Research culture encompasses the behaviours, values, expectations, attitudes and norms of our research communities. It influences the day-to-day experiences and career paths of our students, academic and professional service colleagues, and determines the way that we do research, and ultimately its quality and reach.

At Newcastle University, we recognise how a positive research culture underpins our aspirations to deliver excellence, innovation and creativity in research and research-led education. Our people are our most valuable asset, and their diverse experiences, expertise and ideas are central to achieving our missions and goals.

Since publication of our [Roadmap](#) in 2021 outlining our vision and commitment to improving research culture, we have undertaken widespread consultation to inform and guide our actions and identify priority areas of work. Our students, researchers, academics, and professional services colleagues from a wide range of roles have contributed invaluable insights and ideas for change. Based on what we've heard so far, our Action Plan provides the framework for collaborative progress, in line with our research strategy. Whilst this is part of an ongoing dialogue, we see our Newcastle University Research Culture Action Plan as the next important step in our journey toward a more collaborative, engaging, open and equitable research culture.

This Action Plan is a living document. Evolving with the needs of our research community, it will allow us to be responsive to the rapidly changing external landscape and take opportunities for external cross-sector collaboration. We will be open with how the actions evolve and the reasons for any changes. As actions become implemented, we will openly track their progress and measure their impact.

We strive to effect lasting and meaningful change to the benefit of all, although we also need to be realistic about the challenges ahead – there are often not quick fixes to complex problems, and not all are solely in our gift to solve. Whilst the focus here is on building our research, the Action Plan seeks to complement and enhance a wider programme of culture change at local and institutional levels to improve student and colleague experience, and as such, contributes to our joint mission in education and research. By working together, we are confident we can foster a more positive research culture that we want to see and can all be proud of.

Have the time, space and opportunities to be creative and enjoy discovering new things

What does that look like?	Challenges and Issues Identified through consultation
The research community has quality time to nurture creativity, solve problems, pursue professional development opportunities, and develop strong relationships and collaborations, underpinning excellence in research and research-led education Research ambitions are well articulated at all levels, and the research environment enables people and teams to thrive and fulfil individual and collective goals. Research networking events and activities are readily visible and accessible across the institution, offering opportunities to meet new people and stimulate new ideas, within and across disciplines. *Speaks to Newcastle University's Research for Discovery and Impact strategy and our core value of academic freedom and Guiding Principle of 'freedom and opportunity to succeed'. Aligned with Newcastle's positive research culture attributes of 'Collaboration and collegiality' and 'Freedom to grow and explore'.*	• Workload is a key challenge across all job families, exacerbated by the pandemic for many. People do not feel that they have sufficient time to be creative and develop ideas. Being creative and productive often requires concentrated periods of protected time, which can be difficult to find. (AP4) • Processes and systems can be burdensome and time-consuming, with too many approval steps and excessive bureaucracy, which is felt across all roles. They can cause frustration, disempower individual decision-making, cause friction between colleagues and be a barrier to research and research-led education. (AP1,3) • Some behaviours and practices, for example, excessive numbers of meetings, committees, and emails, can negatively impact time available and are not always necessary. (AP2) • Colleagues are not always aware of or afforded 10 days for career development available for research associates (through the Concordat for Researchers) and technicians (through the Technician Commitment). (AP4,5,6). • People emphasise a lack of physical and virtual spaces and opportunities to network and build local research communities as well as encounter new people and new research from across different parts of the organisation and from different disciplines. (AP9, 10). • It isn't easy to find people with specific skills or expertise to help develop new ideas and collaborate with. (AP3,7,9,10)
	Existing Actions and Commitments
	• Workloads are under consideration through a variety of projects, including an institutional commitment to reduce the working week for all colleagues, and workload models are being revised and piloted. • There are numerous projects (some local, some institution-wide) examining ways to simplify processes and systems (e.g., Smart Support, Purchasing Review, Travel and Expenses Review, and the Simplification Project in SAgE), and reduce transactions and increase agility in the ways we work. • 10 days for professional development for researcher associates and technicians are embedded in existing work to fulfil our commitment to the Concordat for Researchers and the Technician Commitment. • Fostering interdisciplinary working and collaboration is a key aim in our Research Strategy, supported by new transformative initiatives such as NUAcT and NUCoREs.

