

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	Progress update	Outcome
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	HR in partnership with Academic Leadership Team	July 2022	HR monitors and requests diverse representation s 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	The launch of the university strategy “This is our time” has prioritised Inclusivity and Culture through all plans and will be overseen by new governance arrangements, including one to support Research and Knowledge Exchange. Following an exploratory- investment in a new recruitment platform in Oracle is on hold as the system cannot provide	Of the 49 individuals with research and academic contracts between January 2020 and December 2022 that have specified ECR status, 6 ECRs supported interviews/shortlisting panels successfully.

	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 December and January.			line with the guidance. This information will be shared with Research Committees for communication and publication in its report and also provided to the Nominations, Staffing and Recruitment to view in January 2022.	<p>functionality to support our EDI ambitions.</p> <p>The data we are providing on panel members is therefore drawn from our existing system.</p> <p>Unplanned changes to panel composition do occur and therefore the figures presented are an estimate.</p> <p>In terms of management information, a HR reporting dashboard with recruitment information, will be aligned with university reporting and should be available in 2023</p>	
A.2. Recruitment and selection of Horizon2020 COFUND Research Fellows with the	As part of the University Alliance's (UA) Doctoral Training Alliance (DTA) programme, the university has appointed Fellows in Cohort 1 of the	Appointment of Research Fellows on Cohort 2 of the programme through a rigorous interview	Head of RETI	June 2020	Successful appointment of Cohort 2 DTA-COFUND Research Fellows supervised by ECRs.	Four Fellows appointed between Cohorts 1 and 2 with ECRs in the interview panels and supervisory teams.	<p>Fellows registered to carry out PhD as a requirement of the Horizon 2020 COFUND</p> <p>Of the four Fellows, one has completed their PhD programme, and two are in the examination phase.</p>

University Alliance	<p>Horizon2020 COFUND Fellowships programme, where it 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.</p>	<p>process and panel members from the University and the University Alliance, with ECR as the lead supervisor.</p>					
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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.	Researchers work was included in the REF submission as appropriate.	The university has performed strongly in REF. All Units of Assessment showed an increase in proportion of internationally excellent or world-leading quality outputs.
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	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	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.	The Academic Framework continues to be improved. 23 staff have been promoted as researchers since Jan 2020 to December 2022. This means the target has been exceeded.

	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.				improvement on the research career pathway. This information is captured each September.	This information is captured each September.	
A.5. Retention of researchers	Training and development: The university's Research and Enterprise 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	Streamline the training suite as block delivery of the 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	RETI	December 2021	Number of all research staff and ECRs trained is based 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	No HR dashboard planned until 2023 The Essentials RETI training for research staff has been streamlined to provide training as a mix of 'live' on-campus and online delivery, as well as 'non-live' sessions via external providers, and recordings of internal sessions where relevant. The training sessions are spaced out over two to four occurrences over the academic year. This has improved the flexibility	Number of researchers trained on HR training are given as follows: 366 research staff have completed the Data protection online training 248 research staff have completed the Information Security online training 150 research staff have completed the Equality and Diversity Essentials online training. 591 staff have completed the online DSE training over the two years.

