HUMAN RESOURCES STRATEGY FOR RESEARCHERS (HRS4R)

Strategy and Action Plan

(Updated April 2022)

Introduction

Launched by the European Commission, HR Strategy for Researchers (HRS4R) supports the implementation of the European Charter for Researchers and the Code for the Recruitment of Researchers. In 2011, University of Limerick (UL) formally endorsed the principles of the charter and code[1]. University of Limerick has successfully participated in the HRS4R process, first awarded it in 2013, successfully completed the interim assessment in 2015. This strategy and action plan is for the period 2021-2024.

In reviewing progress against our previous action plan, it is clear that much has been achieved in the period. Key areas will continue to be a focus within our organisational strategy, including but not limited to talent and career development, equality diversity and inclusivity, while the publication of the Irish Universities Association Researcher Career Development and Employment Framework[2] is an important step in developing a coherent national policy on structured progression for researchers. The framework provides an overarching policy to be adopted within HEI policies and procedures. We take great pride in being part of the HRS4R process and we are committed in every way to growing as a sustainable and socially engaged University.

University of Limerick

University of Limerick, with over 16,300 students, including more than 2,000 international students, and 1,700 staff, is an energetic and enterprising institution with a proud record of innovation and excellence in education, research and scholarship. The dynamic, entrepreneurial and pioneering values which drive UL's mission and strategy ensures that we capitalise on local, national and international engagement and connectivity. We are renowned for providing an outstanding student experience and conducting leading edge research. Our commitment is to make a difference by shaping the future through educating and empowering our students. UL is situated on a superb riverside campus of over 130 hectares with the river Shannon as a unifying focal point. Outstanding recreational, cultural and sporting facilities further enhance this exceptional learning and research environment.

UL was awarded prestigious 5-star rankings for graduate employability, innovation and knowledge transfer, teaching, engagement, internationalisation and infrastructure by QS Stars independent assessors. A survey of Irish students recently voted UL Ireland's most popular university with a satisfaction rating of 85%.

UL is responsive and innovative in its approach to developing talent. We were the first Irish university to engage with the apprenticeship programmes at level 8-10. Established Ireland's first level 10 apprenticeship the Principal Engineer, a Professional Doctorate in Engineering. Other examples include a new integrated undergraduate and Masters programme in Immersive Software Engineering, hosting a Centres for Research Training (CRF) in Data Science, extensive engagement with Springboard and the Human Capital Initiative.

University of Limerick is at the heart of Ireland's mission to nurture and attract talent and generate new knowledge. Our research has seen significant growth over the years and is a focus of our strategic plan 2019-2024. Our new research strategy is currently in development. It will seek to further position at the core of our organisation as we seek to expand our supports for staff to deliver excellent research across all disciplines.

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[1] Irish University Association (2006) Endorsement https://euraxess.ec.europa.eu/sites/default/files/cc-declarations/ie_ul.pdf
[2] Irish Universities Association (2021) Researcher Career Development and Employment Framework 35916-IUA-Researcher-Career-Development-and-Employment-Framework_v6.pdf

Legislation and National Developments

The Irish Universities Association (IUA) have endorsed the European Charter and Code of Conduct for the Recruitment of Researchers and in 2006 the Universities heads signed up to the charter as part of the co-operation accord.

In 2021, the Irish Universities Association published the Researcher Career Development and Employment Framework[3]. At the time of publication of this strategy and action plan, universities are in the process of formalising their implementation plans against the new framework.

Launched in 2005, Advance HE's Athena Swan charter and principles recognise advancement of gender equality: representation, progression and success for all. In 2015, the Higher Education Authority in Ireland supported the launch of the Athena Swan in Ireland charter.

Equality and Human Rights

UL has always placed gender equality to the forefront of everything we do and, in this regard, has been the leader in the sector with regard to the representation of women at senior academic levels with 30% female representation at professorial level. UL was the first University with Trinity College Dublin to be awarded the prestigious Athena SWAN award in 2015. Initially set up to advance the careers of women in STEM the Athena Swan accreditation was extended in Ireland to focus beyond the careers of women in STEM to gender equality across all disciplines and to the inclusion of professional, managerial and support staff and the inclusion of trans staff and students. A key focus of the expanded charter which UL secured in November 2018 is to address intersectionality, which is a framework for thinking about how various forms of inequalities are interconnected for minority women and other under-represented groups includes issues of sexism, racism, religion, homophobia, transphobia, ableism (thinking of the world solely from the perspective of able-bodied experiences) and class discrimination, amongst others. UL is the leader in the sector with 12 Bronze Awards

- **University of Limerick Athena Swan Action Plan and Gender Action Pla**n are publicly available here https://www.ul.ie/equality-diversity-inclusion/athena-swan/athena-swan-action-plan

University of Limerick is committed to integrating Human Rights, Equality, Diversity and Inclusivity (ED&I) into our structures, actions and culture. Our Equality and Human Rights Strategy requires that every member of the campus community takes responsibility towards mainstreaming EHR and that resources are committed to the implementation of this strategy.

- **University of Limerick Equality and Human Rights Strategy** available here https://www.ul.ie/UL_Equality_and_Human_Rights_Strategy.pdf

University of Sanctuary

The University of Sanctuary designation commits the UL to a three-year action plan with a focus on encouraging, promoting and enabling refugees and asylum seekers to access third-level education through various activities and Scholarship programmes. UL will also become a key driver in raising

awareness of particular issues impacting on the lives of refugees and asylum seekers as well as promoting a spirit of inclusion and welcome in the University, the city of Limerick and beyond.

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[3] Irish Universities Association (2021) Researcher Career Development and Employment Framework https://www.iua.ie/for-researchers/researcher-career-framework/

Impact of Covid-19 Global Pandemic

With the impact of the Covid 19 crisis, the research community at UL has mobilised in response to the pandemic. Throughout the crisis, UL researchers and leadership worked closely with national policy makers to inform government departments on the emerging impact of Covid-19 on the research community as well as to inform the emergency research funding strategy resulting in a coordinated and strategically aligned approach. In response, the Irish Government announced a fund to assist in the provision of costed extensions. Researchers have been able to access provision of costed extensions to research activities that were at high risk of delays incurred because of the pandemic.

The UL staff pulse survey was established in early 2020 in order to engage with staff across the organisation in understanding the challenges faced during the crisis. This has lead to dedicated training and policy to support staff in the return to campus and harnessing the potential the virtual environment into the future.

Defining research staff

Inclusivity and supportiveness are among our organisational values as articulated in our strategic plan UL@50. In this spirit, many activities, including training and engagement, are open to people from across our campus community including PhD students (R1 researchers[4]) and researchers from among our regional partner HEIs. While many of the actions within our plan will have a benefit which is felt beyond our target group. However, for the purposes of clarity, we are guided by the EURAXESS definitions R2 to R4 of a researcher as one who employed by the University to engage in research e.g. research assistants, postdoctoral researchers, research fellows and senior research fellows.

Strategy and Action Plan - Governance and Process

University Research Committee (URC) acts as the steering committee for HRS4R adoption and implementation. URC is chaired by the Vice President Research and its members include senior research leaders across the organisation and researchers from different career stages. Membership consists of the Provost, Directors of Research Institutes, Dean of Graduate and Professor Studies, Deans of the Faculties, Director of Research Support Services, Director of Technology Transfer, Director of Glucksman Library, a representative of the Postgraduate Students Union, representatives of Early Career and Mid-Career Researchers, Research Finance, Research Strategy and Policy, Legal, Research Governance, Head of Post-Award and Compliance. Chairs of related sub-committees and working groups are members of the committee. URC reports to the University Executive Committee.

A working group was established to undertake the renewal of the HRS4R award, this group included representation across disciplines and career stages. Membership as follows:

HR Strategy for Researchers (HRS4R)– Working Group
- HR Business Partner AHSS & KBS (Co-Chair of Working Group), Caroline Lynn
- Research, Strategy & Policy Manager (Co-Chair of Working Group), Christine Brennan
- Assistant Dean Research Education & Health Sciences, Prof Ann MacPhail
- Assistant Dean Research Science & Engineering, Prof Jeff Punch
- Assistant Dean Research Arts, Humanities & Social Sciences, Dr Niamh NicGabhann
- Assistant Dean Research Kemmy Business School, Dr Deirdre O'Loughlin
- EU and External Funding Programmes Manager, Sharone O'Loughlin
- Representative of Postdoctoral research community, Dr Angelika Holzinger
- Senior Research Fellow, Dr Paul Beecher
- Postgraduate Students Union PhD Chairperson, Vedant Modi
- Centre for Transformative Learning, Dr Michael Wride
- HR Research, Executive Administrator, Charlotte Long

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[4] European Commission (2021) EURAXESS Researcher Profiles Description, available:
https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors
[accessed 28/07/21]

Methodology/Steps taken

1. **Self-assessment**. The working group undertook an internal gap analysis, examining the actions and key performance indicators of the previous HRS4R action plan which informed our internal review.
2. **Survey to key stakeholders**. A survey was distributed to research staff with questions under the headings of i) Ethical and Professional Aspects (ii) Recruitment (iii) Working Conditions and Social Security (iv) Training. See appendix 2.
3. **Consultation**. Division, organisational fora, committees and working groups were consulted as part of the self-assessment and action plan development. This includes the UL Athena Swan working group on Engaging Researchers, Talent and Career Development Sub-Committee.
4. **Data analysis of existing survey data, external review and stakeholder consultation activity.** During the period (November 2020 – June 2021) UL has undertaken a number of such activities. An overview of these is provided below and insights from each have been captured and addressed within the action plan:
   - Staff Pulse Survey on the impact of Covid-19 (July 2020 and April 2021)
   - Quality and Qualifications Ireland (QQI) institutional review 2020.
   - University of Limerick Quality Reviews Cycle (2017-2024)
5. **UL@50 Consultation:** In 2021 UL undertook an organisational-wide consultation activity to inform a review or recalibration of our organisational strategy 2019-2024 UL@50. As part of this, URC has engaged its stakeholders, committees and working groups to develop a consultation submission which will both inform the organisation strategy and its linked research strategy. Themes relevant to researchers have been captured from within that consultation activity and informed this plan.

Researcher representation and networks

Researchers are represented through the Assistant Deans Research for each faculty. The Assistant Deans Research represent their stakeholders at university meetings including Academic Council.

The University Governing Authority includes 4 members elected by staff from the academic and research community together with 3 members from the Professors and Associate Professors community.

In addition, the university incorporates researcher representation across various committees and working groups including but not limited to Athena Swan and its associated Engaging Researchers Sub-Committee, Sustainability Committee, University Research Committee, Talent and Career Development Sub-Committee, and the University Research Ethics Governance Committee (ULREG).

Informal networks have been established across the organisation, including Young Engineers and Scientists (YES) Bernal (a network of early career researchers within the Bernal Institute), UL Emerge (a peer support network for early and mid- career academics) In addition, HR have established the Apex Network to enable engagement and relationship building with all staff.

HR Excellence in Research Key Recommendations and Action Plan 2021-2024

Significant progress has been made to support and enhance the researcher experience at the University of Limerick.

The University has established a strong Researcher Development Programme and is giving careful consideration to implementation of the IUA Framework for Research Careers.

The key recommendations arising from conducting our internal gap analysis and ongoing interaction with the researcher community are outlined below under the four main headings; (i) Ethical and Professional Aspects; (ii) Recruitment; (iii) Working Conditions & Social Security; (iv) Training

The focus of our recommendations and associated action plan for 2021-2024 covers areas of:

1. **Talent and career development**
2. **Research Supports and Systems**
3. **Communications to support research**
4. **Recognition and Participation**
5. **Open Science and Research Integrity**

Talent and Career Development

A vibrant research community is the lifeblood of any University. Over the past years, the research community at UL has grown with 61% of researchers are international and 43% of our researchers and academics are female. Our strategic planning has highlighted the need to focus on attracting and retaining research talent, particularly at early-career and mid-career stages. These cohorts require tailored supports depending on their career stages and this diversity of need is reflected in our approach to planning and designing supports.

