide researchers with a comprehensive overview of their rights and responsibilities and signpost policies and processes that are relevant.	10.3	Amber
ECM4 Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Athena Swan actions have brought about the provision of a Family room, baby change/feeding spaces. We have had a flexible working policy in place for a number of years this has been supplemented by an agile working policy in response to our 'Learning from Covid' work. i. The SJI Life Stage work strand will consider the establishment of a Parents and Carers Network following consultation with staff on the benefit and function of such a network.	i. SJI Lifestage inclusion group report conclusions and actions	i. Jul 2022	SJI group	1. Network now established [open to birth parents, adoptees, foster carers, stepparents, and grandparents. Caring responsibility for child, partner, parent or relative] and has met twice. Promotional activity includes - as a 'Foster friendly' institution highlighting fostering opportunities, event on 22 nd May. 2. HR leave policy updated to include a paragraph about with paid time off to attend assessment, training, and review meetings, essential to becoming and continuing to be a foster carer. The group are currently drafting an 'adoption policy' to recognise the specific needs of potential and current adopters.	The impact of this work for managers is that there will be additional support available for managers to direct their staff to. It is anticipated that the Parents and Carers Network will also contribute to guidance and advice for managers.		Green
ECM5 Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.					See ECI2 [Policy Development]. 1. Of the 24 staff who contributed to the policy development workshops 4 were research managers. 2. Research managers are also represented at policy working group [PWG] and ADRs are members of the Concordats Steering group and UREC. 3. FoSE have adopted points-based decision making for all internal resource funding panels, levelling opportunities for early career staff. 4. In response to feedback elicited through the 2021 PRES survey, the Doctoral College launched a 'Research Culture and Community Seminar programme' establishing a stimulating PGR work environment. 5. In 2022, the University central Research Team commissioned an Independent evaluation to review Civic Collaboration and Policy Research. Plans are being developed to create a Civic Research Participatory Hub.			Green

Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Researchers must:								
ECR1 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	This action has been carried forwards for our 2020-22 actions. We will develop a Researchers Charter with our researchers and their managers. i. researchers will be invited to contribute to the development of the Researcher Charter ii. contributors monitored for breadth of engagement, action to recruit additional contributors where needed. iii. the conversation around the charter will help establish what researchers understand by a supportive, fair and inclusive research culture, how the institution can support that and how they can contribute and be a supportive colleague.	i. charter project launched, and invitation made ii. contributors recorded and added to final text, ADRs advised monthly on contributors iii. charter text includes outcomes of this discussion	i. Mar 2022 ii. Throughout to Dec 2022 iii. Dec 2022	OD ADRs	See ECI1 [Researcher Charter decision] and ECI2 [Policy Development]. 1. Researchers have multiple opportunities to contribute to the research culture at the university. These include surveys of all staff, including a November 2023 survey, launched by the Pro-Vice-Chancellor for Research and Enterprise, exploring the research landscape and culture at the university. The survey has 4 sections: Collegiality, Collaboration and Care, Equality, Diversity and Inclusion, Career development and support and research culture. 2. The Concordats Steering Group offers a further opportunity to review progress towards the university concordat commitments and to identify key projects, milestones and actions associated with each. 3. HIKE data confirms FACE as the 'highest performing area in the university' for EDI answers in HIKE applications. 4. FBLP host research away days, faculty forums and a monthly 'Research Cultural and Community' seminar with presentations from PGRs and researchers. The faculty research institutes and centres host specialist seminars and the Centre for Systems Studies run a 'community café' where researchers give short, themed presentations.	A key benefit of the charter project will be to engage researchers, their managers, and other stakeholders in determining the environment and culture in which they want to work.	2.1	Green
ECR2 Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity, and inclusion					See ECM1 [EDI training completion data] and ECI5 [50.47% PDRA completion rate of research integrity training]. 1. PDRA's also participated in a series of training workshops related to funders including: 'Writing a competitive proposal for Horizon Europe [x 20] and good grant writing series [x81] / feedback includes 'this was a game-changing course'.			Amber
