

## HREiR Action plan for institutions (2022-2025)



### Details

<b>Institution name:</b>	Oxford Brookes University
<b>Cohort number:</b>	5
<b>Date of submission:</b>	29 <sup>th</sup> July 2022
<b>Institutional context</b>	
<p>We are a post-1992 University with just over 17,000 undergraduate and postgraduate taught students, and approximately 760 academic staff. We have around 450 research students and around 110-120 research-only contract staff, based in four Faculties: (1) Health and Life Sciences, (2) Technology, Design and Environment, (3) Business and (4) Humanities and Social Sciences, and 16 Departments. As a snapshot, we currently have 17 postgraduate research assistants, 27 post-doctoral research assistants, 2 research associates, 50 research fellows, 7 senior research fellows and 9 other contract researchers (total 112). To build capacity for research, we have a long established commitment to invest in a programme of 2 to 5-year early career research fellowships, and whenever possible, we appoint our own fixed-term postdoctoral contract researchers to these posts. They are funded by strategic central funding and faculty investment. Wherever possible, departments have taken fellows into permanent academic positions. In REF 2021, 97% of our research was found to be internationally recognised or higher, and 70% was judged to be of 'world leading' or 'internationally excellent' quality. Our support for research and innovation is about to be significantly strengthened and given increased visibility with the establishment of a new Directorate of Research Innovation and Enterprise, which will include researcher development. The move has been approved by the Vice Chancellor's Group and will take effect from August 2022.</p>	

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	110-120	Whilst some provision described in this document – for example, the EXPLORE@Brookes programme – will benefit <u>all</u> research-active staff, including research-active academic staff and managers of researchers, our specific focus in developing this action plan was 'those who are employed solely or largely to conduct research', according to the definition of 'researcher' given in the Concordat.
Postgraduate researchers		
Research and teaching staff		
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (provide numbers and details):		

**Complete for submission**

	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Comments (optional)
<b>Environment and Culture</b>							
<b>Awareness and engagement</b>							
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.							
ECI1	Ensure all relevant staff are aware of the Concordat.	<p>(1) Detailed consideration of the Concordat will continue to be embedded in mandatory elements of the research and knowledge exchange 'strand' of the EXPLORE@Brookes programme, attended by all newly appointed research-active staff (including researchers and their managers). It will also be a component of the planned new training package and resource for managers of researchers, and in a new training package and resource for research-only staff  <a href="#">See also actions ECI2(3) and ECI2(4)</a></p> <p>(2) Determine to what extent researchers and managers of researchers report awareness of the Concordat through response to CEDARS  <a href="#">See action ECI6(1)</a></p>	<p>Yes, 'new action 2a' and 'updated action 3e' of our 2020 action plan</p> <p>No</p>	<p>Mandatory elements of the research and knowledge exchange 'strand' of the EXPLORE@Brookes programme, annually, ongoing.</p> <p><a href="#">See also actions ECI2(3) and ECI2(4)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p>Director of Researcher Development / Researcher Development Co-ordinator</p> <p><a href="#">See also actions ECI2(3) and ECI2(4)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p>Detailed consideration of the Concordat is embedded in training packages as planned</p> <p>In CEDARS 2023, at least 50% of researchers and managers of researchers report that they 'have some understanding' or 'know that it exists' in response to the question 'How would you rate your knowledge and understanding of the following UK sector initiatives or frameworks?.. The Concordat to Support the Career Development of Researchers', rising to at least 55% in CEDARS 2025 (based on our CROS 2019 results as a baseline, where 49% 'had some knowledge' or 'knew it exists').  <a href="#">See also action ECI6(3)</a></p>	<p>We became a Concordat signatory in May 2020, as approved at University RKEC, which disseminates information to Faculties via Faculty RKECs.</p> <p>In addition, all researchers were notified directly in May 2020 and all research-active academic staff, including managers of researchers, were notified via Faculty Research Managers, also in May 2020.</p> <p>A new outward-facing Concordat web page (<a href="https://www.brookes.ac.uk/research/concordat-to-support-the-career-development-of-researchers/">https://www.brookes.ac.uk/research/concordat-to-support-the-career-development-of-researchers/</a>) was established, featuring our gap analysis, actions plan and reports, plus an internal-only Concordat webpage.</p> <p>We produced a short training video explaining the Concordat and obligations on researchers and their managers. It was circulated to all researchers and their managers in March 2021 and appears on our internal-facing Concordat webpage.</p> <p>Detailed consideration of the Concordat is embedded in mandatory elements of the research and knowledge exchange 'strand' of the EXPLORE@Brookes programme.</p>
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-	(1) The Code of Practice for the Career Management of Contract Research Staff (2021), and the University research policies and practices contained within it, to be reviewed and revised every 4 years with approval from the University's Athena SWAN Steering Group and the Race Equality Steering Group	No	Next review due October 2025	Director of Researcher Development / University Athena SWAN Steering Group Chair / Race Equality Steering Group Chair	At review, the Code of Practice for the Career Management of Researchers is approved by the University's Athena SWAN Steering Group and the Race Equality Steering Group as being inclusive, equitable and transparent.	We reviewed and revised The Code of Practice for the Career Management of Contract Research Staff (it was last revised in 2012). The draft revised Code of Practice was presented at the University's Athena SWAN Steering Group 15th Sep 2021 and the Race Equality Steering Group 22nd Sep 2021, to ensure the Code, and the

communicated to researchers and their managers.	(2) Updated Code of Practice for the Career Management of Contract Research Staff is circulated by email to all researchers and their managers after each periodic review	No	October 2025 and 4 yearly thereafter	Researcher Development Co-ordinator	Researchers and their managers sent an email informing them of the revised the Code of Practice for the Career Management of Researchers.	University research policies and practices contained within it, is inclusive, equitable and transparent. The revised Code of Practice was approved by University RKEC, 12th Oct 2021.
	(3) Develop a new training package and resource for managers of researchers. The package will, amongst other content, clearly direct managers to the Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it	Yes, 'new action 2a' in our 2020 action plan	New training package and resource developed by end of May 2022. Existing managers of researchers to be directed to new training package at launch, June 2022, then newly appointed managers of researchers to be directed to new training package within 2 months.	Director of Researcher Development / Researcher Development Co-ordinator	Managers of researchers receive new training package as planned.  In evaluation, when asked 'how useful' they found the content in relation to their Concordat responsibilities as managers of researchers on a scale of 1 to 5 (with 1 being 'not at all useful' and 5 being 'extremely useful') report scores of, on average, 3 or more.	The Code of Practice includes, amongst other things, direction to University policies and practices relevant to researchers such as our signatory status in relation to the Concordat and its obligations, annual appraisal (PDR), access to training and professional development activities equality, diversity and inclusion, conditions of employment, flexible working, family friendly policies and procedures at approach of end of contract.
	(4) Develop a training package and resource for research-only staff that, amongst other content, clearly directs them to the Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it	No	Resource and training package for research-only staff. to be developed during October 2022-June 2023. Existing researchers to be directed to new training package at launch, July 2023, then newly appointed researchers to be directed to new training package within 2 months of the beginning of their contract, beginning September 2023.	Director of Researcher Development / Researcher Development Co-ordinator	Researchers receive new training package as planned.  In evaluation, when asked 'how useful' they found the content in relation to their Concordat responsibilities as researchers on a scale of 1 to 5 (with 1 being 'not at all useful' and 5 being 'extremely useful') report scores of, on average, 3 or more.	Workshops at University RKEC strategy day, January 2021, were used to collect the views of research leaders, researchers, managers of researchers and professional services staff who support researchers, and this has been used to structure a new training and resource package to support managers of researchers, to be rolled out in June 2022 (see action <a href="#">ECI2(3)</a> ).
	(5) Continue our Athena SWAN journey with the aim that all four Faculties will hold at least 'Bronze' awards	Yes, 'updated action 7' in our 2020 action plan	Institutional 'Bronze' renewal application submitted May 2022.	University Athena SWAN Steering Group Chair	Successful renewal of Institutional 'Bronze' award	The University was awarded institutional Athena SWAN 'Bronze' in 2012, which was renewed in 2016. The Faculty of Health and Life Sciences achieved Departmental 'Silver' in 2014, which was renewed in 2018. The Faculty of Technology, Design and Environment achieved 'Bronze' in 2017. The Faculty of Humanities and Social Sciences achieved 'Bronze' in 2020. We submitted our application for renewal of Institutional 'Bronze' in May 2022. The Director of Researcher Development, who is the University Concordat 'champion' and leads for the HREIR Award is a member of the University Athena SWAN Steering group, ensuring co-ordination between initiatives.
			Health and Life Sciences (HLS) 'Silver' renewal application April 2023.	HLS Athena SWAN Steering Group Chair	Successful renewal of Departmental 'Silver' award	We became a signatory to the Race Equality Charter in October 2021, and as the process is now a five year one,

				Technology, Design and Environment (TDE) 'Bronze'; renewal application November 2022	TDE Athena SWAN Steering Group Chair	Successful renewal of Departmental 'Bronze' award	we will submit our application for the Charter Mark before October 2026. Our progress against the action plan is going really well. We completed all of the actions in our 2020-2021 plan despite the pandemic, and on course to do the same in this academic year.
				Humanities and Social Sciences (HSS) apply for 'Silver' 2024.	HSS Athena SWAN Steering Group Chair	Successful renewal of Departmental award at 'Silver' level	
				Business 'Bronze' application 2023	Business Athena SWAN Steering Group Chair	Successful Departmental 'Bronze' award	
		(6) Continue to embed and develop practice and policies in order to work towards application for the Race Equality Charter Mark	Yes, 'updated action 1' in our 2020 action plan	Application for Race Equality Charter Mark before 2026	Race Equality Charter Steering Group Chair	Successful award of Race Equality Charter Mark	
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	(1) Participate in CEDARS in 2023 and biennially thereafter. Encourage participation in CEDARS through targeted email communications.  (2) Engage in the UK Reproducibility Network's (UKRN's) survey, which will be based on the Wellcome Trust's "What researchers think about the culture they work in" 2020 report  (3) Analyse and report to RKEC on CEDARS outcomes and develop actions as part of our Concordat and HREiR action plans, as required  (4) Views of researchers and their managers are sought on our HREiR action plan and supporting statement through formal consultation with the Concordat Working Group and direct email consultation with researchers and their managers.	Yes, 'updated action 6' in our 2020 action plan  No  Yes, 'updated action 6' in our 2020 action plan  No	Spring 2023 and biennially thereafter  September/October 2022 (outside of CEDARS year to avoid survey fatigue), and biennially thereafter  As CEDARS results are available 2023, and biennially thereafter  During development of the HREiR action plan and supporting statement, March 2026, and three yearly thereafter.	Researcher Development Co-ordinator  Institutional lead for UKRN  Researcher Development Co-ordinator / Chair of RKEC  Researcher Development Co-ordinator / Director of Researcher Development / Concordat Working Group	Maintain researcher engagement with CEDARS at the level of 50% or above achieved with CROS 2019 (51% participation rate)  Determine baseline engagement of managers of researchers with CEDARS 2023 with an aim of, initially, 35% engagement. <a href="#">See also action ECI6(3)</a>  Engage UKRN's survey with a target initial participation rate of 35%. Outcomes discussed at ORIGIN and actions developed accordingly, report to RKEC and develop actions <a href="#">as ECI6(3) below</a> .  CEDARS outcomes are formally reviewed and acted upon through development of Concordat and HREiR actions, and their agreement by RKEC  The views of researchers and their managers are sought and taken into account in preparation of our HREiR action plan and supporting statement	RKEC provides mechanisms which regularly review and report on the research environment and culture, and which invite feedback from researchers across all Faculties, to improve institutional practices.  We have participated in CROS for many years, to seek formal feedback from our researchers, to review the current situation and make improvements. We have not previously participated in PIRLS. We plan to engage in CEDARS going forward.  In preparation for running CEDARS, the legal agreement has been signed off (June 2021) and is in place. We planned to take part in CEDARS 2022 but were informed by Vitae that it was not a benchmarking year. Judging that benchmarking data is critical to our assessing our position in relation to the sector, we will engage in CEDARS 2023 and biennially thereafter. We will aim to achieve a similar researcher participation rate in CEDARS as we previously achieved with CROS, but anticipate a lower rate, of engagement from managers of researchers initially. We have used CEDARS 2021 published aggregate data as benchmarking for many of our actions in this action plan, especially where we do not have comparable institutional (Brookes) CROS data to use for comparisons.