Research Supports and Systems

Research activity has increased rapidly at UL in recent years having achieved success in European funding and the establishment of the Bernal Institute, Health Research Institute and in 2021 announced plans to establish the Treaty Institute for Social Sciences and Humanities Research. This ecosystem has been further enhanced by the presence of a world-class research and innovation programmes e.g., Confirm digital manufacturing research facility at the Digital District, Lero – Ireland's research centre for software, Synthesis and Solid-State Pharmaceutical Centre, Pharmaceutical Manufacturing Technology Centre, Dairy Processing Technology Centre, EPI*STEM National Centre for STEM Education. The investment in supports and systems has not kept pace with the rate of development within the organisation. Plans for additional staffing and IT infrastructure will be central enablers for the organisation into the future.

Communications to support research

The visibility of researchers within our organisational websites has been raised as a particular challenge. The University is in the process of streamlining and reviewing websites and the use of the existing Research Information System needs further support.

Communications support, through the provision of training, faculty/institute-level supports, Marketing/Communications division, UL Links Magazine and the use of new technologies, has provided more opportunities to raise awareness of research at the organisation. This area continues to require investment and co-ordination which has been raised and is being addressed in the recalibration of our organisational strategy.

Recognition and Participation

Concerns have been raised by research and academic staff across the organisation around demonstration of value or recognition of research across disciplines. A number of areas need examination in this regard. Our Equality and Human Rights Strategy signals a commitment to addressing inclusivity across our structures, actions and culture. This is specifically reflected in the inclusion of the research community and researchers concerns in organisational decision-making. In addition, our previous action plan included the need to introduce mechanisms to recognise and reward outstanding research performance. While improvements have been made in this regard with the introduction of institutional and faculty-level awards, much more needs to be achieved.

Open Science and Research Integrity

University of Limerick was one of the first universities in Ireland to appoint a Research Integrity Officer and publish a research integrity policy. A strong support infrastructure has been established through the Research Governance Officer and Research Integrity Champions within each faculty. In 2020, University Research Committee established a term-limited working group on Open Science. The working group delivered a series of recommendations (see appendix 1) for the organisation which have been ratified by our Executive Committee. While much has been achieved in Research Integrity and Open Science, it is now timely to embed these principles further across a range of policies, including but not limited to our new research infrastructure policy which is currently in development. While researchers have responded to having a good awareness of their requirements in terms of research integrity and open science, feedback through our strategic planning consultation indicates that a continued focus on these areas is needed to build a culture that embraces research integrity and open science across the organisation.

HRS4R Action Plan Implementation & Impact

HRS4R action plan has been embedded into University of Limerick strategic planning, UL@50. The action plan is part of the UL@50 implementation plan and therefore progress will be reported to the Executive Committee on an annual basis. The HRS4R Working Group report to University Research Committee with its co-chair sitting on URC providing updates on progress by tabling a detailed implementation plan tracker. The HRS4R working group will issue an annual report on progress to URC for their information in line with the UL@50 reporting. An impact statement will be incorporated into UL's HRS4R Action Plan Annual providing qualitative and quantitative evidence of the impact of the programme.

HRS4R Communications & Implementation of EC Assessor Feedback

UL has a dedicated webspace for HRS4R which include documentation from previous implementation phases, charter and code for researchers, UL's HRS4R action plan and the annual reports will be held here when published.

UL Connect – a new staff intranet system was deployed in Q1 2022 providing a tailored communication channel for staff. A dedicated research space has been established providing information on policies, recruitment, funding opportunities, training and development among other areas for the research community at UL. The system enabled two-way communication giving a more assessable method of engagement with researchers.

Figure 1 Research Space on UL Connect
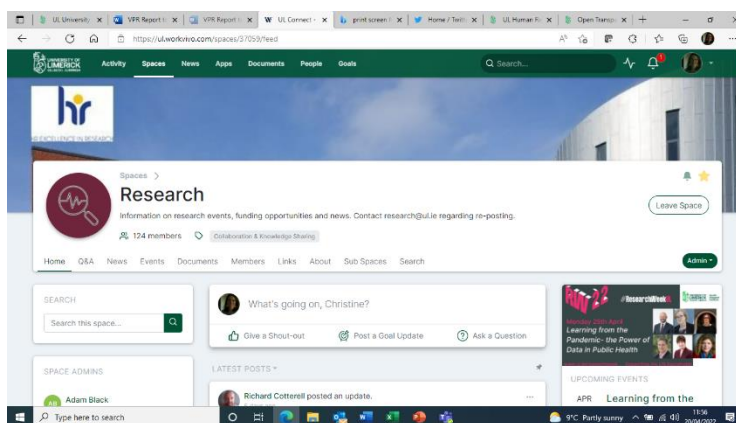
Implementation of EC assessor feedback as part of the HRS4R renewal procedure has been completed. The HRS4R logo appears on the footer of www.ul.ie, linking to the HRS4R site within the HR Division webspace. This communication is replicated across all sites in the new UL web template. HRS4R logo is applied across our communications with researchers, some examples are provided here.

Figure 2 UL Website footer template
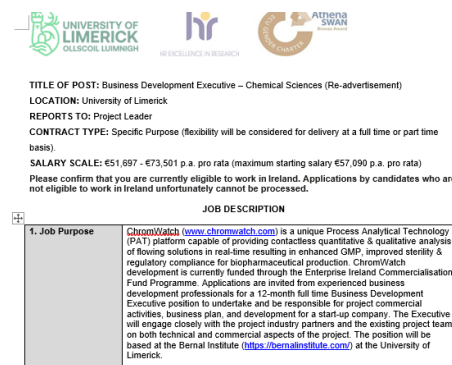

Figure 4 Research Week Programme

Figure 3 Recruitment advertisement template

Open Transparent Merit-Based Recruitment (OTM-R)

UL's executive committee recently approved an OTMR policy in response to the commission's recommendations, which will be published and communicated to researchers via our dedicated channels.

HRS4R Action Plan 2021-2024

No	Dimension	Action Item	Key performance indicators	Responsible Unit	Timeline	Status	Delivered	Comment
1.1	**Ethical and Professional Aspects**	UL will continue a leading role in embedding and championing Research Integrity as part of the National Research Integrity Forum. Research Integrity principles incorporated into associated research policies e.g. research infrastructure, research ethics, health research, research incentivisation (overheads) policy.	Health Research Policy Published	Office Vice President Research	Q2 2022	Complete	07/04/2022	
1.2	**Ethical and Professional Aspects**		Research Infrastructure Policy Published	Office Vice President Research	Q4 2022	In progress		Draft in development and tabled with URC for comment.
1.3	**Ethical and Professional Aspects**		Research incentivisation (overheads) policy published reflecting RI and Open Science principles.	Office Vice President Research	Q3 2024	In progress		
1.4	**Ethical and Professional Aspects**		Conduct quality review of the ethics process	Office Vice President Research	Q4 2022	In planning		Date to be confirmed at ULREG.
2	**Ethical and Professional Aspects**	Research integrity training incorporated as part of mandatory training programmes for relevant staff cohorts.	Completion rate of research integrity training.	Office Vice President Research	Annual Q2	In progress		

3	**Ethical and Professional Aspects**	UL will expand the network of supports for research integrity through engaging the Assistant Deans Research/Research Integrity Champions.	Research Integrity presentations made to Faculty Boards, standing committees and other fora.	Office Vice President Research	Quarterly	In progress		
4.1	**Ethical and Professional Aspects**	Support the work of our Research Integrity Champions through tailored internal staff communications.	Research integrity content features regularly in our research communications (web/social).	Office Vice President Research	Q4 2024	In progress		
4.2	**Ethical and Professional Aspects**		Enhanced research integrity/ethics website.	Office Vice President Research	Q1 2023	In progress		
5.1	**Ethical and Professional Aspects**	Champion the Open Science agenda by implementing the recommendations of the Open Science Working Group as part of University Research Committee.	Open Science role filled	Office of the Vice President Research with support from across the organisation	Q4 2023	In progress		Subject to further recruitment planning
5.2	**Ethical and Professional Aspects**		Open Science position statement and action plan published	Office of the Vice President Research with support from across the organisation	Q2 2023	In progress		
5.3	**Ethical and Professional Aspects**		Responsible use of metrics statement published	Office of the Vice President Research	Q3 2022	In progress		Initiated by Research Governance Officer

5.4	**Ethical and Professional Aspects**		Open Access policy published led by Glucksman Library.	Glucksman Library	Q1 2024			
6	**Ethical and Professional Aspects**	Implement consistent guidelines on the collection, use and retention of data for research purposes.	Research Data Management Policy Published	Glucksman Library	Q1 2024	In progress		In developed by Research Services, Glucksman Library
7	**Ethical and Professional Aspects**	Establish and resource a post-award support function within the Office of the Vice President Research.	Post-award support roles filled.	Office of the Vice President Research	Q4 2022	In progress		Research administrator role advertised Q1 2022
8.1	**Ethical and Professional Aspects**	Streamline and target communications to researchers to aid them in identifying the systems, processes and policies to support the research lifecycle.	Enhanced researcher portal published.	Office of the Vice President Research/HR	Q4 2021	Complete	Q4 2021	
8.2	**Ethical and Professional Aspects**		Staff intranet in place	Office of the Vice President Research/HR	Q2 2022	Complete	Q1 2022	UL Connect Launched
8.3	**Ethical and Professional Aspects**		Research staff receive enhanced targeted communication regarding research supports via new intranet.	Office of the Vice President Research/HR	Q3 2022	In progress		UL Connect Launched, Research Space Developed. Plan for further targeting of funding announcements underway.
9.1	**Ethical and Professional Aspects**	Establish systems to generate efficiencies across a range of areas supporting research.	Enhanced Research Information system secured	Office of the Vice President Research/HR/ITD	Q1 2023	In progress		Business case development in progress, RFT in draft.

9.2	**Ethical and Professional Aspects**		Grant management system deployed	Office of the Vice President Research/HR/ITD	Q2 2023	In progress		Tender preparation underway.
9.3	**Ethical and Professional Aspects**		New ethics workflow system deployed	Office of the Vice President Research/HR/ITD	Q4 2024	In planning		Subject to grant management system tender.
10	**Ethical and Professional Aspects**	Equip line managers/principal investigators with signposting information regarding research support structures.	Targeted communications regarding research supports via new intranet system.	HR	Q3 2022	In progress		UL connect launched, OVPR team are establishing an updated communications policy and approach to ensure more targeted communications.
11	**Ethical and Professional Aspects**	Build upon the President's Research Excellence and Impact Awards to facilitate greater recognition of early career researchers.	Expanded awards programme announced to provide greater opportunity for researchers.	Office of the Vice President Research	Q2 2022	In progress		Due to be annouced Q2 2022
12	**Ethical and Professional Aspects**	Further opportunities to support outstanding research performance through the redevelopment of our overheads policy.	Research incentivisation (overheads) policy agreed	Office of the Vice President Research/Finance	Q4 2023	In progress		
13	**Recruitment**	Provide training to staff acting on selection committees and ensure they are aware of University Policy on recruitment and the requirements when acting as	Completion rates on training for selection committees.	HR	Annually (Q4)	In progress		

		a member of a selection panel.						
14	**Recruitment**	Review recruitment process and policy to ensure they reflect updates to legislation.	Review of recruitment processes and policies in line with UL Policy Framework and Quality Management Systems	HR	Q4 2021 & Q1 2024	In progress		Recruitment policy updated Q4 2021 and next review scheduled for Q1 2024
15	**Recruitment**	Implement compulsory completion of unconscious bias training.	Completion rate	HR	Annually (Q4)	In progress		
16.1	**Recruitment**	Implement e-recruitment system to streamline recruitment process and provide data and insights on application trends.	Recruit timelines reduced.	HR	Q2 2022	In progress		
16.2	**Recruitment**		Recruitment trends data produced to inform strategic planning	HR	Annually (Q4)	In progress		
17	**Recruitment**	Enhance supports and provide up-to-date advice regarding researcher mobility.	Responsiveness to researcher mobility queries and volume of hosting agreements and work authorisations issued.	HR	Review annually (Q1)	In progress		
18	**Recruitment**	Champion the inclusion of external members on research recruitment panels where possible in support of OTMR across our organisation.	Number of research recruitment competitions with external representatives	HR	Review annually (Q1)	In progress		

			on the selection board.					
19	**Working conditions and social security**	Champion inclusivity of the research community across the organisation through the publication of a statement of inclusion	Inclusivity statement published and communicated across the campus community.	Office of the Vice President Research	Q1 2023	In progress		
20	**Working conditions and social security**	Enhance visibility of researchers across our organisational websites, engagement activities and corporate communications.	Researchers featured in UL Links Magazine, UL news websites, podcasts, profiles.	OVPR/Marketing & Comms/Faculties	Review annually (Q4)	In progress		
21.1	**Working conditions and social security**	Review the organisations remote working policy to support greater flexibility and harness the potential of a blended approach to work for staff.	Interim Remote working policy published (Q1 2022).	HR	Q1 2022	Complete	Q2 2022	Remote (Blended) Working Procedure for Staff published
21.2	**Working conditions and social security**		Post-Covid remote working policy developed	HR	Q3 2023	In progress		Working group established to develop this policy
22	**Working conditions and social security**	Formalise the calculation process within the research awards procedures to account for absences due to sick leave, maternity leave and carers leave.	Updates as per the criteria for the President's Research Excellence and Impact Awards.	Office of the Vice President Research	Q4 2021 (agreed) and announced (Q1 2022)	Complete		Criteria updated to clearly outline periods for protected leave. Awards due to be announced Q2 2022
23	**Working conditions and social security**	Raise awareness of the IUA Researcher Career Development and Employment Framework and support its implementation	Prepare an implementation plan in support of the IUA Researcher Career Development and	HR	Q2 2022 (reporting quarterly)	In progress		