	• Research Culture QR Funding has supported local initiatives, such as a 'Creative Time Audit' and writing groups for PGRs, which inform and test ways we can improve.

No.	New Actions and Commitments	Timeframe for Completion	Responsibility
AP1	Improve efficiency of systems, processes and user experience by working with the research community to log and identify which need reviewing and improving. Prioritising for action a release of quality time to enhance creativity, productivity and experience of end users (this will involve establishing relationships with ongoing related projects to ensure joint working). Consider training requirements to ease the experience of interacting with systems and processes.	Short (<1yr) - **RCCG priority action**	Research Culture Coordination Group (RCCG)
AP2	Reduce unnecessary meeting time through applying learning from external consultancy work on University-wide governance specifically to research structures, and promote more agile ways of working.	Medium (<3yrs) - **RCCG priority action**	RCCG
AP3	Create platforms and opportunities for understanding and sharing evidence for 'what works' at local levels to help release quality time, and identify initiatives to be adopted and promoted University-wide.	Short (<1yr) - **RCCG priority action**	RCCG
AP4	Create protected time for activities across all roles that, for example, enables creativity and working on new ideas, allows focussed activity or develops strategic thinking. This could involve supporting writing groups, reviewing models for sabbaticals and secondments to ensure they fit current community needs, or piloting schemes to help research associates develop ideas for future grants and fellowships.	Medium (<3yr) - **RCCG priority action**	RCCG
AP5	Ensure progress is made on promoting 10 days for professional development for researcher associates and technicians and update actions for the Concordat for Researchers and Technicians Commitment as required. Consider how continuing professional development is encouraged and promoted across all job families and career stages.	Medium (<3yrs)	RCCG, Developing Excellent Researchers, Technician Commitment
AP6	Review the new QR Enhancing Research Culture People Fund to ensure it is effective in facilitating professional development opportunities for individuals and teams to advance research and research culture.	Short (<1yr)	Research Culture Manager
AP7	Collaborate with the research community to run engaging events and activities through the Skills Academy that promote networking, and enable serendipitous encounters. Develop a searchable database of research activities and people's skills and expertise through (e.g., via SharePoint) to facilitate new collaborations and interdisciplinary working.	Short (<1yr)	Organisational Development (OD), Skills Academy Manager, Technician Commitment
AP8	Enhance the interface between research and education through improved alignment and cross-fertilisation that enhance both student and colleague experience.	Medium (<3yrs)	Faculty Deans of Research and Innovation
AP9	Explore IT functionality to build an online platform to advertise seminars, workshops and other opportunities to enable people to learn about different research and ideas across the University, and ensure it engages a wide range of stakeholders.	Medium (<3yrs)	RCCG, Internal Communications Manager
AP10	Work with the Campus of the Future Group to design accessible spaces (physical and digital) to facilitate creativity and focussed research discussions, foster collaborative working, and improve networking locally and across the University landscape, both formally and informally.	Medium (<3yrs)	RCCG, Campus of the Future Group
AP11	Identify and address deeper cultural issues that are barriers to help sustain long-term meaningful change (e.g., around trust, responsibility, communication, risk management, strategic leadership).	Long (<5yrs)	RCCG, Other culture change working groups

Be supported in your career aspirations and decision-making, as well as your continuing personal and professional development	
What does that look like?	**Challenges and Issues Identified through consultation**

