

University of Hertfordshire HR Excellence in Research Action Plan 2016-20

Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research					
Objective	Action	Measure of success	Timescales	Progress	Owner
Ensure all new research staff are aware of the support and information available and of correct research processes.	New Research Induction programme is in development by the Research Office, to be launched in Spring 2017.	75% of new research staff attending Research Induction; HRIS to produce BI report to confirm.	Spring 2017 Quarterly		Research Office
To assist with the People Strategy objective of 'Attracting and developing outstanding people', promote the University's HREiR award during the recruitment process to encourage researchers to apply.	Use the HREiR badge on all communication (email, letters, forms and advertisements) and link to assessment reports and action plans from the HREiR logo on Research and Academic job vacancies webpage.	HREiR logo and links on all research and academic recruitment communication.	Logo used widely by June 2017	Currently appears in Equal Opportunities tab on vacancies page	HR / People Development / LCS / Marketing and Communication
Encourage HR involvement in the RDWG and HREiR action plan as there is currently no HR member.	Invite a member of HR to join the RDWG to contribute and listen to the group conversations and agreed actions.	A member of HR appointed by Jan 25, 2017 and supporting the working of the group	By January 25, 2017	Head of HR appointed by January 25 2017	RDWG
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					
Objective	Action	Measure of success	Timescales	Progress	Owner
Career pathways project – in response to CROS/PIRLS results and Staff Survey enhance support for staff in developing their careers and applying for progression to Readership and Professorship.	To offer structured sessions, with bespoke elements, providing support and information to research/academic staff on the formal career pathways and informal routes that exist. Covering how frameworks and pathways can be used to map career development and assess training needs.	2017 CROS results show an increase in staff being 'encouraged to engage in personal career development' from 64% in 2015 up to 80%. Staff survey shows staff are satisfied with their knowledgeable of career pathways.	Orientation – 25/01/17 Session 1 – 22/02/17 Session 2 – 22/03/17 Session 3 – 20/04/17	8 booked to attend	Head of Leadership and OD / People Development

Encourage Researcher-Led Researcher Development to provide needs-based development priorities in a bottom-up mode.	Provide sufficient budget to run the annual rounds of Skill Up! and continue to empower the RDWG School representatives to run this.	Bids received across the 10 schools and successful allocation of £5000 for Researcher Development	Annually - opens in Jan 2017		RDWG / Research Office
The newly created People Board to support the achievement of the People strand of the Strategic Plan has both the Chair of the RDWG and the HREiR project manager as members providing opportunities for Researcher's voices heard and to be part of the decision-making process.	The RDWG now has the People Board as another two-way communication channel. This will help to realise the HREiR action plan, particularly highlighting rise of late cancellations of training due to workload or deadlines.	Actions on HREiR action plan being completed and relevant new actions added as a result of members' participation in the People Board.	Quarterly meetings. Review impact at September 2017 RDWG		RDWG
To ensure teaching is current and based on research, and to provide students with the support and skills to successfully undertake their own research activity.	<ul style="list-style-type: none"> • Develop guidance and support for staff to consider how research informs their teaching • And how they engage students in research activity (both discipline specific and pedagogic research). • Promote Research Informed Teaching strand of the Curriculum Design Toolkit • Develop case studies of Research Informed Teaching 	Number of Research staff as participants attending Learning and Teaching conference.	December 2017		LTIC

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

Objective	Action	Measure of success	Timescales	Progress	Owner
Extend awareness of new internal initiatives, such as Research Induction Programme, and external initiatives (HREiR, The Concordat, Vitae and the RDF) available to support research staff development	The Chair of the RDWG reports to the University Research Committee 3 times a year and meets annually with ADRs for two-way conversations to raise awareness of aims and progress of the RDWG.	The 2017 CROS to show that awareness of UK initiatives (Vitae, RDF, concordat) has increased above 2015 CROS results and in line with Alliance Group	May 2017, CROS survey launch		RDWG Chair / ADRs

All new research staff should attend mandatory Data Protection Act training within their probation period.	Communicate the change of the DPA training to mandatory status to all staff, particularly those recruiting new staff. Provide training for all existing staff who have not yet attended DPA training.	All new staff, circa 250, having attended DPA training and working within DPA regulations. All existing staff to have attended by 2019.	Mandatory for new staff - all existing staff trained by 2019		OVC / HR / RDWG
To ensure research staff are aware of national and local research priorities, objectives, activity, and development available.	Continue the biennial ResDev conference; consider staging the conference within a potential ResDev development activity week.	Attendance of over 150 delegates at the 2018 conference and positive evaluation of the event by participants.	Bi-annual; 2018 next date		RDWG / Doctoral College / Research Office
To enable all staff to reach standards required for Teaching Excellence Framework: <ul style="list-style-type: none"> Scholarship, Research and Professional Practice (LE2) - The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice. 	To develop further links and coordination with the Education strategic priorities, particularly Teaching Excellence Framework - working together to ensure high standards achieved. Include as an action in UH Development Priorities.	Achieving bronze or silver TEF through working in partnership with LTIC colleagues and sharing ownership of TEF action plans.	End July 2017		LTIC / Doctoral College / RDWG
Concordat Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career					
Objective	Action	Measure of success	Timescales	Progress	Owner
To develop research staffs' ability to achieve impact with their research and communicate their findings broadly.	Deliver social media training for researchers with revised content as an in-house programme	Outputs using social media and positive evaluations on the BOS tool.	Second iteration launched 9 December 2016		Research Office / People Development
To share good practice of research impact in the sector and help develop research staffs' ability to achieve impact themselves.	Ongoing training through School-based workshops and open training sessions open to all academic and research staff.	Attendance and positive evaluation. More resultant research impact.	Dates throughout the year and on demand	All 10 schools to receive bespoke impact	Research Office