		<p>See also actions <a href="#">EC15 / ECM2(4)</a> recruit new data manager and <a href="#">EC15 / ECM2(5)</a> recruit open research Administrator to support the institutional lead for UKRN</p>					<p>A Concordat Working Group (CWG) was formed in Dec 2020, with representation from researchers in each of our Faculties and support from Researcher Development, OCAED, Brookes Careers, the People Directorate, the Race Equality Charter Steering Group, the Research and Business Development Office. The CWG was consulted on our Concordat gap analysis and action plan and our HREiR action plan and supporting statement.</p> <p>We have worked hard over the past 3 years to establish an up to date and accurate database of researchers and of their managers as a means to contact these individuals reliably. This is updated monthly with data from the People Directorate.</p> <p>A steering group, ORIGIN (Open Research, Integrity and Governance Improvement Nexus) was established and operational by the beginning of 2020-21 academic year. The Director of Researcher Development (who leads for the HREiR award and is the institutional Concordat champion) and Researcher Development Co-ordinator are members of ORIGIN, ensuring communication and harmonisation of common actions.</p>
ECR1	<p>Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.</p>	<p>See <a href="#">EC16</a> above</p>					<p>See <a href="#">comments associated with EC16</a></p>

## 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.

EC3	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>(1) Ensure supporting wellbeing and work-life balance of researchers is embedded in a new training package and resource for managers of researchers, including ensuring that managers are aware of the range of resources and support available. <a href="#">See action ECI2(3)</a></p> <p>(2) The extent to which mental health and wellbeing are promoted by managers / the institution assessed through researcher responses to CEDARS <a href="#">See action ECI6(1)</a></p> <p>(3) Develop new 'time management for researchers' interactive workshop as part of the EXPLORE@Brookes programme.</p>	<p>Yes 'new action 2a' in our 2020 action plan</p> <p>No</p> <p>Yes, 'updated Action 3e' of our 2020 action plan</p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p> <p>'Time management for researchers' workshop to be developed during academic year 2021/22, and scheduled as part of the 2022-23 EXPLORE@Brookes programme, then annually thereafter</p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p> <p>Director of Researcher Development / Researcher Development Co-ordinator</p>	<p>Supporting wellbeing and work-life balance of researchers is embedded in a new training package and range of resources and support are highlighted</p> <p>In CEDARS 2023, at least 70% of respondents 'agree' or 'strongly agree' that 'manager promotes a good work life balance' and at least 55% that 'working environment supports their mental health and wellbeing' (based on CEDARS 2021 aggregate data), rising by 5% in 2025 as practice becomes embedded <a href="#">See also action ECI6(3)</a></p> <p>'Time management for researchers' workshop delivered as part of EXPLORE@Brookes programme.</p> <p>When participants at 'time management for researchers' are asked report on the usefulness of the content of the workshop in relation to their own time management skills on a scale of 1 to 5 where 1 is 'not very useful' and 5 is 'extremely useful', the average score is 3 or more.</p>	<p>The University staff experience / wellbeing web pages (<a href="https://www.brookes.ac.uk/staff/staff-experience/wellbeing/">https://www.brookes.ac.uk/staff/staff-experience/wellbeing/</a>) promote work-life balance, including flexible working opportunities, access to occupational health and equality, diversity and inclusion information, including Athena SWAN accreditation and our policy on harassment and bullying (<a href="https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/harassment-and-bullying/">https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/harassment-and-bullying/</a>).</p> <p>The internal facing Researcher Development web pages host a "wellbeing for researchers" section bringing together support and resources for research-active staff from across the university, e.g. training in managing workplace stress, access to coaching and mentoring, and flags external sources of support eg. NHS, Mind.</p> <p>From 2020-21 all staff can access the employee assistance programme, which provides free expert advice and compassionate guidance by phone at any time, and 'my healthy advantage', a health and wellbeing app.</p> <p>All staff can access the time management course provided by OCAED. An email was sent highlighting this course to all researchers, Feb 2021. The link was added to the "wellbeing for researchers" web page, March 2021. In focus groups, researchers requested advice and support in relation to managing the demands on researchers specifically, rather than more generic advice, which the new proposed time management for researchers workshop aims to address. OCAED also provide access to a 'skills boosters' course on 'mental health overview' and this will be flagged as part of the new package for managers of researchers (<a href="#">see ECI2(3)</a>).</p>
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ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	(1) Ensure that supporting wellbeing and work-life balance of researchers is embedded a new training package and resource for managers of researchers, including ensuring that managers are aware of the range of resources and support available. Specifically signpost the OCAED 'skills boosters' mental health training overview <a href="#">See action ECI2(3)</a>	Yes, 'new action 2a' in our 2020 action plan	<a href="#">See action ECI2(3)</a>	<a href="#">See action ECI2(3)</a>	Mental health and wellbeing training is embedded in training package.	<a href="#">See comments associated with ECI3</a>
		(2) Monitor engagement of managers of researchers with the OCAED 'skills boosters' mental health training overview	No	Review engagement at the end of the academic year, October 2023 and October 2024 to establish baseline data	Administration Manager, OCAED	5% increase in manager engagement with the OCAED 'skills boosters' mental health training overview in 2022-23 / 2023-24 / 2024-25 in comparison to 2021-22.	
		(3) The extent to which managers feel effectively trained in relation to wellbeing and mental health assessed through responses to CEDARS <a href="#">See action ECI6(1)</a>	No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	In CEDARS 2023, less than 35% of managers of researchers report that they 'would like training in mental health and wellbeing' (based on CEDARS 2021 aggregate data), falling by 5% in 2025 as practice becomes embedded and more managers have received training; at least 70% of respondents 'agree' or 'strongly agree' that 'institution actively promotes good mental health and wellbeing of staff' (based on CEDARS 2021 aggregate data), rising by 5% in 2025 as practice becomes embedded <a href="#">See also action ECI6(3)</a>	
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	(1) Obtain evidence as to what extent managers promote a healthy working environment that supports researchers' wellbeing and mental health through researcher responses to CEDARS. <a href="#">See action ECI6(1)</a>	No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	In CEDARS 2023, at least 70% of respondents 'agree' or 'strongly agree' that 'manager promotes a good work life balance', and at least 55% that 'working environment supports their mental health and wellbeing' (based on CEDARS 2021 aggregate data), also at least 85-90% of respondents 'agree' or 'strongly agree' that 'institution actively promotes good mental health and wellbeing of staff' (based on our CROS 2019 data where 89% 'agreed'), rising by 5% in 2025 as practice becomes embedded. <a href="#">See also action ECI6(3)</a>	<a href="#">See comments associated with ECI3</a>
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to	(1) Ensure that researchers report that their managers consider fully flexible working requests through researcher responses to CEDARS <a href="#">See action ECI6(1)</a>	No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	In CEDARS 2023 and 2025 at least 90-95% of research staff 'believe they are treated fairly in relation to flexible working' (based on our CROS 2019 data where 100% agreed with this statement)	The University is committed to equality of opportunity in employment for all staff and to developing work practices and policies that support work-life balance. The updated (2021) Code of Practice for the Career Management



	support researchers.					See also action ECI6(3)	of Contract Research Staff includes a section on flexible working. The , the People Directorate flexible working policy covers a range of potential options, including flexi-time, compressed working hours, working from home and job share: <a href="https://www.brookes.ac.uk/human-resources/working-here/employment-policies/flexible-working-policy/">https://www.brookes.ac.uk/human-resources/working-here/employment-policies/flexible-working-policy/</a>  In CROS 2019, 100% of respondents 'agreed' that their 'institution treats you (as a member of research staff) equally with other types of staff in relation to flexible working'.
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	<p>(1) Ensure that explicit reference and direction to wellbeing resources is embedded in a new training package and resource for research-only staff <a href="#">See action ECI2(4)</a></p> <p>(2) Obtain evidence as to what extent researchers take positive action towards maintaining their wellbeing and mental health through researcher responses to CEDARS <a href="#">See action ECI6(1)</a></p> <p>(3) Encourage attendance of the new Research-only Staff Network through monthly calendar invites</p> <p>(4) Support the Research-only Staff Network to organise regular face to face meetings as Covid restrictions ease, and if they wish to do so, through organising room bookings and providing a budget for refreshments</p> <p>(5) Review researcher feedback and plans for continuation and focus of the Network going forwards</p>	No  No  No  No	<p><a href="#">See action ECI2(4)</a></p> <p><a href="#">See action ECI6(1)</a></p> <p>From March - September 2022</p> <p>From October 2022- June 2023</p> <p>From October – December 2023</p>	<p><a href="#">See action ECI2(4)</a></p> <p><a href="#">See action ECI6(1)</a></p> <p>Researcher Development Co-ordinator</p> <p>Researcher Development Co-ordinator</p> <p>RKEC Research Staff Representative</p>	<p>Resource and training package for research-only staff contains explicit reference and direction to wellbeing resources</p> <p>In response to the question 'To what extent do you agree that... You take positive action to maintain your mental health and wellbeing?', at least 80% (based on CEDARS aggregate results 2021) of researchers 'agree' or 'strongly agree' <a href="#">See also action ECI6(3)</a></p> <p>Researchers receive regular calendar invitations for online meetings during the remainder of the academic year 2021-22</p> <p>Monthly meetings throughout the academic year 2022-23, with the possibility of a 'hybrid' model of some meetings being online and some face to face, as network members require</p> <p>Researchers decide on whether Network should continue, and shape future plans</p>	<p>Focus groups held with researchers, Dec 2020, revealed feelings of isolation and loneliness and concern over managing high workloads, especially during the Covid pandemic. Researchers raised support needs around time management (<a href="#">see ECI3</a>) and peer support. As a result of this, having confirmed with the Head of Information Security Management, Mar 2021, that this was a legitimate interest for researchers, we established a new University Research-only Staff Network to facilitate communication, peer group discussion and support, and reduce sense of working in isolation. The members of the Network have been meeting once a month online and have calendar dates to do so until the end of the current academic year. We have secured a small budget from the Central Research Fund to provide refreshments at face to face meetings from October 2022.</p>



