

HREiR Action plan template for institutions 2024-2027

Details

Institution name: Brunel University London

1. Continue and increase Concordat-related engagement with research staff, research leaders and MoRs across the University (via

ECI1 Ensure all relevant staff are aware of the Concordat.

3. Set up peer mentoring scheme for research staff to contribute to the creation of a positive research culture
4. Encourage research staff to participate in the annual Research Festival

Action are research staff

Project management training for research staff and technicians. At least 2 workshops per year with at least 25% of research staff and technicians attending.

Research staff provided with new opportunities to be assigned mentor and mentee outside their direct line management structure

Measured through sustained uptake of mentoring opportunities and end of scheme survey

90% demonstrate sustained engagement with the mentoring scheme

At least 10% of

participate in research festival

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| wellbeing and mental health. | | | | | | | | | |
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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.

2. Monitor Research Integrity training take-up by research staff.
3. Use research misconduct data to inform research integrity and misconduct training,

2. Review institutional policies for research staff representation in university committees.
3. Invite Research Staff Senate representatives on a rotational basis to attend as official member RKT, Research Culture and Environment Sub-committee and the HR EDI Committee
4. Review the terms of references and include the Concordat and HREiR Award as a standing item. Make

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| | | | | | | delivery plan (see ECI6) | | | | |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution. | See E17 | | | | | | | | |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | See E17 | | | | | | | | |

ER4 Recognise and act on their role as key stakeholders within their institution and the wider academic community. See E17

Research Staff
participation
monitored and
reported to
Research Culture
and Environment
Sub-committee
every six months
from Dec 2024

E14

determine how well
managers engage in
constructive
performance

L G H Q W L I \ K R
using inkpath

5. Identify barriers preventing research staff from using their 10 development days
6. Research Staff attending the ECA Programme
7. Ongoing activities include our RDP, and we highlight opportunities through the research staff mailing list and a dedicated Teams channels

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.

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| PCDI3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers. | Continue promoting <i>Researcher Future Series</i> which provides researchers with information and networking opportunities with researcher alumni from a wide range of industries and careers | Yes | Aug 26 | GS, PDC | At least 20% of research staff attend at least one event per annum (three events held each year) | | | | |
| 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. | | | | | | | | | |

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| | | Brunel Public Policy and the Open Innovation Team (see Summary Report) | | | | | | | | |
| PCDM2 | Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments. | Linked to PCDM4, PCDI2 and EI4 | | | | | | | | |
| PCDR2 | Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments. Researchers consider | Linked to PCDI1 and PCDI4 | | | | | | | | |

PCDR6

