

# Research Cultures Action Plan

**2026-28**

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## Foreword from our Vice-Principal for Research & Innovation

Fostering a research environment in which research, researchers and those that enable research can thrive is central to our mission as a University, as set out in our Strategy 2030. In 2024 we published our Research and Innovation Strategy in which we outline our commitment to improving and strengthening the research environment and career development for everyone in our research community. The Research Cultures Action Plan is a key vehicle progress and monitor delivery of activities against our aims. The 2026-2028 Action Plan builds on our previous University-wide action plan and outlines a range of important initiatives aimed at implementation and expansion of our work to date.

As a University community we are immensely proud of what we have collectively achieved over the last three years and are committed to this work being continued and strengthened through the next action plan period. Crucially, our research cultures activity is strongly connected to and supported by other strategic work at the University, such as our Technician Commitment activity, Researcher Development Concordat commitments, ED&I commitments, Research Integrity commitments and Community plan among many others. Communication, responsibility, professional development and recognition are at the heart of this work.

The UK Higher Education sector is facing challenges over this action plan period. A strong commitment to strengthening research cultures, with transparency on expectations, behaviours and agreed action, will help support us in adapting and adjusting in a responsible and collegial way.

The development of this action plan was led by our Head of Research Cultures and drafted in consultation with academic staff, research staff, PGR students, technical staff and professional services colleagues through various groups and committees as well as the Research Cultures Forum. I am grateful to all for their time, input and effort, and I look forward to us working together to deliver the activities in this new action plan.

**Professor Liz Baggs**  
**Vice-Principal for Research & Innovation**

November 2025

## What is Research Culture?

Our research cultures are built on the values, expectations and behaviours that shape how we support, deliver and communicate our research. They are built and maintained by all of us through the actions, interactions, behaviours, decisions, policies and processes that we all encounter and perform while undertaking or supporting research.

These cultures are felt and influenced by us at individual, team, department, university and wider discipline level. Research cultures can be experienced differently at each level and within each discipline, which is why University of Edinburgh acknowledges that we both experience and contribute to multiple research cultures, and that a university the size of Edinburgh will have many research cultures.

Improving our research cultures is everyone's responsibility.

## Our Research Cultures Landscape

Our Research Cultures Action Plan sits alongside a number of University strategies, commitments and action plans that work collectively to improve our organisational and research cultures.

### University Strategies & Policies

- Strategy 2030
- Research & Innovation Strategy 2030
- People Strategy
- Behaviours Charter
- Zero by 2040
- Review of Race & History
- Our Community Plan
- A University of Sanctuary

### University of Edinburgh is a signatory of, and committed to

- Concordat to Support the Career Development of Researchers
- Technician Commitment
- UKRI Statement of Expectations for Doctoral Training
- UUK Concordat to Support Research Integrity
- San Francisco Declaration on Research Assessment (DORA)
- Coalition of Advancing Research Assessment (CoARA)
- Concordat on Openness on Animal Research in the UK
- NCCPE Manifesto for Public Engagement
- Athena SWAN Charter
- Race Equality Charter
- Stonewall Workplace Equality Index
- Concordat for the Environmental Sustainability of Research & Innovation Practice

# Progress on our Research Cultures Action & Delivery Plan 2023-25

Our first Research Cultures Action Plan was agreed by University Executive in February 2023. The plan included measures to recognise collegiality and citizenship in academic promotions, more targeted support for under-represented groups, and specific work to improve research cultures for our Postgraduate Research Students.

The research community addressed in the Action Plan encompasses all those involved in research, from undergraduates gaining their first experience of research to established academics leading in their field and those providing the services and support that enable a flourishing research environment.

The Research Cultures Delivery Plan was developed over the summer of 2023 by a short-life working group tasked with elaborating the actions set out in the Research Cultures Action Plan.

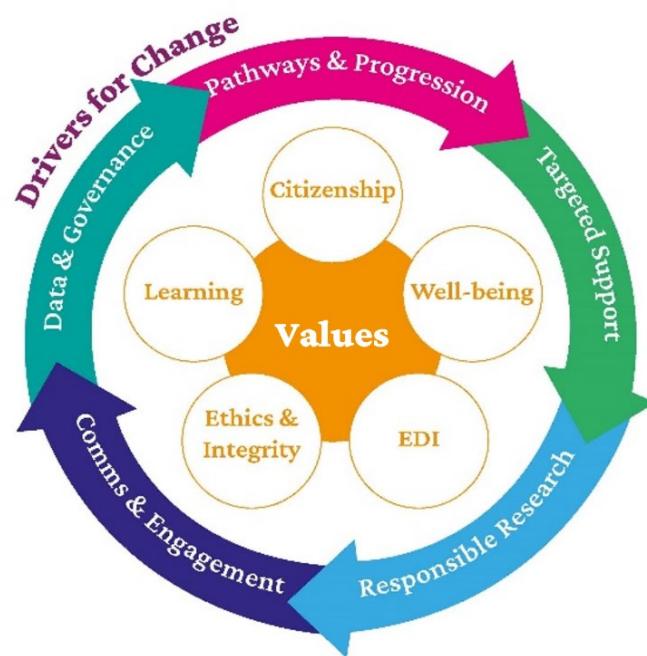
Specifically, the Delivery Plan:

- described the specific measures that will be taken to deliver each of the 41 actions set out in the Action Plan;
- clarified the timeframe for their delivery;
- established which parts of the organisation are responsible for delivery.

In this refreshed Research Cultures Plan 2026-28 we aim to build on the work undertaken in our first plan and incorporate new areas of work to support the continuous improvement of our research cultures.

Progress includes

- Citizenship & Collegiality will become an essential criterion in our academic promotion processes
- Postgraduate Research Cultures plan published, with over 70% of actions completed
- Continued support for the Open Research Conference, Research Professional Staff Conference and Research Good Practice Week.



[Progress on our Research Cultures Action Plan | Research Cultures SharePoint](#)

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# Research Cultures Action Plan 2026-28

## Strategy

Our Research Cultures Action Plan 2026-28 supports our Research & Innovation Strategy commitments to build and maintain a collegial and inclusive environment for our whole research community, and reinforce our commitment to responsible research practices.

We know that advancing knowledge is a team effort, drawing on a range of contributors beyond the lead academic: from research students and postgraduate researchers, postdoctoral fellows and early and mid-career researchers, through technicians, research enabling staff and, collaborators and participants from across sectors, institutions and borders.

This Action Plan builds on our 2023-25 Action Plan to continue to improve our research cultures in line with our values, and details action in four areas across our whole research community:

- Recognition & Career Development
- Engagement & Good Practice
- Open & Responsible Research
- Data & Evaluation

We will continue to support ongoing activities that improve our research cultures, several of which pre-date our first research cultures plan.

## Values

As part of the work to define our first Research Cultures Action plan we identified core values, these same values will continue to guide this new plan and are foundational to our approach to improving our research cultures.

The values of our Research Cultures activity are:

### **Citizenship & Collegiality**

We aim to create cultures that are inclusive, respectful and supportive, for everyone contributing to our research. The environment in which we conduct research is created by, and is the responsibility of everyone in the University – including, but not limited to, academic staff, senior leaders, technicians, students conducting research, research managers, research enabling professional services staff, data scientists, archivists, statisticians, software developers and those managing research facilities.

Many of our staff and students lead by example to improve our working cultures. Through this action plan we will increase the sharing of good practice and continue to expand the routes to explicitly recognise and encourage colleagues' contributions as a route to improve our research cultures.

### **Wellbeing**

To undertake good quality research, it is essential that we work to ensure that our research cultures do not foster unhealthy working practices or inappropriate behaviours. But there are often pressures in the work and study environment that work against individual well-being, and our collective well-being.

Some of these pressures are structural or contractual than can impact on our ability to plan our lives, and can leave colleagues feeling vulnerable and uncertain. Other factors are behavioural, where workload

and environmental pressures can be associated with poor supervision, management and leadership practice, or inappropriate behaviours.

