HREIR Action plan template (add dates)

Institution name: Lancaster University

The institutional audience* for this action plan includes (complete or delete, as appropriate):

- Cohort 3
- Audience (beneficiaries of the action plan)
- Number of
- Comments

Date of submission: Cohort 3

Institutional context:

- Postgraduate researchers
  - 1800 Currently supported by our Doctoral Academy
- Research and teaching staff
  - 992 Includes Teaching and Engagement, Teaching and Research, and Teaching-only staff
- Technicians
  - 120
- Clinicians
  - Not currently listed as a separate staff category.
- Professional support staff
  - 1438
- Other (please provide numbers and details):

<table>
<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Success measure (SMART)</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>Progress update (to be completed for submission)</th>
<th>Outcome/ result</th>
<th>Action carried over from previous action plan</th>
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<tbody>
<tr>
<td><strong>Environment and Culture</strong></td>
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<tr>
<td>EC1</td>
<td>Ensure that all relevant staff are aware of the Concordat, and that researchers understand their responsibilities as part of PI development session. Recommend the HR team are briefed on this on a regular basis - the team is new. Raise awareness of Code of Practice.</td>
<td>Increasing numbers of researchers and research managers reporting that they are aware of the Concordat. As measured through the CEDARS Survey. (2020 - 24.3% had never heard of the Concordat, by 2021 this was down to 22.6% - aiming for down to 10% by 2022 survey results)</td>
<td>Aug-22</td>
<td>OD for research and Academic. All CIG members, HRBP - PD &amp; Development, Research Committee</td>
<td>Yes [7 / 4]</td>
<td></td>
<td>New</td>
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<tr>
<td>EC2</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable, transparent, and well communicated to researchers and their managers.</td>
<td>Athena Swan - 2019 AP MCFW8: MARS (Maternity, Adoption, Research Support) scheme now open to those on fixed-term and indefinite with an end date contracts.</td>
<td>a. Oct 21 b. Oct 23</td>
<td>Faculty Deans, HRBP - AS lead</td>
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<td>EC3</td>
<td>Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.</td>
<td>ECF1, ECF2 Complete (18 months) (ECF3) Monitor response to relevant CEDARS questions, ensure Research Community have a variety of opportunities at all levels to feed into the development of processes and systems.</td>
<td>Summer 2023</td>
<td>OD A and G SRO - Review</td>
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<td>EC4</td>
<td>Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health.</td>
<td>Athena Swan 2019 AP U8 - mandatory EDI training completions.</td>
<td>a. 80% of all new starters have completed mandatory EDI training. b. 80% of all (i.e., including assisting) staff have completed mandatory EDI training.</td>
<td>Oct-30</td>
<td>Director POED. AS lead</td>
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<tr>
<td>EC5</td>
<td>Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.</td>
<td>Little fresh of research integrity training. Improvement of monitoring participation</td>
<td>Oct 21 and Oct 22</td>
<td>Director of RSO</td>
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<td>EC6</td>
<td>Regularly review and report on the quality of the research environment and cultures, including seeking feedback from researchers, and use the outcomes to improve institutional practices.</td>
<td>Undertake an EDI culture survey. Continue with annual CEDARS surveys. Use of feedback groups and the continued input from the RSA.</td>
<td></td>
<td>Equality, Diversity and Inclusion Manager, OD A and RI</td>
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**Funders must:**

- EC7 | Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies. | Athena Swan 2019 AP MCFW9, grant applicants provided with support to write budgets including parental leave and part time working requests | a) Guidelines for grant applicants is developed and implemented. | Oct-22 | Director of Research and Enterprise Services (RES) | | |

**Managers of researchers must:**

- EC8 | Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers. | | | | | | |

**Clarity of objectives:**

- EC9 | Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions. | | | | | | |

**Addressed by:**

- EC10 | Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. | Athena Swan 2019 AP C8 - mandatory EDI training completions. New mental health module to be developed. | Impact on management practice measured through CEDARS and AS reporting | Aug-22 | AS Lead | | |

