

Introduction

The following report reviews every action in our 2020 action plan and reviews progress against that plan. Progress is colour coded to ease identification of progress to date.

| 1. Researcher Development Programme | | | | | | |
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| Building on researcher development previously delivered through Learning and Development, we will establish a new researcher development programme through a collaboration between Learning and Development, HR, Faculties and Institutes, taking into consideration the requirement for a minimum of ten days professional development for researchers in the new Concordat. This programme will provide structured development opportunities for researchers at different stages in their careers. In particular, there will be specific guidance on induction and appraisal and the programme will be supported by a mentoring scheme. NC3 | | | | | | |
| Action | Lead | Success measure | Timecale | Concordat principle | Progress update | Outcome |
| 1.1 Draft Researcher Development Programme drawing on expertise from across the University | HR Partner: OD and EDI ¹ With FRMs, DoRs, Director of R+E | Draft programme available for consultation | June 2020 | 3&4.3, 3&4.7 | <p>Planning meeting held in February 2020 with programme designed and drafted in consultation with key stakeholders.</p> <p>The programme content and themes were informed and designed as a collaborative approach with, but not limited to, the Concordat Steering Group, Research Funding Office, Doctoral College, Research Outputs (Library), Research Governance Manager, and subject matter experts from across the faculties who brought specialist knowledge and expertise in their field (eg, around research impact, research outputs, communicating research, writing and publishing).</p> <p>The programme is embedded in the annual L&D programme review process.</p> | Complete. |

¹ Note: all acronyms are defined in the table of abbreviations

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| 1.2 Review Programme | Chair of CSG, ADRs, Institute Directors | Programme reviewed, recommendations made | August 2020 | 3&4.3, 3&4.7 | <p>Collaborative programme reviewed in consultation with key stakeholders to ensure it meets current needs. See also 1.1 above. In light of Covid-19 restrictions a regular and ongoing review with session leads and experts regarding individual aspects of programme delivery has been undertaken.</p> <p>Following COVID-19 recommendations a number of workshops moved online.</p> <p>Links to the Human Tissue Researcher training were (provided by MRC) added.</p> | <p>Complete.</p> <p>Central Programme – Academic and Researcher Development</p> <p>Human Tissue</p> |
| 1.3 Prepare programme for launch | HR Partner: OD and EDI FRMs | <p>Programme launched via:</p> <ul style="list-style-type: none"> • L&D SharePoint pages • Targeted emails to ECRs and PIs/RLs • Faculty newsletters • Information included in induction and appraisal materials | Sept 2020, 2021 | 3&4.3, 3&4.7 | <p>Themed programme launched September 2020 on SharePoint. A refreshed programme launched September 2021.</p> <p>Targeted emails circulated via monthly faculty newsletters, ADRs for dissemination, and researchers mailing list at start of each trimester. Regular updates promoted through eBulletin and monthly OD newsletter.</p> <p>Faculties receive monthly content to add to their internal newsletters.</p> <p>Details are referenced in central Induction and appraisal materials.</p> <p>We have an on-going review of delivery in light of Covid-19 actions.</p> | <p>Complete.</p> <p>Research Integrity</p> <p>Induction for new staff</p> <p>Central Programme – Academic and Researcher Development</p> |
| 1.4 Monitor researcher take-up of development | HR Partner: OD and EDI | <ul style="list-style-type: none"> • Ensure that appropriate development | Annual review, January | 3&4.4 | <p>Appraisal training provided to appraisees and appraisers. Appraisal is development focused with opportunity to identify bespoke learning plans and</p> | <p>Complete.</p> <p>Researcher development</p> |

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| opportunities | HoDs/managers of researchers HR Partner: OD and EDI | opportunities are identified and agreed as part of appraisal process <ul style="list-style-type: none"> Monitor records of training on iTrent | 2020, 2021 Annual review, January 2020, 2021 | | <p>skills development in the role.</p> <p>An extension of iTrent’s reporting capabilities enables managers to monitor and analyse training reports for their staff across all central training activities.</p> <p>In 2019-20 there were 227 participations across 15 researcher events, and 147 across 12 events in 2020-21.</p> <p>Training data for researchers cannot currently be filtered across the organisation.</p> <p>See also 8.1 for Research Integrity completions</p> <p>See also 8.2</p> | <p>programme</p> <p>Appraisal Development Review training</p> |
| 1.5 Provide opportunities to develop skills in post e.g. managing a budget, teaching | HR Partner: OD and EDI | <ul style="list-style-type: none"> Continued availability of credit-bearing learning and teaching module, providing a route to Associate Fellowship of the HEA, available for PDRA staff. Take-up and value evaluated successfully, reported to CSG. Prompts for discussion of in-post development | Annual review of programme CEDARS Sept 2020 | 3&4.7, 3&4.11 , 3&4.12 3&4.11 | <p>The Professional Practice in Teaching & Learning in HE continues to be delivered through the Teaching Excellence Academy.</p> <p>The module was successfully accredited by Advance HE in 2020 and allows all successful completers to gain Associate Fellowship (AFHE).</p> <p>Appraisal is development focused with opportunity to identify bespoke learning plans and skills development in the role.</p> <p>Other knowledge and skills sessions are identified as part of the Researcher Development Programme. See 1.4 above for engagement figures.</p> <p>69% agreed or agreed strongly that the institution</p> | <p>Partially complete - carried over.</p> <p>Programme for researchers who teach</p> <p>Further work will be undertaken to identify ‘satisfaction’, or lack of, with access to training and development.</p> |