	<p>years for all researchers. This is linked with the university HR staff appraisal process and management and leadership development training.</p>	<p>and stress management techniques for researchers'</p> <p>Collect feedback on the above.</p>			<p>will be placed on a manager dashboard by September 2021. This information will feed support for the academic promotions.</p>	<p>of provision. New training added include 'ethical research online courses on becoming an ethical researcher; and research ethics in practice'.</p> <p>Further new training includes 'Productivity retreat with time & stress management techniques'.</p> <p>The Essentials package will include the following from the 2022-23 academic year: 'Preparing to be a research degrees examiner'; and 'Preparing to be Chair of a research degrees examination panel'.</p>	<p>Number of researchers trained on new RETI training are given as follows:</p> <p>Productivity retreat with stress and time management techniques</p> <p>2020-2021: 8 overall (7 PGRs, 1 Staff)</p> <p>2021-2022: 9 overall (5 PGRs, 4 Staff)</p> <p>Feedback: Number of responses 6</p> <p>100% responses strongly agreed that their personal objectives had been met, understanding of the topic improved substantially after attending the session. Examples of individual responses:</p> <p><i>"There was nothing I would improve/change about the session – would just like more of these sessions please";</i></p> <p><i>Fantastic session – perfectly timed and</i></p>
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							<p><i>pitched....We were fully prepared and focused for each chunk of writing time and there was accountability....Brilliant session.; "it was perfect".</i></p> <p>Ethical Research online courses 2020-2021: 39 overall completions of both courses (13 PGRs, 26 Staff) 2021-2022: 111 overall completions of both courses (22 PGRs, 89 Staff)</p> <p>Research Ethics live workshop for staff 2020-21: 54 Staff 2021-22: 7 Staff Feedback: Number of responses 9 100% responses strongly agreed/agreed that their personal objectives had been met; understanding of the topic increased after the session.</p>
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							Examples of individual responses: “perhaps a bit more interaction and/or breakout rooms”; “maybe some worked example, such as how to complete the UREC application for those new to the process”; parts of the session most useful “Going through the UREC ethics application from step by step and being able to ask questions to get clarification on various aspects I wasn’t certain about. Overall the questions/discussions were very useful”.
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						C.	D.
Context	What we do already	Action	Lead	Timescale	Success measure	Progress update	Outcome
B.1. Support for ECRs	An ECR PGR forum has been established which has ECR representation from	Provide new training to ECRs on research	RETI and HR	July 2020 new training	30 researchers to be provided new training; brief report on	Provided new RETI training on ‘Project management and organisation’, ‘Careers	Number of researchers trained on new RETI training are given as follows:

	<p>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.</p>	<p>management, careers outside academia, time management, coping with stress, research ethics; provide access to new writing software.</p> <p>Information on the University Balanced Academic Workload (BAW) model to help facilitate future mentoring schemes.</p>		<p>and feedback.</p> <p>July 2022: support on mentoring</p>	<p>feedback for future training. Annual assessment of the ECRs BAW allocations so they are in line with the model.</p> <p>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.</p>	<p>outside of academia', 'ethical research online courses on becoming an ethical researcher; and research ethics in practice', 'Research ethics workshop'.</p> <p>Also tested a new writing software 'ProWriting Aid'.</p> <p>University-wide 3 minute thesis, (3MT), competition was launched and University finals held in April 2021, and May 2022.</p> <p>The Oracle system – Horizon Talent supports career development, including individual development planning and skills recording.</p> <p>The university Academic Learning Enhancement team has reviewed university mentoring</p>	<p>Project management and organisation</p> <p>2020-2021: 9 overall (8 PGRs, 1 Staff)</p> <p>2021-2022: 10 overall (9 PGRs, 1 Staff)</p> <p>Feedback: Number of responses 15</p> <p>93% responses strongly agreed/agreed that their personal objectives had been met; understanding of the topic increased after the session.</p> <p>Examples of individual responses: <i>"Useful links to tools/strategies that can help manage projects, time, and people more efficiently"; session may be improved by "a bibliography at the end of the session to refer to including a suggestion of reading books for further interest"; "It allowed me to focus on the work that is important and when to complete milestones using</i></p>
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					<p>platforms for enabling consistency and support for established mentoring matches.</p> <p>The University undertook a full review of the Balanced Academic Workload (BAW) model. This resulted in the development of a new workload planning model designed to support Strategy goals which was launched in Autumn 2022. Key features of the improved model include alignment with academic career pathways equitable reflections of career expectations, workforce planning and personal development support. The system is now managed by the University's strategic planning directorate so it can embed resource</p>	<p><i>the Gantt Chart in the Excel example".</i></p> <p>Careers outside of academia 2020-2021: 12 overall (5 PGRs, 7 Staff) 2021-2022: 16 overall (14 PGRs, 2 Staff) Feedback: Number of responses 12 92% responses strongly agreed/agreed that their personal objectives had been met; understanding of the topic increased substantially after the session. Examples of individual responses: <i>"The practical exercises including the Career Stocktaking and the Career Anchors were really helpful and enlightening for me"; "Career Anchors – was helpful for me to modify my CV!"; "Tasks needed a bit more time to complete and could have been left as 'homework'".</i></p>
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						<p>alignment of academics with support.</p> <p>Productivity retreat with stress and time management techniques 2020-2021: 8 overall (7 PGRs, 1 Staff) 2021-2022: 9 overall (5 PGRs, 4 Staff) Feedback: <i>as given in A5 above</i></p> <p>Ethical Research online courses 2020-2021: 39 overall completions of both courses (13 PGRs, 26 Staff) 2021-2022: 111 overall completions of both courses (22 PGRs, 89 Staff)</p> <p>Research Ethics live workshop for staff 2020-21: 54 Staff 2021-22: 7 Staff Feedback: <i>as given in A5 above</i></p> <p>ProWriting Aid Pilot</p>
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							<p>September 2019: overall 19 researchers registered, 9 completed.</p> <p>Feedback: Number of responses 8. Majority feedback was not positive and hence did not purchase software.</p> <p>Examples of individual responses: <i>"I did not find it useful although I want to thank RETI for wanting to help us"; "It's slow with large amounts of text and it reanalyses it every time you use the app, which slows things down"; "I personally still prefer grammarly"</i>.</p> <p>3MT competition: University of Greenwich PGR student won the national finals People's Choice award in 2021, and in 2022 a UoG PGR student reached the semi-final stage.</p>
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B.2. ECR staff Development	<p>The university provides support to staff towards the 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.</p>	<p>Aurora programme: provide guidance to staff on the application process, select staff through a robust selection process, support successful staff through a mentoring programme, gather specific information through case studies.</p> <p>Review communication of the coaching network to enhance development of individual ECRs to apply for this support.</p>	HR	September 2022	<p>15 staff participating in the Aurora programme in 2019-20. Target 3 ECRs and collect data on their coaching each year and provide reports on this in January each year.</p> <p>Collect data on the number of successful Aurora applications (target 3) per year and prepare case studies to highlight the impact for dissemination.</p>	<p>Three cohorts have successfully graduated in the Aurora programme, despite the COVID disruption.</p> <p>The university is participating member of the South East Action Learning (SEAL) programme which provides a space for women leaders and aspiring women leaders to voice their work and career challenges. A combination of development workshops and action learning sets help participants discover both the power and leadership qualities needed to take action.</p>	<p>20 staff completed Aurora in 2019-20, 5 of which were research staff.</p> <p>10 staff completed Aurora in 2020-21, 3 were research staff.</p> <p>11 staff completed Aurora in 2021-22, 4 were research staff.</p> <p>January 2020-December 2022, 10 research staff have obtained a coach within the Coaching Network.</p> <p>SEAL: In 2020, 2 out of 4 participating staff were research staff. In 2021 no research staff participated. Whilst in 2022, 7 out of 12 participants were research staff.</p>
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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.	<p>In 2022, an audit target ensured appraisals achieved 90% completions during a period of change (see context). In 2023, the Vice Chancellors Group have committed to 100% completing on time.</p> <p>A series of videos were produced showing how to use the online appraisals system and also a recording of the staff briefing session was made. All are available on the staff portal.</p> <p>Context: In terms of context, the University replaced their appraisal system with Oracle Talent and Performance which launched in May 2021. During the transition</p>	<p>34 research staff attended the appraisal briefing sessions in 2021</p> <p>72 research staff attended the appraisal briefing sessions in 2022</p> <p>The videos have been viewed 2232 times.</p> <p>90% of staff completed their appraisals in 2022.</p>

						phase four faculties commenced reorganisations of management tiers which has affected 855 employees in terms of changes to line management. The university aims to have finalised structures in place by December 2023.	
E. 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						F.	G.
Context	What we do already	Action	Lead	Timescale	Success measure	Progress update	Outcome
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	Review feedback from HR and RETI training on Leadership for future training. To run a 'new' training 'productivity retreat with time and	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	The university replaced the Staff Development Hub with the launch of Oracle Talent and Performance. The university is participating member of the South East Action Learning (SEAL) programme which provides a space for women leaders and	20 staff completed Aurora in 19-20, 5 of which were research staff. 10 staff completed Aurora in 20-21, 3 were research staff. 11 staff completed Aurora in 21-22, 4 were research staff.