Having opportunities for meaningful career conversations that enable people to develop their skills for a range of research-active and research-related careers. Providing a wide range of training opportunities that underpin personal and professional development, empowering people to tackle new research questions and enable research that pushes boundaries. Career pathways that support a more diverse range of opportunities for personal and professional growth. Fostering a culture of life-long learning, and enabling it in our colleagues and students. *Speaks to Newcastle University's Education for Life strategy and our core value of academic freedom and Guiding Principle of 'freedom & opportunity to succeed'. Aligned with Newcastle's positive research culture attributes of 'Collaboration and collegiality' and 'Freedom to grow and explore'.*	• PGRs and colleagues on fixed-term contracts (including Professional Service colleagues and researcher associates) lack job security and require support to build careers in academia and beyond. (AP2,3,4) • Career pathways beyond academia are not sufficiently recognised or prized as routes for building successful and rewarding careers for early career researchers. (AP2,6,7) • Opportunities for career progression and professional growth can be more limited for Professional Services than academic colleagues. (AP5,6) • There is no easy way for students and colleagues to find out about the full range of training and career development opportunities available to them, and a need for signposting when they arrive. (AP6,7) • The University lacks comprehensive oversight of the training delivery for the research community, with no consistent or co-ordinated way to review and address training gaps (e.g., for mid-career researchers, interdisciplinary research, leadership and management) that build on existing strengths. (AP1,4,5,7) • With the majority of training aimed at PGRs (with potential extension to ECRs) there is a need to broaden the offer to be accessible and meaningful for other career stages and job families. The University could better foster a culture of career-long learning and development both as individuals, and as a community. (AP1, 7) • Whilst people are willing to share expertise and skills they have; it is not easy to do so. (AP1, AP8) • Mentoring opportunities are available (at institutional and local levels), but they are not always clearly signposted or communicated, and people are not always aware of the benefits. (AP8)
	Existing Actions and Commitments
	• Commitment to build the Skills Academy to bring together training for research in one place by reviewing offer and provisions. Provide community spaces for sharing knowledge and skills. • Teams across the organisation are starting to fill skills gaps in, for example, research integrity, inclusive leadership, support for mid-career researchers. • Research Funding Development Team have developed a Peer Review College to support funding and fellowship applications. • Various programmes are already offered for developing leadership skills (e.g., Leading Through Values, the PI Development Programme), and supervisor training is under review. • University induction coordinators have been recruited with scope to link up to research, and local induction processes are being improved to better enable signposting to research support. • Progress has been made by the University around casualisation where the University has committed to ensuring all colleagues with four or more years' service are moved to open-ended contracts and to a framework where colleagues on hourly paid contracts are moved to open-ended fractional contracts. Faculties are looking to harmonise bridging policy for those on externally funded contracts. • NU Mentoring provides mentoring for all colleagues. Organisational Development are developing a toolkit to underpin the successful delivery and evaluation of local schemes.

No.	New Actions and Commitments	Timeframe for Completion	Responsibility
AP1	Deliver the Skills Academy to offer a 'one stop shop' for training provision for the research community, develop communities of practice, and foster skills and knowledge exchange across our research community. The Skills Academy will work with a range of training providers to review and harmonise the training offered, and build on existing high quality training already available to address training gaps.	Short (<1yr) and ongoing	Senior Organisational Development (OD) Adviser (Skills Academy)/ Dean for Research Culture and Strategy (DRCS).
AP2	Be one of the first partners for Prosper. This scheme aims to unlock post-docs' potential to thrive in multiple career pathways and will be fully available from September 2023. Promote diverse career pathways for ECRs with equal value. Consider holding a Career Fair aimed at PGRs and ECRs that explores a wide range of career opportunities inside and outside the University, utilising links with external partners.	Medium (<3yrs)	Senior OD Adviser (Skills Academy), Dean for Research Culture and Strategy, Faculties
AP3	Map out and consider new career pathways that reduce precarity and retain core skills that enable research for academic and Professional Service (PS) colleagues. Develop a harmonised bridging policy for colleagues employed on external grants to support continuity and retention of expertise.	Medium (<3yrs)	Faculty Heads of Research, People Services, OD

AP4	Review and develop training that supports early- to mid-career researchers and academics to become established in their research area. This will build on existing training, and may be co-created in collaboration with N8 partnership.	Medium (<3yrs)	RCCG/ OD /Research Funding Development Managers (RFDM) Team
AP5	Develop a training programme for Professional Services colleagues (as part of the Research Strategy's Smart Support initiative) to better equip colleagues with knowledge of how their role connects to processes and systems that support the whole research lifecycle and connects to the external research landscape.	Short (<1yr)	Research Strategy Manager / Director of Research Strategy and Development
AP6	Develop clearer signposting to training and career development opportunities through induction (Smart Support).	Short (<1yr)	Research Strategy Manager / Director of Research Strategy and Development
AP7	Roll out a new annual appraisal process as part of Engage and Aspire to frame positive career conversations across all job roles, and evaluate its success. Explore opportunities for team appraisals to enhance and better recognise joint working.	Medium (<3yrs)	Director of People Engagement & Culture
AP8	Promote NU Mentoring and review local mentoring schemes for how they work and share best practice. Explore opportunities for working with local partners and alumni to broaden mentoring expertise and perspectives	Medium (<3yrs)	OD and Enterprise Academy