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| | | <p>opportunities included in appraisal e.g. managing a budget</p> <ul style="list-style-type: none"> • Increased satisfaction (target 80% in CEDARS) with access to training and development opportunities | CEDARS 2022 | | <p>treat them fairly in relation to 'Access to training and development opportunities' CEDARS spring 2021 Q14.1a.</p> | |
| 1.6 Evaluate researcher development programme | HR Partner: OD and EDI | <ul style="list-style-type: none"> • Event feedback forms indicate satisfaction of 80% for relevance and effectiveness • Increased satisfaction (target 80% in CEDARS) with access to training and development opportunities • Focus group held with ECRs who have participated in programme) | <p>Annual review: June 2021, 2022</p> <p>CEDARS 2021</p> | 3&4.9 | <p>Post-event evaluations for 2000-21 suggest the researcher development activity was well received although we do not currently ask for satisfaction scores.</p> <p>Post-session surveys revealed that over 80% of respondents agreed that 'The course achieved it's advertised objectives' and that 'The content of the course was/will be of benefit to me'.</p> <p>69% of respondents agree that the University treats them fairly in having access to training and development opportunities. CEDARS spring 2021 Q14.1a.</p> <p>The focus group has not been held.</p> | <p>Partially complete - carried over.</p> <p>Satisfaction and relevance/effectiveness questions will be added to event feedback forms.</p> <p>Further work will be conducted to understand the factors affecting satisfaction with access and to improve it.</p> <p>Due to Covid restrictions and a reduced workshop programme in 2020-21 we have made limited progress in facilitating a focus group.</p> |

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| <p>1.7 Revise researcher development programme based on feedback</p> | <p>HR Partner: OD and EDI</p> | <ul style="list-style-type: none"> • Programme revised in response to feedback and launched September 2021 • Include responsive events as required | <p>June 2021 for re-launch Sept 2021</p> <p>As required</p> | <p>3&4.9</p> | <p>A revised and refreshed programme launched September 2021.</p> <p>This activity is now embedded as part of our annual programme review and planning (please see 1.1 above)</p> <p>Researchers' views have been invited throughout the year through discussion at workshop sessions and completion of post-event participant evaluations. This has provided session leads and experts with valuable feedback helping them to understand the participant experience and inform decisions that enhance delivery of the researcher programme. Feedback has been received regarding the value of the content, how learning will be applied in the workplace, opportunities to participate, delivery and presentation, as well as suggested ideas and areas for improvement.</p> <p>CPD presentations have been delivered across faculties to highlight career development opportunities and support for those engaged in research and feedback has been received at those sessions.</p> <p>Researcher workshop sessions are now recorded and retained on a new Canvas resource aimed at academic, early career academic and contract research staff, providing accessible materials 24/7. These sessions allow for viewers to leave comments and they are encouraged to give the same kind of feedback we ask for at live events.</p> | <p>Complete.</p> <p>SharePoint Learning and Development Opportunities</p> <p>SharePoint Health and Wellbeing</p> <p>SharePoint Induction for new staff</p> <p>SharePoint Coaching and Mentoring</p> <p>SharePoint Leadership and Management development</p> |
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| 2. Induction | | | | | | |
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| CROS 2019 results indicated that not all researchers were aware of induction opportunities at institution or local level. We will work with Faculty Directors of Research and Faculty Research Managers to improve the induction experience. This will increase productivity and add to a researcher's sense of integration into the departmental survey). As part of this process we will create and trial a charter for PIs and their researchers and the wider University research community, (with target figures of 75, 65 and 55% in the subsequent CEDARS NC2&3 | | | | | | |
| 2.1 Draft charter for researchers for use with induction materials | HR Partner: OD and EDI FRMs With ADRs/ DoRs, Institute Directors | <ul style="list-style-type: none"> • Charter drafted • Trialled with PIs and researchers | June 2020 Sept 2020 | 3&4.6 | Not yet addressed | Incomplete - carried over. The ongoing impact of the Covid-19 pandemic has limited our ability to prioritise drafting a Charter for researchers at this time. This will be taken forward into the 2022-2024 plan as a priority action. |
| 2.2 Review and revise induction materials | HR Partner: Workforce planning and talent m'gt Faculty Research Managers Faculty DoRs | Materials ready for programme launch | August 2020 | 3&4.6 | <p>Induction course and materials reviewed and developed on Canvas.</p> <p>Launched in October 2020 this offers a series of modules designed to provide accessible, relevant and timely information to new staff and those moving to new roles.</p> <p>Materials provided within the Induction Toolkits on SharePoint that support managers inducting new research staff have been reviewed and updated.</p> <p>Materials are available that draw connections to researcher training and development opportunities,</p> | Complete Canvas Central Induction for new staff course |