ECR3 Take positive action towards maintaining their wellbeing and mental health					1. We launched a series of online wellbeing modules [x 5 including 'Managing your own self-care', 'Mental health in the workplace' and 'Mental wellbeing and resilience' in 2022. In the period 01.01.22 - 31.12.22 five researchers completed the full range of modules while a further 2 researchers completed one or more modules. 2. Our in-house mental health first aiders attended refresher training with MIND [x 12 November 2023].			Amber
ECR4 Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct					1. We have no data to suggest whether researchers are reporting witnessing incidents involving research misconduct, discrimination or bullying and harassment. 2. The November 2023 Research culture survey includes a link to 'report a concern'.			Red

ECR5 Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution					See ECM5 [Policy development workshops]. ECR1 [Institutional research culture survey] and ECI6 [Vice-Chancellors departmental visits]. 1.Survey results are anonymous and no records of who attended the departmental visits were maintained so we are unable to ascertain how many researchers, if any, have contributed. 2.PDRA representation at CSG.			Amber
Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Employment								
Institutions must:								
E11 Ensure open, transparent, and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Recruitment processes are already considered to be robust. Chairs and members of selection panels must complete Recruitment and Selection and Unconscious Bias training before being invited to join a panel. HR ensure that interview processes are fair, and panels reflect diversity. We have a carried over action to ensure that we review and standardise job titles for researchers in line with Job roles.	i. a 'menu' of well understood and transparent job titles will be applied to all posts ii. new posts titles will be selected from the menu iii. evaluate impact/satisfaction with changes to job titles through survey iv. assess attitude towards recruitment processes through CEDARS Q25.1a [inclusive, equitable and transparent recruitment processes] with target of 90% fully confident or confident.	i. Sept 2022 ii. Sept 2022 iii. Report to CSG Jan 2023 iv. CEDARS 2023	HR OD	1.We have recruited 66 research only members of staff in the reporting period, 3 have continuing contracts. All others are fixed term, linked to externally funded projects or time-limited requirements. 2.The use of fixed term contracts is monitored by the HR Advisor for the area when a post is being considered for recruitment and in the establishment meetings with managers that occur monthly. We are currently undertaking a piece of work to look at open ended contracts for researchers, exploring how this would work from a finance perspective when funding is not guaranteed. 3. The standardization of job titles has been delayed, pending the data integrity review in preparation for the new 'Enterprise Resource Planning' tool [ERP -due to replace I-Trent in 2025]. 4. According to our data, there is still work to be done in the areas of recruitment and unconscious bias training. Of the active recruitment panel members, 24% do not have recruitment training listed in their HR records, and 39% have not yet completed unconscious bias training. Due to the risk involved in finding the best applicant, the new recruitment procedure explicitly stipulates that training must be finished and/or updated in the employees HR record.	Researchers will understand the roles represented and the skills and knowledge required. This may also support lateral movement for researchers.	5.2	Amber
E12 Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Induction has been largely addressed through Section 2 of our 2020-22 actions. There is one outstanding action: Review materials with recently appointed researchers and revise as appropriate.	i. newly appointed researchers will be identified by ADRs to contribute to a focus group reviewing the induction materials ii. materials updated/extended in line with feedback iii. satisfaction with induction at university, departmental and local levels measured though CEDARS Q20.1a, 20.2a. 20.3a all target 80% very useful or useful and 0% not offered	i. Jul 2022 ii. Sept 2022 iii. CEDARS 2023	OD ADRs	1.All new staff are invited to attend the university central induction event and to complete the induction course on canvas. 52.5% of new academic staff attended central induction during the reporting period / 39% of new academic staff also completed the online induction module. 2. 57.1% of participants rated their experience of central induction as 'useful'. 3. Institutional induction documentation has been updated to reflect the establishment of 'Thrive' with new guides published including 'A guide to being an induction buddy' and 'onboarding guidance'. New academic staff are invited to join a 'library tour' and meet the team [data on take-up is not currently monitored]. 3. We do not currently collate feedback about the effectiveness, or otherwise, of local induction for researchers.	We will provide our researchers with the best start to working with us.	2.4	Amber

					Neither do we have any data about how involved, if at all, research staff have been in the revision of local induction materials. 4. New researchers in FACE receive a faculty level induction and are paired with a mentor. 5. Heads of School and subject [FBLP] induct new researchers into their groups. Faculty level induction for PGR students complements the doctoral college support.			