**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.

ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	<p>(1) Ensure that the University policies and procedures on harassment and bullying are promoted in the Code of Practice for the Career Management of Contract Research Staff <a href="#">See action ECI2(1)</a></p> <p>(2) Ensure the University policies and procedures on harassment and bullying are promoted in a new training package and resource for research-only staff <a href="#">See action ECI2(4)</a></p> <p>(3) Continue to promote the University policies and procedures on harassment and bullying in mandatory 'integrity' training for research active staff, part of the EXPLORE@Brookes programme.</p> <p>(4) Obtain evidence as to what extent researchers and their managers perceive that we have a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues, through researcher responses to CEDARS <a href="#">See action ECI6(1)</a></p>	<p>No</p> <p>No</p> <p>Yes, 'new action 2a' and 'updated action 3e' of our 2020 action plan</p> <p>No</p>	<p><a href="#">See action ECI2(1)</a></p> <p><a href="#">See action ECI2(4)</a></p> <p>Annually, as scheduled in the EXPLORE@Brookes programme</p> <p><a href="#">See action ECI6(1)</a></p>	<p><a href="#">See action ECI2(1)</a></p> <p><a href="#">See action ECI2(4)</a></p> <p>Director of Researcher Development</p> <p><a href="#">See action ECI6(1)</a></p>	<p>University policies and procedures on harassment and bullying are promoted in the Code of Practice for the Career management of Contract research Staff</p> <p>University policies and procedures on harassment and bullying are promoted as part of a new training package for research-only staff, as scheduled</p> <p>University policies and procedures on harassment and bullying are promoted in mandatory 'integrity' training for research active staff, part of the EXPLORE@Brookes programme.</p> <p>In CEDARS 2023 and 2025 at least 60-65% of respondents are 'familiar with institution's reporting processes on discrimination' and 'bullying and harassment' and 'feel comfortable reporting incidents of discrimination' (based on CEDARS 2021 aggregate data) <a href="#">See also action ECI6(3)</a></p>	<p>The University takes a zero-tolerance approach to any form of harassment, bullying and victimisation. All members of the university community should feel able to recognise, challenge and, where necessary, complain about harassment and bullying with confidence that their concerns will be treated seriously and investigated promptly and fairly. We have a robust 'policy and procedure on harassment and bullying' (<a href="https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/harassment-and-bullying/">https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/harassment-and-bullying/</a>) which explains how staff and students who feel they have been subject to harassment or bullying can raise a complaint and how these will be addressed in a practical and timely manner. Sources of advice and support are given in the policy. This is promoted in mandatory 'integrity' training for research active staff, part of the EXPLORE@Brookes programme.</p> <p>In addition, we have network of volunteer staff harassment advisors who have been trained to provide an information service to staff who feel they are experiencing unwanted behaviour as well as staff who have been accused of inappropriate behaviour. They offer an impartial, confidential, listening ear and can help clarify possible courses of action and explain University procedures.</p> <p>The University is a Stonewall diversity champion, is developing as a disability confident employer, and became a signatory to the Race Equality Charter in October 2021, as well as being strongly committed to the Athena SWAN charter (<a href="#">see action ECI2(5 and 6)</a>).</p>
ECM3	Ensure managers encourage reporting and addressing	<a href="#">See ECI3 above</a>					<a href="#">See comments associated with ECI3</a>

	incidents of discrimination, bullying and harassment.						
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	<a href="#">See ECI3 above</a>					<a href="#">See comments associated with ECI3</a>

**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.

ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>(1) Ensure the University-wide range of courses that develop an understanding of equality, diversity and inclusion (EDI) issues, such as the 'recruitment and selection' course (mandatory for all people who participate in an interview panel) 'unconscious bias' (mandatory for all staff), and the 'skills boosters' package on EDI are promoted in a new training package and resource for managers of researchers <a href="#">See action ECI2(3)</a></p> <p>(2) Determine to what extent managers undertake relevant training and development opportunities related to EDI through responses to CEDARS <a href="#">See action ECI6(1)</a></p> <p><a href="#">See also actions ECI2(5)</a> Continue our Athena SWAN journey and <a href="#">ECI2(6)</a> Work towards the Race Equality Charter mark.</p>	Yes, 'New action 2a' in our 2020 action plan	<a href="#">See action ECI2(3)</a>	<a href="#">See action ECI2(3)</a>	Courses are promoted in the new training package.	<p>The University provides a range of courses that develop an understanding of equality, diversity and inclusion (EDI) issues, such as the 'recruitment and selection' course (mandatory for all people who participate in an interview panel) and a series of online courses, including 'unconscious bias' which is mandatory for all staff. In addition, staff can access a separate package of 'skills boosters' resources specifically on EDI, including, for example, 'tackling race bias at work', 'creating an environment based on respect' and 'supporting trans and non-binary people at work'.</p> <p>Our revised Code of Practice for Career Management of Contract Researchers (2021) states expectation on researchers and their managers to undertake EDI training to proactively develop their knowledge, confidence and capability on EDI, and inclusive research design and practice throughout their careers.</p> <p>Our commitment to Athena SWAN and the Race Equality Charter is described under <a href="#">ECI2</a>, above).</p>
			No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	<p>Responses from managers in CEDARS 2023 to the question 'In which areas have you undertaken, or would you like to undertake, training and other continuing professional development?.. Equality, diversity and inclusion' indicates that at least 60% of respondents report that they have engaged, increasing by 5% in CEDARS 2025 as practice becomes embedded (no benchmarking data available from CEDARS 2021) <a href="#">See also action ECI6(3)</a></p>	

ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	<a href="#">See actions under EC14 / ECM1 above</a>					<a href="#">See comments associated with EC14 / ECM1</a>
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### 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.

ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	<p>(1) When it becomes available, implement the UKRIO online 'research integrity' course as part of the mandatory EXPLORE@Brookes training programme.</p> <p>(2) Ensure that the PVC Research continues to speak about the importance of research integrity as part of mandatory researcher induction, and deliver a mandatory research integrity training package: i) Navigating the research ethics approvals process, ii) Data management and iii) Open research and research integrity as part of the EXPLORE@Brookes programme</p> <p>(3) Evaluate the extent to which researchers and their managers are aware of the highest standards of research integrity and professional conduct through responses to CEDARS <a href="#">See action EC16(1)</a></p> <p>(4) Recruit new data manager</p>	<p>Yes, 'updated Action 13b' and 'updated action 3e' in our 2020 action plan</p> <p>Yes, 'updated action 3e' in our 2020 action plan</p> <p>No</p> <p>Yes, updated action 13a in our 2020 action plan</p>	<p>When the package is available, possibly 2022-23 academic year.</p> <p>Annually, as part of the EXPLORE@Brookes training programme</p> <p><a href="#">See action EC16(1)</a></p> <p>Recruitment currently underway. Data manager to be in post by January 2023</p>	<p>Researcher Development Co-ordinator</p> <p>PVC Research / Director of Researcher Development / Researcher Development Co-ordinator / Chair of ORIGIN</p> <p><a href="#">See action EC16(1)</a></p> <p>Director of RBDO</p>	<p>UKRIO online 'research integrity' course is embedded as part of the mandatory EXPLORE@Brookes training programme.</p> <p>'Integrity' training delivered as planned</p> <p>At least 75% of researchers and their managers agree that the 'institution promotes the highest standards of research integrity and conduct' in CEDARS 2023 and 2025 (based on CEDARS 2021 aggregate data). At least 40% 'have some understanding' or 'know if exists' when questioned about the Concordat to Support Research Integrity (compared to 33% in CROS 2019). At least 45% have undertaken training in research integrity (compared to 39% who had undertaken training in 'ethical research conduct' in CROS2019) <a href="#">See also action EC16(3) and action EC16(3)</a></p> <p>Data manager in post</p> <p>Administrator in post</p>	<p>The PVC Research speaks about the importance of research integrity as part of the long established and mandatory University research induction for all new starters, now part of the EXPLORE@Brookes programme.</p> <p>We developed and ran for the first time a series of new mandatory training sessions during 2020-21 for new research-active staff on research integrity: i) Navigating the research ethics approvals process, ii) Data management and iii) Open research and research integrity. These also form part of the EXPLORE@brookes training programme .</p> <p>We are awaiting the release of the UKRIO (UK Research Integrity Office) online 'research integrity' course as part of our institutional subscription. It will become a mandatory element of the EXPLORE@Brookes programme when it is available.</p> <p>The internal facing research support web pages highlight a number of research integrity resources for researchers, including guidance on governance, codes of conduct, authorship, peer review, finance, ethics etc. Faculty research managers (from 2020-21 academic year) include signposting the research integrity resources web page in Faculty research inductions for new staff. Links to resources have been added to Faculty intranet pages.</p> <p><a href="#">See also comments under EC16</a> regarding establishment of ORIGIN.</p>
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		(5) Recruit open research administrator to support the Institutional lead for UKRN	Yes, 'updated action 13a' in our 2020 action plan	Administrator to be in post by December 2022	Institutional lead for UKRN		We planned that ORIGIN would be supported by a 0.5 FTE data manager. Recruitment was delayed owing to Covid. Recruitment is now underway, and as a full time position. The institutional lead for UKRN was awarded a Research England bid that will fund a 0.6FTE open research administrator for 5 years; the PVC Research has agreed to provide 0.4FTE funding from central research funds, to make this full time.
ECM3	Ensure managers report and address incidents of poor research integrity.	<a href="#">see ECI5 / ECM2 above</a>					<a href="#">See comments associated with ECI5 / ECM2</a>
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	<a href="#">see ECI5 / ECM2 above</a>					<a href="#">See comments associated with ECI5 / ECM2</a>
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	<a href="#">see ECI5 / ECM2 above</a>					<a href="#">See comments associated with ECI5 / ECM2</a>

#### 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	(1) Ensure that when researcher representative position becomes vacant on Faculty and / or University RKEC, it is filled as soon as possible.	No	Ongoing	Chairs of Faculty RKEC / Chair of University RKEC	Annual review of Faculty and University RKEC terms of reference and membership (approved at the first meeting of each academic year) confirm that all RKEC Researcher representative positions are filled.	RKEC provides mechanisms which regularly review and report on the research environment and culture, and which invite feedback from researchers across all Faculties, to improve institutional practices. As an example, we ran a workshop at the University RKEC strategy day, January 2021, to collect views of research leaders, researchers and professional services staff who support research, on what should be included in future training, in
		(2) Researchers and their managers continue to be directly consulted on institutional-level issues which affect them, including CEDARS responses, the HREiR award renewals and Concordat action plans - by directed email	No	Ongoing	Researcher Development Co-ordinator	Researchers and their managers are consulted and their feedback taken into account in development of relevant documentation.	