### **Equality, Diversity & Inclusion**

The higher education sector has made progress advancing equality and inclusion over the last 20 years, particularly for women in research roles. However significant challenges remain, with some issues more acute in particular disciplines. Far less attention has been paid to other forms of inequality in higher education: including those from ethnic minority backgrounds; those with a disability; members of the LGBTQ+ community; and those from disadvantaged socioeconomic backgrounds.

The University is committed to addressing these barriers and ensuring our research community is inclusive, diverse and representative of our broader population. Our Research Cultures activity will continue to influence, support and adopt our **Equality, Diversity & Inclusion** work.

### **Ethics & Integrity**

We are committed to ensuring our research cultures reinforce and support the highest standards of research practice. Ethical considerations should inform our research questions and goals, our research methods, who we collaborate with, how we collaborate, and how we share and archive our insights and findings. In many areas, the ethical considerations confronting our research have become more complex, with new areas of consideration becoming more important to a wider range of research areas.

Through this action plan we will support ethical research and the wider professional standards around conducting rigorous and open research with integrity, as well as a range of more specific areas, such as reproducibility and methodological rigour, and open research.

### **Learning & Reflecting**

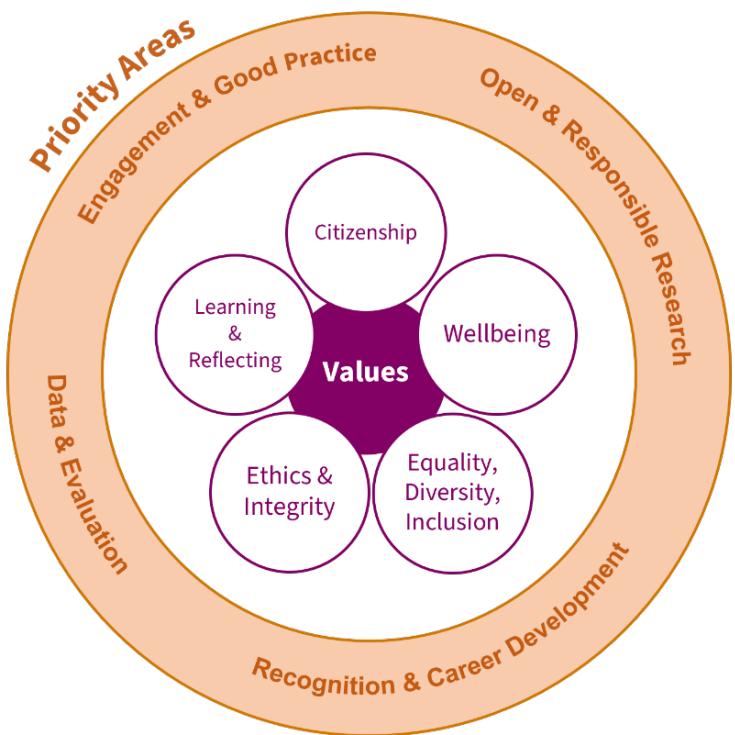
As a university, we are committed to the development of students and staff, and applying our knowledge and expertise to continually adjust and update how we support positive research cultures. This ethos is also core to our identity as researchers and as professionals supporting research: in our roles, we constantly challenge and question practices in our environment, and strive to produce rigorous data and analysis to update our beliefs and guide our conduct. We will continue to operate a similar spirit of curiosity, rigour and learning to underpin all aspects of our research culture.

We are fortunate to have colleagues who are specialists in many aspects of research culture and we will continue to engage with and benefit from Scottish, UK wide and international collaborations undertaking research on how we undertake research.

## Priority Areas

Over five months we have listened, discussed and taken feedback from our research community to understand their concerns and what the priorities for this next plan should be. The priority areas for our 2026-28 Action Plan build on the actions undertaken in the previous plan and include new areas of work to adapt to the changing emphasis required to support our research community. Our priority areas are:

- Recognition & Career Development
- Engagement & Good Practice
- Open & Responsible Research
- Data & Evaluation



### Recognition & Career Development

Career development continues to be a high priority in our research cultures plans. At a time of financial constraint in UK higher education and research policy turbulence world-wide it can be hard to identify opportunities to maintain a career in the research community. We aim to support all our research students and staff involved in research to identify career development opportunities that allow them to use and develop their skills, or take a different career direction, as well as considering how our own processes support a variety of career options. We will continue to work to recognise and value all the diverse contributions to our research effort, providing routes to formally recognise activity that supports others and promotes a good organisational culture, as well as working to value a much broader range of contributions to research, research outputs and achievements than we have traditionally.

#### Priorities

- We will build on the work to update our academic promotion process, by reviewing other related processes and policies to fully embed citizenship & collegiality, responsible use of metrics, and a recognition of a wider range of contributions to research, across all job families. Through these updated processes we will be more able to value and recognise the importance of civic engagement, impact, translation and innovation in our research.

**Relevant Actions:** 1.1, 1.2, 1.7, 1.15, 1.18, 1.20, 2.1, 2.14

- We will reduce precarity for staff by encouraging uptake of good practice, investigating the feasibility of new operational models to provide a wider variety of contractual and role opportunities, and understanding and supporting the diverse career routes and opportunities for our research staff

**Relevant Actions:** 1.3, 1.4, 1.9, 1.21

- We will understand the pros and cons of introducing Narrative CV formats into our recruitment, and provide further materials and training.

**Relevant Actions:** 1.5, 1.6

- We will support our research-enabling and technical colleagues to network and share good practice across the University to enhance upskilling and career development.

**Relevant Actions:** 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.17, 1.22, 1.23, 3.13

- We will support the work of the Race & History Response Group to identify and implement their recommendations to improve our research cultures, and we will utilise ED&I tools to address underrepresentation in our staff profile

**Relevant Actions:** 1.8, 1.16, 1.19, 1.20

## Engagement & Good Practice

We have many areas of our university working to build and maintain good research cultures and others where practice is poorer or less consistent. It can be difficult to appreciate good culture when you are working in it and undertaking good research practice. It can also be hard to recognise when things aren't going well, or need to be improved, if this is what you are used to. With this action area we aim to continue to network colleagues across the university to support good practice sharing and increase engagement in reflection and continuous improvement of our research cultures.

## Priorities

- We will seek out and embed learning and good practice from recognition campaigns and Research on Research projects, both those we are directly involved in (InFrame, ARRC, CoARA Boost) and those we aren't. We will continue to actively contribute to the development of the UKRI Good Practice Exchange.

**Relevant Actions:** 2.1, 2.2, 2.3, 2.10, 2.11, 2.14

- We will work through our REF2029 preparations, organisational management support and research bid development support to share good practice between colleagues, groups and Schools. We will reach beyond research culture focused committees to support those in departments or bid leadership to consider their practice and obligations.

**Relevant Actions:** 2.6, 2.7, 2.8, 2.9

- We will continue to recognise that each area, College, School and discipline has different priorities, successes, needs, contexts and issues in their research cultures. We will support the sharing of good practice between Schools to allow them to reflect on and adapt initiatives that have benefitted other areas so they are fit for their context.

**Relevant Actions:** 2.4, 2.5, 2.12, 2.13, 2.14

## Open & Responsible Research

We will continue to develop our understanding and implementation of open and responsible research practices, including our work to make our research and innovation practice environmentally sustainable. We will support a tailored approach that recognises complete openness is not appropriate in all situations, and there are many routes to adopting open research practice beyond open access journal publications.

### Priorities

- We will encourage a broader understanding of responsible research and innovation practice across those undertaking and enabling research, innovation and commercialisation.

**Relevant Actions:** 3.1, 3.2

- We will review policies, processes and materials that set out expectations of behaviour, the routes that hold us to account, and manage stress in our university. We will analyse data from our Report + Support platform to identify areas that may require targeted intervention.