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	Review promotion procedures for researchers and make them more transparent and available. The University has begun a piece of work around a 'Performance management and talent development framework'. This has a number of drivers including our Athena Swan plan. This project will look at a range of rewards available to staff including promotion. i. Achieve clarity and the recognition of merit-based promotion, ii. ensure the Researchers Charter includes information on promotion opportunities and processes iii. Monitor and report on researcher promotions iv. Contribute to wider project and ensure researchers specific needs are addressed within the Framework.	i. CEDARS Q17.1a [promotion pathways and processes at my institution are clear to me] target 70% and 17.3a [promotions are based on merit] 70% agree or strongly agree. ii. promotion opportunities and processes identified in the Researchers Charter. iii. Report to CGG on number of promotions awarded iv. Researchers identified within the Framework and appropriate promotion pathways and other rewards clearly articulated.	i. CEDARS 2023 ii. Dec 2022 iii. Quarterly commencing Jul 2023, then Oct, Jan, Apr, Jul iv. May 2023	OD ADRs ECA leads	See ECI1 [Researcher charter decision] and ECI2 [Policy Development]. 1. A comprehensive review of the Academic Careers Framework [ACF] and associated academic promotions processes commenced in January 2023. The initial scoping identified 5 areas for development with a working group, initially led by the PVC, Research and Enterprise, tasked with conducting the review. The working group includes 1 ADR, 1 research professor, 1 research senior lecturer and the Associate PVC, Research Culture. The areas for review are: i) Academic Careers Framework ii) Recruitment, contracts and pay iii) Research data and metrics iv) Professorial promotions pathways v) Academic promotions process. 2. ACF [July 2022 version] fully embedded in academic promotions process. All documents updated and added to SharePoint and Canvas. All academic promotions decisions [x 2 rounds – May 2022 and May 2023] [L8, SL, Reader, and Professor] include review of evidence against the domain specific pathway articulated in the ACF. 3. Academic Promotions Canvas course updated [285 users at 29.09.23] 4. 'Preparing for academic promotions' workshops attended by 61 academic staff [July – October 2023] + 21 at drop-in session [Workshop evaluations 100% of respondents said 'yes' when asked if the workshop objectives were achieved]. 5. The university 'Inspired in Hull' awards celebrate the achievements of academic and professional colleagues [academic recipients -60% of awards in 2022, 64.7% in 2023].	Promotion and other reward opportunities and the processes involved will be clearly articulated, merit-based, understood, and transparent.	5.3	Amber
E14 Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent					1. We delivered a bespoke training programme for research leaders, PIs, ADR's and Heads of department and school. The programme was delivered by colleagues from Advance HE. 109 staff attended [cohort 1+2 x 68 / cohort 3+4 x 41] each attending 2 days of training. 2. Researcher managers attended Scriptoria 'Research Project Management for PI's and COIs [x21] and 'Project Management – Health' [x24]			Green

Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
E15 Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	We will improve awareness in researchers and their managers of their rights and responsibilities with regard to appraisal/review and their own professional development: i. by involving researchers and researcher managers in developing the Researcher Charter. ii. by including such rights and responsibilities with the completed Charter. iii. by monitoring and quarterly reports to CSG on appraisal training completion for action by ADRs, iv. by surveying researchers and their managers regarding satisfaction with the process.	i. contributors to be credited in the charter ii. Rights and responsibilities relating to appraisal included in the Researchers Charter iii. Our reporting systems will be improved to filter these staff. Report will go to CSG quarterly iv. CEDARS Q21a [Appraisal useful] target 60% 2022 and Q25.5 [Effective feedback] target 80%	i. Dec 2022 ii. Dec 2022 iii. Jun 2022 for data changes, Reports to CSG Jan, Apr, Jul, Oct commencing Jul 2022 iv. CEDARS 2023	OD ADRs	See ECI1 [Researcher Charter decision] 1. Appraisal and development review [ADR] guidance and forms updated. Tailored guidance for early career academic staff. 2. Optional 360-degree appraisal scheme developed with video content to support implementation. 3. Institutional participation rate is 26.97% [based on I-Trent reporting] while staff survey responses [May 2022] suggests 65.22% of academic staff have had an ADR or probation meeting in the last 12 months. We know that completed appraisals are not recorded by managers, hence the difference in participation reporting]. 4. 47.83% of academic staff report having inadequate support to achieve their objectives / 39.13% suggest they receive constructive feedback from line managers less than once a year [staff pulse survey May 2022]. 5. 64 staff completed ADR training in the period 01.05.22 – 01.11.23. 6. FBLP provide bespoke support to women and minority ethnic staff through a 'Diversity in promotion and career' project' with the aim of enhancing promotion success.	Proving the best environment for our researchers to flourish	3.1 7.3	Amber
