

Details

Institution name:	University of Hertfordshire
Cohort number:	2
Date of submission:	27-Jan-23
Institutional context:	UH is a Post 92 university rated TEF gold. It is one of the top 100 universities in the world under 50 years old. In the latest REF, 90% of submitted research was judged to be of international quality. 57% of UH submitted research was judged to be of world-leading and internationally excellent quality across all 12 units. UH has many close links with industry and is "the UK's leading business-facing university".

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	134	At 31 July 2022
Postgraduate researchers		
Research and teaching staff	1245	Not all of these staff will be research-active
Teaching-only staff		
Technicians	119	Not all of these staff will be research-active
Clinicians		
Professional support staff	1088	Not all of these staff will be research-active
Other (please provide numbers and details):		
Total	2586	346 staff submitted for the REF, 680 staff self-identify as research-active

Complete for submission								To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)	
Environment and Culture										
Awareness and engagement										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										
EC11	Ensure all relevant staff are aware of the Concordat.	The Concordat will feature in all RDG Meetings and on Researcher Development webpages (internal and external). RC and PRMG will be kept up to date with work of RDG and progress with action plan for HREiR Award. The Concordat will feature in opening talk at #UHResDev21 to all research active staff. Staff will be informed that we are signatories of the new Concordat through RO News. The benefits of institutional membership of Vitae will be shared through input at #UHResDev21 by a representative from Vitae, through the RDP and RDG. The Concordat and Vitae will be included in new research staff induction checklist.	No	Sep-21	Chair of RDG; RDG; RDP; L&OD; RO	100% of researchers completing CEDARS have some understanding of the Concordat to Support the Career Development of Researchers or know it exists. RDG reports to RC include updates on progress with action plan for HREiR Award.		The Concordat is featured in RDG meetings, webpages, and at #UHResDev21. The Concordat and benefits of our institutional membership of Vitae have featured in RO news. New staff central induction programme features input on support for researchers in both the presentation and in the market place. RO has a 2 x 15 min slot in the market place. This was well attended by about 30 people at each of the three times induction ran (this was more than the number of academic staff at induction - made up with some professional staff). Sessions were well delivered. 81% of those attending RO marketplace rated the content as very useful/useful). Additionally the RO hold Research Office inductions (1 hour). Sessions are attended by new ECRs and academic/ research staff and provide information on research structures and support including the RIS, applying for external research funding; RI and governance, the REF and impact. Increase from 32 to 44 attendees in total (in 2021-22). 5 sessions scheduled for 2022-2023.	Only 25% of UH respondents are unaware of the Research Concordat compared to 44% nationally. Success measure was very aspirational, but 75% is a good starting point. Some of the actions would not have taken effect until after CEDARS.	On-going.

ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	HR will review all policies and will conduct an equality impact assessments (EIA) on all amendments and on all new HR or equality University Policies and Regulations (UPRs) to help ensure they are inclusive, equitable and transparent. Close cooperation between HR, EDIO, and RDG will help communicate these policies to researchers and their managers. The external funding environment has placed increasing importance on research culture, and specifically, with regard to the need to develop research funding policies and procedures that are good practice with regard to EDI considerations. The Head of Research Grants and Director of the RO met Head of EDIO in July 22 to discuss what best practice might look like.	Yes 1.2	Dec-21	HR; RDG; EDIO; RO	HR complete the review of policies and ensure they are inclusive, equitable and transparent. Updated policies available on HertsHub for all researchers and their managers to access. HR representative on RDG alerts members to any changes and where these policies can be found.	EDIO reviewed and updated the EIA Toolkit and Tempalte and ran w/s for staff on developing EIAs rather than assessing policies.	10 Policies have been reviewed with EIAs conducted on all. 9 are awaiting approval. The reviewed Bullying and Harassment Policy UPR EQ10 was approved and published on HertsHub; <input type="checkbox"/> Retirement (including flexible retirement) <input type="checkbox"/> Redeployment (previously Reorganisation, Redeployment and Redundancy Policy) <input type="checkbox"/> Restructuring and Redundancy (previously Reorganisation, Redeployment and Redundancy Policy) <input type="checkbox"/> Flexible Working (statutory) <input type="checkbox"/> Recruitment & Selection <input type="checkbox"/> Family friendly Policies <input type="checkbox"/> Disciplinary Policy <input type="checkbox"/> Managing Poor Performance <input type="checkbox"/> Sickness Absence Management 5 x Family friendly policies recently reviewed have been approved and published as UPRs on HertsHub: Maternity Leave UPR HR23 Paternity Leave UPR HR25 Adoption Leave UPR HR22 Shared Parental Leave UPR HR26 Parental Leave UPR HR24 Recruitment and Selection Policy published as UPR on HertsHub.	When policy changes have been approved HR representative will alert RDG members, and relevant networks briefed (AWAG; NW+P; Carers; WPN). RO is currently piloting a process for UKRI's prestigious Future Leader Fellowships scheme. The process will be reviewed when the bids have been submitted (Dec 2022) and adjustments considered by both PRMG and Research Committee.	Ongoing
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices.	Increase participation of researchers completing CEDARS through effective timing and marketing of the survey, using the outcomes to improve practices through a review and development process involving the RC and the RDG. All staff invited to regular PVCR on-line Q & A sessions.	No	Sep-21	L&OD; RDG; RC	100% increase in researchers completing CEDARS (260 responses; 54 responses for PIRLS in 2019 and 75 responses for CROS in 2019).		130 responses to the CEDARS survey. Average number of responses across other institutions is 138. At UH we received 130 responses, which compares to previously 120 completing PIRLS + CROS. Nationally the response rate is around 20% which is similar to our response rate if we take 680 as the number of research active staff (taken from researcher mailing list). However a more realistic figure would be around 400 (+350 - looking at REF submissions) making a 33% response rate. Findings have been shared with RC; RDG and PRMG. PVCR shared with all staff at high profile staff Q & A (>100 staff).	Success measure was very aspirational. The granular data has been processed and meetings have been held with relevant professional SBUs (EDI, RO, HR), and with the RC and the RDG.	On-going.
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	ADRs encourage researchers to buddy with or mentor newer researchers and students; enable newer researchers to join research programmes led by experienced researchers; and/or join doctoral supervision teams. Create new mentoring page on HertsHub. Bring to attention of ADRs through RDG report to RC.	No	Dec-22	L&OD; RDG; RC; ADRs	90% of newer researchers (research active for 0 to 4 years) completing CEDARS agree or agree strongly that they feel included in their immediate research environment/group. New pages created. Minutes of RC include researcher mentoring.		New mentoring page on HertsHub highlights mentoring for ECRs in each School, and through networks, with contact names. Researcher mentoring raised at RDG & RC. L&OD session on thriving in a hybrid world is supporting inclusive practices.	Success measure partially met. 68.2% of newer research-active respondents (research active for 0 to 4 years) completing CEDARS agree or agree strongly that they feel included in their immediate research environment/group. Researcher mentoring is included in RDG minutes and in report of RDG to RC.	On-going.
<p>Wellbeing and mental health The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.</p>										

ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	Establish staff network for mens' mental health chaired by Director of Estates. Promote mental health awareness w/s. #UHResDev21 keynote on mental health and wellbeing of researchers. New RDP sessions, generic to both PGR and ECR, will have an emphasis on wellbeing directly or indirectly. ECRs will be targetted with advertising to raise their awareness and attendance. Equity will be supported through development of cross university system for workload management.	Yes 2.3; 6.2	Sep-21	RDG; RDP; HSW	70% of researchers completing CEDARS agree or strongly agree that their working environment supports their mental health and wellbeing.		Men's Health Network is established. Senior Champions for Staff Networks. Keynote on mental health and wellbeing of researchers by Rachel Cox from Vitae at #UHResDev21 was well attended (over 100) and well received [1]. The new RDP sessions for PGR and ECR, including emphasis on wellbeing was promoted across staff. Monthly Validium newsletter and information sheet sent from HSW featuring wellbeing support for researchers and research managers. New wellbeing Page for staff on HertsHub. Wellbeing Champions in each SBU. About 60 attendees at the Wellbeing & Sustainability fair stall and w/s. Sessions were not as well attended as hoped, but the general feedback from attendees was very positive and some of the external stall holders have already requested to come back again. Mental Health Awareness Week will take place October 2022. The departmental EDITs are including mental health in their action plans and signposting staff to resources and where they can get further advice/support.	67% of researchers completing CEDARS agree or strongly agree that their working environment supports their mental health and wellbeing. The University's Health and Wellbeing Key Performance indicator - to increase the percentage of staff participating in wellbeing programmes including Active Staff to 50% - was achieved with at least 49% of research-only staff participating (1/3rd participants did not register).	Actions successful. Cross university system for workload management carried forward.	
ECI4	Ensure that managers of researchers are effectively trained in relation to wellbeing and mental health.	New UH Support for Managers and Academics session about support available for their teams.	No	Jul-22	HSW	70% of managers completing CEDARS feel confident to respond to any issues relating to health and wellbeing.		UH Support for Managers and Academics session was run by HSW about the support available to managers and their teams/students, covering resources for dealing with challenging situations involving their staff or students. Hosted by UH and the University's EAP service.	78% of managers completing CEDARS feel confident to respond to any issues relating to health and wellbeing.	Actions successful.	
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	New UH Support for Managers and Academics session about support available for their teams.	Yes; 2.3; 6.1; 6.2; 6.3; 6.4	Sep-21	HSW; RDG	More than 70% of researchers completing CEDARS agree or strongly agree that their manager promotes a good worklife balance.		20 of the 39 managers attending UH Support for Managers and Academics session were managers of academics/researchers.	77.7% of research-only respondents completing CEDARS agree or strongly agree that their manager promotes a good worklife balance.	Action successful.	
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	All managers attend the mandatory HR Policies in practice.	No	Sep-21	L&OD	80% of managers completing CEDARS feel confident to manage requests for flexible working appropriately; 0% of researchers completing CEDARS disagree or disagree strongly that they are treated fairly in relation to requests for flexible working.		L & OD are monitoring mandatory line manager training to ensure that all new line managers complete this within 12 months. 80% of staff responding to survey feel that they have adjusted well / really well to the Flexible Location Principles.	73.5% of managers completing CEDARS feel confident to manage requests for flexible working appropriately; only 12.7% of research-only respondents completing CEDARS disagree or disagree strongly that they are treated fairly in relation to requests for flexible working.	On-going.	
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	#UHResDev21 will focus on how researchers can be proactive in looking after themselves, and support those they work with and supervise, with respect to mental health and wellbeing, raising awareness of signs to look out for in ourselves and each other. The EAP will be signposted at #UHResDev21.	No	Jun-21	RDG	More than 50% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing.		The range of actions and their continued promotion has had a positive impact.	73.9% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing.	On-going.	
Bullying and harassment											
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.											

ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	An EDI board will be established to look at EDI priorities for UH and provide a reporting body for EDI data to identify issues that need to be addressed; including ensuring researchers and research managers are attending the mandatory EDI training; and responding to CEDARS to ensure that the culture of diversity and inclusion is developed further. Open Herts Workplace Cultural Review will be conducted early 2022.	Yes 2.3; 6.2	Sep-21	EDIO; L&OD	80% of researchers completing CEDARS agree or agree strongly that UH will investigate any reported incident of discrimination, or of bullying and harassment fairly.		EDI board established, reports EDI data quarterly. Significant improvement in attendance at mandatory EDI training from a year ago. All new staff automatically pre-booked onto mandatory training w/s and any staff who reach probation without having attended all their mandatory w/s are reminded and rebooked until they attend. Staff have been recruited and trained as Bullying and Harassment Investigators, a voluntary role, providing more staff with knowledge and skills as well as peers that can be approached regarding bullying and harassment incidents. Speak Out [2] is a new anonymous channel for reporting. Autumn 2022 a new project introduced: 'My Story to Tell' which aims to explore the lived experience of our diverse staff and student community. The project is exploring barriers and challenges individuals experience due to their identity and how they have overcome these. Open Herts Steering Group will work on the 4 recommendations of the Workplace Cultural Review and will share progress through staff emails, on HertsHub, and in local committees.	77.8% of research-only respondents have completed EDI training. Research-only respondents believe that UH is committed to EDI, with 78% agreeing. 65% of research-only respondents at UH believe they are treated fairly irrespective of their protected characteristics, this is higher than the national average of 61%. Total staff completion of EDI mandatory training within probation period 20/21: EDI Essentials 93% Online EDI 79% and Online Unconscious Bias 82%. The evaluations and feedback comments are very good and show a high standard of delivery and knowledge from the facilitators. There is a strong partnership between EDIO and L&OD in the delivery of EDI related development sessions. A wide range of protected characteristics are covered by EDI training, including disability, race, sexual orientation and more general EDI awareness.	On-going.	
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	See ECI3	Yes; 2.3; 6.1; 6.2; 6.3; 6.4	Sep-21	EDIO; L&OD; RDP	80% of researchers attend mandatory/refresher EDI training (REC target); 70% of managers completing CEDARS feel confident to respond to any issues relating to bullying and harassment.		New EDI training for Research Degree Supervisors in 2022. See ECI3.	86.3% of managers that have completed CEDARS have completed EDI training and 77.8% of research-active respondents have completed EDI training. 78% of managers completing CEDARS feel confident to respond to any issues relating to bullying and harassment.	Action successful.	
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	See ECI3	No	Sep-22	EDIO; L&OD; RDP; HR	60% of researchers completing CEDARS agree or strongly agree that they are familiar with my institution's mechanisms to report incidents of discrimination, or of bullying or harassment; 60% of researchers completing CEDARS agree or strongly agree that they would feel comfortable reporting an incident of discrimination or of bullying or harassment.		ECR training is in part be encompassed by the EDI training for Research Degree Supervisors, as many ECRs attend this training. See ECI3. Speak Out [2] available in addition to seeking feedback through formal surveys, at the Staff Q&As, and via line managers. This is a safe space to tell the institution when things don't seem quite right, and enables staff to report anonymously or seek support from an advisor. New bi-weekly drop-in sessions in Autumn 2022 for staff and students to provide impartial and confidential advice to all staff and students on EDI matters.	55.5% of researchers are familiar with the institutions mechanism to report incidents of discrimination. 54.7% would feel comfortable reporting such an incident. 53.6% of researchers are familiar with the institutions mechanism for reporting bullying or harassment, with 54.3% comfortable reporting such an incident.	On-going.	
Equality, diversity and inclusion											
The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.											
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	All Managers will have an EDI action on racial equality and awareness-raising. EDI for managers w/s to be run bimonthly to capture all line managers to update their awareness of their responsibilities along with three yearly refresher training on Equality and Diversity and Unconscious Bias.	No	Apr-21	L&OD; EDIO	80% of line managers attend mandatory/refresher EDI training (REC target), 70% of researchers completing CEDARS agree or strongly agree that staff are treated fairly irrespective of any protected characteristics.		EDI quarterly reports are shared with Deans and 93% of staff complete the mandatory EDI training. Regular EDI News sent to all staff.	86.3% of managers that have completed CEDARS have completed EDI training. 65% of research-active respondents at UH believe they are treated fairly irrespective of their protected characteristics, this is higher than the national average of 61%.	Action successful.	

