HR Excellence in Research - University of Sheffield HRS4R Action Plan 2021 Internal Review

R1 = PGR students (First Stage Researcher(Up to the point of PhD)
R2 = Recognised Researcher (PhD holders or equivalent who are not yet fully independent)
R3 =Established Researcher (Researchers who have developed a level of independence)
R4 = Leading Researcher (Researchers leading their research area or field)

Action	Charter & Code ref	Action title	Timing	Lead Dept.	Indicator(s) / Target(s)	Status	Notes/Update
1.	2.	Review & re-launch of the Research Ethics & Integrity compulsory module for R1s to make it more accessible. Expand the remit to consider Responsible Research & Innovation, inc. reliability, reproducibility and core data Skills.	Autumn 2020	Research Services / Faculties	90% completion by all R1s by the end of their 3rd year and online version available in all Faculties.	Complete	Faculty based courses have been reviewed and re-launched. Completion of the course is mandatory for R1s, with the majority of Faculties requiring completion at 18 months as part of confirmation review. 100% compliance by R1s by the time of thesis submission. Online version now available in all Faculties.
2.	8.	Broaden the internal University open access support and expertise beyond journal articles.	Summer 2020	Library	Partnership within the White Rose University Press. Exploration of monographs being published open access on this platform.	Extended (Summer 2022)	The White Rose University Press has been established to; support open access, ensure quality and support innovation in publishing. The press has supported the publication of 8 open access monographs sinces its inception and has several more in the pipeline to publish in the next 12 months. During the 20/21 academic session the White Rose Libraries Innovation board agreed to an Open e-textbook pilot project to develop the support White Rose libraries provide to academic colleagues looking to make Open Access electronic textbooks available for programmes they run. Library colleagues from all three universities will be working together over the forthcoming academic sessions to further support open access publishing

3.	8.	IP & commercialisation training at all career stages.	Autumn 2020	Research Services	Existence of a training offer for researchers in relation to IP & commercialisation.	Extended (Spring 2022)	Training has been developed and delivered by our Royal Society Entrepreneur in Residence for all career stages, mainly for the STEM subjects. Consideration should be given to how this training may be delivered in future years once the EoR term ends and broadened out across TUoS. A 'pre-accelerator' training programme is also under development to deliver entrepreneurship training further across the university.
4.	8. KE	Develop a Knowledge Exchange (KE) Strategy across the whole institution, which considers reward and recognition methods for researchers who engage positively with KE activity.	Spring 2020	Partnerships and Regional Engagement	Existence of a KE strategy that engages researchers at all career stages across the entire KE spectrum.	Extended (Summer 2024)	The University published its strategy for KE within our new 5-year vision, which was launched in November 2020. The vision is underpinned by four pillars including one on Innovation - which provides further detail on our entrepreneurship, KE and innovation priorities and will support researchers at all career stages. We are now finalising our delivery plan for the Vision's Innovation Pillar and, alongside this, a KE Work Programme that also responds to wider initiatives such as the KE Framework and KE Concordat. These plans include an intention to launch a KE reward scheme and consider ways to embed KE into our academic career pathway and related policies.
5.	11	Review & re-launch the Training Needs Analysis process for R1s to increase meaningful engagement and record keeping.	Autumn 2020	Faculties	Ability to record TNAs consistently across the institution A shorter and more meaningful process and form.	Complete	An extensive project to analyse and design a new training needs analysis for R1s was undertaken in 2019-2020 which involved a comprehensive consultation with all stakeholders including R1 and R3-4 representatives. A new training needs analysis form and process for the entire University was launched October 2020 with a review of the changes scheduled for October 2022.

| 6. | 11 | Increase R2&R3 engagement with the annual SRDS appraisal process. | Autumn 2019 + Autumn 2020 + Autumn 2021 | Host depts. supported by HR | More than 80% of R2&R3 completing SRDS process. Publicised recommendation for the option to be given for this to be led by someone other than the Principal Investigator. | Extended (Spring 2022) | The SRDS appraisal system was reviewed across the University (2019-2020) and a redesigned process for R3-4 is to be piloted June-August 2021, with an expected roll out June 2022. The new process will involve the assigning of an academic reviewer. The role of the academic reviewer is to undertake SRDS for a specific number of staff within the Department with the responsibility for ensuring that each review is comprehensive, objective, encourages open dialogue and focuses both on performance in role and future career development

