HR Excellence in Research Award Action Plan 2020-22

A. Recruitment and Selection					
Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research					
Context	**What we do already**	**Action**	**Lead**	**Date**	**Success measure**
A.1. Recruitment and selection of research staff	The rigour within the process of appointing (research) staff has been significantly enhanced after the implementation of the e-Recruitment system in May 2014, and further refined in 2017. The Academic Framework of the university in 2017-18 developed three distinct academic career pathways - research, learning and scholarship, and	Rigour of appointment of research staff through improved robust criteria Build monitoring report Sharing of annual data with Research and Enterprise and Nominations, Staffing and Remuneration for December and January.	HR in partnership with Academic Leadership Team	July 2022	HR monitors and requests diverse representations on panels. As we develop a new Oracle HR system, we look to build a monitoring report to be run every six months which provides a return on the diversity stats annually of the panel to ensure it is in line with the guidance. This information will be shared with Research Committees

	enterprise. With reference to the research pathway, clear guidelines have been provided by HR for recruitment. Shortlisting is carried out by several people, with interview panels now comprising a diverse workforce membership to ensure no unintended bias. Reporting is also much more formal. Where relevant, an Early Career Researcher (ECR) is invited to sit on these interview panels.				for communication and publication in its report and also provided to the Nominations, Staffing and Recruitment to view in January 2022.
A.2. Recruitment and selection of Horizon2020 COFUND Research Fellows with the University Alliance	As part of the University Alliance's (UA) Doctoral Training Alliance (DTA) programme, the university has appointed Fellows in Cohort 1 of the Horizon2020 COFUND Fellowships programme, where it	Appointment of Research Fellows on Cohort 2 of the programme through a rigorous interview process and panel members from the University and the University Alliance, with ECR as the lead supervisor.	Head of RETI	June 2020	Successful appointment of Cohort 2 DTA-COFUND Research Fellows supervised by ECRs.

	is a requirement for an ECR to be the lead supervisor. Further Fellows are being appointed for Cohort 2 of the programme. Fellows are enrolled as PhD scholars as part of the fellowship. Fellowship is for three years. ECRs are part of the interview panels.				
A.3 Recruitment and selection of University-funded Research Fellows	The University has funded the recruitment of 10 researchers, predominantly ECRs, as 3-year Research Fellows to enhance its research profile.	To monitor research progress in terms of research activity, publications, funding bids at 1.5 and 3 years.	GRE	July 2021 (1.5-year outcomes) December 2022 (3-year outcomes)	New research projects to generate a target of 10 publications mainly within 3* and 4* journals, 4 funding applications to be submitted; to review number of successful bids and amount of

					funding secured at the reporting time.
A.4. Retention of researchers	Within the Academic Framework of the university's 'research pathway' clear guidelines for the academic promotion process for researchers has been provided by HR and supported by a series of face-to-face sessions for staff, facilitated by the DVC Research and Enterprise, and HR. Within the briefing successful applicants from previous years have shared their experience of how they have successfully applied for promotions. Present arrangements will remain unchanged.	Support research staff for promotion through development and implementation of mentoring framework.	HR	September 2021	Promoting 5% of academic staff via the academic career pathway or 10 research staff supported and have achieved a promotion by September each year and to increase the total overall improvement on the research career pathway.

This information is captured each September. |
| A.5. Retention of researchers | Training and development: The university's Research and Enterprise | Streamline the training suite as block delivery of the | RETI | December 2021 | Number of all research staff and ECRs trained is based |

	Training Institute (RETI) provides 'Essential training for research staff' including 'undertaking and managing research', 'recruitment and selection of PGRs', 'supervision of PGRs', 'international compliance'. RETI runs training sessions for all new/prospective supervisors with a refresher every three years for all researchers. This is linked with the university HR staff appraisal process and management and leadership development training.	Essentials training package; Improve flexibility by increasing the number of training offerings per year and online provision. To provide new training such as 'research ethics', 'time and stress management techniques for researchers' Collect feedback on the above.			on their appraisal development plan. With the implementation of the HR system we will provide data to monitor completions of mandatory and planned individual development. This information will be placed on a manager dashboard by September 2021. This information will feed support for the academic promotions.