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*HREIR Action plan, V1e 2020*
ECM2 Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct
All PIs to undertake relevant PI and management development and research integrity training Impact on management practice measured through CEDARS (CEDARS 2021, Fast pressured into compromising your research integrity 18.8% reported yes aiming for 5%) Aug-22 Director of RSO Yes (D5.3) New

ECM3 Promote a healthy working environment that supports researchers’ wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity
Athena Swan 2019AP C14 Reporting on Bullying and Harassment will be included in annual EDI report 89% completions - not currently measured, coming soon. (This is working in a new dashboard, currently missing new starters) Jun-22 Director of RSO, AS lead P6.9

ECM4 Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers
PIs and research leaders to undertake appropriate training - full suite of development options is available. Any gaps identified as part of Culture Review. CEDARS 2021 report for supporting mental health and wellbeing Disagree 25.8% and strongly disagree 25% - reduced to 15% (Personally felt bullied or harassed - aiming for 0% down from 20.9%). (Fast pressured into compromising integrity - down from 5.6% to 0) Summer 2022 ADS for research

ECM5 Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers
Monitor response to relevant CEDARS question Impact on management practice measured through CEDARS currently 33% fully confident and 66.7% Confident - no negative responses. Maintain and improve to 50% fully confident. Aug-22 Director of POED

ECM6 Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution
CUD and research committee representation, inclusion of researchers in working groups. Clearer roles and responsibilities for REPS Increased presence at all research committee levels and involvement in broader institutional task groups etc. (CEDARS 2021 ‘participation in policy and decision making’ 17.4% have done this and 50% would like to. Aim for 50% have done this) Aug-22 ADS for research

Research must:

ECR1 Activity 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
Activity in relation to networking and support activities Increase of active membership of the RSA by 10%, measured by participation in RSA activities and increased membership of Policy and working groups. Sept 22 and Sept 23 RSA exec, OD, A and R, ADS Research POED

ECR2 Ensure they act in accordance with employer and funder policies related to research integrity, equality, diversity and inclusion
Measure the use of the online training module and those to one sessions arranged by the RSO CEDARS feedback and Moodle reports. Benchmark needs to be established as currently no measures in place. Dec 21 then annual reports 2022/2023 Director of RSO Yes (D5.3) New

ECR3 Take positive action towards maintaining their wellbeing and mental health
Continued increase of participants on Resilient researcher. Increase awareness of additional mental health and wellbeing workshops. Monitor attendance figures (increase by 15%). Feedback to continue to focus on improvements in wellbeing and good working practices. As reported in OD annual review. Aug-22 OD for research and Academic Benchmark needs to be established as currently no measures in place

ECR4 Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct
Research staff to be informed of processes as part of departmental induction. Adoption of Researcher Induction developed by researchers from Comms and Comp Dept. Researcher Inclusion on working groups. Awareness of policies - as reported in pulse and CEDARS 2021 reports 41.4% unfamiliar with mechanisms to report discrimination - decrease to 20%, 35% were not familiar with mechanisms to report bullying or harassment aim for decrease to 15%. Aug-22 OD (A and R), ADS Research, MHP Partners

ECR5 Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution
Alternative opportunities now email directly to the researchers themselves, rather than through the Departments. Increase attendance at Wellcome Culture cafes etc. Inclusion of researchers in working groups. Stronger connections between RSA and Dept research reps. Clearer roles and responsibilities for REPS Researcher inclusion on working groups. e.g. People Plan development group, library working group. Researcher inclusion on working groups. Ongoing, monitor annually in December Associate Director of POED, RSA executive

Employment

Institutions must:

ES1 Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment processes
Athena Swan CPT: stress inclusive Family friendly Culture, CPs consciously review images, CPs, Recruiting The Best training, CP8 monitor and publish metrics on appointment data annually. a) Proportion of applications from females for academic roles has increased from 32% (2017-18) to at least 40%. b) The current percentage (20%) of BAME staff and students featured in University publicity material images is increased to 25%. c) 80% of panel members have completed Recruiting the Best - training by Oct 2022 and increasing there after. d) Diversity metrics to be made available Oct 2021. A) June 2023 B) Dec 2022 C) Oct 2021 D) Oct 2022 Director of POED and Faculty Dean, CA and R. Director of Marketing and Comms. AS leads