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| | | | | | <p>research policy, online support guides, induction checklist (signed off by the line manager), and provide sample templates for good practice.</p> <p>A three-month induction evaluation/review form supports areas to evaluate and improve on localised induction and assist new staff with any further requirements.</p> | |
| 2.3 Materials launched as part of Researcher Development Programme | HR Partner: OD and EDI | <ul style="list-style-type: none"> Materials available on SharePoint and included in Induction checklist Researcher's sense of integration into the departmental research and wider community and University research community increases to 75, 65 and 55% in subsequent CEDARS | <p>Sept 2020</p> <p>CEDARS 2021</p> | 3&4.6 | <p>New online Induction course and materials promoted within the researcher development programme on SharePoint.</p> <p>Successful Completion data over the past two years shows a marked improvement in participation from 14 academic staff in 2019-20 (face-to-face) to 37 academic staff in 2020-21 (online).</p> <p>70% agree or very much agree that they 'feel included in their immediate research environment/group CEDARS spring 2021 42.4a.</p> | Complete. |
| 2.4 Materials reviewed with recently appointed researchers and revised as appropriate | <p>HR Partner: Workforce planning and talent m'gt</p> <p>FRMs</p> | <ul style="list-style-type: none"> Feedback on induction materials evaluated Appropriate revisions incorporated into new programme | <p>April 2021</p> <p>Sept 2021</p> | <p>3&4.6,</p> <p>3&4.13</p> | <p>A review with recently appointed researchers has not been undertaken at this time.</p> | Incomplete - carried over. |

| 3. Appraisal | | | | | | |
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| We will continue to work with HR and Faculties to develop greater awareness by both researchers and their managers of their rights and responsibilities with regard to appraisal/review and their own professional development. Success factors will include greater percentage take-up and satisfaction with appraisal (increase participation to 70% and overall satisfaction to 60%: monitor through CEDARS) and increased take-up of training and development opportunities. NC1&3 | | | | | | |
| 3.1 Improve awareness by both researchers and their managers of their rights and responsibilities with regard to appraisal/review and their own professional development. | HR Partner: OD and EDI FRMs HoDs, FAMs, Institute Directors | <ul style="list-style-type: none"> Material on rights and responsibilities with regard to appraisal/review and professional development included in: <ul style="list-style-type: none"> the charter for researchers induction materials researcher development programme Information on appraisal training for appraisers and appraisees also included in the materials above (see also 7.3) Greater % take up of appraisal (increase participation to 70%; monitor through CEDARS) | Sept 2020 | 2.3, 3&4.10, 5.5, 5.6 | <p>Appraisal materials updated Sept 2020. Online course available for managers and staff.</p> <p>Induction and the Researcher Development Programme include information relating to appraisal and professional development.</p> <p>The charter has not been addressed as yet.</p> <p>Bi-weekly notices during Jan/Feb 2021 reminding staff and managers to invest in appraisal.</p> <p>Managers are alerted to incomplete appraisals</p> <p>88.5% reported participation in appraisal - CEDARS spring 2021 Q21.</p> | <p>Partially complete - carried over.</p> <p>Canvas Appraisal course</p> <p>Will review appraisal, induction and RDP against the charter as developed.</p> <p>Charter will be prioritised in next period.</p> |