B.   Recognition of the Value of Researchers
Concordat Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research

Context	What we do already	Action	Lead	Timescale	Success measure

B.1. Support for ECRs	An ECR PGR forum has been established which has ECR representation from all faculties, three meetings held in 2018-19, and two meetings so far in 2019-20. Discussions from the forum are presented to the university Research and Enterprise Committee, chaired by the DVC Research, thus providing good integration of the process within the University's research infrastructure; Discussion points examples include 'new' training needs including academic writing software, university-wide 3 minute thesis (3MT) competition launch, workload allocations.	Provide new training to ECRs on research management, careers outside academia, time management, coping with stress, research ethics; provide access to new writing software.

Information on the University Balanced Academic Workload (BAW) model to help facilitate future mentoring schemes. | RETI and HR | July 2020 new training and feedback.

July 2022: support on mentoring | 30 researchers to be provided new training; brief report on feedback for future training. Annual assessment of the ECRs BAW allocations so they are in line with the model.

Within the implementation of the new HR system there is functionality for a skills profile. HR will review how this can develop to support a mentoring scheme. |
| B.2. ECR staff Development | The university provides support to staff towards the | Aurora programme: provide guidance to staff on the | HR | September 2022 | 15 staff participating in the Aurora |

	implementation of the university's strategic plan. One of the objectives of the strategic plan is to support and develop our staff. Examples include the aforementioned researcher development and wider support for change management, coaching network, Aurora programme.	application process, select staff through a robust selection process, support successful staff through a mentoring programme, gather specific information through case studies. Review communication of the coaching network to enhance development of individual ECRs to apply for this support.			programme in 2019-20. Target 3 ECRs and collect data on their coaching each year and provide reports on this in January each year. Collect data on the number of successful Aurora applications (target 3) per year and prepare case studies to highlight the impact for dissemination.
B.3. Staff Appraisal	Guidance on appraisal process at UoG, online appraisal system, support for effective appraisal such as staff briefings; list of mandatory online courses. Present arrangements will remain unchanged.	Monitor appraisals annually through relevant university committee structures (staffing and remuneration, risk and audit) and actions taken in respect to an annual sampling of appraisal to ensure quality.	HR	July 2021	Gather data on 100% of staff going through the appraisal process annually, and to ensure that we target 100% those that require this training to attend – Data will be recorded annually in January each year.

C. Support and Career Development
Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment

Context	What we do already	Action	Lead	Timescale	Success measure
C.1. Training on Leadership and Wellbeing	HR provides training through a Staff Development Hub, and a Wellbeing Hub; HR runs the Aurora programme to support Leadership skills for women and other programmes of leaderships and management development which are open to all staff. HR is also delivering the wellbeing support for all staff. RETI provides training on careers in Leadership specific for researchers.	Review feedback from HR and RETI training on Leadership for future training. To run a 'new' training 'productivity retreat with time and stress management techniques for researchers'.	HR and RETI	August 2021	Target 25 staff to be trained on leadership and 10 on time and stress management techniques for researchers. Target 2 researchers trained on Aurora and Wellbeing development, and a report on feedback to retain areas of good practice and inform future training.
C.2. Research Impact training	Training on planning, developing, and demonstrating research impact.	To run training on 'translating the value of staff research into benefit beyond	RETI, GRE	September 2020	20 staff to be trained on 'translating the value of staff research into benefit beyond

		academia', and 'maximising impact from your research: non-academic stakeholder engagement'.			academia', and 'maximising impact from your research: non-academic stakeholder engagement'. Report on number of researchers trained and their feedback. Figures to be reported as part the UoG committee cycle.
C.3. Researcher Development Framework	UoG researcher development is in line with the Vitae Researcher Development Framework. UoG contributed to Vitae's consultation on 'Concordat to support the career development of researchers'. UoG is now a signatory to the revised 'Researcher Development Concordat'.	To review the mapping of UoG researcher development programme with the Vitae Researcher Development Framework. To carry out a gap analysis for research support by mapping against Vitae's revised Researcher Development Concordat and implement the Concordat.	RETI and HR	March 2021	Implementation of the revised Concordat through a collaborative approach within UoG and our stakeholders by early 2021.