**Relevant Actions:** 3.3, 3.4, 3.5, 3.6

- To support the roll out of our ethics workflow system we will review all associated policies, processes, guidance and training. We will create new resources and consolidated information and policies where required, including to support our research security.

**Relevant Actions:** 3.7, 3.8, 3.9, 3.10

- We will continue to implement our Open Research plans and adopt good practice from the UKRN Open Research Programme.

**Relevant Actions:** 3.11, 3.12, 3.13, 3.14, 3.15, 3.16

- We will review our supervisor training, support and associated processes including sharing good practice across our PGR programmes.

**Relevant Actions:** 3.17, 3.18

- We will continue to embed sustainable research and innovation practice to allow us to understand and reduce the environmental impact of our research and innovation activity.

**Relevant Actions:** 3.19, 3.20

## Data & Evaluation

We will continue to use data to inform our research cultures approaches, and will encourage more, and more transparent, evaluation of actions undertaken in our previous plan to support ourselves as a learning organisation and in sharing good practice. We will continue to review, evaluate and adapt our current activity in light of feedback, efficacy and changing policy or international developments.

## Priorities

- We will review question sets and work to increase participation rates in surveys that support us in understanding our research cultures, both internal and national.

**Relevant Actions:** 4.1, 4.2, 4.3

- We will integrate and analyse data sets to identify groups of staff that may require different support from that already offered, and develop targeted support for these groups.

**Relevant Actions:** 4.4, 4.5,

- We will evaluate actions undertaken in our 2023-25 action plan to understand if they achieved their intended impact. We will learn from and share our successes as well as understand why our plans may not have succeeded.

**Relevant Actions:** 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

## Reading the Action Table

<b>Related Action Plan</b>	Actions shaded in orange are actions we have already committed to that have been mapped across from existing research cultures related action plans.
<b>Priority Action</b>	Actions shaded in purple have been identified as priority actions by the research community.
<b>Continuing Activity</b>	Actions shaded in light blue are activities that we will continue to undertake through this action plan period to support our research cultures
<b>New Actions</b>	Actions without shading represent new research cultures actions for the period 2026-28

## Responsibilities

There is work to improve our research cultures in every department, School, Institute and College. We know some of the things that are having the biggest effects can be the most complex to change. The University is working internally, with Unions, with other universities, funders and governments to address these issues, alongside the actions in our Research Cultures Action Plans.

Our University still work to do on our research cultures. Our senior staff rightly hold the most responsibility, but we all hold some responsibility for our research cultures. Each of our actions and interactions contribute to the research cultures, and there are steps we can all take to support ourselves, improve our practice and behave appropriately and responsibly while we research and work at our University.

- Communicate the aspects of research culture that are important to you, to your team and department
- Be aware of the policies, processes and services that affect you, your work and your team
- Be considerate and respectful to others
- Take time to make sure responsibilities and accountabilities in your work are clear
- Network across and beyond the University
- Take action to support your own health and wellbeing
- Set expectations to support a healthy work-life balance, and be open about these

Research Cultures responsibilities by role

- [Our Responsibilities | Research Cultures SharePoint](#) [login required]

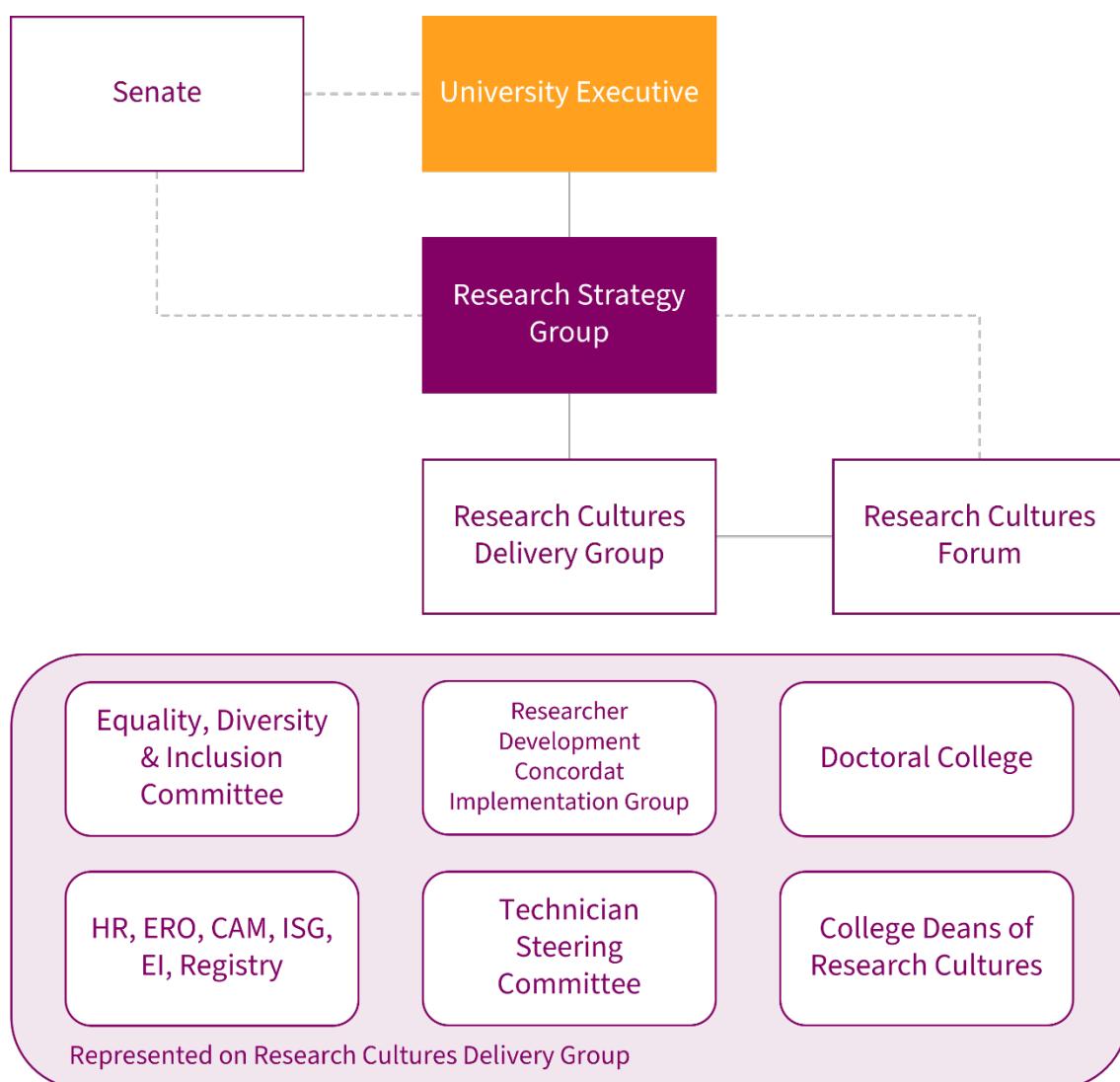
# Progress, Transparency & Accountability

As demonstrated by our CoARA action plan and Action Plan Progress Report 2023-25, it is not only the actions undertaken in this plan that improve our research cultures. Actions undertaken as part of ED&I action plans, HR policies, and the normal business of reflection and review within departments and Schools contribute significantly. Maintaining activity that supports good organisational culture and taking decisions with positive working cultures in mind is everyone's responsibility.

## Governance Structure

Our Research Cultures Action Plan will be monitored by our Research Cultures Delivery Group on behalf of the Research Strategy Group. Those delivering actions will be accountable to the Vice-Principal for Research & Innovation, supported by advice from our research community through the Research Cultures Forum.

- Research Cultures Delivery Group | Committee Site
- Research Cultures Forum | Committee Site



## Evaluation

Positive research cultures can reduce the space for poor behaviour and practice, they should also provide routes for recovery and redress if things do go wrong, however they cannot prevent or protect us from all negative experiences. We will use a variety of methods to understand the efficacy of our actions in improving our research cultures, while bearing in mind that our organisational cultures can be swayed significantly by external factors beyond our control.