			Employment framework with a clear owner and reporting structure.				In progress	
24	**Working conditions and social security**	Continued provision of career enhancement opportunities for researchers including but not limited to: Researcher Career Development Programme, industry engagement, internationalisation supports, teaching supports via the Centre for Transformative Learning, personal development for female academic & research staff.	Programme completion and attendance rates across all areas.	HR	Reporting annually (Q4)	In progress		
25.1	**Working conditions and social security**	Raise awareness of training supports available including but not limited to Researcher Career Development Programme, Graduate Diploma/MA in Teaching, Learning and Scholarship.	Develop an enhanced and targeted internal communications programme.	HR	Q2 2022	In progress		
25.2	**Working conditions and social security**		Establish an UL intranet system to support targeted communications.	HR	Q2 2022	Complete		
26.1	**Working conditions and social security**	Establishing data on staff satisfaction to provide evidence which will inform organisational strategy and policy development.	Annual surveys for staff including researchers.	Office of Human Rights, Equality, Diversity and Inclusion.	Annual Q1 (2022) and Biannual	In progress		

26.2	**Working conditions and social security**		Monitor statistics for all areas of equality.	Office of Human Rights, Equality, Diversity and Inclusion.	Annual & Quarterly	In progress		
26.3	**Working conditions and social security**		Communication of staff survey results to the campus community and relevant internal policy and strategy stakeholders.	Office of Human Rights, Equality, Diversity and Inclusion.	Annual (Q3)	In progress		
27.1	**Working conditions and social security**	Develop systems enhancements to support line management, mentoring and coaching activities.	Enhance and improve the PDRS system and process increasing completion rates (>74%).	HR	Q4 2022	In progress		
27.2	**Working conditions and social security**		Enhanced induction programme	HR	Q2 2023	In progress		
28.1	**Training**	Enhance training provision informed by evidence from the research community.	Establish an annual training requirements survey as part of the PDRS process.	HR	Annual (Q1)	In progress		
28.2	**Training**		Prepare an annual training plan and present to URC.	HR	Annual (Q1)	In progress		

29	**Training**	Examine barriers to engagement with the Researcher Development Programme.	Analyse feedback and data from training surveys to establish barriers to engagement.	HR	Annual (Q4)	In progress		
30.1	**Training**	Develop a communications plan to raise awareness of the Researcher Development programme and increase uptake.	Communications plan in place	HR	Q3 2022	In progress		
30.2	**Training**		Monitor engagement levels with Researcher Development Programme.	HR	Annually (Q4)	In progress		
31	**Training**	Raise awareness of career planning training available as part of the Researcher Development Programme.	Focus on monitoring and addressing career planning training completion rates	HR	Annually (Q4)	In progress		
32.1	**Training**	Increase the accessibility of training sessions by utilising different formats and online scalability.	New training formats in place	HR	Annually (Q4)	In progress		
32.2	**Training**		Enhanced online training availability	HR	Part of annual training report (Q1)	In progress		
33.1	**Training**		Online mentoring system in place	HR	Q4 2022	In progress		
33.2	**Training**	Establish mentoring, coaching and line-management support systems to enhance these powerful relationships.	Updated website to provide information on programmes available across all career stages	HR	Q2 2022-Q4 2022	In planning		Subject to web development work underway Q2 2022
34	**Training**	Link and scale existing formal mentoring programmes to provide a clear	Communication to all staff of	HR	Q2 2022-Q4 2024	In progress		

		communication of the supports available.	supports available.					
35	**Training**	Provide supports to line managers to inform research career conversations.	Ongoing communication and training for line managers.	HR	Q2 2022-Q4 2024	In progress		

Actions	2021		Q4	Year 1 (2022) Q1		Q2		Q3		Q4	Year 2 (2023) Q1		Q2		Q3		Q4	Year 3 (2024) Q1		Q2		Q3		Q4
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Appendix 1

Open Research and Data Governance Working Group - Report and Recommendations

Chaired by Prof A Hannigan the term-limited working group reported to University Research Committee. Its members included: Gabriela Avram, Dept. of Computer Science and Information Systems, Ann-Marie Creaven, Dept. of Psychology, Imelda Doolan, Research Support Services, Ashling Hayes, Glucksman Library, Niamh Nic Ghabhann, ADR AHSS, Jeremy Quaid, ITD, Maria Ryan, Clinical Research Support Unit, Barry Shanahan, Research Governance Officer, Margaret Toomey, Chief Technical Officer, Elaine Toomey, School of Allied Health. The working group produced a final report with a series of recommendations (see synopsis below)

Recommendation 1: The University adopts openness as a principle, aligning with the values and goals of its strategic plan, and committing to transparency, accessibility and collaboration.

Recommendation 2: The University adopts the term Open Science, aligning with its use in Europe, with an acknowledgement that it is inclusive of all academic disciplines and open scholarship.

Recommendation 3: The University develops a position statement on Open Science and an action plan, focused on all eight pillars of Open Science and aligned with the national action plan on open research. A full-time post in Open Science should be appointed to lead the implementation of the action plan.

The implementation and evaluation of the action plan should be overseen by a University-wide Steering Group, with representation from all faculties and relevant support units. As part of the action plan:

- A communications strategy is developed to increase awareness of the benefits of Open Science and promote it across faculties, identifying champions from different disciplines, roles and at different career stages.
- An Open Access policy and a Research Data Management Policy are developed.
- The University develops a statement on the responsible use of research metrics and investigates the ability of ULRIS for reporting next generation metrics.
- A rewards and incentives structure for Open Science is developed, where Open Science activities are explicitly valued in progression/promotion, recruitment, the awarding of seed funding, institutional research awards and quality reviews.
- Training on the Responsible Conduct of Research, covering Research Integrity, the FAIR Data Principles, Data Management, Reproducible Research and techniques and requirements for anonymizing data is made available to Structured PhDs, with a digital badge created for researcher career development programmes and continuous professional development for all staff.
- Resources for Research Data Management services and data storage solutions are optimized, any gaps are identified, and central oversight of self-managed data storage solutions is increased.
- Licensing recommendations for open data are provided; ownership of copyright of theses is clarified; templates for Research Ethics Committee forms are created to facilitate data sharing; and a central Open Access fund, aligned with PlanS policy, is created.
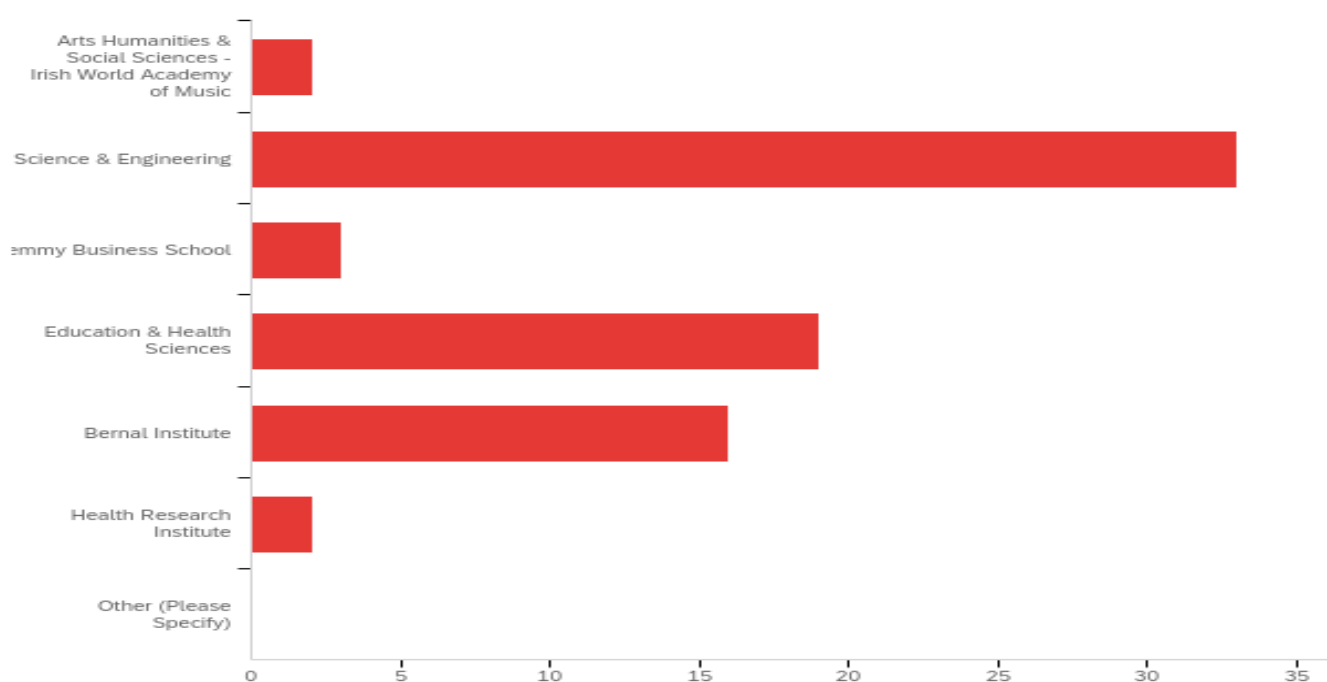
HR Strategy for Researchers Staff Survey 2021

Internal Staff Survey

26% of Researchers responded and completed the staff survey.

The majority of those who participated (65%) are employed within the Faculty of Science & Engineering (includes Bernal Institute).