C.4. Support researchers to present at conferences	Current training is generic: 'powerful presentations and vocal coaching: improve personal impact and presentation skills'.	To introduce new training on presentation skills for 'conference presentations' and 'designing and presenting an effective research poster'.	RETI	July 2021	20 researchers to be trained and report on their feedback including case studies.

D. Support and Career Development **Concordat Principle 4: The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career**					
Context	**What we do already**	**Action**	**Lead**	**Timescale**	**Success measure**
D.1. Personal career development	Development partners from HR, RETI, Greenwich Learning and Teaching (GLT) meet four times a year to discuss staff skills development training needs. These include new training and revisiting the current training provision on areas such as communication, leadership, public engagement, and	To introduce a coaching skills support for supervisors. To support Leadership development through the (i) Aurora programme, (ii) Leadership training from HR), (iii) Leadership training for researchers from RETI. To provide an insight into careers outside of academia for	HR, RETI	July 2021	Provide opportunities for supervisors to complete the coaching skills development activities. Training for the cohort will commence in 2020/21. Number of researchers supported by HR and RETI training and a report on feedback.

	personal best development.	researchers, through RETI training. To gather feedback from the trainees.			
D.2. Career development support	A Senior Researchers Forum has been established recently and the membership comprises of senior/established academics from across the university.	Discuss university career pathways and share areas of best practice to allow research active staff to focus on furthering their research. Discuss the dissemination routes of the findings with the Directors of Research for each faculty.	GRE, RETI	December 2020	Disseminate the findings on best approaches across the faculties.
D.3. Return to work support from leave of absence	Support is provided to all staff who return to work from planned or unplanned absence through -Return to work discussions with line managers – this may include referrals to Occupational Health and Safety Unit, and Employee Assistance Programme - GRE's guidance on supporting a researcher through a	HR and RETI are delivering wellbeing activities. One new area for development will be to share support through the wellbeing champions network. Better management information with the implementation of the new HR system	HR, RETI	February 2021	Absence is recorded and provided in the UCEA survey in winter each year. Monitoring support provided. With the implementation of the HR system there will be the functionality to review the frequency of absence, and the reasons for these. This information will be provided annually

Context	What we do already	Action	Lead	Timescale	Success measure
	period of planned absence.				in the summer and will help to inform future support mechanisms.
D.4. Recognition: Annual GRE Research and Enterprise Awards and Celebration Day. Annual Student Led Teaching Awards.	GRE event: research talks, networking, and awards at various stages of career including postgraduate poster competition, inspiring researchers, ECR Research Excellence, Outstanding achievement in research, Career Research Excellence. The Student Led Teaching Awards include an award for 'Supervisor of the Year'.	To organise the annual events	GRE, SU	March 2021	Number and details of ECRS in receipt of awards; number of attendees at events.

E. Researcher's responsibilities					
Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning					
Context	What we do already	Action	Lead	Timescale	Success measure
E.1. To attend training offered by the university	RETI and HR Training. RETI provides 'optional' training for	To promote themed training provision through the university internal	RETI and HR	July 2021	Feedback report to identify areas of growth.

	researchers examples include thematic networking events; training on supervision of PGRs, public engagement, research integrity, prepare to be a PGR examiner, prepare to be a Chair of a PGR viva, development of communication skills, preparing for leadership, statistics, the digital researcher; Also, researchers are invited to share their research journey with PGRs as inspirational talks at PGR writing retreats. HR training: participation in programmes such as outside/insight shadowing, coaching and mentoring network and core training for those who are new to management.	communications, to improve flexibility via growth of online provision. Collect feedback.			To target 10 researchers on Improvement in participation by ECR on the HR offers. This information is reported to the University committees in January.