We will continue to use national and institutional surveys to gauge the overall perceptions of our research culture by different staff and student groups. We will use reviews, evaluations, feedback and engagement data to understand if resources, policies and training resources are achieving their aims.

## Transparency

We will continue to be transparent about the actions undertaken, and their progress, as part of this plan by sharing our Research Cultures Action Plan progress tracker on our Research Cultures SharePoint site.

- [Progress on our Research Cultures Action Plan | Research Cultures SharePoint](#) [login required]

## Action Table

Action Number	Year	Action	Aims	Outputs	Outcomes	Success Measures	Responsibility
<b>Recognition &amp; Career Development</b>							
1.1	2026-27	We will review our P&DR process to incorporate citizenship & collegiality, our innovation pathway, and responsible assessment and use of metrics.	To allow P&DR discussions to better reflect updated grade profiles and academic promotion route	Updated P&DR guidance and forms  Updated training for managers including an approach to responsible research assessment	Citizenship and collegiality is discussed as part of annual review, not just at recruitment or promotion  Our innovation pathway is supported through annual review discussions	Increased understanding of and engagement in collegial activity  Increased understanding of, and engagement in innovation activity	<b>HR, Colleges</b>
1.2	2026-27	We will add responsible research assessment and use of metrics into recruitment training and processes.	To increase understanding of and engagement with responsible assessment principles and practice  Secure resource to evaluate the embedding of responsible research assessment practice	Updated recruitment guidance and forms  Updated training for recruiters including an approach to responsible research assessment	Responsible research assessment is the norm for staff recruitment  An evaluation of the adoption of responsible research assessment	Responsible research assessment is covered in recruitment training and included in recruitment processes  An evaluation identifies the increase in adoption of responsible research assessment processes	<b>HR, Colleges, Schools</b>
1.3	2027-30	We will pilot the pooling of research staff in two research areas.	To test the design, implementation and resource implications of pooling research staff to enable employment on longer term or open ended contracts as a route to reduce precarity	Two pilot programmes to test pooling of research staff in 1) a School 2) a cross-School research area.  Evaluation of the two pilot programmes	If successful, recommendations for design and operation of a research staff pool.	Undertaking a pilot of a research staff pool  Understanding of benefits and drawbacks a research staff pooling approach	<b>RSG, Colleges, Schools, HR</b>
1.4	2027-30	We will share good practice and encourage uptake of the design and operation of a route to Open Ended Contracts for those holding substantive Fellowship awards.	To reduce precarity by sharing approaches across Schools for routes for those with substantial fellowships awards to progress on to Open Ended Contracts	Schools identify fellowships that are considered substantive in their area.  Clear and transparent expectations and processes, tailored to Schools/Colleges for fellowship holders to progress to Open Ended contracts.	Increase in applicants for fellowships choosing to host their bid at UoE.  Increase in retention rate of those that are awarded substantive fellowships.	An increase in number of Schools, from 2024, operating a clear and transparent route for fellowship holders to progress to Open Ended contract.  Improved scores in Research Cultures precarity questions for those at early career stage.	<b>RSG, Colleges, Schools, HR</b>
1.5	2027-28	We will identify actions and timescales to take forward recommendations from the Narrative CV Working Group	To explore the feasibility and benefit of employing narrative CV formats for academic recruitment  To investigate routes to encourage and recognise a broader range of contributions to research	An action plan to take forward recommendations from the Narrative CV Working Group	Routes to test benefits and drawbacks of using narrative CV formats in staff and research student recruitment	Understanding of benefits and drawbacks of narrative CV approach across recruitment	<b>TBC – various, likely HR, Colleges, Schools, ERO</b>

<b>1.6</b>  <b>Researcher Development Concordat Action</b>	2026-27	<p>We will develop a Narrative CV support framework to allow Schools/Colleges/Research staff Societies/Researcher Champions to access materials and training to support the development of narrative CVs locally, as well as centrally supported by ERO</p>	To provide further information and updates on policy and good practice in narrative CV	Train the trainer resources for Narrative CV development sessions	Increased understanding of Narrative CVs in research staff and local areas	Number of local events run	<b>ERO</b>
			To support local staff to access materials and run training that supports staff to develop narrative CVs	Online resources providing updates and examples	Increase in number of researchers preparing Narrative CVs	Number of attendees at local events	Engagement with online resources
<b>1.7</b>  <b>CoARA Action</b>	2026	<p>Continue to work with Pure to encourage the integration of the CRediT taxonomy into the system</p>	To allow the easy and embedded recognition of a wide variety of contributions to research via our University RIS system	Incorporating CRediT taxonomy is specified in the Pure development pathway	There is a clear timetable from Pure to incorporate the CRediT taxonomy into the Pure system	A target date for incorporation of the CRediT in our Pure system is confirmed	<b>Library</b> , Head of Research Cultures
			To embed positive action in recruitment where a need is identified	Positive action process	Awareness of and understanding of when to positive action in recruitment could be used	Improvement in underrepresentation in identified areas	<b>HR</b> , Schools, Colleges, Research Leaders
<b>1.8</b>  <b>Researcher Development Concordat Action</b>	2026-27	<p>We will embed and utilise positive action in recruitment processes and practices to address underrepresentation in our staff profile</p>	To support Schools or Research Groups to increase the diversity of their recruitment	Updated diversifying recruitment policies and guidance	Use of positive action in research and research & teaching positions where a need is identified		
				Tailored briefing/training sessions			
<b>1.9</b>  <b>Researcher Development Concordat Action</b>	2027-29	<p>We will increase our understanding of the different and diverse career options for our research staff</p>	To support staff and PGR students to understand the broad range of the career options available to them	Scoping report on options for collecting destination data for research staff leaving the university	To create a data set of research staff destinations to inform our career development support to researchers and our engagement with employers	Publication of scoping report	<b>ERO</b> , Careers Service, Concordat Implementation Group
				If feasible, routes for collecting and analysing destination data	To increase awareness of different and diverse career options for our research staff	Destination data is collected and analysed	
<b>1.10</b>	2026-27	<p>Scope a cross university induction offer for research related Professional Services staff</p>	To understand if there is an interest in a cross-university induction resource	Scoping document to determine interest and need	To provide a baseline understanding for all research professional service staff of key areas of the research ecosystem and associated UoE approach and processes	Decision on whether to develop an induction	<b>Research Support Operational Executive</b> , HR
			To provide information on key aspects of the research ecosystem and UoE processes	Suggested topics, speakers and schedule		If supported, development of an induction offer	
			To network, connect and learn across Colleges, Schools and Services			Attendance or engagement by participants and provision of sessions/resources by Research Professional Services staff.	