	policy and decision-making.	<p>communications and through focus groups as relevant  <a href="#">See also action ECI6(3)</a></p> <p><a href="#">See also action ECI6(4)</a> Views of researchers and their managers are sought on our HREiR action plan and supporting statement through formal consultation with the Concordat Working Group and direct email consultation with researchers and their managers.</p>					<p>accordance with the Concordat principles. There were around 60 participants. This has been used to structure a new training package and resource for managers of researchers as part of the EXPLORE@Brookes programme, (<a href="#">see action ECI2(3)</a>).</p> <p>RKEC is an inclusive group, chaired by the PVC Research, which encourages and facilitates the input of researchers and their representatives at every level, and across the University. Its membership includes researchers, research managers, and the four Faculty Associate Deans for Research (and others), and members are responsible for 'feeding down' information to researchers in their areas. There is close two-way communication between the University RKEC and the four Faculty RKECs, which also have contract researcher representation.</p> <p>In November 2021, a new, transparent nomination process was established for appointing the researcher representative at University RKEC, with the representative voted in entirely by research-only staff. The role of the representative was clarified in writing, including time commitments and the focus of the role.</p> <p>See also description of the establishment of the Concordat Working Group (and establishment of accurate databases of researchers and their managers, described in comments associated with <a href="#">section ECI6</a>).</p>
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.	<a href="#">See E17 above</a>					<a href="#">See comments associated with E17</a>

EM5	Engage with opportunities to contribute to relevant policy development within their institution.	<a href="#">See E17 above</a>					<a href="#">See comments associated with E17</a>
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	<a href="#">See E17 above</a>					<a href="#">See comments associated with E17</a>
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	<a href="#">See E17 above</a>					<a href="#">See comments associated with E17</a>

## 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.	<p>(1) The People Directorate review of processes relating to recruitment and selection, including use of responsible metrics, to form part of the wider University review of current career progression routes.</p> <p>(2) Confirm the effectiveness of our embedded recruitment and selection procedures through researcher views of their experiences of recruitment and selection processes reported in CEDARS <a href="#">See action ECI6(1)</a></p>	No	August 2023	People Directorate Representative on ORIGIN	Review completed and outcomes implemented as appropriate	<p>Fair and open recruitment and selection processes are embedded in the People Directorate policy and procedures. Line managers have to undertake mandatory 'recruitment and selection' training (covering EDI practices) and regular refreshers to be able to participate in an interview panel. Clear essential and desirable criteria are listed in the person specification of every job description. All posts are externally advertised to reach the widest pool of talent.</p> <p>The People Directorate job vacancies page (<a href="https://www.brookes.ac.uk/job-vacancies/">https://www.brookes.ac.uk/job-vacancies/</a>) outlines equality, diversity and inclusion policy, the university's commitment to the disability confident scheme and our policy on the recruitment of ex-offenders.</p>
			No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	<p>In response to the questions in the section 'To what extent do you agree that your recruitment, selection and appointment process was: fair / transparent / inclusive / merit based' more than 85% of respondents 'agree' or 'strongly agree'% (based on CEDARS aggregate results 2021 and our CROS 2019 results where 91% of researchers agreed that 'staff at my institution are treated fairly regardless of personal characteristics such as age, ethnicity, disability, gender or gender</p>	

						<p>identity, in relation to recruitment and selection, in comparison to 78% sector average)  <a href="#">See also action EC16(3)</a></p>	<p>A survey to gather views on how well the University performed in the recruitment and selection process was circulated by the People Directorate to research-only staff recruited during 2020-21, and also to applicants who were not shortlisted. Results were discussed at Concordat Working Group. Respondents commented positively on communication and support offered during the recruitment process, and suggested improvements to processes which will be taken forward by the People Directorate.</p> <p>ORIGIN (see comments associated with <a href="#">section EC16</a>) opened discussions with the PVC Research and the People Directorate regarding use of responsible metrics and hiring / promotion criteria.</p> <p>A task and finish group reviewed the University's use of metrics in hiring and promotion and made recommendations, including that the University signs the San Francisco Declaration on Research Assessment (DORA). The University has now signed up to DORA. There are numerous actions set out by the DORA task and finish group, which are ongoing being progressed by ORIGIN, relating to merit-based recognition and recruitment and selection processes going forward. The university's position on use of responsible metrics is found here: <a href="https://www.brookes.ac.uk/research/research-integrity-statement/">https://www.brookes.ac.uk/research/research-integrity-statement/</a>.</p> <p>The Scholarly Communications Team developed a responsible metrics help sheet, in consultation with ORIGIN: <a href="https://radar.brookes.ac.uk/radar/items/b70bc34f-5588-495d-9b11-c08e549bde81/1/">https://radar.brookes.ac.uk/radar/items/b70bc34f-5588-495d-9b11-c08e549bde81/1/</a></p> <p>We produced a one-minute 'snapshot' video on DORA, which forms part of the training resources for mandatory "open research and research integrity", part of the EXPLORE@Brookes programme. It will be included in the planned training and resource packages for managers</p>
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							of researchers and for research-only staff.
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	<p>(1) Faculty research managers to implement improvements in Faculty induction based on their 2021-22 feedback data, and to continue to deliver Faculty based induction to all newly appointed researchers</p> <p>(2) Continue to deliver a mandatory University research induction as part of the EXPLORE@Brookes programme</p> <p>(3) Launch a new project 'Investigating the experiences of new starters at Oxford Brookes University' (aimed at all new University starters, not just researchers). Focus groups to investigate the strengths and weaknesses of staff induction processes in order to identify how new staff can be more effectively supported to settle into their roles. Summary report to be circulated to Concordat Working Group and recommendations to be shared with Faculty Research Managers.</p> <p>(4) Effectiveness of local and university-wide induction assessed through researcher feedback in CEDARS <a href="#">See action ECI6(1)</a></p>	<p>No</p> <p>Yes, 'updated Action 3e' of our 2020 action plan</p> <p>No</p> <p>No</p>	<p>Throughout academic year 2022-23, 2023-24 and 2024-25</p> <p>Twice annually in October and June</p> <p>Summary report October 2022</p> <p><a href="#">See action ECI6(1)</a></p>	<p>Faculty Research Managers</p> <p>Researcher Development Co-ordinator</p> <p>Kat Kwok, OCAED</p> <p><a href="#">See action ECI6(1)</a></p>	<p>Faculty induction delivered as planned.</p> <p>Mandatory University research induction delivered as planned</p> <p>Summary report shared with Concordat Working Group and recommendations shared with managers of researchers as planned.</p> <p>CEDARS 2023 and 2025 shows improvement in how well received local induction is perceived to be in comparison to CROS 2019 (where 92% reported it to be 'useful'). In response to the question 'When you started with your current employer how useful did you find your induction at departmental/faculty/unit level?' at least 95% of contract researchers report that it was 'useful/very useful'</p> <p>CEDARS 2023 and 2025 shows improvement in how well received university-wide induction is perceived to be in comparison to CROS 2019 (where 61% of our researchers reported that they found 'institutional wide induction useful/very useful', compared to 56% sector average). CEDARS question 'When you started with your current employer how useful did you find your induction at institutional level' in 2023 and</p>	<p>All new starters (not just researchers) receive a University-wide induction. The People Directorate have recently undertaken a project to explore, through focus groups, how the 'on-boarding process' – that is the process from the point of Brookes making an offer to a new starter to the end of their first year of contract – operates from the point of view of not only new starters, but also for others involved, such as their managers, Faculty administrators, IT services etc.</p> <p>All researchers receive a personalised local (Faculty) induction with their Faculty research manager. This includes outlining who can help them in the Faculty and where to find Faculty and Department level research policies and procedures. Faculty research managers are currently carrying out reviews of their induction processes, requesting feedback form researchers 6 months after start date during 2021-22 and will be implementing improvements during 2022-23. Faculty level induction also includes a personalised local induction with a researcher's manager.</p> <p>At University level, all new research-active staff are invited to a mandatory University research induction, featuring a welcome and introduction to research at Brookes by the PVC Research, covering University level strategy and policies, and the support, resources and systems available to researchers (e.g. library, public engagement network, Brookes Careers, University Research and Business Development Office, etc). part of the EXLORE@Brookes programme.</p> <p>In addition to the long-standing practice that the People Directorate provides monthly reports to the</p>

		<p>(5) Increase awareness and highlight relevance of external frameworks, through roll out of new one-minute 'snapshot' training videos that introduce key initiatives relevant to researchers. To include, for example, the Race Equality Charter, the Concordat to Support the Career Development of Researchers, the Concordat to Support Research Integrity DORA, the HREiR award. Videos to be included as part of the new training package and resource for managers of researchers (<a href="#">See action ECI2(3)</a>), the new package for research-only staff (<a href="#">See action ECI2(4)</a>), and in relevant sessions of the EXPLORE@Brookes programme</p> <p>(6) Awareness of external frameworks assessed through CEDARS responses <a href="#">See action ECI6(1)</a></p> <p><a href="#">See also action ECI2(3) and ECI2(4)</a> Develop a new training package and resource for managers of researchers and a new training package and resource for research-only staff that clearly directs them to the Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it</p>	<p>Yes, 'new action 15' and 'updated action 3e' in our 2020 action plan.</p> <p>No</p>	<p>Inclusion in EXPLORE@Brookes sessions, as relevant, from beginning of academic year, September 2023 and <a href="#">see action ECI2(3) and ECI2(4)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p>Researcher Development Co-ordinator</p> <p><a href="#">See action ECI6(1)</a></p>	<p>CEDARS 25, shows a 5% increase on CROS 2019 score as practice becomes embedded <a href="#">See also action ECI6(3)</a></p> <p>Snapshot videos rolled out as planned</p> <p>Scores improved in CEDARS 2023 and CEDARS 2025 by at least 5-10% in comparison to our CROS 2019 scores. For example, in CROS 2019, 73% of respondents reported that they 'had some understanding' or 'knew it exists' in relation to the Race Equality Charter; the comparable figures were 33% for the Concordat to Support Research Integrity and 54% for HREiR Award <a href="#">See also action ECI6(3)</a></p>	<p>Researcher Development Co-ordinator so that they can be invited to University research induction, from autumn 2021, the People Directorate has provided monthly reports of research staff new starters to Faculty research offices so that they can be invited to Faculty inductions.</p> <p>In order to increase awareness and highlight relevance of external frameworks, we have prepared short one-minute 'snapshot' videos that introduce key initiatives relevant to researchers, such as the Race Equality Charter, the Concordat to Support the Career Development of Researchers, DORA, the HREiR award. These will form part of the new training package and resource for managers of researchers and will be included in relevant aspects of the EXPLORE@Brookes programme – for example, the snapshot video about DORA will be included in mandatory 'open research and research integrity' training</p>
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#### 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.	See action EI1(1) The People Directorate review of processes relating to recruitment and selection to form part of the wider University review of current career progression routes.					<p>The People Directorate web pages provide transparent role profiles and job descriptions for all roles, so that next career steps and experience needed to achieve them are clear. (<a href="https://www.brookes.ac.uk/human-resources/working-here/pay-and-grading/">https://www.brookes.ac.uk/human-resources/working-here/pay-and-grading/</a>). This web page also lists clear criteria and application processes for promotions, incremental salary progression and salary enhancement through "achievement, contribution and excellence awards".</p> <p>The GEARING-Roles Gender Equality Plan was developed at the end of 2020. Ongoing work involves the implementation of the actions set out in this plan, to feed into Athena SWAN institutional level work, which can in turn inform the work of the Concordat Working Group. The project is due to finish at the end of this academic year.</p> <p>See also comments on the University's position on use of responsible metrics in hiring and promotions under <a href="#">section EI1</a>.</p>
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	<p>(1) The use of responsible metrics and DORA will be considered in mandatory 'open research and research integrity' training, part of the EXPLORE@Brookes programme</p> <p>(2) Evaluate how confident managers of researchers are in application of equitable and transparent recruitment processes through CEDARS See also <a href="#">ECI6(1)</a></p> <p>See also actions under <a href="#">ECI4</a> / <a href="#">ECM1</a></p>	<p>Yes, 'updated action 3e' in our 2020 action plan</p> <p>No</p>	<p>Annually as part of the EXPLORE@Brookes programme</p> <p>See <a href="#">ECI6(1)</a></p>	<p>Chair of ORIGIN</p> <p>See also <a href="#">ECI6(1)</a></p>	<p>The use of responsible metrics and DORA is considered in mandatory 'open research and research integrity' training, part of the EXPLORE@Brookes programme</p> <p>In CEDARS at least 90% of managers of researchers report feeling 'fully confident/confident' in their application of equitable and transparent recruitment processes (based on CEDARS 2021 aggregate data)</p>	See comments associated with <a href="#">EI3</a>
<b>Responsibilities and reporting</b>							
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.							
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of	(1) Continue to clearly articulate all relevant institutional policies and processes around applying for and managing research funding, including recruitment and management of researchers, and the importance of complying with funders terms and conditions in mandatory sessions on 'applying for an external research grant	Yes, 'updated action 3e' in our 2020 action plan	EXPLORE@Brookes programme, annually	Director of Researcher Development/ Researcher Development Co-ordinator	The relevant institutional policies and processes are clearly articulated in the training.	Our newly developed EXPLORE@Brookes programme (launched 2020-21) includes mandatory sessions on 'applying for an external research grant and managing rejection' and 'managing a research grant' which clearly articulate all relevant institutional policies and processes around