E16 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	These actions have been carried over. i. ensure FTCs are only included where justified - all contract type justified at application for funding ii. monitor use of FTCs - Proportion of FTCs in line with sector.	i. monitoring of FTCs in place ii. quarterly research establishment report, target <65% FTCs in line with sector, to CSG.	i. Jun 2022 ii. Reporting Jan, Apr, Jul, Oct	HR	1.The use of FTC's is monitored by the HR Advisor for the area when a post is being considered for recruitment and in the monthly establishment meetings with managers. HR are currently undertaking a piece of work to look at open ended contracts for researchers, exploring how this would work from a finance perspective when funding is not guaranteed. The university ambition is to further develop research capability, income, and outputs, likely to increase the use of fixed-term contracts.	Improving continuing employment opportunities for our researchers.	9.1 9.2	Amber
E17 Researchers and managers are provided with formal opportunities to engage with relevant organisational policy and decision-making.					See ECM5 [Policy development workshops]. ECR1 [Institutional research culture survey] and ECI6 [Vice-Chancellors departmental visits] 1.Research staff are also members of, and represented at, CSG, UREC, University Leadership team, and Senate.			Green
Funders must:								
EF1 Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting & policies								
EF2 Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security								

EF3 Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression								
EF4 Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels								
Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Managers of researchers must:								
EM1 Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care					See E14 [Research Leaders training programme and project management training] 1. Research managers training records are housed on I-Trent and show participation in workshops and online modules including mandatory and optional events. 2. 47.12% of research managers have completed research integrity training, 96.2% diversity training, and 35.8% health and wellbeing training. 3. 28 academic managers attended intercultural competency training in November 2022.			Amber
EM2 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.The researcher development team provide training for researchers, PI's and COIs to develop their understanding of the grant funding landscape and specific requirements of individual funding bodies. Our 'good grant writing' series of workshops include reference to funders requirements. 2. Senior colleagues are involved in funders decision making boards, including NERC, and share their experience and knowledge of the process.			Green
EM3 Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers					1.The Research leaders training programme [see E14] learning outcomes specified: i Align and monitor performance expectations of individuals within the research context, ii Make intelligent use of data to inform, adapt and monitor evidence-based plans which enhance and stretch individual and collective performance, iii Hold confident conversations about performance, development and capability with individuals and teams, iv Role model expected standards in terms of behaviours, values, and personal performance, v Understand the impact of self on others and adopt inclusive strategies, vi Actively contribute to developing reflexive practice within shared communities of research managers, vii Facilitate inclusive meetings and delegate responsibly, A formal evaluation of the impact of this learning has yet to be completed.			Amber