1.11	2027-28	We will scope a Research Professional Services Committee	To understand whether there is interest in a Research Professional Services committee, similar to the Technician Steering Committee  To provide focus and energy to develop research Professional Service staff related actions, activities and resources	Scoping report to determine interest and remit  Terms of reference, membership and articulation with other university committees	To provide a mechanism to organise and share practice across the university  To deliver activities to support skill and career development of research professional service staff	Decision on whether to develop a committee  If supported, development of terms of reference  Call for members issued and applications received	<b>Research Support Operational Executive</b>
1.12	2026	We will develop a Community of Practice (CoP) for Professional Services staff involved in the management and delivery of externally funded projects	To provide a space to network and share practice across externally funded research delivery roles	Scoping of CoP to determine interest and remit  Terms of reference, membership, and initiation of regular meetings/interactions	To provide a mechanism to organise and share practice across the university  To deliver activities to support skill and career development of research professional service staff employed to manage externally funded projects	Call for members issued and applications received  Spread of Colleges, Schools and disciplines represented and actively engaging with the CoP	<b>Research Support Operational Executive</b>
1.13	2027	We will understand the use of hybrid job roles (where a role is considered to have both academic and professional service aspects) across the University, and how staff in these roles engage with processes and policies	To understand the job types that are most likely to consider themselves hybrid  To understand how these job roles develop, and how individuals in these roles interact with our policies and processes	Hybrid role mapping data and analysis	Improved understanding of roles that are considered, or consider themselves to be hybrid	Understanding of which job families are most likely to develop hybrid roles  Understanding of number of staff who consider themselves to have hybrid roles  Clear routes through processes for staff with hybrid roles	<b>HR, Technician Steering Committee, Research Support Operations Executive</b>
<b>1.14</b>	2026-27	We will explore the feasibility of establishing a technical career pathway for the University	To understand our technical workforce and, if feasible/desired, develop clear and consistent approach to progression for this staff group	Technical workforce mapping data  Job description and naming convention mapping, and suggested routes to standardisation	Improved staff experience and succession planning for technical staff and facilities  Improved talent attraction and retention  To meet our Equality Outcomes	Feasibility report published with recommendations  Technical workforce mapping data created  Improved staff survey scores from technical staff on survey questions related to career prospects	<b>Technician Steering Committee, HR</b>
1.15	2027	We will identify and support those who line manage technical staff	To understand the roles, experiences and job families of those who line manage our technical services staff, in order to provide them with the information and skills to undertake their role	Technical workforce mapping data  Briefing, information and resources to allow non-technical staff managers to support their technical staff	Improved line management support and advice to our technical staff, no matter the career experiences of their manager  Improved retention and progression  Improved use of policies  Improved workload management	Technical workforce mapping data created  Information and resources for managers of technical staff created	<b>Technician Steering Committee, HR</b>

<b>1.16</b>	2026-28	We will work to implement the recommendations of our Review of Race & History through the Review Response Group	To continue to examine and address our institutional history and organisational culture	Projects, reports, recommendations and actions from various committees and commissioned projects	Further information about our own institutional history with race	Improved responses in staff and student surveys from minoritized staff and students	<b>ED&amp;I Lead, University Executive, various - TBC</b>
			To address the under-representation of Black students and staff at our university		Actions taken to improve our racial climate	New projects and reports sharing information on our history & race	
<b>Priority Action</b>					Actions taken to increase the number of Black staff and students		
1.17	2025-26	We will encourage PGR managers and administrators to join the Research Support Staff Conference organising group, and suggest sessions	Increase participation of PGR support staff in Research Support Services Conference through increase in relevant content	Presentations and working groups relevant to PGR support staff	Route to share good practice and policies for PGR support	Increased attendance from PGR support staff	<b>Research Support Operational Executive,</b> Doctoral College, Colleges
					PGR support staff more fully engaged in wider research support community	Increased number of sessions led by or for PGR support staff	
<b>1.18</b>	2026	Our REF 2029 reviewer training will include CoARA aligned information on responsible research assessment and assessment of diverse research outputs	To increase understanding and engagement with responsible assessment principles when building our submissions, to value non-journal research outputs	Responsible assessment and use of metrics guidance and training for those engaged in preparing our REF 2029 submissions	Broader community engaging with responsible assessment training through exposure as part of REF 2029 preparation	Increased awareness of responsible assessment approaches	<b>Head of REF, Head of Research Cultures</b>
<b>CoARA Action</b>				Assessing and valuing diverse research outputs guidance and training		Increased awareness of opportunities to include non-traditional outputs in our REF submission	
1.19	2025-28	Continuing Activity We will continue to highlight the diverse experiences and contributions of our research community through our internal and external communications	To increase the diversity of research related communication	Communications highlighting the diverse experiences, skills and contributions of our whole research community	News articles, blogs, newsletter content and other communication assets	Number of articles and assets highlighting underrepresented and/or underacknowledged groups from our research community	<b>CAM, University EDI Lead, EDIC, Colleges, Schools</b>
1.20	2026-27	We will review and adapt our research leadership training	To increase the relevance of our training programme, and review the support to those interested in moving into research leadership roles	A refreshed research leadership training scope and evaluation plan  An external tender to supply the training  The appointment of a delivery partner and delivered training	A development programme relevant to the needs of our aspiring research leaders  A cohort with the skills to move into research leadership  A plan for continuous improvement and evaluation of the development offer	Increase in number of participants in a programme aimed at supporting aspiring research leaders  Colleagues that haven't held leadership positions previously applying for research leadership roles, and being successful	<b>ERO</b>

1.21	2026-28	Continue to support, and increase awareness of Post-doc Appreciation Week	To engage in discussion and learning on topics important to our Research Staff and Post-doc community	Agenda of events and sessions  Openly available information and resources where appropriate	Increased networking between research staff  Increased understanding of issues faced by research staff from a range of backgrounds, by the wider research community  Increased demonstration of appreciation of the research staff from the wider research community	Increase in number and spread of events during Post-doc appreciation Week  Increase in attendance at events overall, and increase in School diversity of attendees  Attendance from Academic Faculty at sessions and online/in person appreciation for research staff and post-docs	<b>Research Staff Societies</b> , Research Staff Champions ERO, Colleges
		Continuing Activity					
1.22	2026-28	Continue to support an annual Technician Week	To engage in discussion and learning on topics important to our Technician community	Schedule of events attended by UoE, UK and international attendees	Increased networking between technicians  Sharing of good practice and areas of development  Increased understanding of issues faced by technicians from a range of backgrounds, by the wider research community	Increase in attendance at events overall, and increase in School/Service diversity of attendees  Attendance from non-technical staff e.g. HR, School/College leadership and Academic Faculty	<b>Technician Steering Committee</b>
		Continuing Activity					
1.23	2026-28	Continue to support a Research Support Services Conference	To engage in discussion and learning on topics important to our Research Enabling Staff community	Regularly scheduled event(s) attended by UoE colleagues across Research Enabling Staff roles	Increased networking between research enabling staff  Sharing of good practice and areas of development  Increased understanding of issues faced by research enabling staff from a range of backgrounds, by the wider research community	Conference event continues to be held annually  Resources and slides can be shared and accessed beyond those attending in person	<b>ERO, Colleges</b>
		Continuing Activity					

Action Number	Year	Action	Aims	Outputs	Outcomes	Success Measures	Responsibility
<b>Engagement &amp; Good Practice</b>							
2.1	2026-28	We will increase awareness of our recognition campaigns and awards	To increase recognition for all those undertaking and supporting research, and our research culture	Diverse case studies and examples of activity to support a positive research culture and/or improve research cultures	Increased understanding of activity that could be taken locally or personally to improve research cultures  Gratitude expressed publicly to those that support positive cultures or improve our research cultures	Increase in nominations for Good Research Practice Week Recognition Awards  Increase in nominations for Seek, Find, Celebrate  Increase in nominations and awards across recognition campaigns and awards for research culture improvement activity	<b>Head of Research Cultures</b> , College and Service Group Management, ERO, Technicians Steering Committee
2.2	2027-28	We will disseminate and embed the learning from InFrame and its Culture Catalyst Projects	To support the improvement of policies, procedures and practice in light of evidence provided by InFrame and its subprojects	Resource library of InFrame operating procedures and project outputs  Project teams are connected with stakeholders who can act on findings of projects	Policies, procedures and practice is improved by embedding outputs of InFrame and the catalyst projects	InFrame outputs are disseminated  Groups/Schools/Services act on project findings to improve research cultures	<b>InFrame Project Lead</b> , Head of Research Cultures, Catalyst Project Leads (including ERO, EI, Library, Doctoral College, Colleges, Schools, Technician Steering Committee)
2.3	2027-28	We will disseminate and embed the learning from our CoARA Boost Project	To support the improvement of researcher assessment policies, procedures and practice in light of evidence provided by our CoARA Boost Project	Resources sharing good practice and implementation advice	Good practice from the project is shared across Schools	Schools outwith the project original partnership adopt the suggested practice	<b>CoARA Boost Project Lead</b> , Head of Research Cultures, Library Open Research Team
2.4	2026-29	We will refresh our research cultures priorities tailored to each of our three Colleges	To continue to reflect on disciplinary or organisational differences in our research cultures and identify specific areas for development  To define and commit to actions/priorities tailored to each specific College's needs	A College Research Cultures Plan/Priorities for each of our three Colleges	Tailored Research Cultures activities that take into account the different issues across disciplines, and the progress and gaps in each of our Colleges, aligned with University strategies and commitments, including ED&I  Increased understanding and engagement, improved systems, processes and policies in each College (as appropriate)	Publication of College Research Cultures Plans/Priorities  Regular progress updates on these plans report to Research Strategy Group and shared within the College	<b>College Deans of Research Cultures</b>
Continuing Activity	2026-28	We will continue to share research cultures activities in Schools via our Research Cultures Catalogues and via our REF 2029 preparations	To continue to share good practice in research culture related activity	Increased number of entries in the catalogues	Areas of good practice shared and implemented in other Schools	Increase in variety of activity included in, and variety of contributors to, the Research Cultures Catalogues.	<b>Colleges</b>
				Cross school discussions of actions and activities			