	<p>practice, institutional policies, and the terms and conditions of grant funding.</p>	<p>and managing rejection' and 'managing a research grant', part of the EXPLORE@Brookes programme.</p> <p>(2) Ensure promotion of good practice in terms of codes of practice and institutional policies, is embedded in a new training package and resource for managers of researchers  <a href="#">Also action EC12(3)</a></p>	<p>Yes, 'new action 2a' in our 2020 action plan</p>	<p><a href="#">See action EC12(3)</a></p>	<p><a href="#">See action EC12(3)</a></p>	<p>Good practice in terms of codes of practice and institutional policies, is embedded in the package</p>	<p>applying for and managing research funding, including recruitment and management of researchers, and the importance of complying with funders terms and conditions.</p> <p>Heads of Department use the 'workflow approval' function in our grant applications process software (Worktribe) to indicate their approval of applications and raise any issues with terms and conditions with grant holders before acceptance of an award. Awards are formally accepted by the University by Research and Business Development Office (RBDO), and they flag up any potential contractual issues to the grant holder that accepting the award might include. The post-award processes officer in RBDO and faculty finance teams support grant holders in meeting award financial terms.</p> <p>There are also comprehensive web resources on the University intranet, available to all researchers, including a post award handbook and principal investigator checklist. All of these processes are embedded.</p> <p>See also comments on mandatory recruitment and section training under <a href="#">section E11</a>.</p> <p><a href="#">See comments associated with EM2</a></p>
ER1	<p>Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.</p>	<p><a href="#">See action EM2(1)</a> Continue to clearly articulate all relevant institutional policies and processes in mandatory elements in the EXPLORE@Brookes programme</p>					
ER2	<p>Researchers understand their reporting obligations and responsibilities.</p>	<p><a href="#">See ER1 above</a></p>					

<b>People management</b>							
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.							
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	<p>(1) Ensure specific signposting of all mandatory and recommended training for managers at Brookes, and good practice for effective PDR and career development conversations is embedded in a new training package and resource for managers of researchers <a href="#">See action ECI2(3)</a></p> <p>(2) Evaluate managers' confidence in their ability to provide effective line management through responses to CEDARS <a href="#">See also action ECI6(1)</a></p> <p><a href="#">See also action EM2(1)</a> Continue to clearly articulate all relevant institutional policies and processes in mandatory elements in the EXPLORE@Brookes programme</p>	<p>Yes, 'new action 2a' in our 2020 action plan</p> <p>No</p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p>Signposting of all mandatory and recommended training for managers at Brookes, and good practice for effective PDR and career development conversations is embedded in the package</p> <p>In CEDARS 2023 and 2025, in response to the question set 'indicate how confident you are in your ability to: actively support your researchers in working towards their career aspirations, manage appraisal/review processes effectively... etc' 65% of manager of researchers report feeling 'confident /fully confident' (no benchmarking data available from CEDARS aggregate results 2021 <a href="#">See also action ECI6(3)</a>)</p>	<p>The 'researcher development matrix' is a University tool to help all research-active staff identify training and development opportunities. It is organised by career stage (newly appointed research-active staff; early career; mid-career and senior research-active staff) mapped against the four domains of the Vitae researcher development framework (<a href="https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework">https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework</a>). Managers of researchers are directed to the matrix as a tool to guide career development discussions with their researchers in a new training package and resource for managers of researchers. The mid-career and senior research-active staff 'strands' also provide direction to training and professional development resources for managers of researchers.</p> <p>EXPLORE@Brookes programme (launched 2020-21) includes mandatory sessions on 'managing a research grant' which clearly articulate all relevant institutional policies and processes around managing research funding, including recruitment and management of researchers, and the importance of complying with funders terms and conditions.</p> <p>In previous years OCAED ran training on project management, which was externally accredited. During 2020-21 this training was paused whilst the trainer was seconded to a Covid-related role, and ongoing staff changes continue to impact provision.</p>

							See also comments regarding the development of a new training package and resource for managers of researchers in <a href="#">section EC12</a> .
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.	<p>(1) Ensure promotion of the importance of PDR as a framework for performance management discussions and review is embedded in a new training package and resource for managers of researchers <a href="#">See action EC12(3)</a></p> <p>(2) Evaluate the extent to which managers engage in PDR with their researchers through CEDARS <a href="#">See action EC16(3)</a></p> <p><a href="#">See actions associated with:</a></p> <p><a href="#">EI4</a> Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.</p> <p><a href="#">EC13</a> Promote good mental health and wellbeing through the effective management of workloads and people</p> <p><a href="#">EI3</a> Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.</p> <p><a href="#">EM3</a> Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.</p>	Yes, 'new action 2a' in our 2020 action plan	<a href="#">See action EC12(3)</a>	<a href="#">See action EC12(3)</a>	Resource and training package clearly communicates the importance of PDR as a framework performance management discussions and review	Annual performance and development review (PDR) or appraisal is expected for all researchers and line managers of researchers and resources are provided on the HR PDR webpages ( <a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/</a> ).
			No	<a href="#">See action EC16(3)</a>	<a href="#">See action EC16(3)</a>	Improved engagement of researchers who have "participated in staff appraisal/review" over the past two years from 60% (CROS 2019) to 80% in CEDARS 2023 and 2025 (72% in CEDARS aggregate results 2021) <a href="#">See also action EC16(3)</a>	<p>From September 2021, all Faculty research managers have included clear instructions about the expectation for PDR to research only staff and their line managers at faculty induction (<a href="#">see action EI2(1)</a>). Expectations are also clearly articulated in the revised (2021) Code of Practice for the Career Management of Contract Researchers.</p> <p>Workload planning (WLP) tariffs for academic/research staff are published each year (<a href="https://www.brookes.ac.uk/human-resources/working-here/employment-policies/workload-planning">https://www.brookes.ac.uk/human-resources/working-here/employment-policies/workload-planning</a>). 2020/21 WLP allocations included a new tariff for newly appointed staff engaging in the EXPLORE@Brookes training programme. However, very few researchers (other than some research fellows) receive WLP allocations – as they are employed solely to undertake research, so WLP allocation is not relevant to them. OCAED has produced and circulated supporting guidance for line managers on time allowance for engagement in EXPLORE@Brookes</p> <p>See also comments under <a href="#">section EI3</a> regarding HR role profiles, promotion criteria and use of responsible metrics.</p>
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and	<p>(1) Evaluate the extent to which managers report that they have undertaken relevant training and development opportunities, and what training they need, through responses to CEDARS. <a href="#">See action EC16(3)</a></p>	No	<a href="#">See action EC16(3)</a>	<a href="#">See action EC16(3)</a>	In CEDARS 2023 and 2025, in response to the question set 'Please indicate how confident you are in your ability to: 'Actively support your researchers in working towards their career aspirations', 'Manage appraisal/review processes effectively'... etc' 65% of managers of researchers report feeling 'confident ' or 'fully confident' (based on CEDARS 2021 data where 33%	<a href="#">See comments associated with EI4 and EI5</a>

	fulfil their duty of care.					of managers reported wanting training in conducting appraisals; no other comparable benchmarking data available). <a href="#">See also action ECI6(3)</a>	
		<a href="#">See also action EI4(1)</a> Ensure specific signposting of all mandatory and recommended training for managers at Brookes, and good practice for effective PDR and career development conversations is embedded in a new training package and resource for managers of researchers					
EM4	Managers actively engage in regular constructive performance management with their researchers.	<a href="#">See action EI5(1)</a> Ensure promotion of the importance of PDR as a framework for performance management discussions and review is embedded in a new training package and resource for managers of researchers  <a href="#">See action EI5(2)</a> Evaluate the extent to which managers engage in PDR with their researchers through CEDARS					<a href="#">See comments associated with E14 and E15</a>
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	(1) Ensure the importance of PDR as a framework performance management discussions and review is embedded in a new training package and resource for research-only staff <a href="#">See action ECI2(4)</a>  <a href="#">See also EM4(2) above</a>	No	<a href="#">See action ECI2(4)</a>	<a href="#">See action ECI2(4)</a>	Resource and training package clearly communicates the importance of PDR as a framework performance management discussions and review	<a href="#">See comments associated with E14 and E15</a>
<b>Job security</b>							
The aim of this obligation is to improve the job security of researchers.							
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	(1) Review the of use of open-ended contracts for contract research staff  (2) Circulate fact sheet on career development from researcher to lecturer to participants at biennial 'researcher careers pathways event' <a href="#">See action PCDI3(3)</a>  (3) Ensure that the Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it, including	No  No  Yes, 'new action 2a' in our 2020 action plan	Ongoing, update November 2022  <a href="#">See action PCDI3(3)</a>  <a href="#">See action ECI2(3)</a>	PVC Research / Chief People Officer  <a href="#">See action PCDI3(3)</a>  <a href="#">See action ECI2(3)</a>	Update included in Concordat annual report and acted on in future HREiR documentation  Fact sheet provided to participants as planned  The Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it, including redeployment and	The University is committed to trying to find suitable roles for staff on fixed term contracts that are coming to an end. Researchers employed on fixed-term contracts, with 6 months' service, are eligible for redeployment. Redeployment is a process that attempts to match these staff wherever possible to suitable roles arising in the University, before these roles are advertised externally.  Managers of researchers employed on externally-funded grants can make a case, at any time, to their Faculty Associate Dean for Research and