EM4 Actively engage in regular constructive performance management with their researchers	Appraisal has largely been addressed through Section 3 Appraisal of our 2020-22 actions. We have carried forward the following: i. include rights and responsibilities relating to appraisal and development for managers in the Researchers Charter ii. achieve target score in CEDARS for appraisal being useful, constructive, and timely.	i. researchers and their managers will have contributed to developing this section of the Charter. Contributors will be attached to the Charter. ii. Target score of 60% useful or very useful, CEDARS Q21a [appraisal is useful] and Q28.2a [my manager provides clear, constructive, and timely feedback on my performance] target 80% agree or strongly agree.	i. Charter will be completed Dec 2022 ii. CEDARS 2023	OD ADRs	See E15 [Annual appraisal, promotion criteria and workload allocation] including pulse survey responses, and ECI1 [Researcher charter decision]. 1. In FACE annual appraisals and six-monthly reviews are conducted by Heads of School or senior colleagues with delegated authority.	Managers will be clear about their responsibilities through a number of sources, which upon completion will include the Charter. We will ensure that in developing the Charter managers get to fully explore this element of their role.	3.1	Amber
EM5 Engage with opportunities to contribute to relevant policy development within their institution					See ECM5 [Policy development workshops]. ECR1 [Institutional research culture survey] and ECI6 [Vice-Chancellors departmental visits]			Green
Researchers must:								
ER1 Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder					1. Researcher development programme developed following substantial review in 2022. THRIVE programme [see PCD11] is fully subscribed [x 26] for the 2023/24 academic cycle. 2. The university Research and Innovation Funding Office {RIFO} provide support and guidance on funder requirements, project costing and contract negotiation. 3. 20 researchers attended 'How to write a competitive proposal for Horizon Europe' workshop.			Amber
ER2 Understand their reporting obligations and responsibilities					The culture audit and pulse survey in the reporting period have not provided this level of detail. We anticipate the November 2023 Research culture survey [ECR1] will elicit quantitative and qualitative data from which potential actions can be considered.			Amber
ER3 Positively engage with performance management discussions and reviews with their managers					See E15 [Annual appraisal, promotion criteria and workload allocation] including pulse survey responses, and ECI1 [Researcher charter decision].			Amber
ER4 Recognise and act on their role as key stakeholders within their institution and the wider academic community.					See ER2 [Understand reporting obligations and responsibilities].			Amber

Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Professional and Career Development								
Institutions must:								
<p>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</p>	<p>Actions under our 2020-22 actions Section 1. Researcher Development Programme largely addressed this commitment. We have outstanding actions relating to:</p> <p>i. measuring satisfaction with access to training and development opportunities ii. holding a focus group with researchers who have taken part in the programme to receive qualitative feedback to enhance the programme/sessions. iii. implement actions agreed with CSG</p> <p>We will also iv. embed the right to a minimum 10 days professional development in the Researcher Charter.</p>	<p>i. CEDARs score for Q14.1a [access to training and development opportunities] target 80%. Internal processes to gather satisfaction data ii. report findings of the group with recommendations to CSG iii. implement agreed actions from the report iv. Charter completed with stakeholders contributing including right to 10 days minimum personal development.</p>	<p>i. CEDARS 2023, internal in place Jun 2022 ii. Sept 2022 iii. Apr 2023 iv. Dec 2022</p>	<p>ADRs OD</p>	<p>See ECI1 [Researcher charter decision].</p> <ol style="list-style-type: none"> We have developed a 'CPD guide for researchers' with informative video. Researcher development has been subject of an extensive review and we have recruited a '<u>Research Culture and Researcher Development Team</u>' [RCRD] led by the Associate Pro-Vice-Chancellor. RCRD deliver development opportunities, training and support to the academic community and provide expertise and strategic advice on the internal research environment and wider research policy landscape. RCRD provide accessible and digestible insights through the research policy observatory and host panel discussions [recorded with sub-titles and available on YouTube] including: <ul style="list-style-type: none"> What does good research leadership look like? Why Research Leadership Matters: Challenges, Ambitions and Priorities for Higher Education. RCRD have developed a specific programme of activity and a hub for ECR development known as 'THRIVE' [The Hull early-career Research Integrated deVElopment programme] in addition to a suite of 'researcher training' events and the good grant writing programme. 