2.6	2026-28	We will continue to support an annual Good Research Practice Event.  Our 2026 event will be in collaboration with other Scottish Universities	To continue to develop and share good research practice	Increased participation from academic staff Cross school, college and university discussion of approaches and methods	Good research practice methodology shared and implemented in other Schools and Universities	Increase in variety of session available and attended by UoE staff and PGR students  Increase in participation by academic staff and PGR students  Increase in nominations for Good Research Practice Week recognition awards	<b>ERO</b> , Colleges, Schools
2.7	2026-28	We will utilise REF 2029 preparations to engage School leadership in reflection and action on their local research cultures priorities.	To engage local leadership in reflection on the research culture they are responsible for  To support local leadership to take actions to address identified priorities.	Increased contributions to research cultures catalogues	Increased activity to improve research cultures in Schools	Maintain strong scores in the new People, Culture & Environment section in REF 2029	<b>Schools</b> , Colleges, Head of REF, Head of Research Cultures
2.8	2026-27	We will consolidate the learning and development offer to deliver a clear package of support for those holding organisational management positions	To better support those taking up an organisational management position	Organisational management role induction and handover process.	Identification of academic and professional services roles that should be supported by this induction  Increased consistency across Schools in organisational management approaches, application of policies, responsibility and accountability.  Increased understanding and awareness of these roles, their responsibilities, accountabilities and constraints.	Launch of training package and registrations to attend  Increased number and diversity of candidate pool for organisational management positions	<b>HR</b> , Colleges
2.9	2025-26	We will develop a training and support package to embed positive research cultures in research bids and projects	To better support the embedding of positive research cultures in funded research projects	Regular overview sessions and workshops for those developing bids  Online resources and toolkits	Increased understanding and awareness of research cultures activity in academic population  Embedding of good practice in research teams	Maintain or increase success rate with funders/funding schemes where research cultures activity is an essential criterion  Increased pool of successful applicants to share their approach and experience of embedding research cultures in their funded project	<b>ERO</b> , Head of Research Cultures
2.10	2025-27	We will partner with and support the development of the UKRI Research Culture Good Practice Exchange	To share and learn from good practice across the UK	Shared open access resources from UoE  Learning from other UK Institutions	Working across the UK to improve research cultures collaboratively, rather than competitively	Number of resources / case studies we share  Event attendance by UoE staff/PGR students  Resources from other Universities used when developing our approaches	<b>Head of Research Cultures</b>

<b>2.11</b>  <b>CoARA Action</b> <b>Continuing Activity</b>	2026-28	We will continue to engage with Research on Research (RoR) projects, and network and connect across the UK and internationally to share and learn from good practice	Learn from, contribute to and support research on research projects relevant to our research cultures priorities	Connections with RoR projects, engagement in their research and access to their outputs	Access to larger pool of evidence to support adoption and implementation of research culture initiatives	New partnerships, participation and connections with RoR activity	<b>Head of Research Cultures</b> , Deans of Research Cultures
					Influencing and engaging beyond UoE to improve research cultures	Adoption or adaption of RoR project outputs	
<b>2.12</b>  <b>Researcher Development Concordat Action</b>	2026-27	We will build on our PI training offer to support local areas to deliver tailored information.	To support the development of tailored local support for PIs and Research leaders.	Online training resources outlining Researcher Development Concordat responsibilities	Research leaders and managers understand their responsibilities and implement good practice.	Local resources developed	<b>ERO</b>
				Guidance and resources to support local units to implement good practice and induction for PIs	PIs are aware of local expectations and processes associated with this	PIs attending or participating in local induction/training/briefing	
<b>2.13</b>  <b>Continuing Activity</b>	2026-28	Continue to hold Research Cultures Forum meetings that are open to the whole University community	To share updates, progress and engage in discussion in an open manner with the University research community	Regularly scheduled meetings that can be attended by any staff and students at the University	Increased engagement and awareness of the research cultures policy agenda and action being undertaken at UoE	Increase in attendees at Forum open meetings	<b>Co-Chairs of Research Cultures Forum</b>
					A route to access insight and feedback from across the research community		
<b>2.14</b>  <b>Continuing Activity</b>	2026-28	We will continue to hold an annual Impact Festival including a celebration event awarding Research Impact Prizes	To celebrate, inspire, reward and share good practice in research engagement, innovation and impact	Annual programme of events	Enhanced visibility and recognition of engagement, innovation and impact	Maintenance of participation levels across the whole research community and variety of roles	<b>ERO, EI, CAM, Colleges, Schools</b>
				Impact prizes across a variety of categories	Sharing and learning from good practice inspiring and encouraging colleagues to think about their own research impact	Participation from across research disciplines	

Action Number	Year	Action	Aims	Outputs	Outcomes	Success Measures	Responsibility
<b>Open &amp; Responsible Research</b>							
3.1	2026	We will embed Responsible Research & Innovation in our Engage innovation and commercialisation training	All staff and students undertaking commercialisation training are aware of Responsible Research & Innovation approaches and considerations	Responsible Research & Innovation module as part of EI Engage training	Increased awareness in research community of the meaning, and practice of Responsible Research & Innovation	Development of Responsible Research & Innovation module  Number attendees undertaking Engage training including new Responsible Research & Innovation module	<b>Edinburgh Innovations</b>
3.2	2026-27	We will provide responsible research and innovation training to EI business development staff	All staff supporting commercialisation are aware of Responsible Research & Innovation approaches and considerations	Training for EI staff	Increased awareness in EI of the meaning, and practice of Responsible Research & Innovation	Development of Responsible Research & Innovation training  Percentage of EI staff that have undertaken Responsible Research & Innovation training	<b>Edinburgh Innovations</b>
3.3	2027-28	We will review and update our Behaviours Charter	To refresh and re-communicate our values and expectations of behaviour in how we do our work and interact while at work.	Refreshed Behaviours Charter  Communications plan and associated resources for new Charter  Embedding of values and behaviours charter in relevant policies, processes and induction	Consistent expectations across the organisation of how we work as well as what we do.  Increased awareness of the university's expectations of behaviour of staff and students	Increased staff and student awareness of the Behaviour's Charter  Improved staff survey scores survey on questions related to bullying, harassment and discrimination	<b>HR, All Schools, Colleges &amp; Departments</b>
3.4	2027-28	We will review and update our Dignity & Respect Policy	To refresh and re-communicate our values and expectations of behaviour in how we do our work, how we interact while at work, what behaviour is unacceptable and the process for addressing unacceptable behaviour.	Refreshed Dignity & Respect policy and processes  Communications plan and associated resources for new policy and processes  New policy embedded in relevant communications, activities and induction materials.	Consistent expectations across the organisation of how we work as well as what we do.  Increased awareness of the university's expectations of behaviour of staff and students  A clear and effective process to address bullying and harassing behaviour.	Increased staff and student awareness of the Dignity & Respect policy  Upward trend in engagement with Report + Support.	<b>HR, All Schools, Colleges &amp; Departments</b>
3.5	2026-28	We will analyse the data from our Report + Support platform to identify areas that may require additional support or intervention	To understand and address working, teaching and research practices that have prompted multiple/linked report + support submissions from a school, department or team	Report + Support submission analysis	Investigating the causes of submission to Report + Support through environmental assessments and other tools  Targeted interventions to address poor working cultures and behaviours	Improved scores in staff surveys for questions concerning confidence to report issues  Improved scores in staff surveys for questions concerning addressing poor behaviour	<b>HR, Colleges, Schools</b>
<b>Priority Action</b>							