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ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Mandatory attendance reports of EDI training will be reviewed by the Deans to share with the line managers in Schools. This has been trialled with one school. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further. All staff have personal EDI objectives in their appraisal.	No	Sep-22	L&OD; EDIO; RDP	80% of researchers completing CEDARS have undertaken EDI training.		New EDI training specifically for Research Degree Supervisors in 2022, to support diverse research students. ECR training will in part be encompassed by the above as many ECRs attend supervisory training. Appraisal documentation includes EDI objectives.	85.4% of researchers completing CEDARS have undertaken EDI training.	Action successful.
Research Integrity										
The aims of these obligations are to ensure managers and researchers are trained in, aware of, and maintain high standards of research integrity, and are able to report infringements or misconduct.										
EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	All research staff who are also research students have mandatory training in research integrity. We will explore the possibility of redesigning this training and rolling out to ECRs, along with refresher training for other researchers. A gap analysis of the new Concordat for Research Integrity is underway, and any new areas highlighted will be addressed as part of the action plan for the Research Integrity Concordat. Procedures for research integrity are clearly set out in UPR RE02 Research Misconduct and reviewed annually by Research Committee. Research integrity is included in the training for research supervisors. We will explore the possibility of refresher training for experienced researchers.	No	Sep-22	Institutional Lead on Research Integrity; RDP	70% of researchers completing CEDARS have undertaken Research Integrity training. 50% of managers of researchers completing CEDARS have undertaken Research Integrity training.	The first Research Integrity Stakeholder Forum will be held in autumn 2022. James Parry, Chief Executive of the UK Research Integrity Office (UKRIO), to be invited as a guest speaker. Forum would be accommodated within the Q&A sessions hosted by the PVCR.	1st stage gap analysis of Research Integrity Concordat is underway and any proposed changes for 2022 are currently being finalised, to be considered by PRMG and RC. Supervisory training includes option of refresher attendance for experienced supervisors. ECR training will in part be encompassed by the above as many ECRs attend supervisory training. Further training is planned once actions from RI gap analysis are agreed. The Research Governance Manager has identified a gap in our policies, which is that although there is an UPR to explain Research Misconduct, we do not state what we believe best practice in research to be. Work will commence next term on a best practice in research guide which may be incorporated into the UPRs.	68.8% of research-only respondents who completed the CEDARS survey have undertaken Research Integrity training. 70.4% of managers of researchers that completed CEDARS have undertaken Research Integrity training.	On-going.
ECM3	Ensure managers report and address incidents of poor research integrity.	The Research Integrity Champion role is embedded in the ADR role. The PRMG will consider clearer definition of the role. More consistency around centralised reporting of research misconduct will be considered by PRMG with recommendations for RC.	No	Sep-22	Institutional Lead on Research Integrity; RDP	Clear definition of Research Integrity. Champion adopted at RC. Recommendations on the reporting of research misconduct adopted at RC.	The number of misconduct cases at the University is low, however, it is important to record these, including the informal cases that could be handled in a developmental fashion.	Reporting of misconduct- new system now been implemented.	On-going.	On-going.
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	Explore the possibility of redesigning the research integrity training and rolling out to ECRs, along with refresher training for other researchers, to increase awareness and attendance by researchers who have not completed the training as research students.	No	Sep-22	Institutional Lead on Research Integrity; RDP	70% of researchers completing CEDARS have undertaken Research integrity training. 60% are familiar with UH's mechanisms to report incidents of misconduct and 60% would feel comfortable reporting any incidents of research misconduct		See EC15/ECM2	100% PGR have received the mandatory RI training. New module from Epigeum has enhanced the provision. See EC15/ECM2. 55.5% of research-only respondents who completed the CEDARS survey are familiar with the institutions mechanism to report incidents of misconduct. 54.7% would feel comfortable reporting such an incident.	On-going.
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	See ECR2	No	Sep-22	Institutional Lead on Research Integrity; RDP	See ECR2		RE01 and RE02 are reviewed annually by the standing working party.	See ECR2	On-going.
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										

EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	The Research Committee (RC) chaired by the PVCRC provides opportunities for consultation with all researchers to communicate their views on both internal policy and decisions as well as external initiatives, such as implementing the new concordat. The RDG acts also as a consultative group for RC, gathering researcher and research managers' views through School Representatives, survey analysis and circulation of minutes to all ADRs and other research managers. Review opportunities that researchers and their managers have to engage with development of organisational policies and decision-making. Report findings to RC.	No	Apr-22	RDG; RC	Minutes of RC and and RDG meetings showing where all researchers' views have be sought on policy development and acted upon. Analysis of research surveys to show where all researchers' views have contributed to policy development and decision making.		The views of researchers in CEDARs was shared with PRMG and RC and CEG. PVCRC holds online Research Q&A, which have been really well attended (usually between 90-120 staff), where all researchers views have been sought on policy development, and showing how the views of researchers are being listened to. There have been 9 x Research staff update/Q&A meetings in 2021, including a themed meeting for a Research Theme Champions update. KTP w/s update an update on Horizon Europe with the Theme Champions. RDG views were sought for the ILNA, and policy changes are shared with RDG.	Make up of RDG enables direct access for researchers to influence those making policy. See also ECR5 and ER4. Make up of RC and RDG with ADRs included enables access for managers to influence those making policies and decisions. See also ECM5 & EM5.	On-going.
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	The Research Committee (RC) chaired by the PVCRC provides opportunities for consultation with research managers to communicate their views on both internal policy and decisions as well as external initiatives. An ADR will be invited to join the RDG to represent managers views.	No	Jul-21	RC, RDG; ADRs; Pls	Minutes of RC and and RDG meetings showing where research managers' views have be sought on policy development and acted upon. Analysis of research surveys to show where research managers' views have contributed to policy development and resulted in a more positive research environment and culture.		RDG has welcomed the addition of an ADR to the group to represent ADRs views and to act as a conduit between the ADRs and the RDG. There has been close and on-going communication between the RDG Project Lead, the RDG and the PVCRC over the first 6 months whilst RDG Chair was unwell, enabling the functions of the RDG to continue including the very successful #UHResDev21.	The Report from the RDG is a standing item on the RC agenda. Research managers have been on the working party for the Research Integrity Concordat, which will lead to policy changes.	On-going.
EM5	Managers engage with opportunities to contribute to relevant policy development within their institution.	The Research Committee (RC) chaired by the PVCRC provides opportunities for consultation with research managers. The RDG acts also as a consultative group for RC, gathering researcher and research managers' views through School Representatives, survey analysis and circulation of minutes to all ADRs and other research managers. Focus groups are regularly held after survey data has been analysed to gain further understanding of the results and consider actions to address issues.	No	Jul-21	RDG; ADRs; Pls	Minutes from RC and RDG and CEDARS results confirming managers are able to contribute towards decision making or policy development.		The PVCRC is very accessible to staff at all levels. PVCRC regularly holds Research Q&A to whole UH online, which have been really well attended +100 staff, where all researchers', including managers' views have been sought on policy development, and showing how the views of researchers and their managers are being listened to. RO, EO, HSW and others involved in policy making are represented in the RDG and RC where researchers and research managers are represented, and also report direct to PVCRC. The views of researchers in CEDARs were shared with PRMG and RC and CEG. Make up of RDG enables direct access for researchers to influence those making policy. RDG has welcomed the addition of an ADR to the group to represent ADRs views and to act as a conduit between the ADRs and the RDG. There has been close and on-going communication between the RDG Project Lead, the RDG and the PVCRC over the first 6 months whilst RDG Chair was unwell, enabling the functions of the RDG to continue.	The minutes of the RC show examples of managers contributing to policy making through discussion for example around researcher induction and inclusion on the Researcher Integrity working group. Two ADRs contributed to decision making in the RDG for carrying out the Skill-up! round for 2021.	On-going.
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	ECRs from all Schools actively engage in RDG, to provide their voice in institutional policy and decision-making through RDG Chair reporting to RC. Researchers participate in research surveys and staff surveys adding their voice to how well policy and practice are working and the impact on the environment and culture.	No	Dec-21	ECRs; RDG; RC	70% of researchers completing CEDARS have a good level of job satisfaction. Attendance and engagement of ECRs with RDG activities and RDG minutes. Analysis of research and staff surveys evidencing where researcher views have impacted policy, environment and culture.		2022: ECR attendance at RDG was more actively encouraged by the Chair making contact with those who are unable to attend a meeting, to enable them to share views from their Schools.	Research staff have a good level of job satisfaction, 72% nationally and 82% at UH. The minutes of the RDG record concerns and suggestions by the School Representatives which are being followed up by the relevant unit, for example the need for improving the careers website - by linking concerned researchers with the careers representative in the group. Input from the RDG into the ILNA which will be acted upon in the coming action plan. The staff survey has led to Open Herts Workplace Cultural Review with recommendations for the next action plan.	On-going.

ER4	Researchers recognise and act on their role as key stakeholders within their institution and the wider academic community.	RDG raise awareness within Schools of review of how researchers engage with policy and decision-making in the institution.	No	Apr-22	RDG; School reps.	40% of researchers completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making.		Examples of on-going discussions within the RDG around decision-making and policy are: funding for professional development which are being fed through to the PVCR & HR; discussions regarding space for researchers on de Havilland Campus which are being taken to the relevant ADRs; and other - see ECR5.	82.6% of researchers completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making.	On-going.
Employment										
Recruitment and induction										
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	HR to implement anonymous shortlisting and make the diversity of recruitment panels, particularly ethnic diversity, mandatory. HR to offer advice for positive action wording of adverts.	No	Sep-21	HR; EDIO	80% researchers completing CEDARS agreed or strongly agreed their recruitment, selection and appointment was fair, inclusive, transparent and merit-based.		Actions achieved, and the BAME Staff Success Working Group has been set up to improve the experience of staff from BAME backgrounds from application to employment. Refresher recruitment and selection and EDI training has been updated.	92% UH researchers believe recruitment is fair; 91% believe it is inclusive; 92% believe it is transparent and 100% believe it is merit based. 83% of researchers nationally believe recruitment was fair; 74% believe it is inclusive; 73% believe it is transparent and 83% believe it is merit based.	Actions successful.
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Take forward the positive lessons learnt through moving induction on-line, in order to maintain wider attendance of researchers. Update researcher induction checklist through working with RDG, ADRs and Pls.	No	Sep-21	HR; ADRs; Pls; RDG; RO	80% researchers completing CEDARS found their induction very useful or useful at institutional level; school level and local to their current role.		CEDARS: Not offered any induction (nationally) 15% cf. not offered any induction at UH 0%. See EC11.	Researchers completing CEDARS found their induction very useful or useful at institutional level (63.4%); school level (70%) and local to their current role (53.3%).	On-going.
Recognition, reward and promotion										
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.										
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	The process for academic promotions will be enhanced with a more diverse Dean's panel, to include both a female and BAME members, and specific feedback against the criteria for unsuccessful applicants. Specific w/s will be run for female applicants and BAME applicants led by the Deputy Vice Chancellor. Generic job descriptions to be used for Research Assistant, Senior Research Assistant, Research Fellow and Senior Research Fellow to ensure consistency in grading against responsibilities and clear pathways for progression.	Yes 1.3	Oct-21	HR; EDIO; EBD	Increase the proportion of female professors (currently 38%) and increased BAME promotions to Readers, Assoc. Prof and Prof. Progress against the KPIs of increasing BAME UH9 and above to 16% and female staff at AM1 and above by 10%. Respondents views on both researcher surveys and staff surveys indicating processes are clear and transparent. Places have been offered on Advance HE Diversifying Leadership course.		Actions achieved and a pilot enterprise training and development programme was delivered by SPECS and EBD - the pilot programme was called 'enterprise academic pathway' and involved 14 academic staff and postgraduates researchers from SPECS. The pilot included 14 training sessions focused different aspects of enterprise and knowledge exchange. The pilot was successful and is now planning to be rolled out across UH launching in early 2023. BAME mentoring is available. Women's Rise Conference run by NW+ P and AWAG Staff Networks in Summer 2022, recordings available on HertsHub.	Successful achievement of BAME KPI. As at June 2022 KPI to increase BAME staff Grades UH09 and above to 16% in 2025 has already moved to 18%. At July 2019 this was at 12.3% registering an increase of 5.7%. Good progress towards female promotion KPI. KPI to increase Senior Academic Women at Grades AM1 and above to 49.2% in 2025 has moved from 42.7% in July 2019 to 49% at June 22, an increase of 6.5%. These figures are likely to be boosted further as the annual Academic Promotions round is completed and will see more BAME staff move to UH9 and AM1.	On-going.
E13	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	Complete all line manager mandatory w/s, particularly Recruitment and Selection and A&SPM.	No	Sep-21	L&OD	80% of line managers completed and up to date with mandatory and refresher training. 70% of researchers completing CEDARS agree or strongly agree that their manager support them in working towards promotion opportunities.		Review of Phase 1 Mandatory training complete. Phase 2 refresher training - complete by Dec 2022. There is on-going work to do about raising awareness of internal and external development opportunities to support progression and promotion. Question in CEDARS does not reveal whether support has come through supervisor or mentor instead.	53.5% of researchers completing CEDARS agree or strongly agree that their manager support them in working towards promotion opportunities.	On-going.
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										

EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	Complete all line manager mandatory w/s, particularly HR policies in practice, Appraiser and Recruitment and Selection; bespoke and regular grant funding w/s available to Schools; and managers to attend funding w/s run by RO as appropriate.	No	Sep-21	RO; L&OD; RGO	80% of line managers completed and up to date with mandatory and refresher training. Where appropriate managers of researchers have attended grant funding w/s.		Review of Phase 1 Mandatory training complete. Phase 2 refresher training - complete by Dec 2022. The RO support for researchers includes funding support; impact development; business development; RSC; data management; RIS & REF. The RO has also provided bespoke w/s for groups of researchers, for example AWAG and Creative Arts in 2021-2022. Two have been scheduled for 2022-23 one for staff and the other for research students. This is a new approach whereby the content will be more focused on the needs of the audience, and the specific university policies/processes that apply to each. Annual European Funding Day ran (Nov 21) including one to one sessions. The RO sends out bimonthly news letters to disseminate good practice and signpost support for researchers. When submitting a bid, the PI has to confirm agreement to certain conditions in the Research Information System, and RGO are adding a new requirement asking them to confirm that they have read and understood the T&Cs/contract before the project starts.	Reporting on attendance at line manager mandatory training is on hold due to changes in staff, will be restarted for 2023. Information is provided for Deans to indicate that they have read and understood the T&Cs of grants held within their School, as attendance at grant funding w/s would not be appropriate.	On-going.
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	Researchers attend mandatory induction, appropriate H & S training and research office induction.	No	Sep-21	RO; LO&D; HSW	100% of new researchers attend mandatory induction. 50% of researchers attend H & S training. Number of RO induction sessions increase to meet demand. Guidance provided on HertsHub re. applying for external funding.		See EC11. RO have reviewed UH policies/processes with regard to applying for external research funding throughout 2021-22 - this is still work in progress, but RO have updated HertsHub [5] with the core essentials.	CEDARS: Not offered any induction (nationally) 15% cf. not offered any induction at UH 0%. There were 6 sessions of RO induction in the 2021-22 academic year with a total of 53 staff attended. Number of research supervisors and staff attending H & S training is poor.	On-going.
ER2	Researchers understand their reporting obligations and responsibilities.	See ER1.	No	Sep-21	RO; LO&D; HSW	See ER1.		Responsible research session was added to RDP in Spring 2022. Will be further informed by listening to researcher voice through the RDG. There is now Research staff membership to HSEC. RO support researchers to report using Researchfish.	See ER1.	On-going.
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	Research leaders engage with L&OD in conducting ILNA and attend subsequent training opportunities.	No	Apr-22	L&OD	35 or more researchers responding to request for engagement.		L&OD responding to results of CEDARS & ILNA, offering appropriate opportunities with inbuilt forward planning. Skill-up! 2022 Funding used to enable 5 researchers to attend Advance HE research leadership programme.	Good engagement with learning needs on CEDARS and 8 School representatives on RDG plus all ADRs engaged with ILNA. On-going work with RDG and across schools.	On-going.

EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	The university operates annual appraisals and six monthly reviews with all appraisers undertaking mandatory training. There is also a workload allocation model in existence for all academic roles which does vary slightly from school to school. The HR system has been upgraded and now provides an opportunity to bring both appraisal and workload allocation online, the benefits of this to be explored. HR is making ethnicity and gender diversity on both promotion and recruitment panels mandatory in order to increase the diversity of staff.	Yes 1.2; 1.3	Nov-21	HR; EDIO	The results of exploring an online version of appraisal which would allow managers to monitor completion rates and L&OD to see a holistic view of learning needs, and more consistency across the schools. Progress on the KPIs of increase of BAME staff at UH9 and above to 16% and increase of female staff at AM1 and above by 10%.		Online appraisal system will not be adopted because of the complexities involved. BAME mentoring is available. Reverse-mentoring of Senior Leadership Team. Active Bystander and Privilege w/s are being rolled out.	See EI3. 96% research staff and 95% of senior/established research staff participated in appraisal at UH compared to 63% and 86% nationally.	Cross university system for workload management carried forward.
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	There is a programme of mandatory w/s that all line managers must complete along with Supervision training. There are also three yearly refresher training requirements for recruitment, unconscious bias, equality and diversity and health and safety. The L&OD team will undertake a review of content and delivery method of all mandatory and refresher training and how to monitor completion more effectively.	No	Sep-21	L&OD	80% of line managers completed and up to date with mandatory and refresher training.		Review Phase 1 Mandatory training complete. Phase 2 refresher training - complete by Dec 2022.	See EM2.	On-going.
EM4	Managers actively engage in regular constructive performance management with their researchers.	Complete all line manager mandatory w/s, particularly A&SPM	No	Sep-21	L&OD	100% of researcher managers completing CEDARS have undertaken training on conducting appraisals. More than 90% of researcher managers completing CEDARS are confident or fully confident in their ability to manage appraisal processes effectively. More than 50% of researchers completing CEDARS found their appraisal useful or very useful. 80% of line managers completed and up to date with mandatory and refresher training.		Review of Phase 1 Mandatory training complete. Phase 2 refresher training - complete by Dec 2022. CEDARS: Managers are at similar levels to nationally in dealing with those they appraise (acknowledging good performance, providing effective feedback and guidance on redeployment) - but more confident than the national level for dealing with poor performance (64% cf. 51% nationally). Less managers at UH would like more training in managing staff performance or conducting appraisals because they have received the training they need. This is likely to improve further on roll out of refresher training. L&OD will be monitoring attendance of this mandatory training for all new line managers.	55.6% of researcher managers completing CEDARS have undertaken training on conducting appraisals. 75.6% of researcher managers completing CEDARS are confident or fully confident in their ability to manage appraisal processes effectively. 57.8% of researchers completing CEDARS found their appraisal useful or very useful.	On-going.
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Researchers complete appraisal preparation form and return to line manager prior to appraisal meeting.	No	Sep-21	ADRs; line managers; researchers	70% of researchers completing CEDARS agreed or strongly agreed that their immediate manager clearly articulates their expectations of me with respect to my role and performance.		There has been less management training over the last couple of years, but this has now been rectified, so we hope that there will be an improvement in this CEDARS result going forward.	50% of researchers completing CEDARS agreed or strongly agreed that their immediate manager clearly articulates their expectations of me with respect to my role and performance.	On-going.