		<p>redeployment and access to bridging funds is embedded in a new training package and resource for managers of researchers, also the fact sheet on career development form researcher to lecturer  <a href="#">See action ECI2(3)</a></p> <p>(4) Ensure the Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it, including redeployment and access to bridging funds is embedded in a new training package and resource for research-only staff, also the fact sheet on career development form Researcher to lecturer  <a href="#">See action ECI2(4)</a></p>	No	<p><a href="#">See action ECI2(4)</a></p>	<p><a href="#">See action ECI2(4)</a></p>	<p>access to bridging funds is embedded in the package</p> <p>The Code of Practice for the Career Management of Contract Research Staff and the University research policies and practices contained within it, including redeployment and access to bridging funds is embedded in the package</p>	<p>Knowledge Exchange to apply for bridging funds from the central research fund. Bridging funds will cover up to 6 months of the researcher's salary, between the end of the researcher's current contract and the start of their next externally-funded contract or until the end of the agreed period.</p> <p>The revised (2021) Code of Practice for the Career Management of Contract Research Staff includes, amongst other things, procedures at approach of end of contract, including redeployment and access to bridging funds (<a href="#">see comments associated with section ECI1</a>)</p> <p>Concerns were raised in the CROS 2019 survey and at focus group, Dec 2020 about the lack of job security caused by fixed term posts. One of the action points from the CROS 2019 survey was to investigate the possibility of more open-ended contracts for contract researchers, and this is an ongoing project led by the Chief People Officer and the PVC Research. This also forms part of our Institutional Athena SWAN action plan (<a href="#">see action ECI2(5)</a>).</p> <p>Researcher focus group in Dec 2020 raised the issue that career pathways from one academic post to another are clear cut, but more clarity is needed on pathways from contract researcher to Lecturer. We have developed a fact sheet that was circulated to all participants at the biennial 'researcher careers pathways event' January 2022.</p> <p>An ongoing review of use of open-ended contracts for contract research staff, headed by the PVC Research, has been delayed by recent staff changes in the People Directorate. An increase in the percentage of researchers on open ended contracts is a key aim of our 2022 University Athena SWAN action plan (<a href="#">see ECI2(5)</a>).</p>
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**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) Continue to provide opportunities for professional development, including research, knowledge exchange and leadership and management training, researchers as part of the EXPLORE@Brookes programme.	Yes, 'updated action 3e' in our 2020 action plan	EXPLORE@Brookes programme, annually	Head of OCAED	Opportunities for professional development, including research, knowledge exchange, leadership and management training, for researchers are provided as part of the EXPLORE@Brookes programme.	A training video, which explains and reminds both researchers and their managers what the Concordat means for them and highlighting the obligation to provide 10 days per year pro rata for training and development was circulated to all researchers and their managers in March 2021 and embedded in the new internal-facing Concordat webpages, also March 2021.
		(2) Continue to run a research staff mentoring scheme and to encourage researchers to engage	No	Call for applications to research staff mentoring scheme, May annually	Researcher Development Co-ordinator	On average, 10 (approximately 10% of our researchers) Researchers engage with the scheme annually	Opportunities for professional development of researchers are provided in the form of the EXPLORE@Brookes programme, which includes leadership and management training, in addition to research and knowledge exchange.
		(3) Ensure the Concordat requirement for 10 days professional development pro rata per year is clearly communicated in a new training package and resource for managers of researchers <a href="#">See action ECI2(3)</a>	Yes, 'new action 2a' in our 2020 action plan	<a href="#">See action ECI2(3)</a>	<a href="#">See action ECI2(3)</a>	The Concordat requirement for 10 days professional development pro rata per year is clearly communicated in the package	As noted in comments associated with <a href="#">section E15</a> , PDR is expected to be carried out for all staff, including researchers, with their manager, annually. This is a formal opportunity for career development review and an opportunity for professional development opportunities for the following year to be discussed, agreed and formalised
		(4) Ensure the Concordat requirement for 10 days professional development pro rata per year is clearly communicated a new training package and resource for research-only staff <a href="#">See action ECI2(4)</a>	No	<a href="#">See action ECI2(4)</a>	<a href="#">See action ECI2(4)</a>	The Concordat requirement for 10 days professional development pro rata per year is clearly communicated in the package	Research-only contract staff can access one to one professional support from the Brookes Careers, including bespoke individual career planning, practice interviews, curriculum vitae and application reviews and access to the Brookes Careers' comprehensive training programme and extensive resources covering information on a wide range of sectors ( <a href="https://www.brookes.ac.uk/students/careers/researchers/">https://www.brookes.ac.uk/students/careers/researchers/</a> ).
		(5) Assess the proportion of researchers who report that they have engaged in 10 days or more of training and other continuing professional development activities per year through CEDARS <a href="#">See action ECI6(1)</a>	No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	In CEDARS 2023 at least 25% of researchers report that they have engaged in 10 days or more of training and other continuing professional development activities (22% in our CROS 2019 data compared to 14% sector average; 15% in CEDARS aggregate results 2021), rising to 30% in 2025 as practice becomes embedded <a href="#">See also action ECI6(3)</a>	The revised (2021) Code of Practice for the Career Management of Contract
<a href="#">See also action PCD13(4)</a> Continue to run a biennial Researcher Career Pathways Event, where those who have pursued careers within and beyond academia share their experiences of careers across a wide range of sectors.							

							<p>Research Staff (see comments associated with <a href="#">section ECI2</a>) includes examples of what is meant by the Concordat's definition of "professional development" activities and it highlights the Concordat expectations of 10 days professional development pro rata.</p> <p>We revised the PDR form guidance for research staff, reminding them and their managers that the University is a signatory to the Concordat which mandates a minimum allowance of 10 days per year pro rata for professional development for all researchers, March 2021. The PDR form includes a section on proposed training and development in the coming year, to be agreed with line managers in the annual PDR meeting.</p> <p>The University runs a successful biennial Researcher Career Pathways Event, where those who have pursued careers within and beyond academia share their experiences of careers across a wide range of sectors.</p> <p>A University-wide research staff mentoring scheme was developed and launched in April 2013 and is open to all research-active staff. It supports around 60 mentor-mentee matches per year. Mentees can request support for career development.</p> <p>We recognised that in European Union-funded research projects, researchers are not given funded time for training and development, which conflicts with the university's commitment to provide a minimum of 10 days for professional development. Therefore, a decision was made in March 2021 which was communicated to all research managers and Faculty finance teams. Where funding to support professional development and training is not an allowable cost, the central research fund will consider and approve requests to fund this, on a case by case basis.</p>
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional	(1) Continue to offer a comprehensive training programme for all research active staff, including researchers and their managers as part of the EXPLORE@Brookes programme. Continue to keep records of engagement	Yes, 'updated action 3e' of our 2020 action plan	Annual programme, ongoing	Director of Researcher Development / Researcher Development Co-ordinator /	Engagement and evaluation of EXPLORE@Brookes is monitored and reported annually to RKEC and TLEC. Improvements are made annually in response to participant feedback.	<p>We keep records of all staff engagement with formal professional development activities, such as the EXPLORE@Brookes programme. We collect feedback from participants at all research and knowledge</p>

	development activities.	<p>at all sessions, and collect participant feedback on content. Provide an annual report to RKEC and the Teaching and Learning Enhancement Committee (TLEC) on engagement and evaluation of EXPLORE@Brookes</p> <p>(2) Monitor and report on researcher engagement with professional development activities through CEDARS  <a href="#">See action ECI6(1)</a></p>	No	<a href="#">See action ECI6(1)</a>	Head of Academic Practice, OCAED  <a href="#">See action ECI6(1)</a>	<p>In CEDARS 2023 at least 25% of researchers report that they have engaged in 10 days or more of training and other continuing professional development activities (22% in our CROS 2019 data compared to 14% sector average; 15% in CEDARS aggregate results 2021), rising to 30% in 2025 as practice becomes embedded  <a href="#">See also action ECI6(3)</a></p>	<p>exchange training sessions, part of the EXPLORE@Brookes programme, and implement improvements annually in response to that feedback.</p> <p>The University formally monitors, through the CROS (CEDARS going forward), engagement with professional development activities and PDR.</p> <p>Anonymised data on engagement with professional development activities such as the EXPLORE@Brookes programme is reported at relevant university committees, e.g. University RKEC, Teaching and Learning Enhancement Committee (TLEC).</p>
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.	<a href="#">See action PCDI6(2) above</a>					<a href="#">See comments associated with PCDI6</a>
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.	<a href="#">See action PCDI6(2) above</a>					<a href="#">See comments associated with PCDI6</a>

**Career development reviews**

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	<p>(1) Ensure training on how to carry out a tailored and meaningful career development review for the unique needs of researchers, including principles of good coaching conversations and limits/signposting/when to refer on is embedded in a new training package and resource for managers of researchers. Training to include signposting to mandatory PDR reviewer training and University guidance for reviewers <a href="#">See action ECI2(3)</a></p> <p>(2) Monitor perceived effectiveness of career development reviews through CEDARS <a href="#">See action ECI6(1)</a></p>	<p>Yes, 'new action 2a' in our 2020 action plan</p> <p>No</p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p>Training on how to carry out a tailored and meaningful career development review for the unique needs of researchers and signposting to mandatory PDR reviewer training and University guidance for reviewers is included in new package.</p> <p>In response to the question 'how useful did you find your staff review/appraisal?', 70% of researchers report it to be 'useful' or 'very useful' in CEDARS 2023 rising to 75% in 2025 (based on 65% in CEDARS aggregate results 2021 and our CROS 2019 data where 65% rated appraisal as 'useful/very useful' in 'helping focus on career aspirations' and 62% in 'leading to training or other continuing professional development opportunities') <a href="#">See also action ECI6(3)</a></p>	<p>As noted in comments associated with <a href="#">section E15</a>, PDR is expected to be carried out for all staff, including researchers, with their manager, annually. It is a formal opportunity for career development review.</p> <p>The University runs PDR reviewer training which is mandatory for all line managers on how to support the development of their staff.</p> <p>We have updated the University's PDR guidance for reviewers (<a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/reviewer-guidance/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/reviewer-guidance/</a>) and have ensured that it references the Vitae researcher Development Framework, Oxford Brookes researcher development matrix, Concordat to Support the Career Development of Researchers, and the University's EXPLORE@Brookes programme, Mar 2021.</p> <p>We have developed new PDR "information for reviewees" (<a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/</a>) for research-only staff specifically.</p>
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	<p>(1) Monitor engagement of researchers and their managers with PDR through CEDARS <a href="#">See action ECI6(1)</a></p>	No	<a href="#">See action ECI6(1)</a>	<a href="#">See action ECI6(1)</a>	<p>Improved engagement of researchers who have "participated in staff appraisal/review" over the past two years from 60% (CROS 2019) to 80% in CEDARS 2023 and 2025 (72% in CEDARS aggregate results 2021) <a href="#">See also action ECI6(3)</a></p>	<p>We monitor researcher engagement with PDR through CROS (CEDARS going forward) because data are not systematically gathered by the institution. There is currently no University prescribed mechanism for recording PDR completions and there are wide variations across the University as to who has sight of the finalised PDR paperwork and how PDR completions are recorded. The minimum guidance is that copies of PDR paperwork are retained by reviewee and reviewer.</p>

PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	<a href="#">As above, see PCDI6</a>					
PCDR4	Researchers positively engage in career development reviews with their managers.	<a href="#">As above, see PCDI6</a>					