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| <p>3.2 Ensure appraisal documentation contains prompts to facilitate discussions about professional development</p> | <p>HR Partner: OD and EDI HoDs/FAMs</p> | <ul style="list-style-type: none"> Greater satisfaction with appraisal (increase in overall satisfaction to 60%; monitor through CEDARS) Increased take-up of training and development opportunities (monitor through i-Trent) | <p>CEDARS 2021 Annual review, June 2020, 2021</p> | <p>3&4.9</p> | <p>45.5% found appraisal useful. 55.5% found appraisal either not very or not at all useful. CEDARS spring 2021 Q21a.</p> <p>Over 90% fully confident or confident that appraisal provides 'effective feedback to individual researchers' - CEDARS spring 2021 Q25.5.a.</p> <p>Overall attendance at development events 2021-22 has been reduced. The number of events has been reduced due to some cancellations enforced by Covid-19 restrictions. We are restricted here by our inability to filter data for these staff.</p> | <p>Partially complete - carried over.</p> <p>We will implement a project to identify why researchers do not find appraisals useful and take action to improve that.</p> <p>We will work to filter data in our reports for this group of staff as a priority during the next period to show take up of development opportunities.</p> |
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4. Mentoring

We will continue to promote and support the implementation of research mentoring programmes provided centrally and within faculties and monitor their use annually, to ensure that all researchers who wish to, have experience of mentoring.

NC1&3

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| <p>4.1 Raise awareness of mentoring opportunities</p> | <p>HR Partner: OD & EDI HoDs, DoRs, FRMs, Institute Directors</p> | <p>Include information on mentoring offer:</p> <ul style="list-style-type: none"> L&D SharePoint pages In researchers' charter In induction materials | <p>Sept 2020</p> | <p>3&4.9, 3&4.14</p> | <p>L&D SharePoint updated</p> <p>Researcher charter not complete.</p> <p>Mentoring added to induction materials.</p> <p>Identified in RDP.</p> | <p>Partially complete - carried over.</p> <p>L&D Coaching and Mentoring SharePoint pages</p> <p>Charter will be prioritised in</p> |
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| | | <ul style="list-style-type: none"> In researcher development programme | | | Policy of every member of academic staff has a mentor enacted in each Faculty. | <p>next period.</p> <p>Further work on sharing good practice and standardisation, where appropriate to follow.</p> |
| 4.2 Recruit mentors | HR Partner: OD & EDI HoDs, DoRs, FRMs, Institute Directors | Register of mentors available within faculties and centrally | Sept 2020 | 3&4.9, 3&4.14 | <p>Faculties have developed processes.</p> <p>A register of mentors available in each Faculty is maintained locally. Further development of this will be assessed during the next phase.</p> <p>Central provision for University wide use (around 50 experienced coach/mentors) is managed by OD and the University is a member of an external consortium, Yorkshire Accord, which provides access to around 80 coach/mentors from 15 organisations across Yorkshire.</p> | <p>Complete.</p> <p>Central Coaching and Mentoring scheme SharePoint pages</p> <p>Yorkshire Accord website</p> |
| 4.3 Monitor uptake of mentoring offer by researchers | HR Partner: OD & EDI HoDs, DoRs, FRMs | <ul style="list-style-type: none"> Improved awareness of mentoring opportunities and the value of mentoring Increased take-up of mentoring to 50% of eligible staff | <p>CEDARS 2021</p> <p>Annual review, June 2020, 2021</p> | 3&4.9, 3&4.14 | Whilst considered mandatory in Faculties we haven't monitored take up more broadly as yet. | <p>Partially complete - carried over.</p> <p>Further work to be conducted during the next phase of the plan.</p> |
| 4.4 Evaluate impact of | HR Partner: OD & EDI | <ul style="list-style-type: none"> Feedback on mentoring process and outcomes | Annual review, Sept | 3&4.9, 3&4.14 | We have been unable to prioritise this yet | <p>Incomplete - carried over.</p> <p>This will be addressed during</p> |

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| mentoring offer | ADRs, FRMs | <p>evaluated and reported to CSG</p> <ul style="list-style-type: none"> Satisfaction levels with process and outcomes of mentoring: 60%, in first year, rising to 80% in subsequent years | 2021 | | | the next phase of the plan |
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5. Career Development

The CSG Working Group on career development for research-only staff, which involved early-career researchers as well as an Associate Dean for Research and representatives of HR and Learning and Development, recommended that the University develop a career pathway resource for this group of staff and review and standardise job titles for researchers in line with job roles.