	<p>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.</p>	<p>stress management techniques for researchers’.</p>			<p>Aurora and Wellbeing development, and a report on feedback to retain areas of good practice and inform future training.</p>	<p>aspiring women leaders to voice their work and career challenges. A combination of development workshops and action learning sets help participants discover both the power and leadership qualities needed to take action.</p> <p>It is mandatory for line managers to complete the online Managing Diversity course.</p> <p>Provided RETI training on leadership for researchers New RETI training provided on ‘Productivity retreat with time & stress management techniques’</p>	<p>SEAL: In 2020, 2 out of 4 participating staff were research staff. In 2021 no research staff participated. Whilst in 2022, 7 out of 12 participants were research staff.</p> <p>67 research staff have attended the Mental Health First Aid training</p> <p>20 research staff have attended the Mental Health Awareness training</p> <p>4 research staff have completed the online Supporting student’s mental health and wellbeing</p> <p>69 research staff have completed the online managing diversity training</p> <p>Number of researchers trained on new RETI training are given as follows:</p>
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							<p>Careers in Leadership for Researchers</p> <p>2020-21: 8 Staff 2021-22: 9 Staff Feedback: Number of responses 8 88% responses strongly agreed/agreed that their personal objectives had been met; understanding of the topic increased substantially after the session. Examples of individual responses: <i>"Some of the worksheet style activity – the 21 questions for example, were very useful for me as it gave me a structure to help me reflect – I am not a naturally reflective person!"; "a overall picture of what leadership is all about; made me think of my career, what I want to achieve in the next few years"</i>.</p> <p>Productivity retreat with stress and time management techniques</p>
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							2020-2021: 8 overall (7 PGRs, 1 Staff) 2021-2022: 9 overall (5 PGRs, 4 Staff)
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 academia', and 'maximising impact from your research: non-academic stakeholder engagement'.	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'. Report on number of researchers trained and their feedback. Figures to be reported as part the UoG committee cycle.	Provided new RETI training on 'Careers outside of academia'; and 'maximising impact from your research'.	Number of researchers trained on new RETI training are given as follows: Careers outside of academia 2020-2021: 12 overall (5 PGRs, 7 Staff) 2021-2022: 16 overall (14 PGRs, 2 Staff) Feedback: <i>as given in B1 above</i> Maximising impact from your research: 4 training sessions were scheduled during this time period but were cancelled due to lack of demand and/or facilitator illness. However, some 1:1 training was delivered where required.

C.3. Researcher Development Framework	<p>UoG researcher development is in line with the Vitae Researcher Development Framework.</p> <p>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'.</p>	<p>To review the mapping of UoG researcher development programme with the Vitae Researcher Development Framework.</p> <p>To carry out a gap analysis for research support by mapping against Vitae's revised Researcher Development Concordat and implement the Concordat.</p>	RETI and HR	March 2021	Implementation of the revised Concordat through a collaborative approach within UoG and our stakeholders by early 2021.	<p>The UoG researcher development programme was mapped with the Vitae Researcher Development Framework wheel and the information provided for input into the RETI training management system so that researchers can assess their skills sets and prioritise areas for future training.</p> <p>A gap analysis was carried out on Vitae's Researcher Development Concordat and this is available on the UoG external web pages. This has helped towards the implementation of the Concordat via discussion at the university's Research and Enterprise Committee with input from committee members from the faculties, GRE, GSU.</p>	<p>Gap analysis of Vitae's Researcher Development Concordat: https://docs.gre.ac.uk/rep/gre/hr-excellence-in-research-award-gap-analysis-2020</p> <p>Annual report on the implementation of the Researcher Development Concordat, 2022 https://docs.gre.ac.uk/__data/assets/pdf_file/0031/269806/rdc-annual-report-2022.pdf</p>
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						Input from HR was undertaken separately. An annual report was published on the UoG external webpages.	
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.	<p>Provided new RETI training on 'Confident Conference Communications' which covered oral and poster presentations.</p> <p>Confident Conference Communications 2020-21: (20 overall, 16 PGRs, 4 Staff) 2021-22: 9 overall (6 PGRs, 3 Staff) Feedback: Number of responses 17 94% responses strongly agreed/agreed that their personal objectives had been met; understanding of the topic increased substantially after the session. Examples of individual responses: <i>"Seeing examples of presentations and posters – these helped with my development"; "Maybe the feedback for the presentation practice part can be more</i></p>	<p>Number of researchers trained on new RETI training are given as follows:</p> <p>Confident Conference Communications 2020-21: (20 overall, 16 PGRs, 4 Staff) 2021-22: 9 overall (6 PGRs, 3 Staff) Feedback: Number of responses 17 94% responses strongly agreed/agreed that their personal objectives had been met; understanding of the topic increased substantially after the session. Examples of individual responses: <i>"Seeing examples of presentations and posters – these helped with my development"; "Maybe the feedback for the presentation practice part can be more</i></p>