#### 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.	<p>(1) Continue to promote the services and resources provided by Brookes Careers for researchers as part of mandatory research induction, part of the EXPLORE@Brookes programme.</p> <p>(2) Ensure promotion of the services and resources provided by Brookes Careers for researchers is embedded in a new training package and resource for managers of researchers <a href="#">See action ECI2(3)</a></p> <p>(3) Ensure promotion of the services and resources provided by Brookes Careers for researchers is embedded in a new training package and resource for research-only staff <a href="#">See action ECI2(4)</a></p> <p>(4) Continue to promote and run biennial 'researcher careers pathways events' featuring a range of academic and non-academic careers</p>	<p>Yes, 'updated action 3e' of our 2020 action plan</p> <p>Yes, 'new action 2a' in our 2020 action plan</p> <p><a href="#">See action ECI2(4)</a></p> <p>No</p>	<p>Mandatory research induction, part of the EXPLORE@Brookes programme, June and October annually</p> <p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI2(4)</a></p> <p>January 2024 and biennially thereafter</p>	<p>Director of Researcher Development / Researcher Development Co-ordinator / Jo Moyle, Brookes Careers</p> <p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI2(4)</a></p> <p>Director of Researcher Development / Researcher Development</p>	<p>Services and resources provided by Brookes Careers for researchers are promoted as part of mandatory research induction, part of the EXPLORE@Brookes programme.</p> <p>Services and resources provided by Brookes Careers for researchers are promoted as part of the package</p> <p>Services and resources provided by Brookes Careers for researchers are promoted as part of the package</p> <p>At least 15% of research only staff attend the biennial Researcher Career Pathways Event. More than 80% of participants report that they 'would recommend it to others'</p>	<p>As noted in comments associated with <a href="#">section PCDI1</a>, research-only contract staff can access wide ranging support from Brookes Careers (<a href="https://www.brookes.ac.uk/students/careers/researchers/">https://www.brookes.ac.uk/students/careers/researchers/</a>) and this is highlighted in mandatory University research induction to both new researchers and to new managers of researchers, as part of the EXPLORE@Brookes programme.</p> <p>Brookes Careers regularly flags their offering to all current researchers via the Researcher Development Co-ordinator who sends out targeted email communications. There are links to Brookes Careers' offering for contract researchers on Faculty intranets sites.</p> <p>We run a biennial 'researcher careers pathways' event which highlights a range of academic and non-academic careers</p>
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		See also action PCD11(2) Continue to run a research staff mentoring scheme and to encourage researchers to engage			co-ordinator / Jo Moyle, Careers Consultant		
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) Ensure the importance of PDR as a framework for planning and recording career development activities and training, including the 10 days training obligation of the Concordat and time for researchers to develop an independent research identity is embedded in a new training package and resource for research-only staff See action ECI2(4)	No	See action ECI2(4)	See action ECI2(4)	The importance of PDR as a framework for planning and recording career development activities and training, including the 10 days training obligation of the Concordat and time for researchers to develop an independent research identity is embedded in package	The PDR form includes a section for planning and agreeing training and professional development activities, and for recording training and development activities completed in the previous year, which acts as an ongoing formal record and portfolio of evidence
		(2) Ensure the importance of PDR as a framework for planning and recording career development activities and training, including the 10 days training obligation of the Concordat and time for researchers to develop an independent research identity is embedded in a new training package and resource managers of researchers See action ECI2(3)	No	See action ECI2(3)	See action ECI2(3)	The importance of PDR as a framework for planning and recording career development activities and training, including the 10 days training obligation of the Concordat and time for researchers to develop an independent research identity is embedded in package	
		(3) Determine to what extent researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience through CEDARS See action ECI6(1)	No	See action ECI6(1)	See action ECI6(1)	In CEDARS 2023, in response to the question 'to what extent do you agree that.. you have a clear career development plan and you maintain a formal record of your continuing professional development activities?', at least 67% 'agree' or 'strongly agree' (based on CEDARS 2021 aggregate data, 67%) rising by 5% in subsequent CEDARS surveys as practice becomes embedded. See also action ECI6(3)	
<b>Research identity and leadership</b>							
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.							
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	(1) Continue to ensure that leadership training is available to all researchers, as part of the new EXPLORE@Brookes programme., and that all researchers also have access to 'skills boosters' packages on leadership and management  (2) Ensure the Concordat obligation that managers of researchers must "allow time (in addition to the 10 days per	Yes, 'updated action 3e' in our 2020 action plan  Yes, 'new action 2a' in our 2020 action plan	From academic year 2020/21, ongoing  See action ECI2(3)	Head of Academic Practice, OCAED  See action ECI2(3)	Leadership training is available to all researchers, as part of the EXPLORE@Brookes programme and 'skills boosters' online training modules on leadership and management are available to all researchers  The Concordat obligation that managers of researchers must "allow time (in addition to the 10	In focus groups, December 2020, researchers requested guidance on how to interpret use of their time for development of their research identity. We revised our Code of Practice for the Career Management of Contract Research Staff (2021) (see comments associated with section ECI2) to include guidance on how to interpret use of the additional time allowance to develop research identity, including providing



		<p>annum pro rata for professional development) to develop research identity" is embedded in a new training package and resource for managers of researchers  <a href="#">See action ECI2(3)</a>  (3) Continue to offer research Excellence Awards, which facilitate research excellence, leadership and impact through funding researchers to lead an independent research project, funded by the Central Research Fund</p> <p>(4) Evaluate to what extent researchers are given time and opportunities to develop their own research identity through responses to CEDARS  <a href="#">See action ECI6(1)</a></p> <p><a href="#">See also actions ECR3(3-5)</a> encourage attendance at, and support activity of, the new Research-only Staff Network as a means to connect researchers and to develop their independent research identity and facilitate peer discussion</p>	<p>Yes 'updated action 3d' in our 2020 action plan</p> <p>No</p>	<p>Call for applications to main Research Excellence Awards December annually; call for applications to the scheme for postdoctoral and postgraduate assistants and research technicians, January annually</p> <p><a href="#">See action ECI6(1)</a></p>	<p>PVC Research.</p> <p><a href="#">See action ECI6(1)</a></p>	<p>days per annum pro rata for professional development) to develop research identity" is embedded the package</p> <p>Between 20 and 30 awards to REF-eligible staff and 5-10 awards for research assistants/technical staff made annually going forward, depending on available budget.</p> <p>In CEDARS 2023 and 2025 at least 40-50% of researchers 'agree' or 'strongly agree' with the statement that they 'have time to develop your research identity / leadership skills (based on CEDARS 2021 aggregate data where 47% of women researchers and 37% of men researchers said that they did not have time)'.  <a href="#">See also action ECI6(3)</a></p>	<p>examples of relevant activities. This was circulated to all researchers and their managers, October 2021.</p> <p>In past years, access to the University's leadership and management training programme run by OCAED was only available to current line managers. We recognised this as a missed opportunity for researchers who were not current managers but wanted to develop their skills in this area. We have now addressed this and the 'leadership' sessions of the EXPLORE@Brookes programme are accessible to all research-only staff as part of the open offer, which has been in place from the start of 2020-21. In addition, all staff have access to a package of 'skills boosters' leadership and management online training modules.</p> <p>Since 2016, we have offered REF-eligible staff, including research fellows the opportunity to bid for "research excellence awards" which facilitate development of research excellence, leadership and impact through funding recipients to run an independent research project. We have made around 30 awards annually. Building on the success of the scheme, and in direct response to feedback from CROS 2019, in 2019-20, we launched a pilot scheme specifically for postdoctoral and postgraduate research assistants and research technicians to give them experience of leading a small independent project, managing a budget and supervising a summer placement student. There was also funding for them to engage in a professional development activity, such as conference attendance. 7 awards were made, totalling £25K. An evaluation was undertaken on the pilot. All award holders were negatively impacted by Covid – for example, through project delays, laboratory and library closures and cancelled conferences. Despite this, benefits were judged by award holders to far outweigh the challenges and feedback was overwhelmingly positive. Benefits cited by award holders included: increased motivation; improved organisational skills; leadership and people management;</p>
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							<p>improved project management; opportunity for collaboration; better understanding of research project logistics, timeframes and reasonable outputs; and career development opportunities. Following the successful pilot, in 2020-21, 6 awards made totalling £20K; and in 2021-22, 5 awards were made totalling £19K. All who applied for the scheme in the past two years were successful.</p> <p>See also comments associated with <a href="#">section ECR3</a> regarding establishment of a Research-only Staff Network.</p> <p><a href="#">See comments associated with PCDI4</a></p>
PCDM4	<p>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.</p>	<p>(1) Ensure that training on how to hold an effective career development discussion (as part of PDR) is embedded in a new training package and resource for managers of researchers <a href="#">See action ECI2(3)</a></p> <p><a href="#">See also actions PCDI4(2)</a> Ensure the Concordat obligation that managers of researchers must “allow time (in addition to the 10 days per annum pro rata for professional development) to develop research identity” is embedded in a new training package and resource for managers of researchers <a href="#">and PCDI4(4)</a> Evaluate to what extent researchers are given time and opportunities to develop their own research identity through responses to CEDARS</p>	<p>Yes ‘new action 2a’ in our 2020 action plan</p>	<p><a href="#">See action ECI2(3)</a></p>	<p><a href="#">See action ECI2(3)</a></p>	<p>Training on how to hold an effective career development discussion (as part of PDR) is embedded in the package</p>	<p>As noted in comments associated with <a href="#">section E15</a>, annual PDR is expected. It is a formal opportunity for career development review, including the opportunity for managers to help researchers to identify and plan opportunities to develop their independent identity.</p> <p>As noted in comments associated with <a href="#">section ECI2</a>, we revised our Code of Practice for the Career Management of Contract Research Staff in 2021. It states the obligation for managers to provide 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.</p>
PCDM5	<p>Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive</p>	<p>(1) Develop and launch a new optional discussion event as part of the EXPLORE@Brookes programme on ‘leading a successful research group’</p>	<p>Yes, ‘updated action 3e’ in our 2020 action plan</p>	<p>June 2022, then annually as part of the EXPLORE@Brookes programme 2022-23</p>	<p>Director of Researcher Development / researcher Development Co-ordinator</p>	<p>New event is developed, promoted to managers of researchers, and delivered.</p> <p>When participants are asked to rate the usefulness of the discussion event to their insight into the experience of leaders of research groups on a scale of 1 to 5 (where 1 is ‘not at all useful’ and 5 is</p>	

	attitude to professional development.	(2) Ensure that links to wider Brookes leadership and management training, and external resources, are highlighted as part of a new training package and resource for managers of researchers <a href="#">See action ECI2(3)</a>  <a href="#">See also action PCDI4(1)</a> Continue to ensure that leadership training is available to all researchers, as part of the new EXPLORE@Brookes programme., and that all researchers also have access to 'skills boosters' packages on leadership and management	No	<a href="#">See action ECI2(3)</a>	<a href="#">See action ECI2(3)</a>	'extremely useful) the average score is greater than 3  Links to wider Brookes leadership and management training, and external resources, are highlighted in the package.
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<a href="#">See PCDI4 above</a>				