NC3

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| 5.1 Develop a career pathway resource for this group of staff | <p>HR Partner: OD and EDI</p> <p>ADRs, FAMs</p> | <ul style="list-style-type: none"> Resource created Reviewed and updated annually | Dec 2020 | 3&4.1, 3&4.2, 3&4.10, 5.4 | We have not prioritised building a specific pathway. | <p>Incomplete - carried over.</p> <p>Work will commence on this in the next phase of the plan.</p> |
| 5.2 Review and standardise job titles for researchers in line with job roles | HR Partner: Workforce planning and talent m'gt | <ul style="list-style-type: none"> Resource created with job titles clearly defined and aligned with job roles Resource available via SharePoint | <p>Sept 2020</p> <p>Sept 2020</p> | 1.2, 1.5 | This also has not been prioritised. | <p>Incomplete - carried over.</p> <p>This will be addressed during the next phase of the plan</p> |
| 5.3 Review promotion procedures for | HR Partner: Workforce planning and | <ul style="list-style-type: none"> Promotion procedures | June 2020 | 2.5, 2.65 | This also has not been prioritised | <p>Incomplete - carried over.</p> <p>This will be addressed</p> |

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| researchers and make them more transparent and available | talent m'gt FAMs | reviewed and communicated to staff • Information on process available via SharePoint and signposted from Career Pathway resource | Sept 2020 | | | during the next phase of the plan |
| 5.4 Assess availability of independent career advice for researchers | HR Partner: OD and EDI Careers and employability service | Sources of information identified and made available to researchers via researcher development framework and career pathway resource | Dec 2020 | 3&4.4 | Not yet addressed | Incomplete - carried over This will be explored during the next phase of the plan |

6. Mental Health and Wellbeing

There has been recent increased interest in the mental health and wellbeing of researchers nationally. CROS 2019 revealed that many researchers felt that the University could do more to promote better health and wellbeing at work.

NC1

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| 6.1 We will monitor researcher wellbeing through CEDARS and Staff Surveys | HR Partner: OD and EDI HoDs | Target: 55% for 'The University promotes better mental health and wellbeing at work' in CEDARS. | CEDARS 2021 | 6.3, 6.8 | 66% agreed or strongly agreed that the institution 'actively promotes the importance of good mental health and wellbeing for staff' Q41.4a. However only 35% agreed or strongly agreed that their 'working environment supports your mental health and wellbeing.' Q41.5a Cedars spring 2021. | Partially complete - carried over. This is essentially completed in terms of our original success measure, |
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| | | | | | We are confident that the appropriate policies, processes and support are available. | however an action will be carried over to explore the low positive response relating to the environment with a view to increasing the positive response. |
| 6.2 Raise awareness among researchers of University initiative on wellbeing and mental health | HR Partner: OD and EDI HoDs, DoRs, FRMs, Institute Directors | Links to University initiative included in Researcher Development Programme, shared via regular health and wellbeing updates | Sept 2021 | 6.3, 6.8 | Links to wellbeing and mental health included in RDP. Regular Health and Wellbeing communication to all staff – particularly through pandemic. Staff regularly updated with new initiatives such as national awareness days and campaigns, topical resources, guides and support. | Complete. |
| 6.3 Integrate wellbeing and mental health support into researcher development | HR Partner: OD and EDI | <ul style="list-style-type: none"> Researcher induction and development programme includes wellbeing and mental health Target: 55% for 'The University promotes better mental health and wellbeing at work' in CEDARS. | Sept 2020 CEDARS 2021 | 6.3, 6.8 | Wellbeing and mental health included in RDP and in Induction. 5 new eLearning modules have been launched during 2020: Mental health in the workplace; mental wellbeing and resilience; supporting others; guidance for managers on having wellbeing conversations; managing your own self-care and wellbeing. 129 completions 66% agreed or strongly agreed that the institution 'actively promotes the importance of good mental health and wellbeing for staff' CEDARS spring 2021, Q41.4a. | Complete. Academic and Researcher Development Programme SharePoint pages |

7. Training for managers of researchers

Managers of researchers should be aware of their responsibilities for the professional and career development of researchers.
NC1&2