'THRIVE' is an 11-month programme [discussion, debate, cross faculty, and cross-discipline working] open to researchers typically within 5 years of their PhD on fixed-term and continuing contracts. Activity includes: <ul style="list-style-type: none"> Future research ecosystem Narrative CV and grant writing Integrating impact and writing retreats Managing research data and outputs In FoSE the ADR has facilitated STEM specific development activity and has highlighted the 10 days CPD allocation with Heads of school. There is currently no monitoring in place to review how this is working in practice. In FACE, research commercialisation and REF reading workshops have been facilitated. The faculty have joined the Aspect network for commercialisation in the SHAPE subjects [a group of 48 universities] to promote opportunities for researchers. We actively promote opportunities with external providers including 'The conversation' [19.10.23 bulletin promoting 'how to write for The Conversation'], Vitae and Advance HE FHS facilitated a survey from which a database of peer review panel members (for funding bodies) was created. This provides access to 'experts' for those new to developing funding applications. FHS 'brown bag' lunches provided researchers with opportunities to attend monthly seminars on research topics. 	<p>Increased engagement and satisfaction with the development opportunities provided.</p>	<p>1.5 2.4 4.1 4.2 4.3 5.4</p>	<p>Green</p>

PCDI2 Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers					See E15 [Appraisal and development review] 1. Specific tailored support for career development conversations has not been prioritised in this reporting period. This will be specifically addressed in the 2024-2027 action plan. 2. A review of the professoriate in December 2022 included specific career development conversations between Deans and research professors [x96]			Green
Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
PCDI3 Ensure that researchers have access to professional advice on career management, across a breadth of careers	This action has been carried over from our 2020-22 actions. i. we will explore options to provide professional career advice to our researchers ii. we will report to CSG with recommendations iii. professional career advice will be made available to all researchers	i. options identified with benefits/costs ii report and recommendations received by CSG for decision iii. Advice will be available signposted through appraisal, induction, RDP and the Researcher Charter.	i. May 2022 ii. July 2022 iii. Oct 2022, charter Dec 20225	OD	1. FACE facilitate a mentoring scheme and have knowledge exchange 'champions' who provide advice and support to colleagues. 2. We have been unable to extend the previously offered [ended in 2021] 'careers and employability' offer of 1:1 career guidance. This will be specifically addressed in the 2024-2027 action plan.	Professional careers advice available for researchers to plan their development as supported through the appraisal and development review process.	5.4	Amber
PCDI4 Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills					See PCDI1 [researcher development / THRIVE / CPD guide and video / researcher networks]			Amber
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	This action has been carried over. We will create a set of materials identifying potential career pathways for our researchers. We will consult with the various RDF lenses and other sources to help our researchers link their activities with other possible careers.	i. materials will be created with researcher and other stakeholder involvement ii. the completed resources will be launched iii. made accessible through the RDP, appraisal, and development review materials, signposted in the Researcher Charter.	i. Aug 2022 ii. Sept 2022 iii. Sept 2022 + Dec 2022		See E13 [Review of the Academic Careers Framework] and ECI1 [Researcher Charter decision]. 1. This action has not been prioritised during the reporting period.	Our researchers will be supported in identifying available employment routes. Managers will also have a resource to engage with when conducting appraisals and have a career conversation with their researchers.	5.1	Red
PCDI6 Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	The University is already able to report on engagement with all development activities either organised by the University or externally. Line managers can access that data for their reports. What we currently lack is the ability to filter this data by researchers or their managers. i. Work will be undertaken to add filtering by researchers and researcher managers to our reporting systems ii. Quarterly reports for CSG	i. Filtering ability will be added to all relevant reports from HUMID ii. Reporting to CSG for actions by ADRs if needed.	i. Jun 2022 ii Reporting Jan, Apr, July, Oct - commencing July 2022		1. The Hull university management information database [HUMID] reports by individual staff, role, department, school, and faculty thus enabling research managers to access real-time reports about researcher development events. The university HR system [My-HR] contains details of each individual personal training record with participation at institutional events recorded. 