ES2 Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position
Recruiting The Best induction pack. New online induction to continue as well as re-introduction of face to face event. CEDARS improved satisfaction data. (CEDARS 2021 ‘feel included in research group’ 28.8% Agree strongly and 46.4% Agree - increased these to 90% combined) Aug-22 ADS (A and R), ADS Research, MHP, Siemens

ES3 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
Athena Swan, FFT, grade 6-7 promotion, rewrite of promotion pathways and criteria currently underway. Athena Swan action plan reports annually. Dec-22 Director of POED, AS lead Yes [B6. 2, 24]
| E14 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent | New bespoke 'Managing your research project' in development. Feedback showed that researchers didn't engage with generic Project Management workshops. | CEDARS and programme feedback (CEDARS 2021 22.7% have done this 47.7% would like to do this. Aim for 45% to have completed training by 2023. | Aug-22 | OD Academic and Research | P2.3 |
| E15 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation | Arabia Brown, FT2 PDORs for fixed term staff, CP6 PDOR training for managers, to include promotion at 80% of fixed term academic staff with contracts of 2 years or more have had a PDOR, 8% F promotion applicants increases from 11% (2017-18) to 13%, success rate for F applicants increases from 89% (2017-18) to 92%. a) 'Making Professor' workshop is rebranded to provide support to all levels of academics who may be seeking promotion, particularly those from under-represented groups. | CEDARS improved satisfaction data (CEDARS 2021 Guidance on institutional redeployment processes 38.5% not very confident and11.5% not at all confident - aim to reduce these to 20% and 5% respectively.) | A1-Oct 2021 | New Director of POED, AS lead | P2.5, P6.4 |
| E16 | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress | May 2020 significant amendments to redeployment in consultation with unions. All staff placed on redep list automatically 6 months prior to contract end date (previously 3). Sector wide approach to redeployment being considered as part of 2021 HNECS negotiations. | Introduction of new PDR system. Tracking and usage of PDR system to improve. Researcher to be included on development working group. | Aug-22 | Director of POED and Faculty Deans (A New B) Director of Marketing and Comms. | P1.3, P2.1, P2.2 |
| E17 | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making | Review of committee membership underway. RSA Executive membership refresh. New opportunities to involve Researchers in working groups. | Visible increase in researcher representation on all relevant consultation groups. CEDARS satisfaction data. | Annual monitoring December | OD (A and R), ADs, Research, RSA Exec. | P3.13 |
| **Funders must:** |  |  |  |  |  |  |
| EF1 | Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies |  |  |  |  | P2.4 |
| EF2 | Review the impact of relevant funding call requirements on researchers’ employment, particularly in relation to career progression and lack of job security |  |  |  |  | New |
| EF3 | Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression within the organisation |  |  |  |  | P3.4 |
| EF4 | Consider the balance of their relevant funding streams in providing access to research funding and its impact at all levels | PDR update monitoring to ensure all access to research funding and its impact at all levels |  |  |  | New |
| **Managers of researchers must:** |  |  |  |  |  |  |
| EM1 | Undertake relevant training and development opportunities so that they can manage researcher effectively and fulfil their duty of care | PDR training for managers. Ensure all researchers are offered career support including PDRs, access to training (included in contracted working hours), access to subject-specific career development workshops (included in contracted working hours), and access to LU's redeployment register for 6 months after the end of a contract | Introduction of new PDR system. Tracking and usage of PDR system to improve. Researcher to be included on development working group. Increased satisfaction from researchers on PDR up to 20 (Very Useful) Cedars survey data. | New Software launch Jan 2022 | Deputy Director POED, HRPB | P2.3 |
| EM2 | Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding | Training and development opportunities to be explicitly targeted at research managers, bespoke sessions to be introduced | CEDARS satisfaction data | Aug-22 | OD (A and R) | P2.2 |
| EM3 | Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers | New starter survey. Good practice sharing and continued attendance at development activities | New starter survey and feedback in CEDARS POED and HR. Service delivery manager | | P6.3 |
| EM4 | Actively engage in regular constructive performance management with their researchers | Good practice demonstrated and feedback from RSA and CEDARS | CEDARS Satisfaction data (CEDARS 2021, Institution value on your contribution to Performance management 81.6% fully, 17.3% mostly - increase to 15% and 25% respectively, these measures are low due to the mix of participants. Further broader feedback needed) | Aug-22 | Deputy Director POED, HRPB | P2.3 |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution | Culture survey to identify gaps | CEDARS satisfaction data - Research culture survey | Dec-23 | OD (A and R) | New |
| **Researchers must:** |  |  |  |  |  |  |
| ER1 | Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder | Improved induction at faculty and departmental level (under review). Signposting to relevant policies, when identified, through RSA workpace site. | Satisfaction with induction processes and knowledge. CEDARS variety of questions, including feedback on managers practice | Aug-22 | Faculty Managers, OD (A and R), Researcher managers | New |
| ER2 | Understand their reporting obligations and responsibilities | Improved induction at faculty and departmental level (under review). Signposting to relevant policies, when identified, through RSA workpace site. | Clarity of role and responsibilities measured through CEDARS and exit questionnaires | Aug-22 | Researcher managers | New |
| ER3 | Freely engage with performance management discussions and reviews with their managers | PDR update monitoring to ensure all access to research funding and its impact at all levels | Introduction of new PDR system. Tracking and usage of PDR system to improve. Researcher to be included on development working group. Increased satisfaction from researchers on PDR up to 20 (Very Useful) Cedars survey data. | New Software launch Jan 2022 | Deputy Director POED, HRPB | P5.6 |