				training / workshops. 2 generic impact training sessions delivered annually for researchers.	
To support development of ECRs and share the knowledge and skills of experienced research staff.	Run Mentoring partnerships in Schools to support Induction, attendance on development programmes (Aurora, Future Leaders) or role development.	Mentoring taking place in 5 schools By Dec 2018. CROS to show an increase from 17% of staff being mentored to 30%, providing mentoring for some of the 50% wanting a mentor.	By Dec 2018 run Mentor schemes in 5 schools	Pharmacy, Education and Nursing have mentors.	People Development / ADRs / RDWG
To help staff feel part of a community with a sense of belonging, while learning from and supporting each other to develop by working together on real challenges.	Consider using Action Learning Sets, as they may provide an opportunity to share and recognise good practice while working collaboratively on real work.	3 pilot groups being set up, meeting, aims achieved with positive evaluation by group members by 09/2017	Trial in 2018		People Development / RDWG / ADRs
Support staff going through a positive transition at work, perhaps a change of responsibilities, new role or promotion, in an individual manner.	Offer coaches to researchers where coaching is an appropriate option for their personal development purposes. Cadre of 50+ internal coaches ready	Number of appropriate coaching partnerships set up and meeting regularly.	Trial in 2018		People Development / RDWG / Line Managers
To raise of staff's roles and responsibilities in risk management resulting in a more pro-active, early intervention approach. To enable researchers to stretch boundaries in a safe manner through being risk aware.	Put in place training and development opportunities on health & wellbeing for staff at all levels. This includes; Responsible Research, Risk Management, Know Your Numbers and personal wellbeing.	Report from Occupational Health & Wellbeing statistically reflecting a reduction in reported incidents occurring and more	By end July 2017		Health, Safety & Wellbeing

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

Objective	Action	Measure of success	Timescales	Progress	Owners
To ensure all staff have the necessary knowledge and ability to use the technology relevant to their role.	Digital literacies project – to use the JISC definitions as a basis to map the technologies essential to staff roles. To then identify the gaps staff have and provide training solutions.	All 2500 (FTE) staff able to use the technologies relevant to their role.	2016 – 2018	March 17 Staff testing the JISC digital capabilities profiling tool	LCS / LCIT / People Development
To enable all staff and students to engage with the new VLE and use it effectively to enhance practice.	Extensive support for staff to use the new virtual learning environment to ensure sound practices to enhance student learning (over next 2 years).	Staff and students engaging effectively with VLE.	2017-2019		LCS / LTIC

Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Objective	Action	Measure of success	Timescales	Progress	Owner
Increase in the proportion of BME staff at grades UH9 and above by 5% by 2020.	<ul style="list-style-type: none"> Equality and Diversity Essentials – compulsory every 3 years Trans awareness training Unconscious bias training Cultural awareness training Athena SWAN briefings Race Equality Charter briefings 	Increase in number of BME staff at grades UH9 and above by 5%	By 2020		Equality Office / People Development / HR
Increase in the proportion of female academic staff at grades UH9 and above by 5% by 2020.	Staff are supported to attend the LF Aurora programme and this year we have 13 participants with internal CEG Mentors whose progress we can track. Those who were not successful getting a place on Aurora are part of a new internal Future Leaders programme	Increase in number of female staff at UH9 and above by 5%. Track progress of alumni of Aurora and Future Leaders programmes	By 2020		Equality Office / People Development / HR
To fulfil the review and update of the University’s Dignity and Respect policy (UPR EQ10) which supported a fresh call for new investigators.	The Dignity and Respect advisor training is now taking place, following the delivery of the two one-day workshops on Investigator training.	All Advisors and Investigators must attend the training and the face to face Equality and Diversity Essentials.	By end July 2017		Equality Office

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

Objective	Action	Measure of success	Timescales	Progress	Owner
Cascade the analysis of results from the 2015 CROS and PIRLS survey to the appropriate audiences across the University to inform and provide evidence for other related action plans and initiatives (Athena SWAN).	The detailed analysis of the (CROS) and (PIRLS) survey results delivered to Research Committee, RDWG, (and all who receive the meeting notes) are now to be reflected in the action plans for those areas to drive forward the areas for improvement.	CROS/PIRLS survey actions appearing on school action plans by Sept 17 and then those actions being completed.	By the next surveys, May 2017		Research Office / RDWG
To ensure the HREiR action plan is achieved by all parties involved and allow new objectives to be added, keeping it a live document.	Provide 6 monthly updates against the 2016-18 HR Excellence action plan to RDWG and the recipients of the meeting notes.	Completion of the action plan by June 2020.	June 2020		RDWG – Project Manager
Measure staff satisfaction with their careers at the University through a staff survey.	Analyse results from staff survey 2017 and present findings at institutional and school levels.	Increased levels of staff satisfaction compared to 2013 staff survey (<i>A shorter staff survey ran this year so exact comparison are difficult</i>).	Spring 2017		HR
Maintain and develop involvement in regional and national groups and initiatives that promote relevant researcher topics. Attended SDF conference 9 & 10 October 2016.	Attend Vitae regional events and national conference where possible and communicate findings to RDWG. Attend regional Eastern Region Forum events, Staff Development Forum national conference and Leadership Foundation national level strategic sessions to communicate relevant findings to RDWG.	RDWG agenda items - Information cascading down to RDWG and up to regional and national events (speaking, hosting sessions, case studies, etc.) Host a Vitae event in 2018.	Review quarterly on RDWG agenda		All – RDWG / People Development / Research Office / HR / ADRs