Feel part of an inclusive, supportive and safe research environment, where you and your ideas can flourish

What does that look like?	Challenges and Issues Identified through consultation
Everyone is able to feel part of our research community, that their voices and ideas are heard, and that they are offered equal opportunities to progress and succeed People are safe to raise concerns about inappropriate behaviour, and that there are robust reporting mechanisms and preventative actions being taken People feel 'safe to fail' in a culture that views failure as an integral and valuable part of the learning process. Equality, Diversity and Inclusion is embedded into all processes and practices that support and facilitate research. Diversity in research is valued, and an inclusive and respectful culture attracts and retains a diversity of people. *Speaks to Newcastle University's core value of Equality, Diversity and Inclusion and Guiding Principle of 'freedom & opportunity to succeed'. Aligned with Newcastle's positive research culture attributes of 'Freedom to grow and explore' and 'Fairness and Inclusion'.*	• People in our research community highlight a range of inappropriate behaviours that have been witnessed or experienced that erode relationships and mutual respect, and can limit people and research. There is low confidence and trust that the institution is willing to tackle cases of inappropriate behaviour, particularly where alleged perpetrators have high status. (AP1,2,8) • Not everyone feels part of our research community (particularly PGRs, PS colleagues and T&S academics), and people can feel excluded from research conversations and activities. People can feel that this occurs, for example, because they sit outside established networks and don't benefit from patronage, or because of cultural differences. (AP2,3,5,8) • There appears to be lower grant application and success rates for people from groups with particular protected characteristics, which may have been exacerbated by Covid (analysis in progress on gender and ethnicity). (AP4,7) • Decision-making research committees within the University often lack diversity (e.g., in protected characteristics, job roles, career stages), which doesn't allow different voices to be heard and ideas to feed into decision-making. (AP3) • Being unsuccessful (e.g., in grant applications, manuscript submissions or proposals) often isn't talked about and remains hidden, meaning people aren't supported and lessons aren't learned for building future successes. (AP6)
	Existing Actions and Commitments
	• There is a wide range of training on offer to colleagues (and under development) to support an inclusive, supportive research environment (e.g., Active Bystander Training, Mental Health Training for PGR Supervisors, Building positive Research Culture in the PI Development Programme, Leading Through Values, Managers Essentials), Additionally, Unconscious Bias and EDI training are now essential for people sitting on recruitment panels. • The NU Behaviour Framework outlines behaviours aligned to our institutional values, and values statements and group handbooks have been developed more locally. • The Race Equality Charter Research Workstream is seeking to improve representation on decision-making committees, and examine inequalities in research applications and awards for ethnic minority groups. • Through the Technician's Commitment, Faculties are introducing policies that enable Professional Services colleagues to be PIs on grants where funders allow it. • An Equality Analysis for NUCoRE leadership teams has provided a set of recommendations to enhance inclusivity of NUCoRE strategic and community-building activities. • Report and Support has been extended to colleagues as well as students, and the Just Ask team can provide support and confidential advice to colleagues.

	- Projects funded by QR Research England Enhancing Research Culture fund are underway and include: Decolonising our Research to enhance our research culture; Supporting Sensitive and Emotionally Demanding Research; Promoting diversity in field-based environmental sciences through evidence-based policy changes; and, Developing inclusive research and scholarship cultures through a coaching/mentoring culture. - A hub is being developed for sharing best practice for EDI in research activities.