HREiR Action plan template (add dates) Add institutional logo
### Professional and Career Development

#### Institutions must:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Action Plan</th>
<th>Responsible</th>
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<tbody>
<tr>
<td>P3.1</td>
<td>Explore opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year, recognising that researchers will pursue careers across a wide range of employment sectors.</td>
<td>Full programme to be promoted, McMaster Paper 2021. Programme feedback on satisfaction and impact.</td>
<td>Deputy Director: Digital Innovation and Research Services</td>
<td>Yes (B2.2)</td>
<td>Jul-22</td>
</tr>
<tr>
<td>P3.2</td>
<td>Ensure that researchers have access to professional advice on career development, across a breadth of careers.</td>
<td>Support to CIG Jan 2022, termly.</td>
<td>Assistant Director: Digital Innovation and Research Services</td>
<td></td>
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<tr>
<td>P3.3</td>
<td>Managers to be made aware of the new facilities in the Library extension, providing physical, digitally-equipped spaces for the library to co-deliver career development and networking activity and to be hubs for researchers to meet and collaborate. The main spaces are the Open Research Library and Digital Scholarship Lab.</td>
<td>Usage and impact report to CIG Jan 2022, termly.</td>
<td>Assistant Director: Digital Innovation and Research Services</td>
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<td>P3.4</td>
<td>Data Conversations: a series of informal and inclusive events for researchers from all disciplines and career stages to share their experiences of co-creating, managing and sharing research data. Includes informal presentations, group discussion and networking – Open Research Cafés – similar to the above, but with a broader focus across the full breadth of open research, not just research data.</td>
<td>Usage and impact report to CIG Jan 2022, termly.</td>
<td>Assistant Director: Digital Innovation and Research Services</td>
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<tr>
<td>P3.5</td>
<td>The above and linked by the new recently approved Principles of Open Research.</td>
<td>Success will be measured by a 5 year library roadmap, which will measure deliverables. Working group will include researcher reps.</td>
<td>Assistant Director: Digital Innovation and Research Services</td>
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#### Managers of researchers must:

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<tr>
<td>P3.6</td>
<td>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.</td>
<td>Explore the options for Manager mandatory training programme</td>
<td>Deputy Director POED and Assistant Director POED</td>
<td>Yes (B2.2)</td>
<td>Oct-22</td>
</tr>
<tr>
<td>P3.7</td>
<td>Ensure that researchers have access to professional advice on career management, across a breadth of careers.</td>
<td>Departmental mentoring schemes to be encouraged, supporting to Prosper resources.</td>
<td>Deputy Director POED</td>
<td>Yes (C3.14)</td>
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<td>P3.8</td>
<td>Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.</td>
<td>Pilot feedback to show positive impact on research confidence and increase in networking opportunities.</td>
<td>Deputy Director POED</td>
<td>Yes (C3.14)</td>
<td>Feb-22</td>
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<tr>
<td>P3.9</td>
<td>Recognise that moving between, and working across, employment sectors can bring benefits to research and researcher career development.</td>
<td>Prosper feedback and CEDARS satisfaction surveys (10% increase in satisfaction with career guidance).</td>
<td>Deputy Director POED</td>
<td>Yes (C3.14)</td>
<td>Oct-22</td>
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<tr>
<td>P3.10</td>
<td>Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.</td>
<td>Increased engagement and usage (first year benchmarking data to be collected.)</td>
<td>Deputy Director POED</td>
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#### Funders must:

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<tr>
<td>P5.1</td>
<td>Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers’ engagement in a minimum of 10 days’ professional development pro rata per year, and evidence of effective career development planning.</td>
<td>New PDR software to be introduced to help with tracking and monitoring of PDR discussions.</td>
<td>Deputy Director POED</td>
<td>Yes (B2.3)</td>
<td>Oct-22</td>
</tr>
<tr>
<td>P5.2</td>
<td>Embed the Concordat Principles and researcher development into research assessment strategies and processes.</td>
<td>Increased engagement and usage (first year benchmarking data to be collected.)</td>
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<td>P5.3</td>
<td>Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit.</td>
<td>Programme feedback and CEDARS satisfaction survey.</td>
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#### Managers of researchers:

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<tbody>
<tr>
<td>P5.4</td>
<td>Engage in regular career development discussions with their researchers, including holding a career development review at least annually.</td>
<td>New PDR software to be introduced to help with tracking and monitoring of PDR discussions.</td>
<td>Deputy Director POED</td>
<td>Yes (B2.3)</td>
<td>Oct-22</td>
</tr>
<tr>
<td>P5.5</td>
<td>Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.</td>
<td>Programme feedback and CEDARS satisfaction survey.</td>
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**HREiR Action plan template (add dates)**

**PCOM3**
Allocate a minimum of 10 days pro rata, per year, for your researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.

Clearer communications about the Code of Practice and understandings of each of the stakeholders' needs is required to define clear direction on what constitutes a 'professional development' activity as not always recognised. Clarify of allocation within grant applications and understanding of grant implications.

CEDARS 2021 reports that although 8% reported they had had more than 10 development days in the previous year, 12.8% said they had fewer than 1 day, Aiming for a 20% take up of 10 development days over two years.

Aug-22
Director, POED, OD (A and R), RSO support manager.

**PCOM4**
Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for your researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.

Improved sightseeing and development routes with direct links to the RDF.

CEDARS reports a higher number of researchers interested in a variety of development activities, than those who have taken up the options available. This suggests that the communication isn’t clear and that Managers need a clearer steer on what is available. OD attendance reports to show an increase and CEDARS balance to show more people attending than ‘willing’ to attend for each of the areas listed.

Aug-22
OD (A and R)

**PCOM5**
Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.

New Research Leadership sessions to be developed in response to Pandemic and new challenges in bringing staff back to campus and in enhancing research projects. More emphasis from the institution on the value of research managers in supporting the development of researchers.

Programme feedback and CEDARS satisfaction survey. CEDARS survey currently shows that Research Manager support for 'developing researchers' appears to be undervalued. 26.5% felt very and 15.4% not at all. Aspire to reduce this by 20%.

Aug-22
Director, POED, OD (A and R), RSO support manager.

**PCOM1**
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.

Managers to be made aware of the new facilities in the Library extension, providing physical, digitally-equipped spaces for the library to co-deliver researcher development activity and to be a hub for researchers to meet and collaborate. The main spaces are the Open Research Lab and Digital Scholarship Lab.

