

HREiR Action plan template		Must read prior to completing action plan						
Action plan timeline:	February 2026-February 2029	Following an update to the HREiR Award action plan in 2026 you are now required to map actions in your plan to a minimum of 6 obligations and at least one from each pillar (Environment and Culture, Employment and Professional and Career Development). In your summary report you will have confirmed what those obligations will be by assessing what change you want to see in the next 3 years and from this analysis you will pick what obligations align with those desired changes. In the action plan below please add your chosen obligations from the 'Obligations tab' and complete the action plan.						
Institution name:	University of York							
Cohort number:								
Date of submission:	31/01/2026							
Obligation	Action to be taken during three year cycle to support obligation	Carried over from previous action plan?	What will success look like?	Expected Impact of this Action for your plans audience (please include Research only staff (Concordat priority audience))		Deadline	Responsibility	
include the overall obligation and sub obligations			the number of actions you choose to include per Obligation is at your institutions discretion					
<b>Environment and Culture</b>								
Awareness and engagement								
1A	Ensure all relevant staff are aware of the Concordat and that institutional policies and practices related to researchers are inclusive, equitable, and transparent.		Develop a communications plan for increasing understanding about the Concordat and policies related to research staff amongst key stakeholders (research staff, managers, research leaders, research enablers), to include a rolling programme of visits to each of the 27 departments to share key messaging.	No	Each academic department is visited at least once every two years in a session focused on the Concordat and policy relating to research-only staff, with all departments receiving their first session by July 2027. 50% of all stakeholder groups (including research staff and managers) are aware of the Concordat following this activity, as measured through the research culture survey.  A review after 2-years will assess whether an increase in awareness is leading to changes in practice for researchers and their managers. This review will be shared with the RCWG and YRSF.	Researchers, their line managers, senior research leaders, and research enablers who support researchers in departments will become more aware of the Concordat and their rights and responsibilities in relation to it. We expect this to lead to better take up of the 10 development days, better line management and support for researchers, and a greater awareness of the needs and challenges experienced by research staff for departmental leaders, and this will be assessed by a holistic review of survey data and changes in departmental practice.	Jan-29	Researcher Developer for ECRs and Research Staff Liaison Officers
1B	Regularly review and improve the research environment and culture by seeking feedback from researchers and implementing changes based on the findings.		Create a research culture survey, and gather, analyse and reflect on the outcomes for research-only staff	No	Baseline of 30% of research staff completing the survey in the first year, with 5% increase in engagement from this staff group for each iteration.  Analysis of the survey data is shared with researchers via the York Research Staff Forum and in research staff newsletters, including the proposed action changes resulting from this.	Insight into the experiences of research-only staff will mean their perspectives and experiences are taken into account more explicitly when making decisions about which elements of research culture to focus on progressing. Feedback on the survey results and implementation plans will enable researchers to see what other members of their community think about research culture topics, and to know how the University is responding to particular issues they raise.	Feb-27	Research Culture Manager
Policy development								
6A	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.		Undertake research to review the representation of research staff on formal decision-making committees within the University, and make recommendations to increase this where it is lacking.	No	Review undertaken and results and recommendations presented by October 2027, with annual reporting on the representation of research staff on committees thereafter to RCWG and YRSF.	The review and implementation of recommendations will lead to appropriate and consistent (as assessed via monitoring) levels of research staff on committees. Researchers will be able to influence policy and decision-making, resulting in policies and strategies which are considerate of and inclusive towards research staff.	Oct-27	Research Culture Manager
6B	Encourage managers and researchers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.		Develop formal opportunities for research staff to engage with research culture policy making through quarterly meetings of the York Research Staff Forum dedicated to reviewing the Research Culture Action Plan and considering research culture-related policy change.	No	Implementation of quarterly policy review structure within YRSF by December 2026. Establish baseline measure of how much researchers engaged with YRSF feel able to influence policy at the beginning of the new structure, and again in January 2029.	The York Research Staff Forum's role in contributing to culture change is formalised, giving this group a stronger remit to represent the views of the research staff community. Research staff voice is fed into the Research Culture Working Group, who enact this in their research culture strategies and priority setting.	Dec-27	York Research Staff Forum leaders, and Researcher Developer for ECRs
<b>Employment</b>								
Recognition, reward and promotion								
8A	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.		Create new awards recognising the contributions of staff to developing our research culture, including specific awards for research-only staff.  Pilot an Assistant Supervisor Programme to recognise the role research-only staff often play in supporting the supervision of PGRs.  Create new resources for managers on ways to reward and recognise research staff, and to make the promotion pathways for research staff clear. Address reward and recognition for researchers in departmental Concordat visits within the second round of talks.	No	Delivery of new awards scheme by August 2027. Grow the number of people nominating research staff for research culture awards by a further 10% for the second iteration, as an indication of heightened awareness of the need to recognise research staff contributions.  Pilot enables ~20 research-only staff to gain recognition of their role in PGR supervision and training to gain skills to deliver this. Pilot feedback shows high (90%) satisfaction with the reward and recognition achieved through the initiative. The pilot will be undertaken in 1 or 2 departments. If extended, aim to engage 4 departments in hosting Assistant Supervisors during this action plan period.  Survey of researcher line managers after launch of new resources shows awareness of resources (target 50% of responses) and gathers case studies of how they are being used.	The Assistant Supervisor pilot and creation of research culture awards for research-only staff provide new ways to recognise and reward the community. Staff feel motivated to contribute to developing positive research cultures, and gain useful recognition of their efforts which can be used to support the next stage of their careers.  PGRs benefit from the formal addition of ECRs to their supervisory team, the training the Assistant Supervisors receive to undertake their role, and from the clear guidance as to the roles of the different team members. If the pilot is deemed to be a success, it will be rolled out across the University for the 2027-28 academic year.  Managers will be aware of a range of opportunities to reward and recognise their research staff to support them to feel motivated and to gain accreditation for career development.	Aug-27	Research Culture Manager, and Reader in Doctoral Education and Practice
Responsibilities and reporting								
9A	Researchers ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder.		Co-create with managers of researchers a Researcher Line Manager Toolkit - which connects with and complements an institutional Managers Toolkit - to provide specific guidance on the institutional, funder and legislative responsibilities related to managing research staff to ensure they are supported to work in accordance with these.  Create a new guide to understanding these policies for researchers within the online ECR Hub.  Create statements of expectations for both researchers and their line managers.	No	The Toolkit is in place and launched to the community by December 2026, and is accessed by 75 researcher line managers within 18 months  A survey of researcher line managers 12 months after the publication and communication of the Toolkit, guide and statement of expectations will provide further detail to assess uptake and effectiveness, and provide an opportunity to make adjustments and additions based on their user recommendations.	Managers become more knowledgeable about the guidance, and are able to induct and manage the staff they oversee with greater confidence.  Research staff have a better understanding of their responsibilities in relation to funder and institutional policies and legislation, as well as their rights and responsibilities under the Concordat.	Dec-26	Head of Research Culture & Researcher Development and HR Project Officer