No.	New Actions and Commitments	Timeframe for Completion	Responsibility
AP1	Develop a preventative approach to tackling bullying and harassment, and all forms of discriminatory and inappropriate behaviour, with an initial focus on the research context. To include a review of the reporting and management of inappropriate behaviours (focussed on the experiences of PGRs, ECRs and PS colleagues and their managers), developing clear institutional commitment to tackling inappropriate behaviours, consideration of training for managers and improved report and support mechanisms for highlighting areas for action to improve research culture.	Medium (<3yrs) - **RCCG priority action**	RCCG, Head of EDI & Colleague Wellbeing, Dean of Research Culture and Strategy, Director of People Engagement and Culture
AP2	Building on Leading Through Values, develop a programme for enhancing supervisory, management and leadership skills to support diverse, inclusive and high-functioning teams, build psychological safety, and nurture career development of more junior students and colleagues. Explore how the NU Behaviour Framework is applied specifically to the research context to promote positive and research-enabling behaviours. Build and promote an online EDI Toolkit for Leaders in Research, to enable people to become more confident and visible advocates for EDI, and link to and embed into existing University-wide training.	Medium (<3yrs) - **RCCG priority action**	RCCG, Dean of Research Culture and Strategy, Director of People Engagement and Culture
AP3	Review membership of decision-making committees in research across the University with respect to groups that have traditionally not had a voice. Encourage and support reflection on ways to make committees and decision-making more inclusive and benefit from diverse views and perspectives, and share best practice.	Short (<1yr)	RCCG, Faculties, Research Ethics Committee (REC)
AP4	Build EDI into our research key performance indicators (KPIs) and monitoring processes (e.g., reporting to Council, Power-BI dashboards that report on grant applications and awards by protected characteristics).	Short (<1yr)	Head of Business Intelligence
AP5	Building on training already delivered as part of the PI Development Programme, develop introductory training for Research Culture (and include in induction), along with activities that enable colleagues and PGRs to reflect on how they contribute to and benefit from a positive research culture.	Medium (<3yrs)	OD/ Dean for Research Culture and Strategy
AP6	Create a culture that normalises and embraces 'failure' and sees it as a valuable part of learning and continual improvement. This could include people sharing things that didn't work out and how they deal with them, and support people to e.g., resubmit or develop unsuccessful grant and paper submissions.	Medium (<3yrs)	University Research and Innovation Committee (URIC), RFDM
AP7	Review how internal funding and selection processes are promoted and evaluated, as well as who applies and who succeeds. Build best practices in EDI, e.g., collecting and monitoring data, anonymising applications, training for reviewers, etc, into processes, where appropriate. Enhance transparency of decision-making and ensure the provision of useful feedback to applicants.	Medium (<3yrs)	RCCG, RFDM
AP8	Put a sharp lens on the barriers to inclusion in the research context, from existing datasets (e.g., Postgraduate Research Experience Survey), and datasets under analysis (Race Equality Charter and Research Culture Surveys). Use evidence to identify what are the most important issues we need to tackle as an institution, and identify priority actions that will have the most impact, working across the sector as appropriate.	Long (<5yrs)	RCCG/EDI Leads

Be encouraged to embrace best practices and new ways of working to improve the quality and reach of research, either your own or that of others	
What does that look like?	Challenges and Issues Identified through consultation

Embracing new opportunities offered through open research practices to make research more transparent and reproducible, and data more accessible to facilitate re-use and extend impact.

Research community understands, embeds, promotes and rewards best research practices in their area of work and where possible, highlights and support this in their teaching.

Managers and mentors encourage, and support stretch and appropriate risk taking, and encourage teamwork across disciplines and job families where required to tackle new and exciting research challenges.

Researchers embracing opportunities to learn new methods and approaches outside their discipline to open up new research questions

Speaks to multiple Newcastle University core strategies including Education for Life, Research for Discovery and Impact, and Global. This action also promotes our core value of academic freedom. Aligned with Newcastle's positive research culture attributes of 'Collaboration and Collegiality' and 'Openness and Integrity'.

- There is a recognised need to upskill the research community in open research practices to future-proof our research, ensuring it achieves maximum visibility and global impact. (AP4,6)
- Ethics and data sensitivity also features highly as a challenge. Opening up the research process should be considered at project set up with barriers to sharing identified, and removed where possible. However, it is not always possible to share during or after the project. Embedding the mantra 'as open as possible and as closed as necessary' would allow projects to consider openness Under the FAIR principles (findability, accessibility, interoperability, and reusability). (AP2,4)
- Funders and wider society expect Universities to ensure our research practices are transparent and rigorous to secure public trust and lead to the creation of new knowledge, and all members of our research community need to be able to apply these in their own work. (AP1,3,5)
- Training and activities to promote and embed research integrity and good research practices into how we do research are not available for all or lack visibility. (AP1,3,4,5)
- Collaboration across sectors and disciplines helps address complex global challenges – 'Team Research' can allow researchers to work on issues that are difficult to tackle in isolation, but there can be barriers to working together in this way that have yet to be fully explored and addressed in the Newcastle context. Training, finding collaborators with complementary skills and recognition for 'in-house' team working have all been highlighted as contextual challenges. (AP7).