							<p><i>structured so that everybody gets meaningful feedback”; “How to prepare an Effective conference poster making it easy to understand with aesthetic balance”; “....The workshop had an excellent blend of interactive activity and informative discussion.... I have been impressed by the high quality of RETI’s sessions. I have attended several....I would highly recommend it”.</i></p> <p>This training had been undertaken by the UoG PGR student in 2021 who won the 3MT competition national award.</p>
H. 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						I.	J.
Context	What we do already	Action	Lead	Timescale	Success measure	Progress update	Outcome
D.1.	Development partners from HR, RETI, Greenwich	To introduce a coaching skills	HR, RETI	July 2021	Provide opportunities for supervisors	The University provides coaching skills.	One cohort with 4 research staff have graduated as qualified

Personal career development	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 personal best development.	<p>support for supervisors.</p> <p>To support Leadership development through the (i) Aurora programme, (ii) Leadership training from HR), (iii) Leadership training for researchers from RETI.</p> <p>To provide an insight into careers outside of academia for researchers, through RETI training.</p> <p>To gather feedback from the trainees.</p>			<p>to complete the coaching skills development activities. Training for the cohort will commence in 2020/21.</p> <p>Number of researchers supported by HR and RETI training and a report on feedback.</p>	<p>Provided RETI training on 'Careers in Leadership for Researchers', and 'Careers outside of academia'</p>	<p>level 5 CMI coaches since 2020.</p> <p>Number of researchers trained on RETI training are given as follows:</p> <p>Careers in Leadership for Researchers 2020-21: 8 Staff 2021-22: 9 Staff Feedback: as given in C1 above</p> <p>Careers outside of academia 2020-2021: 12 overall (5 PGRs, 7 Staff) 2021-2022: 16 overall (14 PGRs, 2 Staff) Feedback: <i>as given in B1 above</i></p>
D.2. Career development support	A Senior Researchers Forum has been established recently and the membership	Discuss university career pathways and	GRE, RETI	December 2020	Disseminate the findings on best approaches	The Senior Researchers Forum met twice for initial discussions on areas of best practice.	A new 'Centres Leaders Forum' will replace the Senior Researchers Forum

	comprises of senior/established academics from across the university.	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.			across the faculties.	Subsequently, the University developed a Research and Knowledge Exchange strategy 2030 within which a series of Research Centres have/are being set up. It is hoped that a 'Centre Leaders Forum' will be initiated and discussions held towards the Centres' initiatives with an underlying assessment of a training programme that will share and grow the expertise within the group	to take this initiative forward
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	HR and RETI are delivering wellbeing activities. One new area for development will be to share support through the wellbeing champions network.	HR, RETI	February 2021	Absence is recorded and provided in the UCEA survey in winter each year. Monitoring support provided.	The University launched Oracle Absence reporting in April 2020. Issues however needed to be resolved and the system worked fully from Autumn 2020. The new system allows the university to identify reasons for absence.	The 'University of Greenwich Returning to Academic Research after a Period of Absence' paper was well received by the Research and Enterprise Committee members which include faculties (for guidance and application), GRE, GSU, and was also circulated to HR for information.