Answer	%	Count
Arts, Humanities & Social Sciences – Irish World Academy of Music	2.67%	2
Science & Engineering	44%	33
Kemmy Business School	4%	3
Education & Health Sciences	25.33%	19
Bernal Institute	21.33%	16
Health Research Institute	2.67%	2
Total	100%	75

Nationality:
The survey was completed by both Irish staff members (63%) and international staff members (37%).
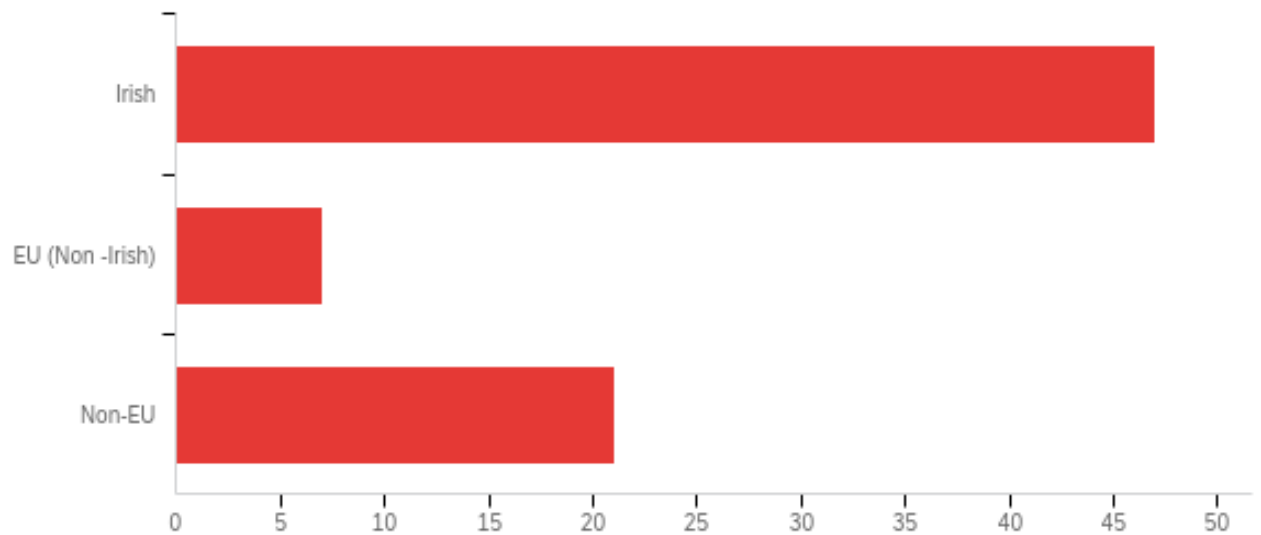
Answer	%	Count
Irish	62.67%	47
EU (Non-Irish)	9.33%	7
Non-EU	28%	21
Total	100%	75

Gender:
The survey comprised of 53% male respondents, 43% female respondents and 4% of respondents did not declare their gender.
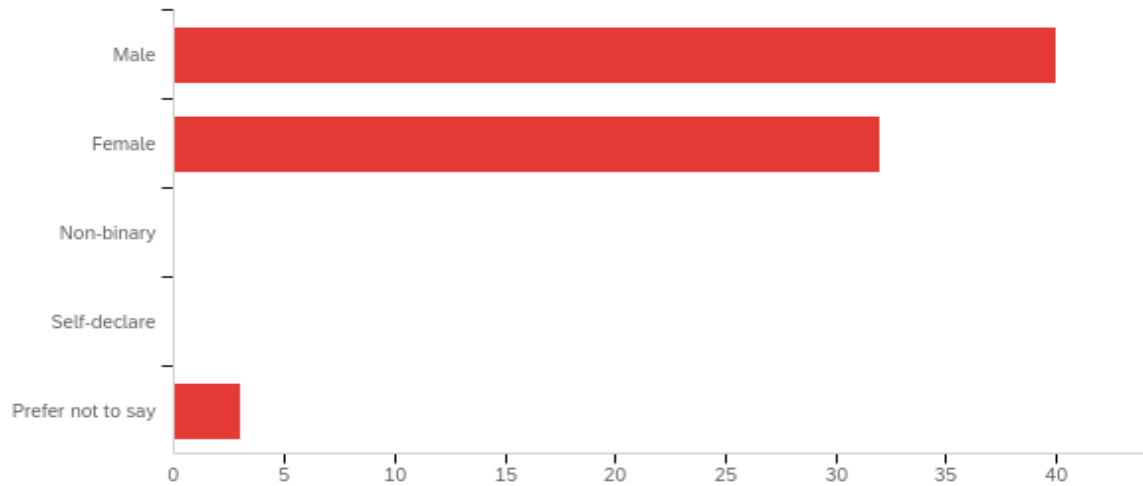
Answer	%	Count
Self-declare	0%	0
Prefer not to say	4%	3
Non-binary	0%	0
Male	53%	40
Female	43%	32
Total	100%	75

Career Level:
More recognised researchers (Postdocs) responded to the survey than any other career level (43%).
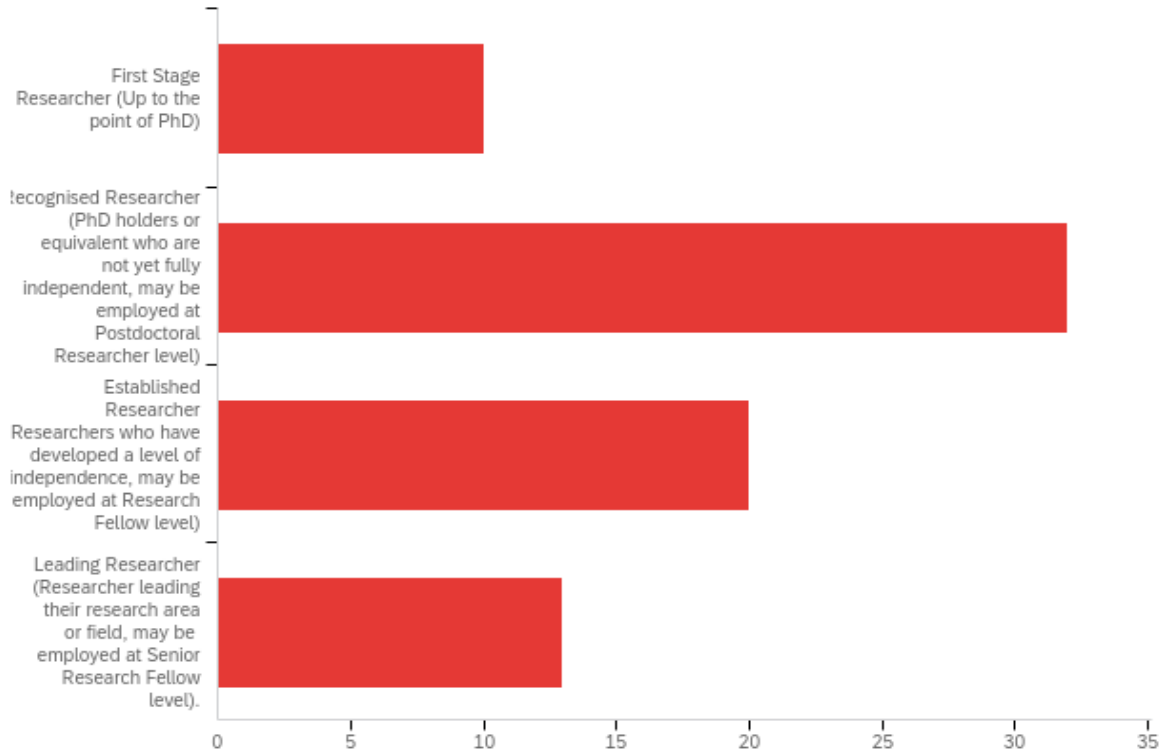
Career Level (as defined by the European Commission)	%	Count
First Stage Researcher (Up to the point of PhD)	13.33%	10
Recognized Researcher (PhD holders or equivalent who are not yet fully independent, may be employed at Postdoctoral Researcher level)	42.67%	32
Established Researcher (Researchers who have developed a level of independence, may be employed at Research Fellow level)	26.67%	20
Leading Researcher (Researcher leading their research area or field, may be employed at Senior Research Fellow level).	17.33%	13
	100%	75

Employment Status:
71% of researchers who responded are employed on a temporary fixed term or specified purpose contract of employment with the University of Limerick.
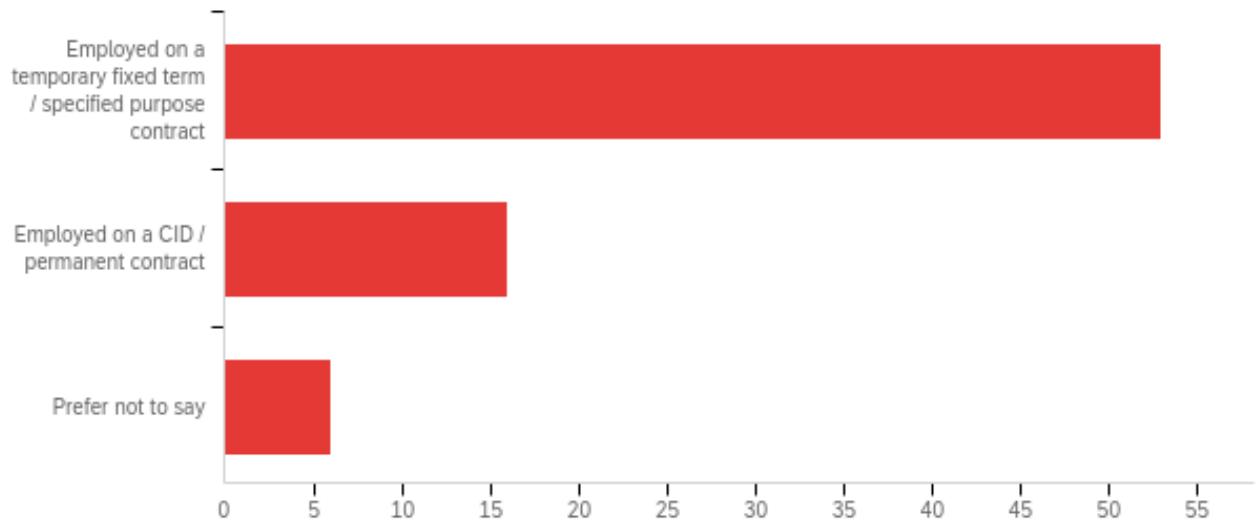
Employment Status	%	Count
Employed on a temporary fixed term / specified purpose contract	70.67%	53
Employed on a CID / permanent contract	21.33%	16
Prefer not to say	8.00%	6
Total	100%	75

Section: Terms and Conditions of Employment

The top three areas where researchers rated the provision of UL supports highest included:
 (1) Support from PI/Line Manager
(2) Working Terms and Conditions
(3) Salary

How well do you rate the provision of supports provided by the University of Limerick to you as a researcher in the following areas?

How well do you rate the provision of supports provided by the University of Limerick to you as a researcher in the following areas?	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied	*Total*

Salary	13.33%	44%	9.33%	26.67%	6.67%	100%
Working Terms and Conditions	22.67%	38.67%	14.67%	12%	12%	100%
Funding Application Supports (Pre Award Supports)	14.67%	29.33%	33.33%	17.33%	5.33%	
Equipment and Facilities	22.67%	33.33%	21.33%	20%	2.37%	100%
Training for Researchers	20%	37.33%	20%	14.67%	8%	100%
Mentoring / Coaching for Researchers	17.33%	30.67%	24%	14.67%	13.33%	100%
University of Limerick Research Support Systems e.g. Procurement, Finance, HR, Research Office	14.67%	26.67%	20%	21.33%	17.33%	100%
Support from my PI / Line Manager	54.67%	24%	9.33%	9.33%	2.67%	100%

Mentor:
61% of researchers surveyed have an individual who they consider their mentor/coach.

I have an individual who I go to for advice who I consider my mentor/coach:
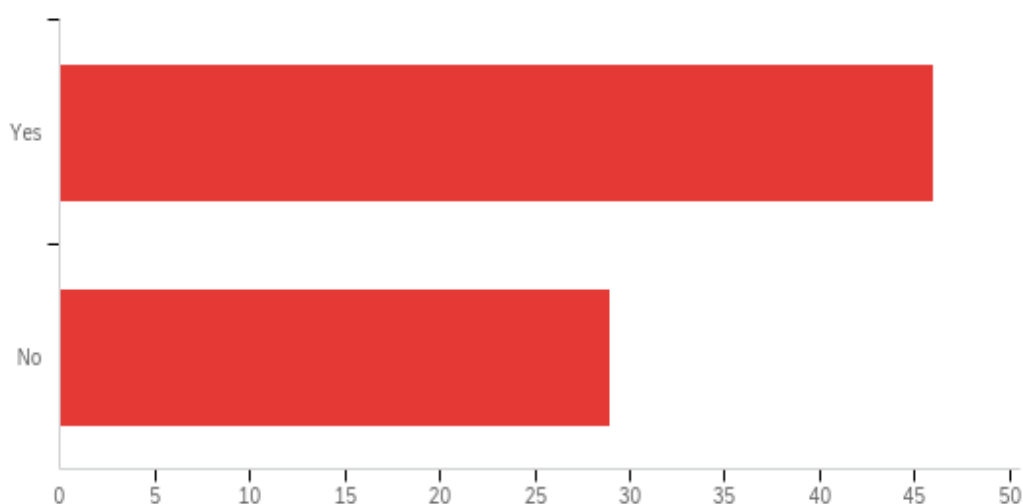
I have an individual who I go to for advice who I consider to be my mentor/coach	%	Count
Yes	61.33	46
No	38.67	29
Total	100%	75

Mentor:
Of the 61% of researchers who have an individual they go to for advice who they consider to be their mentor/coach, 65% of these people identify that individual to be their PI/Line Manager.