Job security

The aim of this obligation is to improve the job security of researchers.

EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	HR concluded in 19/20 there was no requirement for bridging funding as most researchers with transferable skills move to support other research areas or undertake work as Visiting Lecturers between fixed term contract. This will continue to be monitored as will the number of fixed term contracts, though they do relate to funding arrangements. HR will be reviewing all policies on a rolling basis over 20/21 and any changes will be communicated via Herts Hub.	Yes, 1.1	Dec-21	HR	Monitor use of fixed term contracts for researchers and via HR representative on RDG and CEDARS. Policy updates available on HertsHub for all researchers and their managers to access.		The employment on permanent contracts is much better than nationally. The challenge will be maintaining the level of staff on permanent contracts through this uncertain period post Brexit and with the pandemic.	At UH, 56% of researchers are on a fixed term contract compared to an average of 76% nationally. 8% of senior/established research-active participants at UH have fixed term contracts compared to the national average of 10%.	On-going
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Professional and Career Development

Championing professional development

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.

PCD11	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	Raise awareness of Research and Scholarly Time UPR, which includes a minimum of 10 days for professional development. Ensure Research and Scholarly Time and professional development forms part of appraisal discussions through appraisal guidance and A&SPM training. Provoke discussion and provide guidance to broaden appreciation around the nature of effective professional development through RDG and RDP. Expand RDP content and publicity. Request funding to reinstate Skill-Up! in 2021.	Yes; 1.2; 2.2; 3.1; 3.2; 4.1	Dec-21	L&OD; RDG; RDP; HR; OVC	70% of researchers completing CEDARS have spent 10 or more days on training and other CPD activities; Skill Up! rounds to take place in 2021.		A wide range of Professional Development Opportunities events and w/s are available and outlined on HertsHub and attention has been drawn to these through the Weekly Staff Update. RDP sessions have been circulated to Research Staff to encourage greater uptake, with regular reminders. The increase in planned RDP sessions (from 89 to 117) included new sessions, because of feedback from the students. Attendance has increased by nearly 50% (869-1294). 90% of attendees completing evaluation recommended the session. 23 researchers benefitted from Skill-Up! 2022 funding for personalised development. School reps on the RDG benefitted from evaluating Skill-up! bids and deciding distribution of funding. Regular L&OD news sent to all staff.	26% of researchers completing CEDARS have spent 10 or more days on training and other CPD activities compared to only 14% of Research Staff nationally. The participants in UH CEDARS include those on a teaching and research contract which may distort this data.	On-going.
PCD16	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	Investigate what reports are available on the upgraded HR system; to explore the opportunity to complete appraisals online and allow access to L&OD, to monitor, report on and to tailor provision to specific staff development needs.	No	Nov-21	HR; RDG; L&OD	Report from L&OD shared with RDG and appropriate actions identified.		Online appraisal system has been investigated and will not be taken up due to complexities involved. Appraisal forms and guidance has been updated for 2022-23 to include shareable development needs.		On-going.
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	Provide a guide to the broad nature of professional development activities that researchers can engage with as part of their 10 days.	No	Sep-21	RDG; RDP	70% of researchers completing CEDARS agree or strongly agree that their manager encourages them to engage in personal and career development activities.		A wide range of Professional Development Opportunities events and w/s are available and outlined on HertsHub and attention has been drawn to these through the Weekly Staff Update. RDP sessions have been circulated to Research Staff to encourage greater uptake.	67.4% of research-only researchers completing CEDARS agree or strongly agree that their manager encourages them to engage in personal and career development activities.	New cross university system for workload management to provide more consistency across the schools carried forward.
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	Provide a guide to the broad nature of professional development activities that researchers can engage with as part of their 10 days, including external events such as the Vitae conference, subject specific conferences or w/s and journal articles.	No	Oct-21	RDG; RDP; L&OD	70% of researchers completing CEDARS have spent 10 or more days on CPD activities, attendance of at least one person per year at the Vitae conference.		Guidance produced and available with appraisal guidance and forms. The Development plan has been split into 'Learning Needs and Refresher Training' and 'Development Solutions' to help thorough development planning. New section on appraisal on your 'Learning and its Impact' from the previous year. Although no one was able to attend the Vitae conference 2021, 2 members of RDG attended in 2022 and also the Vitae w/s on using your CEDARS results; 1 attended a Ten is Zen; 1 attended member forum on HREiR Award; 1 attended the Festive Networking event.	26% of researchers completing CEDARS have spent 10 or more days on CPD activities compared to only 14% of Research Staff nationally manage to take 10 or more days CPD throughout the year.	On-going.
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	Offer a careers w/s in #UHRResDev21 and raise awareness to researcher managers of careers advice for their researchers. Appraisal guidance documents that provide advice on careers guidance.	No	Jul-21	RDG; C&E; HR	80% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations.		Creative career development w/s at #UHRResDev21 which included time for self-reflection as well as highlighting careers resources. It ran twice and was well attended and received. There is a new website [3] which includes a section with support for those completing research and considering their next steps with lots of useful links. RO newsletter has regular items on careers. Appraisal action plan includes more emphasis on career aspiration, this is no longer optional but a key conversation for all staff.	89.1% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations.	On-going.
PCD16	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	See E15	No	Nov-21	HR; RDG; L&OD	Report from L&OD shared with RDG and appropriate actions identified.		Online appraisal system has been investigated and will not be taken up due to complexities involved. Appraisal forms and guidance have been updated for 2022-23 including key conversation on career.		On-going.

PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Managers are made aware of the requirement for appraisal to include a career development review through appraisal guidance documentation and A&SPM training which includes signposting resources available through Vitae.	No	Sep-21	L&OD	70% of researchers completing CEDARS have a regular formal career development review with their manager / supervisor (separately or as part of their appraisal).		Review of Phase 1 Mandatory training and Phase 2 refresher training completed by L&OD.	67.4% of researchers completing CEDARS have a regular formal career development review with their manager / supervisor (separately or as part of their appraisal).	On-going.
PCDR4	Researchers positively engage in career development reviews with their managers.	Staff update emails remind researchers to complete self assessment and return to line manager prior to appraisal meeting.	No	Sep-21	ADRs; line managers; researchers	70% of researchers completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations.		96% researchers and 95% of senior/established researchers participated in appraisal at UH compared to 63% and 86% nationally.	60.5% of researchers completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations.	On-going.
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Offer a careers w/s in #UHResDev21 and raise awareness of careers advice for researchers on careershub and Vitae.	No	Jul-21	RDG; C&E	80% of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development.		See PCDD1.	45.6% of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development.	On-going.
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	Raise awareness of RIS and RIS training, through RO news. Raise awareness of new Resume for Researchers format CV through RDG.	No	Sep-21	RO	70% of researchers completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities.		Research staff maintain their profiles on RIS. A decision has been taken that specific RIS training sessions are no longer required. They last ran in 2020 (before Covid) and it was not possible to run these online. There has been no demand to reinstate these. The system seems to be well embedded and understood. The RIS is mentioned in the RO market place presentation at Central Induction and in the RO Induction sessions; RSC responds to individual requests for support as does the RO. The written guidance on HertsHub is regularly reviewed by RSC and RO and updated as necessary. Guidance and information on narrative CVs (resume for researchers) will be provided on HertsHub - this should be completed by November 2022.	63% of researchers completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities.	On-going.
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Ensure clear and transparent information on mentoring schemes is available on HertsHub and this is brought to the attention of researchers and their managers. Provide mentor training centrally, and monitor the development of the mentoring schemes through encouraging coordinators to share best practice. Opportunities to develop leadership skills internally and externally are identified and disseminated to researchers. Provide support for applying for external research and innovation funding directly and also to enable researchers to find relevant funders and opportunities and engage with funder's resources and networks to support high-quality applications.	Yes 1.4; 4.1; 4.2; 5.1; 5.2	Dec-21	L&OD; RO; RGO; EBD	Internal and external leadership training opportunities are advertised through HertsHub and attended by Research Leaders. Internal and external mentoring opportunities are advertised through HertsHub and taken up by Research Leaders and aspiring leaders. Attendance on mentor training sessions offered through L&OD. Number of researchers engaging with training resources regarding funding and number of researchers supported to apply for funding. Higher and more effective usage of Research Professional tool subscription. Information for leadership training, mentoring opportunities, support for research funding and industry-facing opportunities signposted through RO News, RDG and other internal communications.	UH subscription to Research Professional was renewed in December 2021 for 3 years. This platform of funding opportunities has been substantially improved with lots of additional resources including: finger-printing whereby the platform uses an algorithm based on a researcher's external profile to send personalised funding alerts by email - RO ran a trial during 2021/22 with 14 researchers who were very happy with it, and during 2022/23 RO will offer all research staff the opportunity to sign up for this service. RP also now offers access to a weekly 'funding insights' email which provides insights into how to be successful with specific funding streams written by people who have been successful previously. Research staff who sign up to our monthly research opps newsletter are regularly advised to sign up to funding alerts from RP and to plug into funder alerts directly too.	School Representatives on RDG benefitted from managing and evaluating Skill-up! bids and deciding distribution of funding. Advance HE new Research Leadership programme attended by 5 researchers. Advance HE programmes: Aurora (for women leadership - 10 places of which at least 2 are researchers) and Diversifying Leadership (4 places) have restarted after a 2 year gap. The NW+P are running mentoring for women into leadership which has been promoted in the progression w/s for women. Scheme is showcased on Concordat Platform of Practice. NW+P are mentoring number of women being mentored, and tracking their progress through the associate professor scheme. The new profiles module in the RIS enables researchers to express their identity in a much more tailored way. See PCDR5. The Research Grants Team supported the submission of 285 research bids during 2021-22, a slight decrease on 2020-21 (338) but some supported bids did not get submitted for various reasons, so true number of people helped is higher.	Manager leadership programme is being piloted. No researchers on pilot but 2 in second cohort. Mentor training will not be provided centrally for the time being. Mentoring and coaching opportunities are featured on dedicated HertsHub site [4]. This site has been featured in RO News, at RDG and in regular Staff Updates. Staff have been surveyed for anticipated need for support with grant/fellowship submissions and becoming funding aware. Two research funding w/s have run on RDP (2021-2022) but mainly students attending, so next year will run one session for students and one for staff.	On-going.

PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	Actively promote VCAs amongst researcher community and encourage managers to nominate researchers for recognition through the VCA for research success.	Yes; 2.1	Jun-21	OVC; ADRs	Increase in number of individual and groups of researchers that are nominated for the VCA for research success; 70% of researchers completing CEDARS agree or strongly agree that their manager supports them to develop their research identity.		Overall more nominations were made in 2021: a rise in nominations from 8 to 13. The criteria for Researcher of the Year in the 2022 VCA awards were reviewed and broadened. There were 16 nominations for this award. Three awards were given and some were highly commended.	50% of researchers completing CEDARS agree or strongly agree that their manager supports them to develop their research identity.	On-going.
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Actively promote leadership and management training opportunities through websites and internal communications.	No	Sep-21	L&OD	50% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training. The number of researchers supported during 2021-22 to apply for research leadership funding (eg Fellowships etc) is 38.		See PCDR5.	89.1% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training. (21.7% have undertaken, 67.4% would like to).	On-going through results of ILNA & CEDARS.
PCDR5	Researchers seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	Expand understanding of the breadth of opportunities that lead to effective researcher development through guidance for researchers and their line managers, and through RDP & RDG. Engage with RO early for support for applying for external research leadership funding and to enable them to find relevant funders and opportunities. Engage with support for building the new Resume for Researchers format CV as part of the conversation about their research identity.	No	Sep-21	RDG; RDP; L&OD; RGO	50% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training. The number of researchers supported during 2021-22 to apply for research leadership funding (eg Fellowships etc) is 38.		There is a high level of desire to have leadership, project management, management and interdisciplinary research training which will be taken in to consideration in the planning of future development events by L&OD. Leadership training is being rolled out after a two year lull. Skill-up! 2022 Funding used to enable 5 researchers to attend Advance HE research leadership programme. The RO has raised awareness of the drive by external funders towards the Resume for Researchers/narrative CVs at PRMG and RC meetings. Guidance and links to external training resources for narrative CVs will be provided on HertsHub by the end of October. UH has purchased a new module for the RIS for researcher profiles and this will be rolled out during late 2022. The new module allows researchers greater flexibility in what they put in their profile so they will be able to adapt the new Resume for Researchers format CV in their profile if they wish.	89.1% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training. (21.7% have undertaken, 67.4% would like to).	On-going.
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Raise awareness of resources available through UH Careers and Employment, and Vitae, at #UHResDev21 and through RO news. Raise awareness of mentoring provision through HertsHub page, RDG and RO News. Support researchers in developing research impact through impact training.	No	Jul-21	C&E; RO; EBD	70% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options within and beyond academia.		Vitae IP for research event promoted. New RDP sessions focused on career pathways beyond PhD i.e. Academic Careers: Expectations, Planning and Preparation. QR funding supporting enhancement of research culture openly advertised; funded bids enabled (1) EBD & SPECS to deliver pilot enterprise training and development programme with internal and external facilitators, Summer 2022. The 14 well received training sessions focused on KE as an academic or business pathway. It will be offered more widely during 2022/23. And (2) EDU to provide well-received w/s and resources on 'Communicating research: Learning how to use innovative formats for reach and influence'. RO ran Research Impact w/s; RDP Intro. to Research Impact (5); AVFS Seminar: Measuring external impact of UH research (10); RDP Intro. to Research Impact (20); RDP Spring School (10); Beyond Dissemination Part A: Research, so what? Starting out with Research Impact (20); Beyond Dissemination Part B: From page to practice: starting to plan your impact strategy (20); Academic Enterprise Career Pathway Pilot: Maximising Impact through Innovation Work (15).	60.5% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options within and beyond academia. CEDARS data was before the additional tailored w/s were delivered.	On-going.

PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	RO news includes input from C&E, to support managers to direct researchers towards appropriate support. Ensure clear and transparent information on mentoring schemes is available on HertsHub and this is brought to the attention of researchers and their managers. Provide mentor training centrally, and monitor the development of the mentoring schemes through encouraging coordinators to share best practice.	No	Dec-21	C&E; RO; RDG; EBD	70% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations; 60% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options beyond academia.		Mentor training will not be provided centrally for the time being. Mentoring and coaching opportunities are featured on dedicated HertsHub site [4]. This site has been featured in RO News and regular Staff Updates. RDG report to RC included raising awareness mentoring schemes and new website. C & E see a continuing need to raise awareness of careers outside academia and suggested ways of doing this in the action plan for 2023-5 as there is such a mismatch here. See also PCD12.	85.5% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations; 34.8% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options beyond academia.	On-going.
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	Raise awareness of resources available through UH Careers and Employment, and Vitae, at #UHResDev21 and through RO news. Raise awareness of mentoring provision through HertsHub page, RDG and RO News.	No	Jul-21	C&E; RDG; RO; EBD	90% of researchers completing CEDARS are aware of the support that their institutions provides for their career and professional development.		Director of Enterprise & Business Development is working with RDG to identify researchers needs. Mentoring and coaching opportunities are featured on dedicated HertsHub site [4], shared through RO News and Staff Updates. This is newly disseminated information that was not available before CEDARS was carried out. New RDP sessions focused on career pathways beyond PhD were delivered i.e. Academic Careers: Expectations, Planning, and Preparation. See also PCD12.	45.6% of researchers completing CEDARS are aware of the support that their institutions provides for their career and professional development.	On-going.
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	Create a broader understanding of the nature of appropriate professional development activities that researchers can undertake as part of their 10 days.	No	Dec-21	RDG; RDP; L&OD; EBD	50% of researchers completing CEDARS expressed an interest, or have taken up opportunities to engage in knowledge exchange, public policy development, public engagement and commercialisation.		Nationally, 72% of researchers aspire to an academic career, 59% expect to achieve this. At UH, 59% of researchers aspire to an academic career and 71% expect to achieve this. 35% of researchers nationally aspire for a research career beyond academia, where as 40% of UH researchers aspire for a career beyond academia. Together with the number expressing interest in knowledge exchange and public policy development, this provides an opportunity for the Enterprise and Business Development team.	72.1% of researchers completing CEDARS expressed an interest, or have taken up opportunities to engage in knowledge exchange, public policy development, public engagement and commercialisation.	On-going.

* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

Further hyperlinks and Supplementary Information	
1	https://www.herts.ac.uk/research/research-management/research-development/researcher-development-group
2	https://herts365.sharepoint.com/sites/Working-Here/SitePages/Speak-Out.aspx
3	https://herts.ac.uk/careers
4	https://herts365.sharepoint.com/sites/training-and-development-opportunities/SitePages/Mentoring.aspx
5	https://herts365.sharepoint.com/sites/UHResearch/SitePages/Research-Grants.aspx
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Abbreviations and Glossary	
ADR	Associate Dean (Research)
A&SPM	Appraisal and Successful People Management
AVFS	Agriculture, Veterinary and Food Science
AWAG	Academic Women's Action Group
C&E	Careers & Employment
CEDARS	Culture, Employment and Development in Academic Research
CEG	Central Executive Group
EAP	Employee Assistance Programme (Validium)
EBD	Enterprise and Business Development
ECR	Early Career Researcher
EDIO	Equality, Diversity & Inclusion Office
EDU	School of Education
EIA	Equality Impact Assessment
EDI	Equality Diversity and Inclusion Office
HertsHub	Internal webpages
HR	Human Resources
HREiR	HR Excellence in Research
HSEC	Health Safety & Environmental Compliance Services
HSW	Health, Safety and Wellbeing
ILNA	Institutional Learning Needs Analysis
KE	Knowledge exchange
L&OD	Learning and Organisational Development
MMH	Men's Mental Health
NW+P	Network of Women+ Professors
OH	Occupational Health

OVC	Office of the Vice Chancellor
PGR	Postgraduate research students
PI	Principle Investigator
PRMG	Pro-vice chancellor research management group
PVCR	Pro-vice chancellor research and enterprise
RC	Research Committee
RE01 & RE02	UPRs relevant for ethics and research misconduct
REC	Race Equality Chartermark
RDG	Researcher Development Group
RDP	Researcher Development Programme
RGO	Research Grants Office
RO	Research Office
SPECS	School of Space, physics, Engineering, and Computer Science
UPR	University Policies and Regulations
VCA	Vice Chancellors Awards
w/s	workshops
WPN	Working Parents Network
#UHResDev	Researcher Development Conference
Gap analysis - new objectives	
Action carried forward from last action plan	