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| <p>7.1 Ensure managers of researchers are aware of their responsibilities through the researchers' charter</p> | <p>HR Partner: OD and EDI FRMs, HoDs, Institute Directors</p> | <ul style="list-style-type: none"> Briefing session on researchers' charter delivered to managers of researchers Information included in Faculty newsletters | <p>Sept 2020</p> | <p>2.3</p> | <p>We have been unable to prioritise work on a charter for researchers</p> | <p>Incomplete - carried over. The development of the charter will be prioritised during the next period.</p> |
| <p>7.2 Review relevance of leadership and management materials and events to managers of researchers</p> | <p>HR Partner: OD and EDI HoDs, FRMs</p> | <ul style="list-style-type: none"> Materials refreshed or new materials created and launched with L&D programme Materials reviewed | <p>Sept 2021 Sept 2022</p> | <p>3.9</p> | <p>Moving into Management course launched (Sept 2021) online along with open resources for all staff. Materials have been designed to be equally valuable for academic and professional services staff, and incorporate a series of activities that enable participants to interpret the materials in their own context.</p> <p>Learning bites series (Trimester 1 2021) focussing on communication. Further Learning Bites during Trimester 2 planned.</p> <p>General resources available on Organisational Development pages.</p> | <p>Complete. Organisational Development SharePoint pages</p> |
| <p>7.3 Ensure that managers of researchers have undertaken appraisal training</p> | <p>HR Partner: People Management and change HoDs, Institute Directors</p> | <p>Training recorded on i-Trent and available to managers through MyHR</p> | <p>Annual review, Sept</p> | <p>3.9</p> | <p>Training is available for all and is recorded on MyHR. Managers can identify all training through MyHR undertaken by their reports.</p> | <p>Complete.</p> |

8. Research integrity

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| <p>Uptake of the research integrity training has been good but we will continue to make everyone aware of their responsibilities. This will be included within the proposed researchers' charter. Completion will continue to be monitored regularly.</p> <p>NC1</p> | | | | | | |
| 8.1 Make all research staff aware of their responsibilities for research integrity | DoRs, FRMs HoDs, managers of researchers, Institute Directors | <ul style="list-style-type: none"> Information included in researcher induction Checkbox for completion of research integrity training included in appraisal documentation Monitor completions of research integrity training annually. Target 90% completion. | <p>Sept 2020</p> <p>June 2020</p> <p>Annual review, June 2020, 2021</p> | 5.3 | <p>Information included in central induction and Induction toolkit for the managers of researchers.</p> <p>A checkbox on appraisal documentation prompts completion of RI training was added in May 2020.</p> <p>RI training is added to our mandatory training system and as such staff can be monitored by managers through MyHR.</p> <p>125 colleagues completed Research Integrity training in 2019-20, and 90 in 2020-21. (Data is not available to determine the % target completion for this group.)</p> <p>90% of respondents reported that they had completed Research Integrity training. CEDARS spring 2021 Q26.7a..</p> | <p>Completed.</p> <p>Research Integrity training, SharePoint</p> |
| 8.2 Introduce, implement and monitor updating sessions to be completed after 5 years | HoDs, managers of researchers | <ul style="list-style-type: none"> Materials for updating sessions available (face-to-face or online as appropriate) Monitor completions of research integrity update training annually | <p>Sept 2021</p> <p>June 2022</p> | 5.3 | <p>Online Research Integrity training was introduced in 2018 and researchers must refresh their training every 5 years.</p> <p>Training materials are due to be reviewed and updated in April 2022, ahead of the first round of renewal training due in 2023.</p> <p>Materials – sessions available same as original at the moment – updating not required for 5 years</p> <p>Monitored through mandatory training processes. University level reports are provided to the Research Governance and Policy Manager for monitoring and to report on activity to the Concordat steering group three</p> | <p>Partially complete - carried over.</p> <p>Reporting on specific staff groups is hampered by data issues which will be pursued during the next phase of the plan.</p> |

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| | | | | | times per year. Managers can access reports to monitor completions for their own staff ahead of appraisal discussions to ensure compliance within the required timeframes. | |
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| 9. Employment | | | | | | |
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| We note that the proportion of researchers on fixed-term contracts (FTCs) had increased in the last reporting period. While this may be due to the University's success in bringing in new research funding, HR will monitor to make sure that FTCs are only used where there is a recorded and justifiable reason. NC2 | | | | | | |
| 9.1 Ensure FTCs are only included where justified | Deans/Institute Directors / ADRs/PIs/RFO/ HR Partner: Workforce Planning and talent m'gt | All contract types justified at application for funding | Ongoing | 1.3, 2.2 | Some work has been carried out, but is not been completed due to other emerging priorities. | Incomplete - carried over. Will be prioritised over the next period. |
| 9.2 Monitor use of FTCs | HR Partner: Workforce planning and talent m'gt | Proportion of FTCs in line with sector – 65% by 2022 | CEDARS 2021 | 1.3 | Some work has been carried out, but is not been completed due to other emerging priorities. | Incomplete - carried over. Will be prioritised over the next period. |

| 10. Equality, Diversity and Inclusion | | | | | | |
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| The majority of CROS 2019 respondents (87%) felt that the University is committed to equality and diversity and 76% were satisfied with their work-life balance. However, we will continue to work to improve the research environment for all researchers: improved induction and appraisal procedures combined with the proposed researcher charter should improve perceptions of fair and equitable treatment. Equality and diversity training is mandatory for all staff with refreshers every 3 years. | | | | | | |
| 10.1 Ensure all researchers and line managers of researchers | HR Partner: OD and EDI | Equality and diversity training included in: | June 2020 | 6.7 | Researcher charter to follow. RDP includes mandatory training on EDI. Appraisals prompt staff (and managers) to ensure mandatory | Partially complete - carried over. SharePoint Mandatory |