Impact will be difficult to measure, usage will be monitored and look to increase year on year. Interaction and networking across research groups will be encouraged in a way not possible in departments.

Usage and impact report to CI Jan 2022, then semi-annually.

Assistant Director: Digital Innovation and Research Services

**PCOM2**
Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.

Apply for place on PROSPER. Use of PROSPER portal. App for Mid career cross institutional mentoring scheme, broadens networks and support from research professionals in other institutions. (Prior to start - first review of impact due in January)

All PROSPER places filled. Increase in access usage of PROSPER Portal to increase, year on year. All available mentoring slots filled. Positive feedback from end of programme impact assessments.

Annual report June 2022
OD (A and R)

**PCOM3**
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.

Use of PROSPER portal to access career and professional training and career alternative and job security and skills training advice.

Long term monitoring of promotional routes and career destinations. As measured through exit interviews and promotional activity reports from across the institution.

Annual report June 2022
HR service delivery manager, OD (A and R)

**PCOM4**
Positively engage in career development reviews with their managers.

Use PDR system to help monitor use and impact. But encourage managers to take these conversations out of PDR cycle use of mentors.

Review of new system, links to CEDARS results.

Aug-22
Deputy Director of POED

**PCOM5**
Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.

Identify themselves a mentor. Seek out and volunteer to be part of institutional working groups and members of RSA and other staff groups.

Membership of RSA and staff groups to increase.

Annual report Jan 2022
OD (A and R), EDI manager

**PCOM6**
Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.

New programmes being developed to support our researcher community to engage at a higher level. Looking at enhancing the opportunities for research leadership and engagement.

Attendance at new programmes and greater understanding of research culture at Lancaster and beyond. Could impact on career potential and influence promotional opportunities. Long term impact and reputation for individuals and institution. Long term monitoring of promotional routes and career destinations. As measured through exit interviews and promotional activity reports from across the institution.

Annual report June 2022
OD (A and R), EDI manager

**PCOM5**
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.

Managers to be made aware of the new facilities in the Library extension, providing physical, digitally-equipped spaces for the library to co-deliver researcher development activity and to be a hub for researchers to meet and collaborate. The main spaces are the Open Research Lab and Digital Scholarship Lab.

Impact will be difficult to measure, usage will be monitored and look to increase year on year. Interaction and networking across research groups will be encouraged in a way not possible in departments.

Usage and impact report to CI Jan 2022, then semi-annually.

Assistant Director: Digital Innovation and Research Services

**PCOM2**
Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.

Apply for place on PROSPER. Use of PROSPER portal. App for Mid career cross institutional mentoring scheme, broadens networks and support from research professionals in other institutions. (Prior to start - first review of impact due in January)

All PROSPER places filled. Increase in access usage of PROSPER Portal to increase, year on year. All available mentoring slots filled. Positive feedback from end of programme impact assessments.

Annual report June 2022
OD (A and R)

**PCOM3**
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.

Use of PROSPER portal to access career and professional training and career alternative and job security and skills training advice.

Long term monitoring of promotional routes and career destinations. As measured through exit interviews and promotional activity reports from across the institution.

Annual report June 2022
HR service delivery manager, OD (A and R)

**PCOM4**
Positively engage in career development reviews with their managers.

Use PDR system to help monitor use and impact. But encourage managers to take these conversations out of PDR cycle use of mentors.

Review of new system, links to CEDARS results.

Aug-22
Deputy Director of POED

**PCOM5**
Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.

Identify themselves a mentor. Seek out and volunteer to be part of institutional working groups and members of RSA and other staff groups.

Membership of RSA and staff groups to increase.

Annual report Jan 2022
OD (A and R), EDI manager

**PCOM6**
Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.

New programmes being developed to support our researcher community to engage at a higher level. Looking at enhancing the opportunities for research leadership and engagement.

Attendance at new programmes and greater understanding of research culture at Lancaster and beyond. Could impact on career potential and influence promotional opportunities. Long term impact and reputation for individuals and institution. Long term monitoring of promotional routes and career destinations. As measured through exit interviews and promotional activity reports from across the institution.

Annual report June 2022
OD (A and R), EDI manager

* The 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 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.