Existing Actions and Commitments

- Institutional statement on open research approved and website updated, and new policy on Rights Retention to ensure compliance with funder requirements recently approved by Senate.
- Partner in a UKRN Research England bid to develop sector-wide training in open research.
- Open Researcher training is a new Canvas module developed by the Library Research staff, allowing for future developments.
- Special interest group for research integrity reviewed and recommended actions for improving ethics and research integrity training, now being implemented, e.g., new e-learning introductory module on research integrity from Epigeum (June 2022), and training around ethics and governance under development.
- Review of IT systems to support and facilitate efficient open research practices, e.g., long-term decisions regarding MyImpact and its development, funding for additional systems (e.g. electronic lab notebooks), use of ORCID to link up systems/reduce bureaucracy.
- University recognised as a Leader in Openness on Animals Research (2019, renewed 2022).

No.	New Actions and Commitments	Timeframe for Completion	Responsibility
AP1	Appoint Open Research training lead to develop harmonised state-of-the-art training in Open Research practices across all disciplines, roles and career stages available through the Skills Academy. Increase visibility of training, and promote University commitment to the benefits of Open Research through a special interest group, Skills Academy events, and the development of a network of open research champions.	Medium (<3yrs)	Library/Head of Research Publications and Data Management Services
AP2	Pilot and evaluate DMPOnline as a tool to promote good practice in data management planning across the research life cycle and enable sharing of plans.	Short (<1yr)	Library/Head of Research Publications and Data Management Services/ Research Data Manager
AP3	Promote good research practices for students and colleagues through a variety of activities, including: supporting UKRN Local Network activities; annual funding for short projects to promote ethics and integrity, Research Ethics Seminar Series based on key topics within subject disciplines, develop network of institutional and local research integrity champions to facilitate and support take-up of good research practices.	Medium (<3yrs)	Research Integrity and Governance Manager, Open Research Champions, Head of Research Publications and Data Management

			Services, UKRN Local Network Lead
AP4	Make training opportunities and resources (internal and external) around good research practices (including research ethics, integrity and responsible research) visible and readily accessible through the Skills Academy, and work with stakeholders to identify and fill gaps. Fully embed them into induction and training programmes across career stages and job roles.	Long (<5yrs)	Research Integrity and Governance Manager, Skills Academy
AP5	Review/update existing and new policies around research conduct, including: Code of Good Practice in Research, Ethics Policy, Ethical Partnerships, Research Misconduct, Authorship Policy.	Medium (<3yrs)	Research Integrity and Governance Manager/Director of Research Strategy and Development
AP6	Investigate how current systems supporting Open Research can be improved and what new systems should be supported (e.g., F1000, GitHub/Lab, CodeOcean, protocols.io, Electronic Research Notebooks). Promote the use of ORCID and its consistent use across University systems to link grants, data, software and publications, and potentially reduce administration.	Medium (<3yrs)	Library/Head of Research Publications and Data Management Services
AP7	Catalyse 'Team Research', particularly to tackle complex issues that are difficult or impossible to tackle in isolation (without compromising support for individual researchers). To include fostering collaborative working across disciplines and job roles, building skills required, appropriate recognition for all team members (see below), and making best use of existing structures and activities.	Long (<5yrs)	RCCG, Faculty Research and Innovation Committees (FRIC)