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| <p>undergo required equality and diversity training</p> | | <ul style="list-style-type: none"> researcher charter researcher development programme <p>Communication strategy to include regular eBulletin communications</p> <p>Target is 85% compliance for all staff (HUMID reports)</p> | <p>Sept 2021</p> | | <p>training is completed. Managers can access reports to monitor completions for their own staff.</p> <p>Researchers and managers prompted to complete through researcher programme, eBulletin, Mandatory Maps, and HR Brief to managers.</p> <p>Over 81% of respondents report EDI training undertaken. CEDARS spring 2021 Q26.8.</p> <p>We cannot currently filter reports to extract this group of staff from overall compliance data on HUMID.</p> | <p>Training Maps</p> <p>We will develop the researcher charter.</p> <p>We will improve the filtering of reports to identify this specific group during the next period.</p> |
| <p>10.2 Contribute to preparations for Athena SWAN award renewal in April 2022</p> <p>Faculties submit Athena SWAN applications</p> | <p>HR Partner: OD and EDI</p> <p>Athena SWAN steering group (UASSG)</p> | <ul style="list-style-type: none"> Athena SWAN status retained Faculties Athena SWAN applications submitted | <p>May 2022</p> <p>Dates as appropriate to faculties</p> | <p>6.10</p> | <p>Progressing to submission in May 2022.</p> <p>HYMS renewed Silver in September 2019 with renewal due 2023.</p> <p>School of Environmental Service, Bronze, Achieved Bronze 2018</p> <p>School of Mathematics and Physical Sciences, Achieved Bronze, 2018</p> <p>Faculty of Health and Social Care (now FHS) Bronze achieved 2015, renewal submission in preparation</p> <p>Faculty Arts, Culture and Education, Bronze application submitted 2021, awarded January 2022.</p> <p>Faculty of Business, Law and Politics, First submission in preparation.</p> | <p>Completed.</p> <p>We are continuing to work towards our 2022 Submission</p> |

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| 10.3 Include information on bullying and harassment and relevant procedures in researcher charter | HR Partner: OD and EDI, FRMs | Information included in researcher charter with links to policy documents and key contacts | Sept 2020 | 6.9 | Procedures exist, but the charter has not been prioritised as yet. | Incomplete - carried over. This action will be taken forward to the next phase. |

11. Governance, Review and Implementation

The HR Excellence Action Plan is led and sponsored by the HR Directorate and the work within it is overseen by the Concordats Steering Group (CSG), which reports to the University Research Committee (UREC) chaired by the PVC-RE. Building on the partnership established between HR and L&D in administering the HR Excellence in Research Action Plan, we will establish a wider implementation group for this process including Faculty Research Managers. This will build faculty links and share good practice in researcher development across the University, leading to greater equity of treatment and opportunity between researchers. We will develop more efficient faculty reporting processes through Directors of Research within departments/schools.

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| 11.1 Establish members and terms for HR Excellence in Research implementation group which will report to CSG | HR Partner: OD and EDI FRMs | Group established and meeting quarterly to coincide with CSG meetings | March 2020 | 7.2 | The University had been challenged to maintain priority on this work. This was rectified earlier this year. Team re- established March 2021. | Completed |
| 11.2 Establish reporting protocol for the action plan | HR Partner: OD and EDI Faculty Research Managers | <ul style="list-style-type: none"> • Protocol agreed and implemented • Progress against actions routinely monitored and | March 2020 Reported to CSG | 7 | Implementation group provides RAG report to CSG quarterly. January, April, July, October. | Completed |