**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) Develop and continue to run BRIDGE (Building Researchers Innovation & Developing Goals with Enterprise) programme, open to all researchers.  (2) Continue to offer training for researchers in 'commercialising an idea, start ups and spin outs', 'intellectual property training for research staff', 'an introduction to consultancy', 'integrating public engagement into your research' and 'embedding impact in your research', as part of the University Research & KE training as part of the EXPLORE@Brookes programme  (3) The extent to which researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, public engagement and commercialisation assessed through researcher responses to CEDARS	No  Yes, 'updated action 3e' in our 2020 action plan  Yes, 'updated action 6' in our 202 action plan	Call for participants Jan/ Feb 2023 and annually thereafter  Annually as part of the EXPLORE@Brookes programme, ongoing  <a href="#">See action ECI6(1)</a>	Samia Kamal, Brookes Enterprise Support Team  Researcher Development Co-ordinator  <a href="#">See action ECI6(1)</a>	BRIDGE programme to run annually with 5-10 researchers taking part annually. Programme developed in response to participant feedback.  The EXPLORE@Brookes programme includes training for researchers in "commercialising an idea, start ups and spin outs", 'intellectual property' training for research staff", "an introduction to consultancy", 'integrating public engagement into your research' and 'embedding impact in your research',", with a focus on taking the research idea outside of academia to other sectors.  55-60% of researchers respond 'I have done this' or 'I would like to do this' in response to CEDARS question set 'What is your level of interest in engaging in the following aspects of the research system: commercialisation, public	The EXPLORE@Brookes programme offers training for researchers in 'commercialising an idea, start ups and spin outs', 'intellectual property training for research staff', 'an introduction to consultancy', 'integrating public engagement into your research' and 'embedding impact in your research',, all with a focus on taking the research idea outside of academia to other sectors.  BRIDGE (Building Researchers Innovation and Developing Goals with Enterprise) is a new programme open to research-only staff who wish to deliver impact from their research through entrepreneurship – ( <a href="https://www.brookes.ac.uk/enterprise/academic-support-and-staff-engagement/">https://www.brookes.ac.uk/enterprise/academic-support-and-staff-engagement/</a> ). A workshop, February 2021 was used to obtain feedback from researchers on the proposed programme. BRIDGE was promoted to researchers, June 2021, and a pilot ran July 2021. 8 research-only staff took
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		<p><a href="#">See action ECI6(1)</a></p> <p><a href="#">See also action PCDI3(3)</a> Continue to promote and run biennial 'researcher careers pathways events' featuring a range of academic and non-academic careers</p>				<p>engagement...' (based on CEDARS 2021 aggregate data)  <a href="#">See also action ECI6(3)</a></p>	<p>part during 2021-22. Feedback from BRIDGE pilot was very positive.</p> <p>As noted in the comments associated with <a href="#">section PCDI1</a>, the University runs a biennial Researcher Career Pathways Event, where those who have pursued careers within and beyond academia, share their experiences of careers across a wide range of sectors. Also, Brookes Careers provides a comprehensive service for research-only staff.</p>
PCDM2	<p>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.</p>	<p>(1) Ensure guidance on how to advise researchers about exploring diverse careers, including signposting to mentoring and the careers service, and direction to the revised Code of Practice for the Career Management of Contract Research Staff is embedded in a new training package and resource for managers of researchers  <a href="#">See action ECI2(3)</a></p> <p>(2) The extent to which managers support researchers in exploring and preparing for a diversity of careers assessed through response to CEDARS  <a href="#">See action ECI6(1)</a></p> <p><a href="#">See also action PCDI3(1)</a> Continue to promote the services and resources provided by Brookes Careers for researchers as part of mandatory research induction, part of the EXPLORE@Brookes programme, and <a href="#">also action PCDI3(2)</a> that the information is embedded in a new training package and resource for managers of researchers</p> <p><a href="#">See also PCDI5 above</a></p>	<p>Yes, 'new action 2a' in our 2020 action plan</p> <p>No</p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p><a href="#">See action ECI2(3)</a></p> <p><a href="#">See action ECI6(1)</a></p>	<p>Guidance on how to advise researchers about exploring diverse careers, including signposting to mentors and Brookes Careers, and direction to the revised Code of Practice for the Career Management of Contract Research Staff is embedded in package</p> <p>In CEDARS 2023 and 2025, at least 75% of researchers report that they agree/strongly agree that they are 'aware of the support the institution provides for career and professional development' (CEDARS 2021 benchmarking data unavailable)  <a href="#">See also action ECI6(3)</a></p>	<p>As noted in the comments associated with <a href="#">section PCDI1</a>, we run a University-wide research staff mentoring scheme, open to all research-active staff.</p> <p>As noted in the comments associated with <a href="#">section ECI2</a>, we have a revised The Code of Practice for the Career Management of Contract Research Staff (2021). It includes, amongst other things, direction to the research staff mentoring scheme and the services provided for researchers by Brookes Careers</p>
PCDR2	<p>Researchers explore and prepare for a range of employment options across different sectors, such as by making use of</p>	<p>(1) Ensure that the Code of Practice for the Career Management of Contract Research Staff and direction to the research staff mentoring scheme and the services provided for researchers by the Careers Service within it are clearly communicated in a new training package and resource for research-only staff  <a href="#">See action ECI2(4)</a></p>	<p>No</p>	<p><a href="#">See action ECI2(4)</a></p>	<p><a href="#">See action ECI2(4)</a></p>	<p>The Code of Practice for the Career Management of Contract Research Staff and direction to the research staff mentoring scheme and the services provided for researchers by Brookes Careers contained within it are clearly communicated in the package</p>	<p><a href="#">See comments associated with PCDM2</a></p>

	mentors, careers professionals, training and secondments.	<p><a href="#">See also action PCDM(3)</a>The extent to which managers support researchers in exploring and preparing for a diversity of careers assessed through response to CEDARS</p> <p><a href="#">See also action PCDM2(2)</a> Continue to promote the services and resources provided by Brookes Careers for researchers as part of mandatory research induction, part of the EXPLORE@Brookes programme</p> <p><a href="#">See also action PCD11(3)</a> Continue to run a research staff mentoring scheme and to encourage research-only staff to engage</p> <p><a href="#">See also action PCD13(3)</a> Continue to promote and run biennial 'researcher careers pathways events' featuring a range of academic and non-academic careers</p>					
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.	<p><a href="#">See actions PCD15(2)</a> Continue to offer training for researchers in 'commercialising an idea, start ups and spin outs', 'intellectual property training for research staff', 'an introduction to consultancy', 'integrating public engagement into your research' and 'embedding impact in your research', as part of the University Research and knowledge exchange training as part of the EXPLORE@Brookes programme and</p> <p><a href="#">See action PCD15(3)</a> The extent to which researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, public engagement and commercialisation assessed through researcher responses to CEDARS</p>					<a href="#">See comments associated with PCD15</a>

\* 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)	
1	Concordat webpage <a href="https://www.brookes.ac.uk/research/concordat-to-support-the-career-development-of-researchers/">https://www.brookes.ac.uk/research/concordat-to-support-the-career-development-of-researchers/</a>
2	University staff experience / wellbeing webpages <a href="https://www.brookes.ac.uk/staff/staff-experience/wellbeing/">https://www.brookes.ac.uk/staff/staff-experience/wellbeing/</a>
3	University flexible working policy <a href="https://www.brookes.ac.uk/human-resources/working-here/employment-policies/flexible-working-policy/">https://www.brookes.ac.uk/human-resources/working-here/employment-policies/flexible-working-policy/</a>
4	University Policy & Procedure on Harassment and Bullying <a href="https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/harassment-and-bullying/">https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/harassment-and-bullying/</a>
5	The People Directorate job vacancies page <a href="https://www.brookes.ac.uk/job-vacancies/">https://www.brookes.ac.uk/job-vacancies/</a>
6	Our 'responsible metrics' information sheet <a href="https://radar.brookes.ac.uk/radar/items/b70bc34f-5588-495d-9b11-c08e549bde81/1/">https://radar.brookes.ac.uk/radar/items/b70bc34f-5588-495d-9b11-c08e549bde81/1/</a>
7	The People Directorate web pages role profiles and job descriptions for all academic and research roles <a href="https://www.brookes.ac.uk/human-resources/working-here/pay-and-grading/">https://www.brookes.ac.uk/human-resources/working-here/pay-and-grading/</a>
8	The University's position on use of responsible metrics <a href="https://www.brookes.ac.uk/research/research-integrity-statement/">https://www.brookes.ac.uk/research/research-integrity-statement/</a>
9	The People Directorate webpages for annual Performance and Development Review (PDR) ( <a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/</a> ).
10	Workload planning (WLP) tariffs for academic/research staff <a href="https://www.brookes.ac.uk/human-resources/working-here/employment-policies/workload-planning/">https://www.brookes.ac.uk/human-resources/working-here/employment-policies/workload-planning/</a>
11	The University's PDR guidance for Reviewers <a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/reviewer-guidance/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/reviewer-guidance/</a>
12	The University's PDR guidance for Reviewees <a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/</a>
13	Brookes Careers provision for research-only staff <a href="https://www.brookes.ac.uk/students/careers/researchers/">https://www.brookes.ac.uk/students/careers/researchers/</a>
14	BRIDGE (Building Researchers Innovation & Developing Goals with Enterprise) programme <a href="https://www.brookes.ac.uk/enterprise/academic-support-and-staff-engagement/">https://www.brookes.ac.uk/enterprise/academic-support-and-staff-engagement/</a>
15	Vitae Researcher Development Framework <a href="https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework">https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework</a>
16	The People Directorate PDR webpages ( <a href="https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/">https://www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr/</a> ).

Abbreviations and glossary (more rows can be added)	
BRIDGE	Building Researchers Innovation & Developing Goals with Enterprise programme
CEDARS	Culture, Employment and Development in Academic Research Survey
CROS	Careers in Research Online Survey
CWG	Concordat Working Group
DORA	The San Francisco Declaration on Research Assessment
EDI	Equality, Diversity and Inclusion
EXPLORE@ Brookes	EXcellence in Promoting Leadership Of Research and Education at Brookes – a new (accredited by Advance HE) Research and Academic Leadership programme – open to all academic/research and research-only staff
FAIR	Findability, Accessibility, Interoperability & Reusability
HLS	Faculty of Health and Life Sciences
HSS	Faculty of Humanities and Social Sciences
HREIR	HR Excellence in Research
NHS	National Health Service
OCAED	Oxford Centre for Academic Enhancement and Development (formerly part of OCSLD, Oxford Centre for Staff Learning Development), our in-house educational development unit
ORIGIN	Open Research, Integrity and Governance Improvement Nexus – our steering group for research integrity, research improvement and data management
PDR	Performance and Development Review, or appraisal
PIRLS	Principal Investigators and Research Leaders Survey
PVC Research	Pro Vice Chancellor for Research & Global Partnerships
RAE	Research Assessment Exercise
RBDO	Research and Business Development Office
REF	Research Excellence Framework


Researchers	'Those who are employed solely or largely to conduct research', according to the definition of 'researcher' given in the Concordat.
RKEC	Research & Knowledge Exchange Committee
TDE	Faculty of Technology, Design and Environment
TLEC	Teaching and Learning Enhancement Committee
The People Directorate	Formerly termed 'Human Resources'
UKRIO	UK Research Integrity Office
UKRN	UK Reproducibility Network
WLP	Workload Plan