<b>Professional and Career Development</b>							
Championing professional development							
12A	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.	Create new resources on ways to use the minimum 10 days development time, using real case studies and a self-profile tool. Incorporate ways to promote the 10 days into the Concordat communications plan. Explore how moving to new HR system software during the period of this action plan might enable better tracking of the take up of the 10 days.	No	100 research staff access the new resources within 6 months of launch.  Increasing awareness of development time measured through research culture survey (target 15% increase by January 2029).  10% increase in take up of this time (measured initially through survey, potentially through HR systems if possible) by January 2029	Researchers are more aware of the 10 days minimum development time, have a better sense of how they can use this, and ultimately engage more with the time and make good use of it.  Managers are more aware of the 10 days development time and better informed about what their staff can use this for.  The institution has a better sense of how many researchers are fully engaging with the minimum development time.	Oct-28	Researcher Developer for ECRs; Head of Research Culture & Researcher Development and Deputy Director of HR
15A	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Create a new cohort-based programme for early career researchers which focuses on developing research identity and leadership skills. Make the resources on these topics produced as part of the programme available to all research staff for self-guided use.  Review research policy on staff ability to apply for grants to ensure this is supportive of early career staff being able to apply for career stage specific funding.	No	Feedback from cohort programme reports high (85%+) agreement that they have increased their leadership skills and further developed their personal research identity, with three measures of development (baseline before the programme, immediately after, and 12-18 months after).  Resources downloaded by 50 ECRs by July 2028.  Policy change enables an increase in grant applications led by ECRs. This will be established via survey data from research staff and gathering information from departments.	Research staff have the opportunity to be part of a cohort scheme specifically designed to support their professional development and focused on their leadership skills and the development of their unique research identity.  All ECRs, including those who do not take part in the cohort programme, benefit from new self-paced resources which enable them to begin to develop research identity and leadership skills independently.  ECRs are more easily able to lead grant applications relevant to their career stage, leading to greater research independence and useful CV-boosting skill development as a junior PI.	Jul-27	Researcher Developer, Fellows and Head of Policy, Integrity and Performance
15B	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Encourage researcher line managers to join the institutional Collaborative Leadership programme to enhance their own leadership skills.  Create new resources for line managers to guide them on ways to support their research staff with professional development.	No	Increase the number of research leaders participating in the Collaborative Leadership programme by 5% annually by 2029.  75 managers access the professional development resources within the first 18 months after launch.	More research leaders and line managers of research staff improve their leadership skills through participation in a leadership programme focused on developing collaborative leadership techniques. In turn, researchers who are managed by these leaders are more empowered to make decisions, lead elements of projects, and develop their own skills.  Research leaders are equipped to better advise on professional development opportunities, leading to research staff who are more likely to use their development days, and more likely to use them in the most productive way.	Jan-29	Head of Research Culture & Researcher Development, and Deputy Director of HR

<b>The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):</b>					
<b>Audience (direct beneficiaries of the action plan)</b>	<b>Number of</b>	<b>Comments</b>			
Research-only staff	854 (774 FTE)	Including Postdoctoral Research Associates and Research Fellows			
Research staff line managers	923 FTE	Staff on academic, research and teaching contracts			