	Employee Assistance Programme - GRE's guidance on supporting a researcher through a period of planned absence.	Better management information with the implementation of the new HR system			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 in the summer and will help to inform future support mechanisms.	The university Research and Enterprise Committee approved a paper in July 2019 on 'University of Greenwich Returning to Academic Research after a Period of Absence' to provide advice and guidance both to staff affected by such breaks and their line managers.	
D.4. Recognition: Annual GRE Research and Enterprise Awards and Celebration Day. Annual Student Led	GRE event: research talks, networking, and awards at various stages of career including postgraduate poster competition, inspiring researchers, ECR Research Excellence, Outstanding achievement in	To organise the annual events	GRE, SU	March 2021	Number and details of ECRs in receipt of awards; number of attendees at events.	The two recent GRE Research and Enterprise Awards and Celebration events were held in December 2019 and May 2021. The ECR award categories were 'Early career research excellence Award', 'Early career researcher communication and engagement', 'Early	10 ECRs (6 in 2019, 4 in 2021) were in receipt of awards in these categories over the two GRE Research and Enterprise Awards and Celebration events. Number of attendees at these events were 94 at the 2019 event, and 169 at the 2021 event.

Teaching Awards.	research, Career Research Excellence. The Student Led Teaching Awards include an award for 'Supervisor of the Year'.					Career Poster competition', 'ECR Public Engagement and Communication Award'	
K. 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						L.	M.
Context	What we do already	Action	Lead	Timescale	Success measure	Progress update	Outcome
E.1. To attend training offered by the university	RETI and HR Training. RETI provides 'optional' training for 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	To promote themed training provision through the university internal communications, to improve flexibility via growth of online provision. Collect feedback.	RETI and HR	July 2021	Feedback report to identify areas of growth. To target 10 researchers on Improvement in participation by ECR on the HR offers. This information is reported to the University committees in January.	Research staff took part in the HR core programme from January 2020	There were 840 instances of research staff participating on the core programme

	<p>leadership, statistics, the digital researcher; Also, researchers are invited to share their research journey with PGRs as inspirational talks at PGR writing retreats.</p> <p>HR training: participation in programmes such as outside/insight shadowing, coaching and mentoring network and core training for those who are new to management.</p>						
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,	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.	The university provides all-employee training on compliance with the Equality Act 2010 and with its discrimination, bullying and harassment policies via its online EDI courses (Equality & Diversity Essentials and Managing Diversity), which are uploaded onto its Horizon	While current records for mandatory training show a completion rate of 45%, this reflects an issue with migrating historical training records. A data migration project is underway to resolve this problem.

	<p>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.</p>				<p>Target at 60% of ECRs.</p>	<p>Learning Management System (LMS). The courses are mandatory with staff expected to complete them during their probation period. When staff have not completed this training, they receive a reminder that it is overdue within LMS. LMS has been setup to disseminate all essential training to new staff and to existing staff on a three-year basis. The system provides reports and completion records, which staff can view directly and can be updated by an administrator if there are errors. This supports monitoring, accountability and reduces risk.</p> <p>RETI provided essential training for researchers, examples include ‘undertaking and managing research’, ‘recruitment, selection</p>	<p>Number of researchers trained on RETI training are given as follows:</p> <p>Undertaking and Managing Research 2020-21: 43 Staff 2021-22: 21 Staff</p> <p>Recruitment and Selection of PGR students 2020-21: 63 Staff 2021-22: 60 Staff</p> <p>Supervising PGR Students 2020-21: 70 Staff 2021-22: 54 Staff</p> <p>Ethical Research online courses 2020-2021: 26 Staff 2021-2022: 89 Staff</p> <p>Research Ethics live workshop for staff 2020-21: 54 Staff 2021–22: 7 Staff</p> <p>International Compliance 2020-21: 26 Staff 2021–22: 10 Staff</p>
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						and supervising PGR students', 'research ethics', 'international compliance'.	
N. Diversity and equality Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers						O.	P.
Context	What we do already	Action	Lead	Timescale	Success measure	Progress update	Outcome
F.1. University Equality, Diversity and Inclusion (EDI) environment	EDI Strategy 2019-22: Treat others with respect at all times and promote an 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.	<p>To help ensure that the university provides a fair and inclusive environment where staff and students can flourish and achieve their full potential.</p> <p>Monitor completion of online HR courses by research staff on Equality and Diversity Essentials, and Managing Diversity.</p>	HR, RETI	December 2020	Monitor percentage of staff undertaking EDI training courses and shared with stakeholders. The current requirements are all staff must undertake our introduction to EDI which requires 100% completion.	As in E2 above	As in E2 above