The University executive board has approved a new researcher development strategy which includes a commitment to ensure that all R2s have an annual review and that full use is made of appropriate documentation (which is currently under review) in order that development can be discussed, planned, evidenced and reflected upon. Non-independent R2s review should be carried out in conjunction with an additional member of staff who can provide support for career planning and professional development. |
| 7. | 12. | Review and issuance of guidance for the recruitment of R1s. Guidance to also form part of mandatory supervisor training. | Autumn 2021 | Research Services | Guidance published and made available across the institution. Mandatory training materials updated to reflect the guidance. | Extended (Spring 2022) | R1 Supervisor CPD is now mandatory at the University (since Jan 2021). The online course contains a 30 minute recruitment module called 'Attracting and Selecting Doctoral Candidates'. Topics covered include; How can you attract doctoral applicants? What unconscious biases might you have? Which recruitment strategies might you adopt? How do you evaluate a prospective candidate? And What support should be provided pre-arrival? In addition to the training module there is advice/resources available on our Quality assurance of provision for R1 students website. However further review of the recruitment information available is needed to improve the guidance available outside of the CPD courses. |
| 8. | 13. | Specific text in job adverts (ATJs) for R2 & R3 posts detailing the specific support | Autumn 2021 | HR | All ATJs for R2s include the text. Core templates are | Extended | Departments use standardised recruitment and About the Job documents. The wording is currently being reviewed |

		available to that staff group in regard to career development, that includes the HRS4R logo.			routinely utilised by Departments.		between research services and HR to ensure career development information is included.
9.	17.	Provide guidance for potential applicants on quality CV construction.	Autumn 2021	Career Services / HR	Guidance published on HR webpages, utilising expertise from other University services.	Extended	Appropriate guidance is being developed with colleagues in the career service and will be incorporated into the recruitment document process and templates, hosted on the HR webpages.
10.	21.	Use of consistent job advert text in respect of researcher appointments.	Autumn 2021	RSDC / HR Services	Job advert templates revised and being utilised.	Complete	Job advert templates have been revised to ensure equality and are now consistently applied for recruitment of researchers across the University.
11.	25.	Exploration of the viability of open-ended contracts (linked to funding) for researchers on grant funding lasting more than two years.	Autumn 2021	HR/Depts	A formal exploration paper completed and provided to University Executive Board for consideration.	Extended (Autumn 2022)	Exploration to understand the current use of open-ended contacts and the viability of further use is due to be discussed by the new University Early Career Researcher Committee autumn 2021
12.	25.	Reduction in the use of casual contracts for the delivery of teaching commitments.	Spring 2020	HR/Depts	~~Number of casual contracts for teaching below 20%.~~ Indicator changed: Clear oversight of casual arrangements and use of reporting to review ongoing arrangements	Complete	The University is committed to ensuring that all members of its workforce are engaged on the most appropriate contract and that this engagement is completed in a transparent and fair way. Whilst there may be times where individuals are engaged on a casual basis to provide teaching, where there is a regular requirement an employment contract will be used. In addition TUOS complies with the Good Work Plan (resulting from the Taylor Review) and is committed to ensuring that all our workforce is engaged on the most appropriate type of contract. We now have a clear oversight of casual arrangements and make more use of reporting to review ongoing arrangements.
13.	27.	Delivery of the University's existing gender pay gap action Plan.	Spring 2020	HR/Depts	Achievement of the actions detailed in the plan.	Extended Summer (2024)	Gender Pay Gap Action Plan developed and actions underway. We have a programme of work underway in order to work towards eliminating the Gender Pay Gap.

							We take a partnership approach to our gender pay gap analysis and action planning, working closely with senior academic and professional services colleagues, campus trade unions through our joint Gender Pay Gap Working Group, our Gender Equality Committee and Equality, Diversity and Inclusion Committee. Together, we are embarking on a programme of work to deliver a target for Gender Pay Gap reduction of five percentage points by 2025.
14.	28.	Creation of a University-wide researcher development strategy.	Spring 2020	Research Services	Existence of a strategy.	Complete	Researcher development working group was established, made up of key stakeholders from across the University. The group created a Researcher Development Strategy which contained overarching principles of provision and delivery mechanism recommendations. The strategy was agreed at Vice-President Research and InnovationI/Research Strategy Group and implementation has now begun.
15.	31.	Creation of more specific website guidance on IP ownership and negotiation of ownership, to clearly articulate these policies to researchers.	Spring 2020	Research Services	Existence and use of the guidance.	Extended (Spring 2022)	Webpages related to IP have been redesigned, with improved signposting to additional support across the University. Work is underway to develop a single IP policy for the University and outline principles have already been approved by Vice-Chancellor's Advisory Group. New resources will now be developed to support the delivery of the policy
16.	32.	Availability of an online tool to enable the raising of concerns around research misconduct.	Autumn 2019	Research Services	Existence of the online tool.	Complete	An online tool was developed in 2019 The tool was communicated to researchers via the research ethics & integrity update in October 2019, and in future will be communicated through induction and regularly highlighted in researcher newsletters.
17.	33.	Availability of a development mechanism that recognises R2 contribution to teaching.	Summer 2019	Research Services	Existence of a piloted and reviewed development scheme for Associate Supervisors.	Complete	This is now an established scheme 'Associate Supervisors', piloted in 2019 and fully launched in Jan 2020 with 46 R2s having completed the scheme to date.