The individual I go to for advice who I consider my mentor/coach is my:
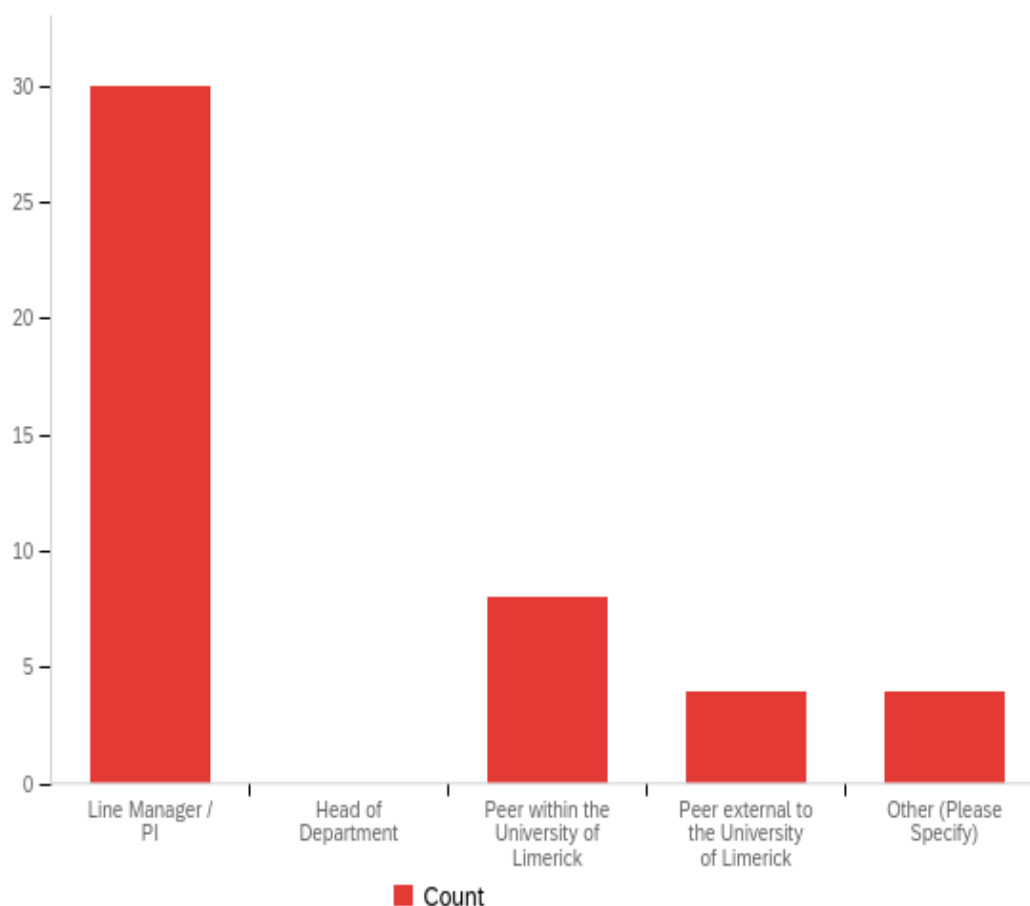
The individual I go to for advice who I consider to be my mentor/coach is:		
Line Manager / PI	65.22%	30
Head of Department	0%	0
Peer within the University of Limerick	17.39%	8
Peer external to the University of Limerick	8.7%	4
Other (please specify)	8.7%	4
Total	100%	46

What type of supports do you gain from this mentoring / coaching relationship?
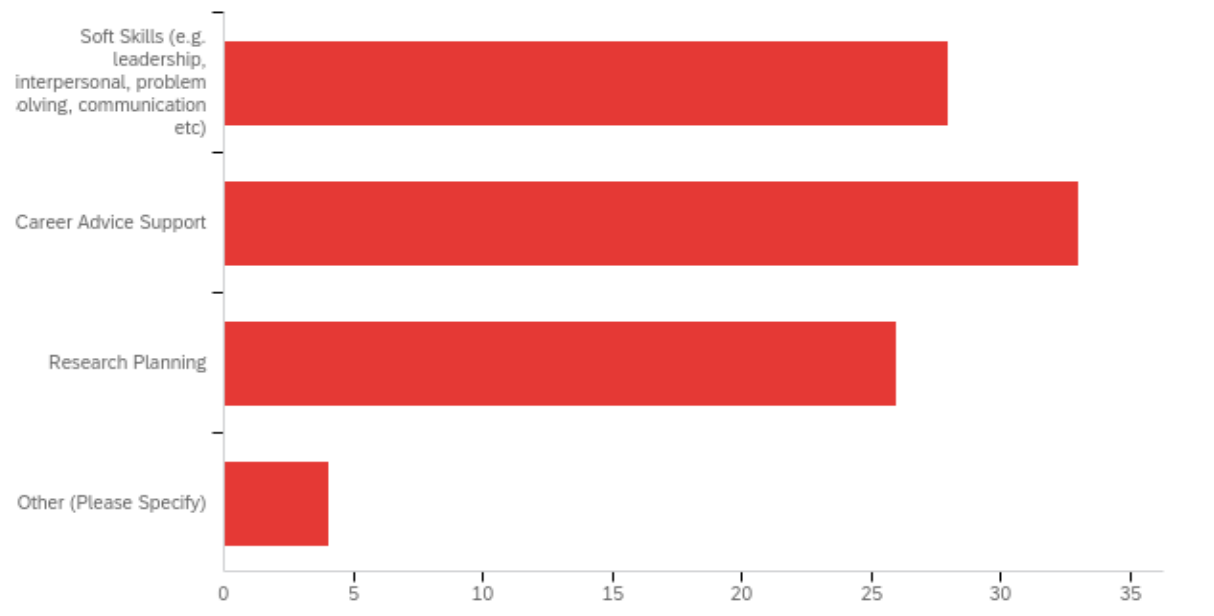
Answer	%	Count
Soft Skills (e.g., leadership, interpersonal, problem solving, communication etc.)	30.77%	28
Career Advice Support	36.26%	33
Research Planning	28.57%	26
Other (Please Specify)	4.40%	4
Total		91

Text – Other (Please Specify)

- University procedures & form filling etc.
- All the above
- Life Stuff
- Project, Start Up information, housing etc.

> Researchers significantly indicated that they are aware of their responsibilities as a researcher as it pertains to research integrity, research ethics, dissemination of data and research results and open research, open data.

I am aware of and understand my responsibilities as a researcher as it pertains to:
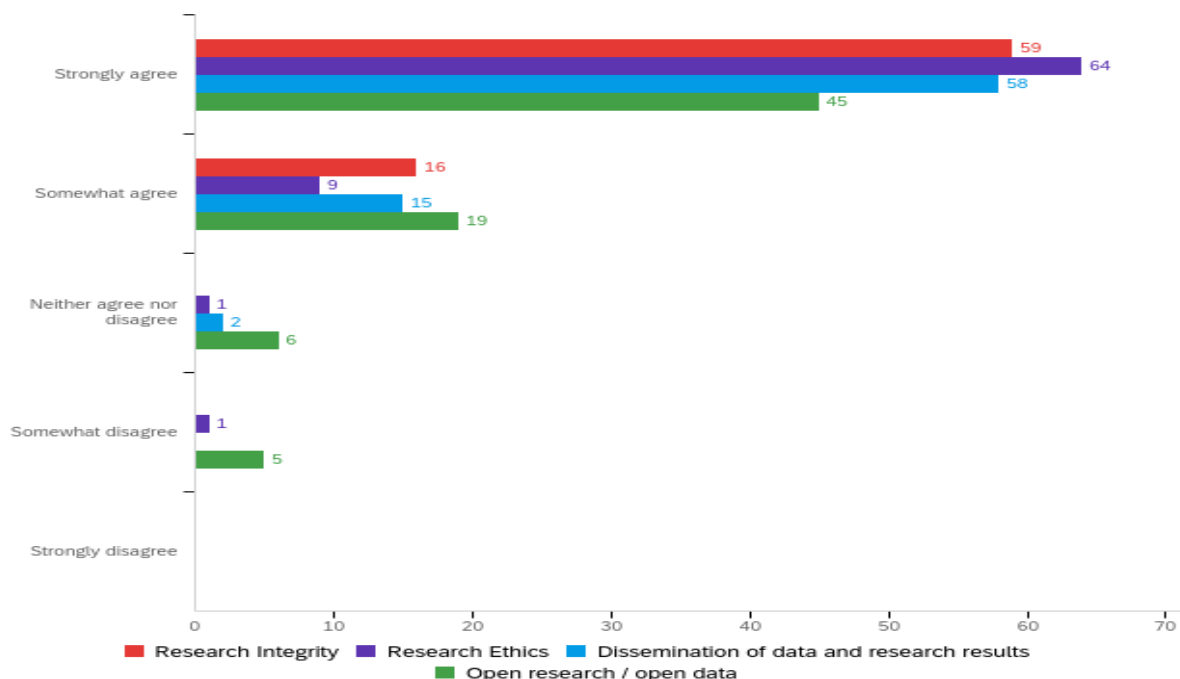
I am aware of and understand my responsibilities as a researcher as it pertains to:	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Research Integrity	78.67%	21.33%	0%	0%	0%	100%
Research Ethics	85.33%	12%	1.33%	1.33%	0%	100%
Dissemination of data and research results	77.33%	20%	2.67%	0%	0%	100%
Open research / open data	60%	25.33%	8%	6.67%	0%	100%

Section 2: Recruitment/OTM-R

Clearly Defined Research Roles/OTMR:
Most researchers indicated that the University of Limerick has clearly defined roles for researchers, however 22.66% of researchers indicated some level of disagreement with this statement.

Many researchers indicated that the University of Limerick follows the principles of OTMR, however 26.66% of researchers indicate some level of disagreement with the statement that the University of Limerick implements the principles of OTMR.