Be recognised and valued for your diverse contributions to research

What does that look like?	Challenges and Issues Identified through consultation
All members of our community fully understand and appreciate the diverse contributions that colleagues and students make to our research endeavours and successes, and are encouraged to excel. How research quality is defined and evaluated by the organisation is clear, and embedded into a wide range of reward processes. Incentives encourage positive behaviours and support an inclusive culture. *This action promotes our core value of Equality, Diversity and Inclusion. Aligned with Newcastle's positive research culture attributes of 'Collaboration and Collegiality' and 'Fairness and Inclusion'.*	• Definition of research excellence is quite narrowly focussed, and more diverse contributions to research that are valued by the organisation, are not sufficiently recognised or rewarded. These include what we produce (e.g. patents, impact cases), as well as how we produce it (e.g. open research, collaborative teamwork and building across generations of scholars). (AP1,2,4) • People from different groups do not feel sufficiently valued for their contributions they make to research – reasons for this vary across different roles and career stages. (AP2,3,4,5,6,7) • Reward systems focus more on rewarding individuals, and less on recognising and rewarding collaboration and teamwork – contributions to successes are not always reflected (e.g., in internal communications, on outputs). (AP2,4) • There is a perception that the University still makes decisions based on superficial inferences of research quality, and more work can be done to embed the principles of the University's Responsible Metrics Statement and commitments to DORA into practices and processes. (AP2,7) • There is a need to develop greater levels of trust in research performance evaluation. Metrics are often more appropriate to evaluate the collective contribution of teams and are less useful in the evaluation of individual contributions which may be diverse. At the University, we should endeavour to use metrics to provide a collective picture of how we are performing against our strategy, and to value research based on its merits and not the merits of metrics. (AP2,4,7)
	Existing Actions and Commitments
	• Senate approved the University's first Responsible Metrics Statement, prepared by members of the Responsible Metrics Special Interest Group Responsible Research Metrics - Research - Newcastle University (ncl.ac.uk) The group are now informing guidance and training given to evaluators for academic promotions the use of metrics in academic promotions (for 22/23). • Embedded KPIs (developed using the SCOPE process) for Research Culture into the annual Research Strategy reporting to measure change, and drive behaviours in a positive way. • As a University, we are committed to responsible evaluation and reporting of our REF 2021 results to celebrate a collective performance. Following publication of our REF2021 Code of Practice in 2019 we excluded inferences of individual REF contributions (e.g., 'number of 4* papers') from consideration in promotion cases and committees • A review of academic promotions will lead to citizenship being included as a criterion to acknowledge and reward often 'hidden work'. • Open Research Awards were introduced in July 2022 (supported by the QR Research England Enhancing Research Culture Fund).

No.	New Actions and Commitments	Timeframe for Completion	Responsibility
AP1	Embed responsible evaluation of research into internal processes, and develop training resources for the whole research community for responsible evaluation of research and researchers. Whilst initially focused on academic promotion criteria, work will subsequently be extended to include other HR processes, including progression, PDR, and recruitment.	Medium (<3yrs)– **RCCG** **Priority action**	Responsible Metrics/ Strategy Implementation Group (SIG), People Services
AP2	Consult and work with our research community to widen definitions of research excellence and feed this understanding into reward mechanisms and processes to ensure everyone feels valued for their contributions to research. Ensure that changes in reward and recognition processes also strike the right balance between recognising individual and collaborative team successes, and that everyone understands how to progress their careers in research, and what is required.	Long (<5yrs) – **RCCG** **Priority action**	RCCG/People Services
AP3	Provide guidance for members of our research community to communicate their achievements in narrative CV format as increasingly required by funders, giving consideration to how and where we adopt a more narrative approach for internal evaluations to recognise more diverse contributions.	Medium (<3yrs)	RCCG, OD/Careers Service, People Services
AP4	Develop institutional guidelines for crediting authorship and contributions, and endorse the use of the CRediT taxonomy to recognise contributions from different people within a team.	Short (<1yr)	RCCG, Research Integrity and Governance Manager, Head of Research Funding
AP5	in support of building our research culture, and help to build funding profiles for PS colleagues applying for external awards, working with funders to support their eligibility where possible.	Medium (<3yrs)	Research Funding Development Team
AP6	Explore how we make the most of the skills and talents of Professional Services colleagues, and more widely recognise their contributions to research, which can be hidden. Recognise and celebrate what different members of our research community do, imaginatively using campaigns, events and different comms routes to promote individuals and teams and appreciate the contributions of all.	Medium (<3yrs)	RCCG
AP7	Consider the value of internal award schemes to recognise achievements in aspects of good research practice (e.g. open research, citizenship), and support where they help us achieve culture change.	Short (<1yr)	RCCG