18.	36. & 39.	A full review of the training and support provided for R1 researchers with an aim to improve conditions and practices.	Spring 2020	Research Services & UPGRC	Revised policy and practice in relation to supervision, R1 training and supervisor development.	Complete	Launched in Sept 2018, our [Postgraduate Research Review](#) focussed on five key areas (Harmonisation, Wellbeing, Expectations, Recruitment and Quality assurance) with the aim of making sure our R1 offer remains attractive and sustainable in the coming years. The work was led by the University PGR Committee and included Faculty Academic PGR Leads and Professional Services colleagues. The five workstream's recommended changes have been fed into the development of mandatory supervisor development activities and R1 training programmes
19.	37.	Provision of line management training / development for R3/R4 researchers.	Spring 2021	HR & Research Services	Access to online and face to face content for line managers of researchers.	Extended (Summer 2022)	A review of the training and development needs of R3/R4 was led by a University Researcher Development Strategy Working Group (chaired by Professor Lorraine Maltby, Deputy Vice-President Research) autumn 2020 via a survey and interviews. A recommendation document was presented to the University Executive Board in Spring 2021 and discussions on developing an appropriate development programme between Research Services and HR People Development team have begun.
20.	38.	A specific development provision for aspiring researcher Fellows (R2-R3).	Spring 2020	Research Services	A cohort model development provision including peer support.	Extended (Autumn 2022)	A pilot network for aspiring research fellows (R2/R3) is currently being trialed within the Faculty of Medicine, Dentistry and Health. Named the 'FAB (Fellowship and Beyond) network, aimed at providing practical and peer support to researchers embarking on an independent research career. To date the network have set up their own [website](#), twitter account and hosted 8 seminars on a variety of topics to support their own development. A review will take place in order to create recommendations for how best practise can be built upon and spread across the University.
21.	40.	Coordinated supervisor development.	Spring 2020	Research Services	A core online module for all supervisors highlighting key practices in relation to R1 supervision. A	Complete	In May 2020, Senate agreed a set of principles governing professional development for PGR supervisors to include the following:

					cohesive seminar and practice sharing series in place.		1. All PGR supervisors will engage with ongoing professional development as a mandatory requirement, forming part of a license to supervise; 2. Three different routes of professional development will be available as appropriate to PGR supervisors, based on their level of expertise and experience; 3. A programme of discussion-based development activities will be available to all staff with an interest in PGR supervision via SuperVisionaries. Implementation: Redesigned and relaunched in Jan 2020, the research supervisors workshop and practice sharing programme 'SuperVionaires Seminar Series' has run 14 seminars, with 734 attendees in the academic year 2020-2021. Compulsory online training course 'Supervising Doctoral Studies' for all new supervisors of R1 researchers alongside a requirement to attend 10 hours of supervisor seminars (Launched Jan 2021). Experienced colleagues will participate in 2 hour discussion-based workshops, delivered at departmental level, every 2 years. Training and resources for the departmental sessions began Spring 2021.
NEW Actions 2021							
22.		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	Autumn 2021	Research Services	Consistent approach to Faculty governance structure for R2/R3 to establish effective representation throughout the University and clear lines of communication to all levels of researchers. Direct communication between Faculty governance and University ECR Committee.		

					Regular meetings of cross University Research Staff Association being held, with representation from all faculties.		
23.		Provide a harmonised R2 induction process that caters for both staff new to the institution and those transitioning from having completed their PhD at Sheffield.	Spring 2022	Research Services/ HR	Existence of a newly designed R2 induction and resources, ensuring all new starters received them and information on ECR appraisal and provide equality, diversity, inclusion and research integrity training provision as part of the process.		
24.		Develop an induction process for newly promoted entrants to both academic and professorial career stages. This should highlight the development expectations of, and support within, the institution.	Autumn 2022	Research Services / HR	Existence of a process and resources for R3/R4 new to the University, to take part in an induction that supports their awareness of all resources available to support both their own and their R1/R2 development and encourage their research independence

Support process in place for newly promoted academics to ensure expectations of the new role is clear | | |

25.		Establish a mechanism to seek regular feedback from researcher community and communicate findings	Spring 2022		Existence of a clear process to gather feedback, utilising new software to circulate pulse and staff surveys Established formal system to communicate and consult with Faculty Forums/Committees to seek feedback and also communicate findings.		
26.		Ensure professional development is visible and easily accessible to all researchers (R1-R4)	Spring 2022	Research Services/ HR	Existence of a new Learning Management System (LMS) that provides access to all University development resources and training in one place, regardless of the career stage of the staff member or the department/service from which the provision is delivered Provide monthly academic development newsletter to highlight development for managers and opportunities for their researchers		