<b>3.6</b>  <b>Framework to Support Wellbeing Activity</b>	2026-27	Support the rollout of the Framework to Support Schools and Colleges to prevent and manage stress in their staff arrangements for Managing Stress) to support staff, line managers and organisational managers understand their responsibilities to manage work related stress.	To support line managers, Schools and Colleges to prevent and manage stress in their staff	Stress Risk Assessment documents and processes	Meeting our legal obligations to prevent and manage workplace stress	Reduced reporting of stress or overwhelm in staff and PGR student surveys	<b>Health, Safety &amp; Wellbeing, All Schools, Colleges &amp; Departments</b>
			To support staff in recognising and managing stress	Skills development resources for staff, managers and departments in preventing and managing stress	Better understanding of the drivers of stress and routes to manage it through job descriptions, workload management and time allocation.	Increased use of Stress Risk Assessments throughout the university	
<b>3.7</b>  <b>Priority Action</b>	2025-27	Implement a university wide ethics workflow and record management system	To consistently manage and record ethical decisions on research projects across the university	An ethics record management system used across the university	Increased consistency in ethical review processes across the university	System is implemented across the University.	<b>ERO, Strategic Change</b>
				Guidance and training to support the use of the new system	Improved record keeping and analysis of ethical review and decision making	System is used as the basis for ethics record keeping in all Schools	
3.8	2026-27	We will scope training for ethics reviewers and ethics committee members and propose a training framework	To review training available to ethics reviewers and ethics committee members.	Review of existing ethics reviewer and committee member training and guidance	Additional support for reviewers, understanding and practice of ethical research, the role of ethics approval, ethics reviewers and ethics committee members	Development of ethics reviewer and committee member training framework	<b>ERO, Colleges</b>
			To agree a University wide training framework	Training framework for ethics reviewers and ethics committee members		Percentage of ethics reviewers and committee members that have undertaken the training	
3.9	2026-27	We will map and review existing ethics and integrity related policies and guidance, including those related to emerging areas	To understand the current local, College and university policy and guidance landscape in ethics and integrity.	Overview of policy and guidance landscape, with good practice identified	Understanding of current policy and guidance available	Production of policy and guidance landscape report	<b>ERO, Colleges, Schools</b>
			To identify good practice that can be shared across the university		Promotion and wider adoption of identified good practice	Good practice is shared and adopted beyond originator	
3.10	2026-28	We will take actions including in communication, training, policies, processes and continuous improvement in respect of approaches to research security	To implement and operationalise the Trusted Research Evaluation Framework status of Intermediate	An action plan against priority areas, including due diligence processes, communications, training and cybersecurity.	Proportionate and measured approach to risk management.	Production of action plans for 25-26 and 26-27.	<b>Implementation of the Trusted Research Evaluation Framework Task &amp; Finish Group (I-TREF)</b>
				Delivery of a communications and training plan.	Support researchers, schools and colleges to undertake research in a rigorous and secure manner, that complies with UK and other relevant research security requirements.	Production of communication, training and education resources	
<b>Cont.</b>							

				Review of due diligence processes and risk management.			
<b>3.11</b>	2026-27	We will update and consolidate information on UoE specific materials on Open Research approaches and tools	To provide more information on the routes available to support high quality open research practices at UoE	Review and evaluation of progress against action plan.			
<b>Open Research Roadmap</b>				Open Research at UoE information, development and training materials	Support Schools and Colleges to encourage the increase of OR practices utilising appropriate UoE processes and systems	Increase in number of people undertaking training and accessing resources	<b>Library Research Services, UKRN Institutional Leads</b> Colleges, Schools
				Updated Open Research webpages, materials, policies and processes		Spread of Schools and disciplines represented in those that undertake training or access resources	
						Increase in Open non-journal deposits in Pure.	
<b>3.12</b>	2027-28	We will develop a framework describing Open Research competencies across career stages and job roles	To support staff and PGR students to self-assess their open research awareness, and training needs	Review of existing external competency frameworks	Increased understanding by individuals and teams of their existing open research skills and areas for development	Production of Open Research Competency Framework	<b>Library Research Services</b> , Colleges
<b>Open Research Roadmap</b>				Report of consultation with staff and PGR students on framework development		Increased engagement in training and uptake of Open Research practices	
				Open Research Competency Framework			
<b>3.13</b>	2027-28	We will develop training and resources for staff who are (or who may become) data scientists or data stewards	To provide advanced training in data science and data stewardship to those undertaking these activities	Training resources and materials	Increase data stewardship skills for those holding relevant roles	Production of training resource and materials	<b>Library Research Services</b> , Colleges
<b>Open Research Roadmap</b>				Scoping report for potential data stewardship qualification programme	If feasible, qualification offering in data stewardship/data science including course materials and mentorship programme	If qualification is approved, enrolments and awards from this qualification	
<b>3.14</b>	2026-28	Continue to support an annual Open Research Conference	To share updates, progress and engage in discussion and learning on Open Research topics	An annual conference event attended by UoE colleagues, UK and international attendees	Sharing good practice in Open Research approaches	Increased attendance from UoE academic faculty	<b>Library Research Services</b>
<b>Continuing Activity</b>					Influencing internally, nationally and internationally in Open Research	Maintenance of previous attendance levels, including attendance by national and international attendees	
					Identifying and discussing barriers and opportunities in Open Research		
<b>3.15</b>	2026	We will build on and expand our local network of UKRN Open Research Programme (ORP) trained people.	To accelerate the uptake of high-quality open research practices by upskilling local champions.	Identify contacts to amplify UKRN ORP training	A group of individuals with the skills and tools to support the uptake of OR practices	Number of people undertaking "Train the trainer" sessions	<b>UKRN Institutional Leads</b> , Library Research Services, Colleges, Schools

3.16	2026-28	We will continue to develop the Participatory Research Network and Participatory Research Resource Library	To build a community of practice and practical support for researchers to engage the public throughout the research lifecycle through participatory approaches, co-design or citizen science	Regular meetings and active teams channel  Programme of events  Development of an online resource library	Colleagues are better supported to include and collaborate with publics throughout the research lifecycle in an ethical, respectful and mutually beneficial way	Increase number of members of the network  Colleagues actively contributing to develop events, resources and build the community
3.17	2027	We will undertake an audit of PGR programmes to share good practice across our portfolio and establish a baseline offer to all research students	To gather and share good practice in - ED&I approaches in recruitment and supervision, - skills training, - access to experiential learning and flexible study	Good practice audit report shared with PGR teams  Agreed baseline PGR offer	Increased awareness and implementation of good practice in recruitment and supervision across the portfolio  Increased consistency in PGR experience across portfolio	Number of good practice examples adopted outside of originating School/programme  Improved PRES responses on student experience
3.18	2027-28	We will review our supervisor training, support and associated policies and processes	To better support good supervisory practice across our PGR portfolio	Refreshed mandatory supervisor training modules  Refreshed policies and processes for PGR student complaints regarding supervisory practice  Online resources and toolkits	Improved standard of supervisory practice across the university  Improved student experience for PGR students	Increased undertaking of UKCGE supervisor accreditation  Reduction in PGR complaints regarding supervisory practice  Improved PRES responses on student experience
3.19	2026-28	Continue to embed the Concordat for Environmental Sustainability of Research and Innovation Practice	To embed policy, practice, data and reporting against the concordat into business as usual.  Support staff and research students to embed sustainable practice in their research.  Ensure labs secure sustainability accreditation	Training and development resources to support staff and research students in understanding how to reduce the environmental impact of research  Development of options to, and understanding of feasibility of, increasing the equipment sharing across the University	Increased awareness of environmental sustainability as a part of responsible research practice.  Staff and research students undertake training on sustainable research practice  Inclusion of sustainable research practice in research policies, processes and procedures.	Increasing uptake year on year of training on sustainable research practice.  Increased awareness of sustainability in research identifiable in research cultures survey questions.  Implementation of equipment sharing processes, increased equipment sharing practice.