| | Faculty DoRs | reported | quarterly | | | |
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| 11.3 Review newly-established role of ECR lead in FACE to represent, advise and support the personal and career development of early career academics (including researchers) | ADR of FACE | Role reviewed and recommendations reported to Dean of FACE | January 2021 | 3&4.5, 3&4.11, 7.1 | <p>Post has a wider remit of all ECAs.</p> <p>Post holder reported to Dean and to CSG Jan 2021. Impact clearly very positive with engagement with all research staff and reported improved sense of integration and support.</p> | Completed. |
| 11.4 Consider introducing similar ECR lead role into other faculties and Institutes | Deans/Institute Directors / ADRs | <ul style="list-style-type: none"> Role introduced to other faculties where appropriate CEDARS results indicate that researchers feel more integrated into wider departmental community (target 60%) and University Research culture (target | <p>June 2021</p> <p>CEDARS 2021</p> | 3&4.8, 3&4.9 | <p>Role introduced within FBLP summer 2021.</p> <p>70% agree or very much agree that they 'feel included in their immediate research environment/group CEDARS spring 2021 42.4a.</p> <p>We currently have no data for integration into the wider university research culture.</p> | <p>Partially complete - carried over.</p> <p>Remaining two Faculties considering implementing similar role</p> <p>Further work needed to address 'wider departmental community' and 'University research culture' and this will be part of our charter conversation.</p> |

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| | | 50%). | | | | |
| 11.5 Maintain external links and sharing of good practice | HR Partner – OD & EDI Doctoral College Representatives as appropriate | <ul style="list-style-type: none"> Membership of Vitae retained and researchers made aware of resources through a variety of media including SharePoint, newsletters and email. University represented at NERDS and Vitae meetings | Annual review, July As appropriate | 7.4 7.4 | <p>Membership retained</p> <p>Vitae resources highlighted via SharePoint and through Doctoral College</p> <p>Continued representation.</p> | Completed. |
| 11.6 We will continue to listen to the voice of researchers informed by internal surveys and focus groups and CEDARS | HR Partner – OD and EDI DoRs FRMs | <ul style="list-style-type: none"> CEDARS results reported to CSG and HR & OD Director Researchers continue to be represented at Faculty Research Committees and CSG | CEDARS 2021 | 7.5 3&4.13 | <p>2 Research staff members of CSG. Research staff in Faculty committees.</p> <p>CEDARS survey completed spring 2021 reported to CSG and HR&OD Director, June 2021.</p> <p>Internal surveys and focus groups. Researchers are encouraged to share their views and experience through the staff pulse survey, additional Covid specific surveys have taken place and departments carry out their own survey as part of Athena Swan work.</p> <p>48% agreed or agreed strongly that they 'have opportunities to participate in decision making processes</p> | Partially complete - carried over. We will work with researchers to improve our feedback processes during the next period. |

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| | | | | | (e.g. committees)' CEDARS spring 2021 Q14.3a. | |
| 11.7 We will follow up on expressions of interest in forming a Research Staff Association and work to establish a group if appropriate | HR Partner – OD and EDI FRMs | <ul style="list-style-type: none"> If appropriate, group established with committee and terms of reference Supporting materials and contacts in place | June 2021 | | Initial consultation (2020) received a negative response | <p>Partially complete - carried over.</p> <p>We will approach research staff again to better understand this response and to present the benefits of such a group, or its equivalent.</p> |

Abbreviations

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| ADR | Associate Dean for Research |
| AFHEA | Associate Fellow of the Higher Education Academy |
| CANVAS | University Virtual Learning Environment |
| CEDARS | Culture, Employment and Development in Academic Research Survey |
| CROS | Contract Researchers online survey |
| CSG | Concordats Steering Group |
| DoR | Director of Research |
| ED&I | Equality, Diversity and Inclusion |
| FACE | Faculty of Arts, Cultures and Education |
| FAM | Faculty Academic Manager |
| FBLP | Faculty of Business, Law and Politics |
| FHS | Faculty of Health Sciences |
| FRM | Faculty Research Manager, a group term to cover similar roles in different faculties: Faculty Research Manager, Faculty Research Office Manager, Faculty Head of Research Administration |
| FSE | Faculty of Science and Engineering |
| FTC | Fixed term contract |
| HoD | Head of Department |
| HR | Human Resources |
| HUMID | Hull University Management Information Database |
| HYMS | Hull York Medical School |
| iTrent | HR system which records CPD |
| L&D | Learning and Development – recently renamed Organisational Development see OD |
| MEQs | Module Evaluation Questionnaires |
| NERDS | Network of Expert Researcher Developers |
| OD | Organisational Development |
| PI | Principal Investigator |
| PVC-RE | Pro-Vice-Chancellor for Research and Enterprise |

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| R&E | Research and Enterprise Team |
| TEA | Teaching Enhancement Academy (formerly Directorate for Learning and Teaching Enhancement) |
| UASSG | University Athena Swan Steering Group |
| UREC | University Research and Enterprise Committee |