Q13 - To what extent do you agree with the following statements:

Individual research roles and responsibilities at the University of Limeric...
University of Limerick practices open, transparent and merit based recruit...
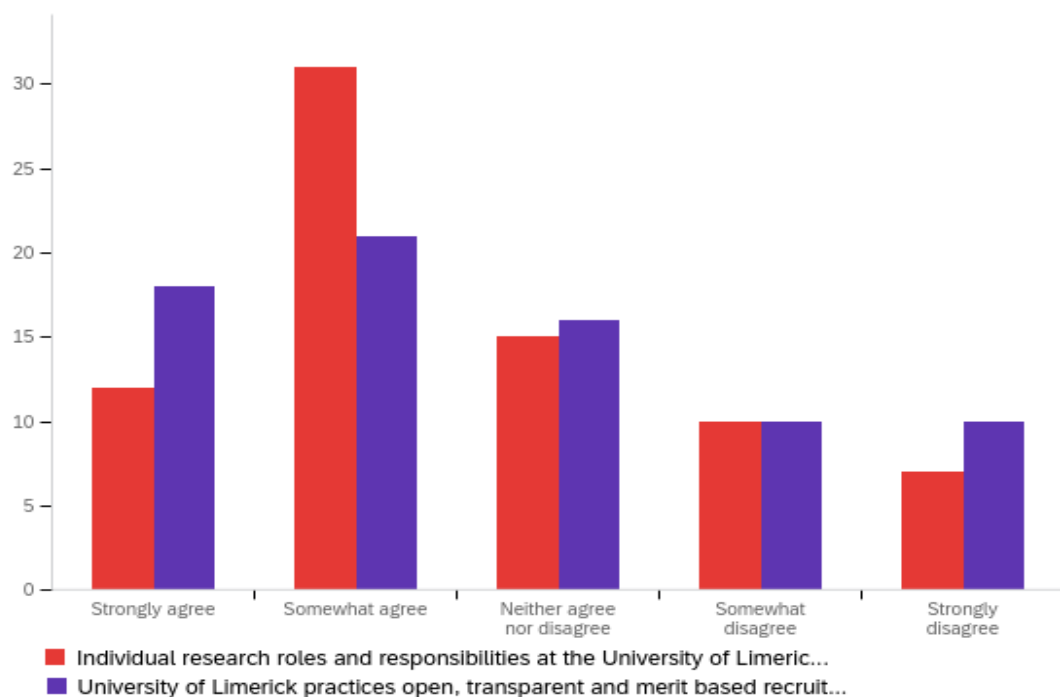
Statement	Strongly agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Individual research roles and responsibilities at the University of Limerick are clearly defined	16%	41.33%	20%	13.33%	9.33%	100%
University of Limerick practices open, transparent and merit based recruitment	24%	28%	21.33%	13.33%	13.33%	100%

Can you rate your experience of the hosting agreement / mobility support provided by the University of Limerick (if applicable)?
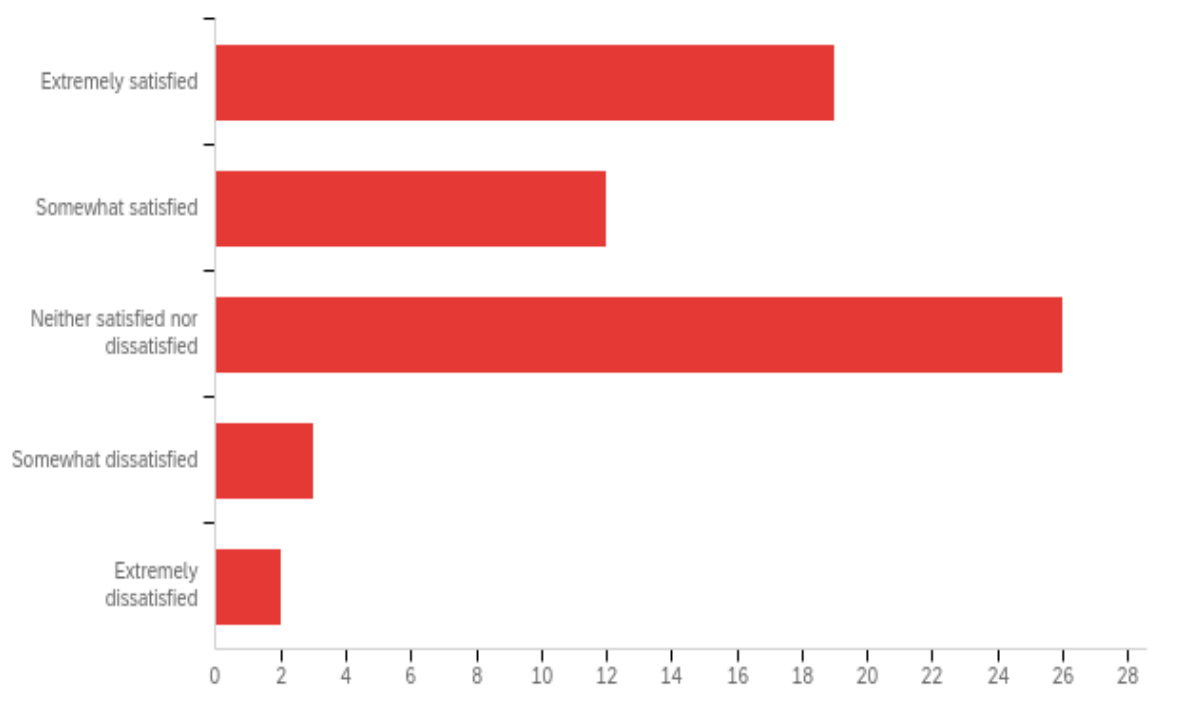
Can you rate your experience of the hosting agreement / mobility support provided by the University of Limerick (if applicable)?	%	Count
Extremely satisfied	30.65%	19
Somewhat satisfied	19.35%	12
Neither satisfied nor dissatisfied	41.94%	26
Somewhat dissatisfied	4.84%	3
Extremely dissatisfied	3.23%	2
Total	100%	62

Section: Training & Development

How well do you rate the support you received from the University of Limerick as a new staff member in the following areas?
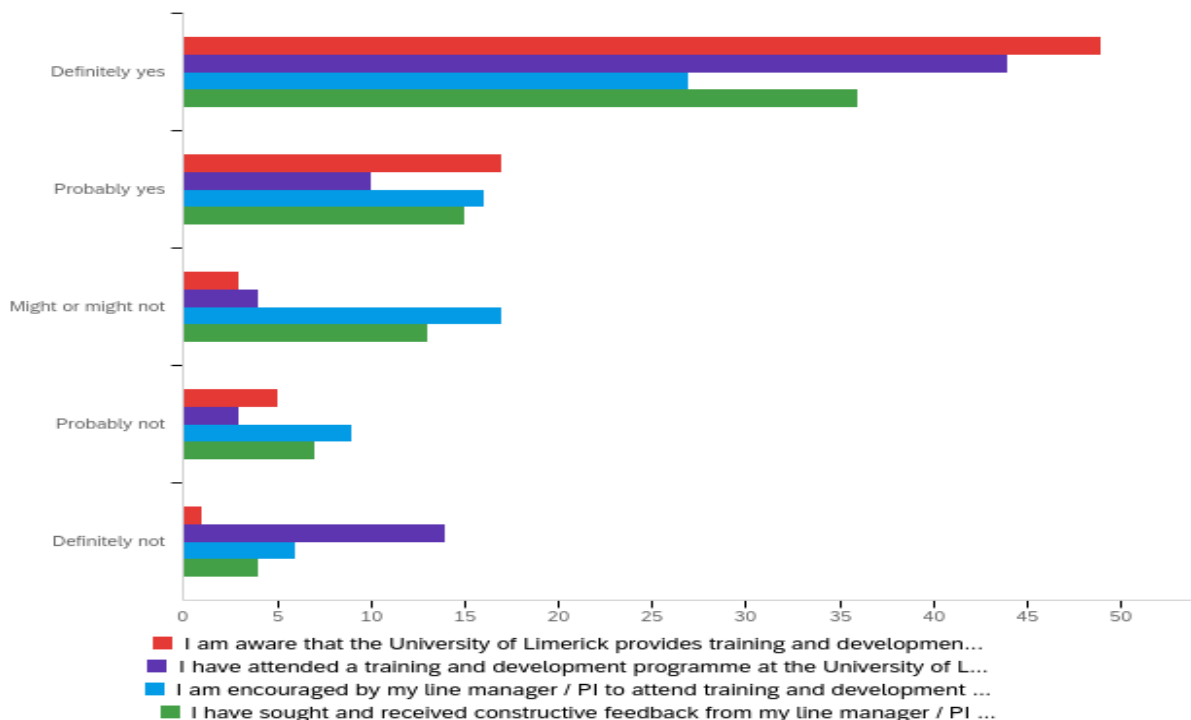

How well do you rate the support you received from the University of Limerick as a new staff member in the following areas?	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
University of Limerick Induction Programme	13.70%	35.62%	30.14%	15.07%	5.48%
Local Induction by my line manager / PI	41.89%	21.62%	18.92%	14.86%	2.70%

> **Training:**
> - Majority of researchers are aware that UL provides training and development opportunities.
> - Many researchers have also attended a training and development programme at the University of Limerick in the last 12 months.
> - Most researchers agree that they are encouraged by their Line Manager/PI to attend training and development programmes.
> - Many researchers have sought and received constructive feedback from their Line Manager/PI regarding their professional growth and development.

Training and Development - Please select as appropriate:

- ■ I am aware that the University of Limerick provides training and developmen...
- ■ I have attended a training and development programme at the University of L...
- ■ I am encouraged by my line manager / PI to attend training and development ...
- ■ I have sought and received constructive feedback from my line manager / PI ...

Statement	Definitely yes		Probably Yes		Might or might not		Probably Not		Definitely Not	
	%	Count	%	Count	%	Count	%	Count	%	Count
I am aware that the University of Limerick provides training and development opportunities for my professional growth and development	65.33%	49	22.67%	17	4%	3	6.67%	5	1.33%	1
I have attended a training and	58.67%	44	13.33%	10	5.33%	4	4%	3	18.67%	14

development programme at the University of Limerick within the last 12 months									
I am encouraged by my line manager / PI to attend training and development opportunities provided by the University of Limerick	36%	27	21.33%	16	22.67%	17	12%	9	8%	6
I have sought and received constructive feedback from my line manager / PI regarding my professional growth and development	48%	36	20%	15	17.33%	13	9.33%	7	5.33%	4

Career Goals - Please select as appropriate:
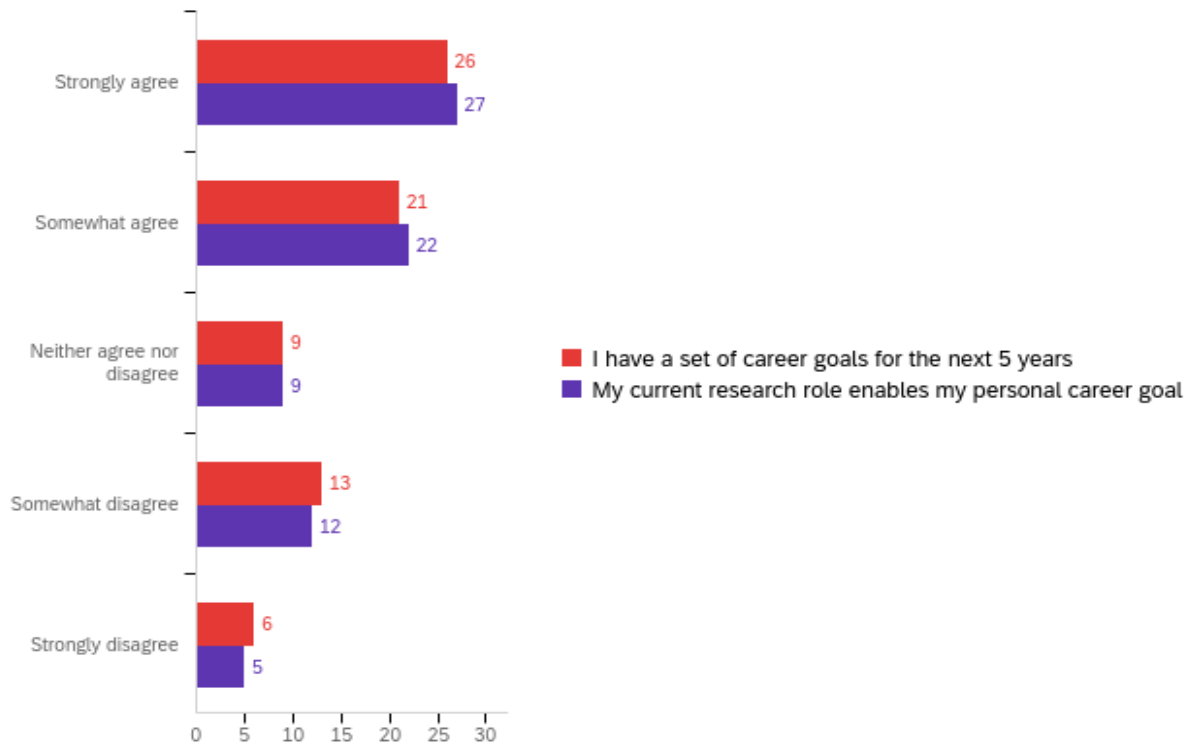
Please Select as Appropriate:	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Total
I have a set of career goals for the next five years	34.67%	28.00%	12%	17.33%	8%	100%
My current research role enables my personal career goals	36%	29.33%	12%	16%	6.67%	100%