E.2. Training linked with appraisal	HR online courses linked with staff appraisal, such as Equality and Diversity, managing diversity, Information security awareness, data protection, Display Screen Equipment (DSE), University reporting, safeguarding essentials; RETI essential training for researchers on the research pathway – examples include undertaking and managing research, recruitment, selection and supervision of PGR students, research ethics, international compliance.	To monitor completion rates	HR, RETI	September 2021	With the implementation of the new HR system by 2021, data on the number of ECRs that complete this training will be shared with relevant stakeholders. Target at 60% of ECRs.

F. Diversity and equality					
Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers					
Context	**What we do already**	**Action**	**Lead**	**Timescale**	**Success measure**
F.1. University Equality, Diversity and Inclusion (EDI) environment	EDI Strategy 2019-22: Treat others with respect at all times and promote an	To help ensure that the university provides a fair and inclusive environment where	HR, RETI	December 2020	Monitor percentage of staff undertaking EDI training courses and shared with

	environment free of all kinds of bullying and harassment, Actively discourage discriminatory behaviours or practices, Participate in training and learning opportunities that would enable to adopt best practice.	staff and students can flourish and achieve their full potential. Monitor completion of online HR courses by research staff on Equality and Diversity Essentials, and Managing Diversity.			stakeholders. The current requirements are all staff must undertake our introduction to EDI which requires 100% completion.
F.2. Revised Researcher Development Concordat principle on research environment and culture	UoG is a signatory to the Vitae's revised Researcher Development Concordat.	To carry out a gap analysis and implement the revised Researcher Development Concordat principles of EDI for researchers across the university.	HR, RETI	March 2021	Implementation of the revised Researcher Development Concordat for researchers at the UoG.
F.3. Diversity Networks and Groups	Staff networks on Lesbian, Gay, Bisexual, and Transgender (LGBT), Disability, Women, Faith, Launch of Black, Asian and Minority Ethnic (BAME) Staff Network. There is an existing Diversity In	RETI to liaise with HR EDI team and networks to review the outcomes of meetings and action points.	HR, RETI	October 2020	To invite a member of DIG to join the EDI committee in 2020. We will continue to monitor the committee to ensure the research representations are made in the work of EDI strategy and EDI action plan annual

	Research Group (DIG) who is working with these networks.				update which is published each May.

Principle 7: Implementation and review

G. **Concordat Principle 7. The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK**

Context	What we do already	Action	Lead	Timescale	Success measure
G.1. Regular reviews	ECR PGR forum discussion and matters arising.	Ongoing review of progress against ECR PGR Forum action matters. Provide training to ECRs for career development in non-academic careers and collect feedback.	RETI	July 2021	Completion of action points from ECR PGR Forum. Number of staff completed training for career development in non-academic careers.
G.2. Implementation of the Vitae's Researcher Development Concordat	Training linked with the principles of the Concordat.	To carry out a gap analysis and implement the revised Researcher Development Concordat principles in agreement with the stakeholders including funders and managers of researchers; To introduce new training based on gap analysis.	RETI	March 2021	Development of an enhanced training provision and maintaining external accreditation such as HR Excellence in Research Award.

G.3. Run CROS and PIRLS surveys in next round	To follow the developments of Vitae's working groups who are currently considering revised questions with the potential to develop one combined survey in place of the previous two.	To run the surveys in the next round.	RETI, Faculties	July 2021	Evaluate the findings and feedback for providing future support to staff.

Abbreviations:

3MT: 3 Minute Thesis
BAME: Black, Asian and Minority Ethnic
BAW: Balanced Academic Workload
CROS: Careers in Research Online Survey
DIG: Diversity in Research Group
DTA: Doctoral Training Alliance
DVC: Deputy Vice Chancellor
ECR/s: Early Career Researcher/s
EDI: Equality, Diversity and Inclusion
GLT: Greenwich Learning and Teaching
GRE: Greenwich Research and Enterprise
HR: Human Resources
ILS: Information and Library Services
LGBT: Lesbian, Gay, Bisexual, and Transgender
PGR: Postgraduate Researcher
PGRs: Postgraduate Research students
PIRLS: Principal Investigators and Research Leaders Survey
REF: Research Excellence Framework
RETI: Research and Enterprise Training Institute

SAS: Student Academic Services
UA: University Alliance
UCEA: Universities and Colleges Employers Association
UoG: University of Greenwich