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.	As in C3 above	As in C3 above
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 Research Group (DIG) who is working with these networks.	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 update which	Sector leading EDI is a priority of the University Strategy 2030. In 2021, the University achieved GOLD for the Stonewall Workplace Employers Index and was ranked 11 th in Education sector. Success was in part due to intersectional developments by recognised staff networks and allies with research groups including the Institute for Life Course Development and Diversity Interest	The University is a Top 100 Employer for LGBT employees as ranked through Stonewalls Workplace Equality Index.

					is published each May.	Group. In 2022 the university reviewed all governance structures and has streamlined & created cross working between decision-making committees. Staff interest groups such as DIG are invited to share expertise at meetings, just in time and on needs to basis which is leading to greater planning and effectiveness.	
Principle 7: Implementation and review Q. 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	RETI	July 2021	Completion of action points from ECR PGR Forum. Number of staff completed training for	Actions from the PGR ECR Forum were taken forward with various areas of the university towards their resolution, and also discussed at the Research and Knowledge Exchange	The university Research and Knowledge Exchange Strategy has included support for growth of a healthy research and knowledge exchange culture, providing a supportive environment

		ECRs for career development in non-academic careers and collect feedback.			career development in non-academic careers.	Committee where required. Examples include ECR support on workload and research funding; encourage development of ECR networks in faculties which do not have these; COVID extension schemes for PGRs; consultation on the PRES; consultation on the university Research and Knowledge Exchange Strategy; REF-related information; ideas for RETI training mentoring courses	for PGRs, ECRs and more established researchers; ECR networks in existence in three of the four faculties and plans for the fourth faculty to develop this; PGR students supported via COVID extension schemes for time extension, fee waiver and some financial support; discussion on PRES fed into the PRES 2023 Action Plan; new RETI training incorporated feedback from the Forum. Number of researchers trained on RETI training are given as follows: Careers outside of academia 2020-2021: 12 overall (5 PGRs, 7 Staff) 2021-2022: 16 overall (14 PGRs, 2 Staff) Feedback: <i>as given in B1 above</i>
G.2. Implementation of the	Training linked with the principles of the Concordat.	To carry out a gap analysis and	RETI	March 2021	Development of an enhanced	As in C3 above	As in C3 above

Vitae's Researcher Development Concordat		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.			training provision and maintaining external accreditation such as HR Excellence in Research Award.	An enhanced RETI training provision developed and updated annually in line with the feedback from university researchers and sector intelligence. Submitted HR Excellence in Research Award Action Plan 2022-25	PGR and Staff RETI Training 2021-22 https://docs.gre.ac.uk/_data/assets/pdf_file/0029/254099/pgr-mandatory-training-schedule-2021-2022.pdf PGR mandatory RETI training 2021-22: https://docs.gre.ac.uk/_data/assets/pdf_file/0029/254099/pgr-mandatory-training-schedule-2021-2022.pdf HR Excellence in Research Award Action Plan 2022-25 https://docs.gre.ac.uk/_data/assets/pdf_file/0031/294268/hreir-action-plan-22-dec-2022.pdf
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	To run the surveys in the next round.	RETI, Faculties	July 2021	Evaluate the findings and feedback for providing future support to staff.	Ran CEDARS in 2020. The results were analysed and discussed at the university Research and Knowledge Exchange Committee for further action.	Areas of good practice were highlighted so as to maintain these. Areas needing improvement were mapped with the HR Excellence in Research Award actions towards collaborative effort from

	place of the previous two.						various areas of the university.
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Abbreviations:

3MT: 3 Minute Thesis

BAME: Black, Asian and Minority Ethnic

BAW: Balanced Academic Workload

CEDARS: Culture, Employment and Development in Academic Research Survey

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

LMS: Learning Management System

PGR: Postgraduate Researcher

PGRs: Postgraduate Research students

PIRLS: Principal Investigators and Research Leaders Survey

PRES: Postgraduate Research Experience 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