2. In the period September 2022 to January 2024 we reported 47 researcher development workshops, ranging from 'Copyright essentials for researchers' to Masterclass for qualitative research in Social Sciences'. Total attendance was 558. In addition, we record online module completions. 3. We have no confidence that effective career development reviews are taking place.	CSG will have a clear picture across the University of the take up of professional development activities. ADRs will have the data to intervene where this is felt necessary.		Amber

Funders must:								
PCDF1 Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies, This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning								
PCDF2 Embed the Concordat Principles and researcher development into research assessment strategies and processes								
PCDF3 Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit								
Managers of researchers must:								
PCDM1 Engage in regular career development discussions with their researchers, including holding a career development review at least annually					1.Researchers who join FoSE have a 1:1 career planning meeting which includes discussion about research focus, support available at local and institutional levels. 2.Records of career development reviews are not maintained on I-Trent so we have no current data on participation levels or effectiveness.			Amber
PCDM2 Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	Mentoring has been addressed through Section 4 Mentoring of our 2020-22 actions. We have carried over work to: i. share mentoring good practice and standardise approaches across the University where appropriate. ii. include information on mentoring in the Researchers Charter iii. monitor uptake of mentoring, requires an addition to MyHR to note that a person has a mentor iv. Evaluate the impact of the mentoring offer, report to CSG v. We will explore independent career advice for researchers.	i. University wide catalogue of mentoring opportunities, similar transparent systems throughout ii. Communication of opportunities and responsibilities vis-s-vis mentoring. iii. Quarterly reporting to CSG [Jan, Apr, July, October]. Target >50% of eligible staff, action required by ADRs where 50% target nor met iv. Confidence in effectiveness of mentoring action. We will use a range of techniques to gather feedback including our own survey to explore satisfaction with the provision. Target satisfaction levels 60% then rising to 80% in subsequent years v. report to CSG with recommendations.	i. Dec 2022 ii. Dec 2022 iii. Reporting Jan, Apr, Jul, Oct. Commencing July following work on filtering iv. Apr 2023 v. Jul 2022		See ECI1 [Researcher charter decision] and ECI6 [FBLP peer mentoring proposal]. 1. Mentoring schemes exist in FoSE, FBLP, and FACE with varied levels of engagement. The FoSE scheme is offered to all academic staff with adverts placed in each faculty bulletin. In FACE mentors are allocated to all academic Aurora participants [x 5 in 2023]. 2. Mentoring is a standing item on the FACE research committee {Meet twice each semester}. 3. Mentoring is offered to all participants on the Aurora leadership programme for women [2023 intake x 18 researchers / 62.16% had a mentor at the point of application]. 4. We have scheduled an upgrade to I-Trent to allow individuals to record mentoring on their training record.	Through these actions awareness of mentoring as a development activity will be raised amongst managers and therefore their staff. The Researchers Charter will further extend that awareness and signpost various mentoring opportunities available within the University. Take up and satisfaction with the offer will be measured giving the University and its researchers confidence that mentoring is effective.	4.1 4.4 5.4	Amber

PCDM3 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					We have no data to support whether, if at all, research managers are allocating 10 days of CPD to their research teams and, if time is being allocated, how appropriate or impactful the relevant CPD has been. We will prioritise this in our 2024-2027 action plan.			Red
PCDM4 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					See ECI3 [Sabbatical leave / Workflow project] ECI6 [Faculty based training, peer networks and Q+A] ECM1 [Gendered Intelligence Training] ECR1 [Research Cultural and Community seminars] PCDI1 [CPD guide, THRIVE and researcher development].			Amber
PCDM5 Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development					See E14 [Bespoke training programme for research leaders]			Amber
Obligation	Action	Success measure [SMART]	Deadline	Lead	Progress update [January 2024]	Outcome/ result	From 20/22	RAG