Career Planning:
- Of the researchers surveyed, most are **not** aware that assistance in career planning is available as of part of the University of Limerick's Researcher Development Programme and have not accessed the programme.
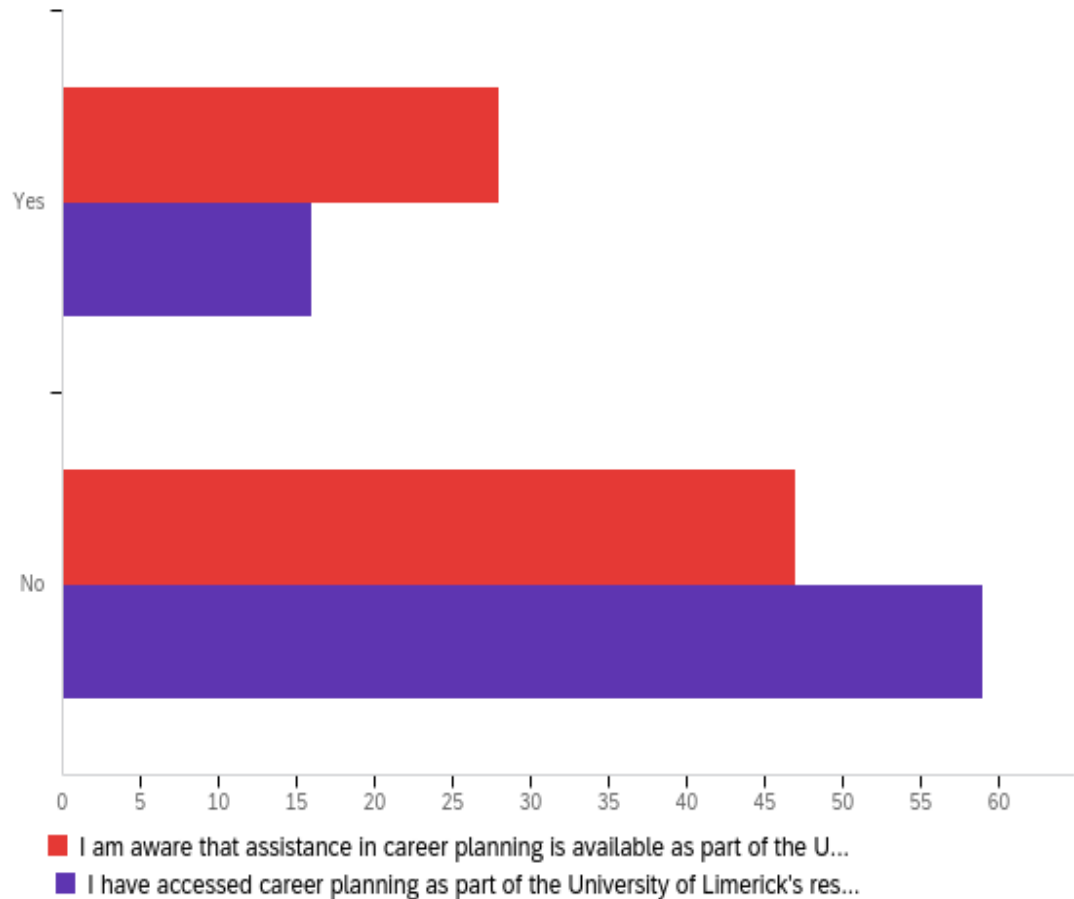
Question	Yes %	Yes Count	No %	No Count	Total
I am aware that assistance in career planning is available as part of the University of Limerick researcher development programme	37.%	28	62.67%	47	75
I have accessed career planning as part of the University of Limerick's researcher development programme	21.33%	16	78.67%	59	75

I wish to pursue a career in:
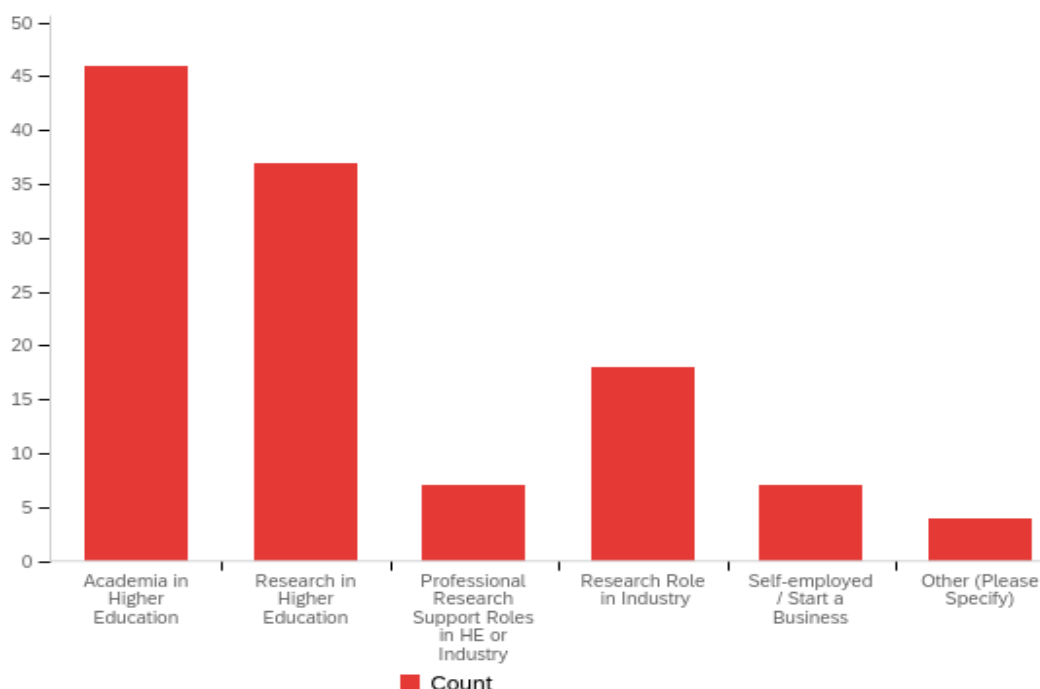
| I wish to pursue a career in:	%	Count
Academic in Higher Education	38.66%	46
Research in Higher Education	31.09%	37
Professional Research Support Roles in HE or Industry	5.88%	7
Research Role in Industry	15.13%	18
Self-employed / Start a business	5.88%	7
Other (please specify)	3.36%	4
Total	100%	119

Other (Please Specify)

- Management roles relevant to my academic work
- Research Professorship
- Research Role in Government Department
- Non-research role in Industry

I know what skills I need to develop to succeed in my career
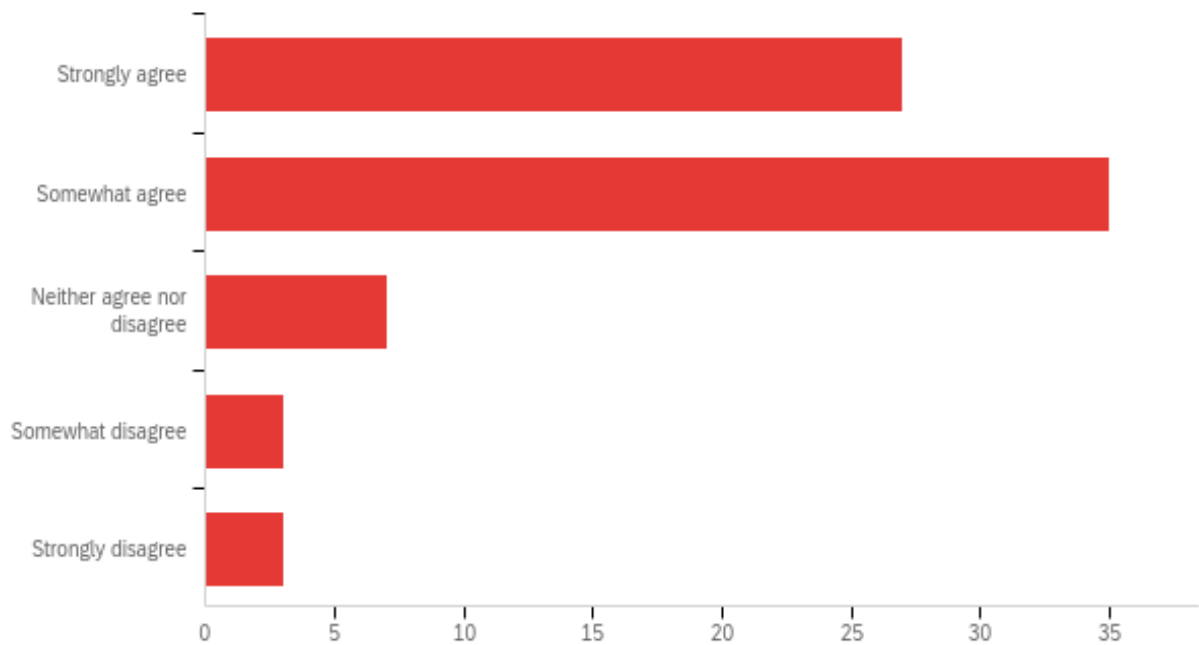
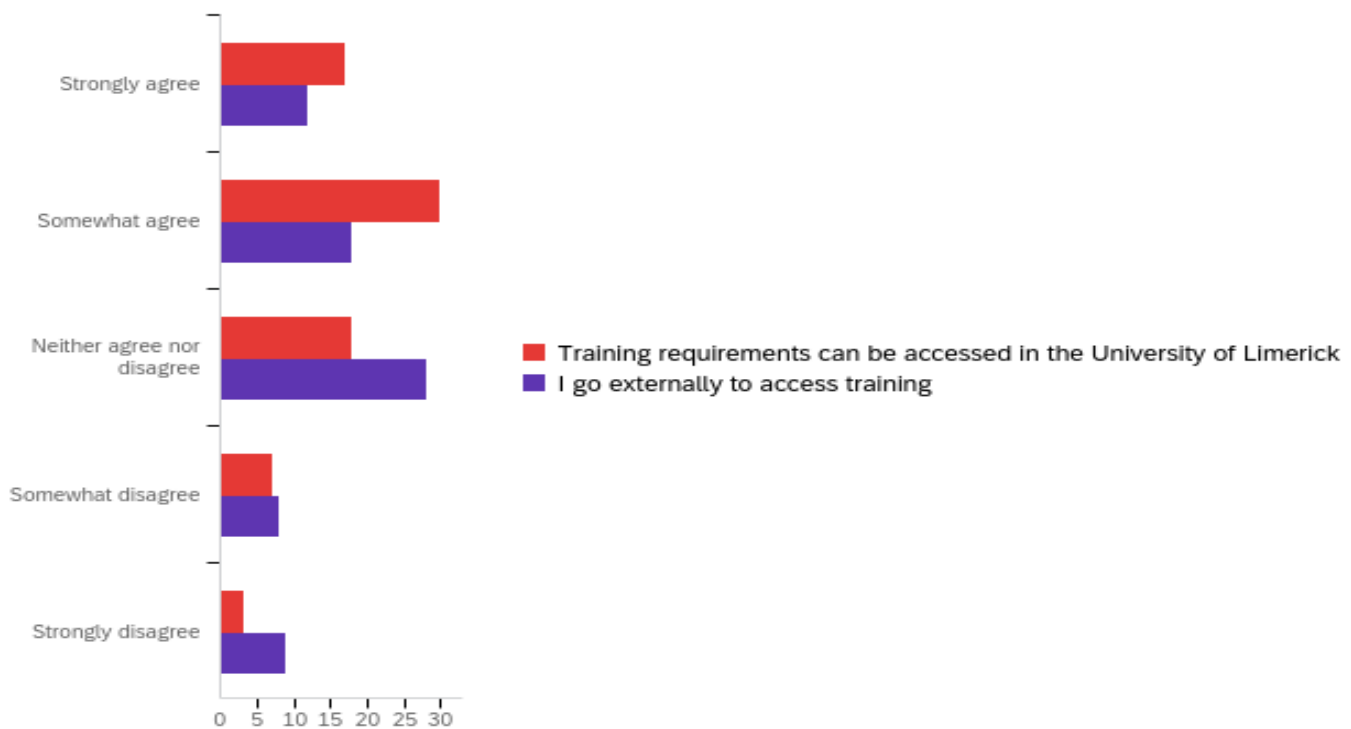| I know what skills I need to develop to succeed in my career:	%	Count
Strongly Agree	36%	27
Somewhat Agree	46.67%	35
Neither agree nor disagree	9.33%	7
Somewhat disagree	4%	3
Strongly disagree	4%	3
Total	100%	75

Does the current training provided by the University of Limerick support these skills or do you go externally to access training?