<b>3.20</b>  <b>Sustainability Framework Action</b>	2026-27	<p>Rollout the School Sustainability Framework to support Schools in embedding environmental sustainability actions.</p>	<p>To allow Schools to understand and reduce the environmental impact of their research and innovation activity</p>	<p>Schools will develop a sustainability action plan tailored to their research and innovation activity.</p> <p>Schools will provide regular progress updates against their plan</p>	<p>Better understanding of the sustainability impact of research and innovation activity, and an opportunity take action to reduce that impact</p> <p>Reduced environmental impact of our research and innovation activity</p>	<p>Schools have a sustainability action plan that includes research and innovation activity</p> <p>Progress against School action plans are delivered and reported, contributing to UoE sustainability targets.</p>	<p><b>SRS</b>, School Management Teams</p>

Action Number	Year	Action	Aims	Outputs	Outcomes	Success Measures	Responsibility
<b>Data &amp; Evaluation</b>							
4.1	2026	We will review and update the research culture survey question set before the 2026 launch	To better capture the experiences of research enabling staff and SHAPE researchers  To align with other relevant surveys e.g. Athena SWAN, UoE Staff Survey etc.	Establishment of a Research Cultures Survey Steering Group  An updated question set	Better understanding of the range of research culture experiences, and therefore opportunity to address currently unseen areas  Maintain ability to compare to previous question set data	The 2026 survey is launched with an updated question set.	<b>Research Cultures Survey Steering Group</b>
4.2	2026-28	Continue to run a Research Cultures Survey every 2 years	To provide survey data to contribute to the monitoring and evaluation of our progress on improving our research cultures	Survey deployed every 2 years  Analysis of each deployment undertaken, reported and shared	Understanding of progress on improving research cultures  Identification of issues or successes in particular staff groups or demographic groups	Increased proportion of staff and PGR students responding to survey  Increased use of survey results across Colleges, Schools and departments	<b>Research Cultures Survey Steering Group</b>
4.3	2026-28	Continuing Activity We will work to increase response rates in our UoE Staff Survey, PRES Survey and our PGR responses to GOS.	To improve the quality of the survey data sets	Dashboards and analysis of survey results	More robust understanding of the staff and PGR experience, and therefore opportunity to address unseen areas.	Increase in response rates for UoE Staff Survey and PGR PRES Surveys.	<b>Colleges, Schools, Doctoral College, HR</b>
4.4	2026-27	Priority Action We will integrate HR data with our research proposal data to identify actionable insights to direct support to staff groups with lower submission or success rates.	To better understand the different, and differences, in submission and success rates across our populations  To use the insights from this analysis to develop support or resources	Analysis of research proposal data by submitter characteristic  Plan of action to address any issues identified in the analysis	Better understanding of the submission behaviour of our community  Where issues are identified, actions taken lead to improvements in associated metrics/data	Integration of HR and research proposal data  Publication of a report identifying trends and or areas for action  Development of a plan to address any identified issues	<b>ERO</b>
4.5	2026-27	We will analyse quantitative and qualitative data to develop a set of Mid-Career Research (MCR) profiles to inform a tailored package of development opportunities	To better understand the different needs, behaviours and goals of MCRs  To use these insights to develop an informed programme of support for this transitional career stage	High-level cross-institutional report setting out strategic approach to developing MCR talent  New bespoke package of research funding development opportunities for MCRs	Better understanding of the diverse community of MCRs across the institution  Improved development opportunity support that purposely target the MCR stage  MCR are equipped with the skills, knowledge and behaviours they need to succeed in career progression	Evaluation report is published and actions are taken to improve support for MCRs  Launch of bespoke package of MCR development opportunities  Engagement of MCR community with these new opportunities	<b>ERO</b>
4.6	2028	We will evaluate our PI training offer.	To understand if it is meeting its aims  To update the offer if needed to maintain relevance	Evaluation report  Actions stemming from report	PI training offer is regularly reviewed and updated  PI training offer remains engaging and relevant to audience	Evaluation report is published and actions are taken to update offer  Maintenance or increase in participation in offer	<b>ERO</b>

4.7	2028	We will evaluate our Ethics & Integrity training	To understand if it is meeting its aims  To update the training, if needed, to maintain relevance	Evaluation report  Actions stemming from report	Ethics & Integrity training is regularly reviewed and updated  Ethics & Integrity training remains engaging and relevant to audience	Evaluation report is published and actions are taken to update training  Maintenance or increase in participation in training	<b>ERO</b>
4.8	2027-28	We will run focus groups to evaluate our communication and implementation of responsible research assessment	To understand the perception and experience of research assessment processes in light of our CoARA commitments	Report from focus groups  Actions stemming from report	We understand the efficacy of our communication and implementation of responsible research assessment processes	Focus groups are held and report published  Action is taken in response to the report	<b>Head of Research Cultures</b>
4.9	2026	We will evaluate our Online Abuse SharePoint site.	To understand if it is meeting its aims  To update the resource, if needed, to maintain relevance	Evaluation report  Actions stemming from report	Online Abuse SharePoint is regularly reviewed and updated  Online Abuse SharePoint remains engaging and relevant to audience	Evaluation report is published and actions are taken to update SharePoint content  Maintenance or increase in engagement with resources	<b>CAM</b>
4.10	2027	We will evaluate our Research Communications training, Public Engagement Training and associated online resources	To understand if they are meeting their aims  To update training and resources, if needed, to maintain relevance	Evaluation reports  Actions stemming from reports	Communications training, Public Engagement training and online resources are regularly reviewed and updated  Training and resources remain engaging and relevant to audience	Evaluation report is published and actions are taken to update our training and resources  Maintenance or increase in engagement with training and resources	<b>CAM, ERO</b>
4.11	2027-28	We will evaluate Report + Support for staff	To understand if it is meeting its aims  To identify actionable insights to inform targeting, support and resolution	Evaluation report  Actions stemming from report	Report + Support is regularly reviewed and updated  Report + Support remains useful and relevant to staff	Evaluation report is published and action plan is developed	<b>HR</b>

## Glossary

CAM	Communications & Marketing, University of Edinburgh
CoARA	Coalition for the Advancement of Research Assessment
EDI	Equality, Diversity & Inclusion
EDIC	Equality, Diversity & Inclusion Committee, University of Edinburgh
EI	Edinburgh Innovations, University of Edinburgh
EPSRC	Engineering & Physical Sciences Research Council
ERO	Edinburgh Research Office, University of Edinburgh
EUSA	Edinburgh University Students' Association
GOS	Graduate Outcomes Survey
HEAR	Higher Education Achievement Record
HR	Human Resources, University of Edinburgh
MRC	Medical Research Council
NCCPE	National Co-ordinating Centre for Public Engagement
P&DR	Performance & Development Review
PI	Principal Investigator
PGR	Postgraduate Research(er)
PRES	Postgraduate Research Experience Survey
RCDG	Research Cultures Delivery Group, University of Edinburgh
RCF	Research Cultures Forum, University of Edinburgh
RSG	Research Strategy Group, University of Edinburgh
SRS	Social Responsibility & Sustainability, University of Edinburgh
UKCGE	UK Council for Graduate Education
UoE	University of Edinburgh
VP	Vice Principal
VP R&I	Vice Principal for Research & Innovation, University of Edinburgh