Researchers must:								
PCDR1 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					We have no data to support whether, if at all, researchers are being allocated 10 days of CPD by their research managers and, if time is being allocated, how appropriate or impactful the relevant CPD has been. We will prioritise this in our 2024-2027 action plan. See PCDI1 [THRIVE cohort one is fully booked x 26 participants], PCDM2 [Mentoring for Aurora participants], ECR2 [numbers attending researcher development events and workshops] and ECM1 [EDI training completion rates]			Amber
PCDR2 Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training, and secondments					See PCDI1 [THRIVE cohort one is fully booked x 26 participants], PCDM2 [Mentoring for Aurora participants], ECR2 [numbers attending researcher development events and workshops] and ECM1 [EDI training completion rates] We do not currently have central oversight of secondment opportunities or take-up by researchers. This is an area, along with professional career advice, to consider in our 2024-2027 action plan.			Amber

PCDR3 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					Records of career development reviews are not maintained on I-Trent so we have no current data on participation levels or effectiveness. We will prioritise this in our 2024-2027 action plan.			Red
PCDR4 Positively engage in career development reviews with their managers					Records of career development reviews are not maintained on I-Trent so we have no current data on participation levels or effectiveness. We will prioritise this in our 2024-2027 action plan.			Red
PCDR5 Seek out, and engage with, opportunities to develop their research identity and broader leadership skills					1. Examples of good practice include the 'Rising star seminar series' hosted by FACE showcasing the research of early and mid-career criminologists and faculty networking events. 2. Researchers are attending the inaugural lecture series for new members of the professoriate which are available to academics at all career stages.			Amber
PCDR6 Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement, and commercialisation					See PCDI1 [THRIVE cohort one is fully booked x 26 participants], ECR2 [numbers attending researcher development events and workshops] 1. Researchers [x 13] attended 'Communications workshop for engaging non-specialists' in sciences and humanities			Amber

Glossary of terms	
ACF	Academic Careers Framework
ADR	Appraisal and development review
ADRs	Associate Deans for Research
AFHEA	Associate Fellow of the Higher Education Academy
CANVAS	University Virtual Learning Environment
CEDARS	Culture, Employment and Development in Academic Research Survey
COI	Co-Investigator
CPD	Continuous Professional Development
CSG	Concordats Steering Group
DoR	Director of Research
ECA	Early Career Academic
EDI	Equality, Diversity, and Inclusion
EDIGB	Equality, Diversity, and Inclusion Governance Board
ERP	Enterprise Resource Planning
FACE	Faculty of Arts, Cultures, and Education
FAM	Faculty Academic Manager
FBLP	Faculty of Business, Law, and Politics

FHS	Faculty of Health Sciences
FRM	Faculty Research Manager, a group term to cover similar roles in different faculties: Research Manager, Research Office Manager, Head of Research Administration
FoSE	Faculty of Science and Engineering
FTC	Fixed term contract
HIKE	Hull Impact and Knowledge Exchange
HoD	Head of Department
HoS	Head of School
HR	Human Resources
HSE	Health and Safety Executive
HUMID	Hull University Management Information Database
HYMS	Hull York Medical School
ICT	Information, Communication, Technology
iTrent	HR system which records CPD staff facing interface [MyHR]
L8	Lecturer band 8
L&D	Learning and Development – renamed as Organisational Development see OD
MH	Mental Health
NERC	Natural Environment Research Council
NERDS	Network of Expert Researcher Developers
OD	Organisational Development
PDRA	Post Doctoral Research Associate
PGR	Post Graduate Researcher
PI	Principal Investigator
PRES	Postgraduate Research Experience Survey
Pulse	Regular single theme University wide surveys
PVC-RE	Pro-Vice-Chancellor for Research and Enterprise
PWG	Policy Working Group
RCRD	Research Culture and Researcher Development
R&E	Research and Enterprise
REF	Research Excellence Framework
RIFO	Research Innovation and Funding Office
SHAPE	Social Sciences Humanities and Arts
SJI	Social Justice and Inclusion
SL	Senior Lecturer
STEMM	Science Technology Engineering Mathematics and Medicine
TEA	Teaching Enhancement Academy [formerly Directorate for Learning and Teaching Enhancement]
THRIVE	The Hull early-career Research Integrated deVElopment programme
UASSG	University Athena Swan Steering Group
ULT	University Leadership Team
UREC	University Research and Enterprise Committee
Worktribe	Cloud-based software platform for Higher Education research and curriculum management