Question	Strongly Agree %	Count	Somewhat Agree %	Count	Neither Agree Nor Disagree %	Count	Somewhat Disagree %	Count	Strongly Disagree %	Count	Total
Training requirements can be accessed in the University of Limerick	22.67%	17	40%	30	24%	18	9.33%	7	4%	3	75
I go externally to access training	16%	12	24%	18	37.33%	28	10.67%	8	12%	9	75

If you access training externally, please provide details of the type(s) of training you access?

- Industrial trainings.
- Business skills.

- Leadership skills, Decision-Making, Strategic thinking.
- Royal Society training courses.
- Travel to different labs to use and be trained on specific equipment that benefits my research goals.
- Webinars and workshops provided by other institutions.
- Specific instrumentation-related methods, modern scientific approaches etc.
- Technical training courses.
- Software skills used in my area of research.
- Specific software and programming.
- Specific analytical training provided by external companies e.g., JMP statistical analysis.
- Specialist research training e.g., meta-analysis.
- Advanced/specific research methods.
- Advanced statistical training, e.g., Bayesian analyses, network analysis, project management, systematic review training.
- Sector specific skills that I would not expect university to supply.
- Specialised training related to my research, i.e., gas safety, software training.
- Internet resources and online tests and certifications (currently).
- I study undergraduate and postgraduate university courses remotely, but it is very expensive.
- CPD on topics specific to my field.
- Training for the use of power BI, excel template development etc.
- Enterprise Ireland training.
- Project Management in Udemy online.
- Innovative Methodology, Project Management, Technology.

Below indicates the list of training programmes available as part of the University of Limerick's Researcher Development Programme in the area of knowledge and intellectual abilities. Please drag and drop to rank the training programmes in order of preference:

Training Programme	1st Preference %	2nd Preference %	3rd Preference %	4th Preference %	5th Preference %	6th Preference %	7th Preference %	Total
Developing Your Career Strategy	65.33%	10.67%	6.67%	9.33%	4.00%	2.67%	1.33%	75
Open Access Publishing & Funder Mandates	6.67%	18.67%	28.00%	22.67%	13.33%	4.00%	6.67%	75
Effective Peer Review of Articles	8.00%	21.33%	16.00%	28.00%	13.33%	4.00%	9.33%	75
Innovation	10.67%	30.67%	17.33%	12.00%	12.00%	13.33%	4.00%	75
Research Data Management	8.00%	13.33%	22.67%	14.67%	32.00%	5.33%	4.00%	75
Data Cleaning with OpenRefine	0.00%	5.33%	2.67%	8.00%	16.00%	49.33%	18.67%	75
Tidy Data in Spreadsheets	1.33%	0.00%	6.67%	5.33%	9.33%	21.33%	56.00%	75

Researcher Development Programme: Engagement, Influence & Impact
- The majority of researchers indicated their preference for training is in the areas of (1) Networking for Success and (2) Teamwork and Collaboration

Below indicates the list of training programmes available as part of the University of Limerick's Researcher Development Programme in engagement, influence and impact. Please drag and drop to rank the training programmes in order of preference:

Training Programme	1st Preference %	2nd Preference %	3rd Preference %	4th Preference %	5th Preference %	6th Preference %	7th Preference %	Total
Networking for Success	22.67%	24.00%	17.33%	20.00%	9.33%	2.67%	4.00%	75
Entrepreneurial Researchers	12.00%	10.67%	12.00%	14.67%	13.33%	21.33%	16.00%	75
Teamwork and Collaboration	20.00%	8.00%	14.67%	24.00%	18.67%	10.67%	4.00%	75
Engaging with Industry, IP & Commercialization	20.00%	18.67%	16.00%	5.33%	16.00%	14.67%	9.33%	75
Presentation Skills	2.67%	10.67%	12.00%	10.67%	22.67%	18.67%	22.67%	75
Communicating / Disseminating your Research with Impact	10.67%	14.67%	17.33%	13.33%	16.00%	20.00%	8.00%	75
Get that Paper Written and Published	12.00%	13.33%	10.67%	12.00%	4.00%	12.00%	36.00%	75

Researcher Development Programme: Personal Effectiveness

- The majority of researchers indicated their preference for training is in the areas of (1) Working Effectively with your PI/Line Manager and (2) Time Management Training

Below indicates the list of training programmes available as part of the University of Limerick's Researcher Development Programme in personal effectiveness. Please drag and drop to rank the training programmes in order of preference:

Training Programme	1st Preference %	2nd Preference %	3rd Preference %	4th Preference %	Total %
Working effectively with your PI/Line Manager	40.00%	25.33%	18.67%	16.00%	100
Time Management Training	33.33%	37.33%	17.33%	12.00%	100
Writing an Effective CV	9.33%	17.33%	46.67%	26.67%	100
Interview Skills Training	17.33%	20.00%	17.33%	45.33%	100

Researcher Development Programme: Research Governance and Organisation
- The majority of researchers indicated their preference for training is in the areas of (1) Formulating Your Research Proposal and (2) Grant Writing

Below indicates the list of training programmes available as part of the University of Limerick's Researcher Development Programme in research governance and organisation. Please drag and drop to rank the training programmes in order of preference:

Training Programme	1st Preference %	2nd Preference %	3rd Preference %	4th Preference %	5th Preference %	6th Preference %	7th Preference %	8th Preference %	Total
Research Integrity	13.33%	8.00%	10.67%	12.00%	10.67%	20.00%	22.67%	2.67%	100%
Research Ethics	5.33%	9.33%	6.67%	9.33%	12.00%	12.00%	21.33%	24.00%	100%
Formulating Your Research Proposal	21.33%	14.67%	25.33%	10.67%	17.33%	5.33%	2.67%	2.67%	100%
Grant Writing	20.00%	28.00%	10.67%	13.33%	9.33%	10.67%	6.67%	1.33%	100%
Advanced Grant Writing	16.00%	18.67%	17.33%	12.00%	12.00%	12.00%	6.67%	5.33%	100%
PhD Supervision	6.67%	5.33%	5.33%	10.67%	20.00%	14.67%	17.33%	20.00%	100%
Project Management	16.00%	13.33%	13.33%	24.00%	4.00%	6.67%	13.33%	9.33%	100%
Research Data Management	1.33%	2.67%	10.67%	8.00%	14.67%	18.67%	9.33%	34.67%	100%

Are there any other training courses you would like to see provided by the University of Limerick? Please provide details.

- Multi variate and experimental design.
- Developing your emotional intelligence managing your emotions at work mental health well-being.
- Training on course module effective teaching.
- The availability of technical trainings for equipment usage or research-focused modules will be beneficial for the local research community.
- Personal effectiveness (1) Work-life balance (2) How to train brain a positive way at difficult situations.
- Resilience, mental health support, training for group leaders to remind them of how to fairly treat their personnel and manage expectations, how to review applications and papers. I got internal feedback recently and it was brutal and not constructive which was disappointing to receive from internal.
- Funding opportunities in Ireland.
- Technical training courses.
- Training on getting smaller grants to help build up career profile.
- More specific qualitative research training from a methods perspective.
- Conflict management or dealing with conflicts.
- IT skills for website development and maintenance and how to integrate websites into research data collection. Understanding how research budgets work and how to effectively apply for funding.
- Presentation skills for online conferences and posters.
- Courses on Power BI or specific supports on project tasks.
- Online, shorter training sessions are preferable to manage workload.
- What should you expect from your PI? HoD developing a career plan with your PI/HOD.
- Teaching development programme (with opportunities to teach).
- How to make research in industry or something to orientate UL researchers in case they go work in industry.
- Researchers specific coaching.
- Advanced statistical training Courses. Certificates in Project Management, Teamwork and other soft skills to enhance employability.
- Strategies for targeting and winning EU funding as collaborator or coordinator (e.g., Horizon Europe). Managing collaborations in EU projects coordinating an EU-funded program. Timely recruitment of staff (to align with funding awards that may or may not be won).
- Training for UL specific procedures, i.e., Agresso, procurement.
- Supports available to new staff when working remotely.

Is there any experiential ("on the job") training which you would like to have the opportunity to avail of to support your personal development? Please provide details.

- Sub-supervision of students.
- Additional supervision experience would be helpful but it is difficult to take on long-term supervisory roles when on a short-term contract.
- The possibility to be trained for equipment usage would be great. Currently, some modern instruments in the University of Limerick are not available for the public because of the lack of corresponding trainings.
- Instrument handling and data interpretation.
- Handing off expertise efficiently and effectively. We are in a situation where there are many highly technical and expensive piece of equipment that require highly skilled experts are leaving. There is no strategy for keeping experts to operate and maintain equipment.
- More resources (staff) made available for this training/technical training.
- Communication training - Negotiating teaching responsibilities with line manager so that you can build a solid academic career profile. Well known but not acknowledged that junior staff have the bulk of the teaching and marking load.
- Professional registration support.
- Targeted transferrable skills training e.g., Lean, Six Sigma, Statistics, and Project Management etc.
- Student project supervision and teaching opportunities in Postdoc roles.
- Opportunity to teach a module or part of it, to increase my teaching experience.
- Cleaning longitudinal data in SPSS.
- Tutoring/Lecturing.
- Stress Management.

If you have any suggestions for improvements to supports for Researchers at the University of Limerick, please outline same.
Sample of Areas of Suggestions for Improvements Outlined Below which will assist to inform the Action Plan:

Training:
- More guidance for early career researchers and CPD opportunities.
- Support targeted for career development as a professional researcher within UL.
- A clear career path for researchers with promotions/progressions possible.
- Dedicated protected training time allocated for researchers annually.
- Shorter training sessions.
- Training for PhD students on developing grant proposals.
- Provision of more technical training, engineering/scientific training courses and technical specialists e.g., instrument scientists.
- Better local induction for researchers with HR support.
- Support to Build Resilience as a Researcher.
- Training on researcher's legal rights and duties in the University.

Grants:
- More information at grant application stage on the processes following grant approval.
- Streamlined process to get grants signed off.
- Support regarding procurement processes for Researchers.
- Support by fighting administrative creep and by proactively stream-lining the admin processes towards the goals (getting and running research projects).
- More integration across the project life cycle of the various approval components especially when writing a grant e.g., how will procurement impact on the grant? A system to manage across the grant e.g., HR aspects (e.g., when increments are due some sort of alert in the system); how much money is left in my grant at what time point so spend v grant awarded).

Human Resources
- Continuity for research contracts.
- Bridging Funding for high potential Researchers in-between grants.
- Increase the stipend amount for PhD students.
- Support for Dignity & Respect/Employee Relations issues for researchers.
- More supportive HR environment – solution orientated.
- Access to mental health supports.
- More availability of Faculty positions. Clear career path for researchers with promotions/progressions possible.

Recognition for Researchers:
- Researchers deserve more recognition for their contribution to the university goals and a clear career path with promotions/progressions possible.
- Ability to be a first student supervisor in a Masters or PhD programme.

Teaching:
- Focus on research-led teaching.

Access to Resources:

- Review the access policy for the research instrumentation and make sure, that it is fully transparent and meets the needs of all.

Equality, Diversity & Inclusion
- Equity and inclusiveness in the transition from researcher to academic.
- Avoidance of gender bias in the research atmosphere.
- Better gender role models in large research institutes.