

HREiR Action plan template (January 2021-December 2023)

Details		The institutional audience* for this action plan includes :	
Institution name:	University of Hertfordshire	Audience	Comments
Cohort number:	2	Research staff	137 346 staff submitted for the REF
Date of submission:	11.12.2020	Postgraduate researchers	
		Research and teaching staff	1112 Not all of these staff will be research-active
		Technicians	112
		Professional support staff	1095
		Other (please provide numbers and details):	
			2456

Column1	Obligation	Action	Success Measure (SMART)	Deadline	Responsibility	Action carried over from previous action plan?	CEDARS Data	Progress to date (December 2021)	Outcome/Result
Environment and Culture									
Institutions must:									
EC11	Ensure that all relevant staff are aware of the Concordat	The Concordat features in all RDG Meetings and is featured on Researcher Development webpages (internal and external). RC and PRMG are 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 from Chair of RDG 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.	100% of researchers completing CEDARS have some understanding of the Concordat to Support the Career Development of Researchers or know it exists	Sep-21	Chair of RDG; RDG; RDP; L&OD; RO	7.2	Only 25% of UH respondents are unaware of the Research Concordat compared to 44% nationally.	The Concordat is featured in all RDG meetings, the webpages, and at #UHResDev21. Articles on the Concordat and the benefits to researchers of our institutional membership of Vitae have featured in the newsletter sent out by RO. The new central induction programme for staff features input on researching at UH and support for researchers in both the presentation and in the market place. RO is one of four departments with 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 (in each case this was more than the number of academic staff at induction - made up with some professional staff). The sessions were well delivered and the attendees had some good questions answered. 81% of those attending RO marketplace rated the content as very useful/useful. RO have run a research induction session with 10 new research staff which includes information on the Concordat and Vitae. The RO Induction Sessions (separate to the Marketplace in Central Induction) are under review due to staff changes. It is anticipated that more sessions will be scheduled soon.	2022: continue regular articles for RO News regarding researcher development, the Concordat and Vitae.
EC12	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	HR are reviewing 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, EO, and RDG will help communicate these policies to researchers and their managers.	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.	Dec-21	HR; RDG; EO	Yes 1.2	<ul style="list-style-type: none"> <input type="checkbox"/> Retirement (we have included flexible retirement within this one) <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 as below: https://herts365.sharepoint.com/sites/Leave-and-working-hours/SitePages/Working-hours,-overtime-and-night-work.aspx 1.Maternity Leave UPR HR23 2.Paternity Leave UPR HR25 3.Adoption Leave UPR HR22 4.Shared Parental Leave UPR HR26 5.Parental Leave UPR HR24 Recruitment and Selection Policy published as UPR as below: https://www.herts.ac.uk/_data/assets/pdf_file/0020/343406/HR21-Recruitment-and-Selection.pdf	2022: When policy changes have been approved HR representative will alert RDG members. Relevant networks briefed (AWAG; NW+P; Carers; WPN).	
EC13	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Establish staff network for mens' mental health chaired by Director of Estates. Promote mental health awareness workshops. #UHResDev21 keynote on mental health and wellbeing of researchers. New RDP sessions are generic to both PGR and ECR, with an emphasis on wellbeing directly or indirectly. Target ECRs with advertising to raise their awareness and attendance. Establish an EDI board 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. Support equity through development of cross university system for workload management.	80% of researchers attend mandatory/refresher EDI training (REC target); 70% of researchers completing CEDARS agree or strongly agree that their working environment supports their mental health and wellbeing; 80% of researchers completing CEDARS agree or agree strongly that UH will investigate any reported incident of discrimination, or of bullying and harassment fairly; 80% trust that UH would take appropriate action if appropriate after such an investigation	Sep-21;	EO; RDG; RDP	Yes 2.3; 6.2	86.3% of managers that have completed CEDARS have completed EDI and 77.8% of research-active respondents have completed EDI. 73.9% of research-active respondents completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing	Men's Health Network is established. Keynote on mental health and wellbeing of researchers by Rachel Cox from Vitae at online #UHResDev21 was well attended (over 100) and well received. Report at: https://www.herts.ac.uk/research/research-management/research-development/researcher-development-group . New session on Responsible Research from HSW will run on the RDP spring 2022. The new RDP for PGR and ECR, including emphasis on wellbeing has been promoted across staff to raise awareness and attendance. Monthly Validium newsletter and information sheet sent from HSW featuring wellbeing support for researchers and research managers. New wellbeing Page for staff on HertsHub. 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. There is now Research staff membership to HSEC. EDI board is established and reports EDI data quarterly. CEDARS: Research-active respondents believe that UH is committed to EDI, with 78% agreeing. 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%. Attendance at mandatory EDI training has improved significantly from a year ago. All new staff are now automatically pre-booked onto their mandatory training workshops and any staff who do not attend or who reach probation without having attended all their mandatory workshops are reminded and rebooked until they attend. Total staff completion of EDI mandatory training within probation period 20/21: EDI Essentials 93% Online EDI 79% and Online Unconscious Bias 82% training. There is a strong partnership between EO and L&OD in the delivery of EDI related development sessions. A wide range of protected characteristics being covered by EDI training, including disability, race, sexual orientation and more general EDI awareness. The evaluations and feedback comments are very good and show a high standard of delivery and knowledge from the facilitators. Bullying and Harassment Investigators are being recruited as a voluntary role that staff will be trained to undertake, providing more staff with knowledge and skills as well as peers that can be approached regarding bullying and harassment incidents. There is now an anonymous new channel to report at UH Staff Speak Out: https://herts365.sharepoint.com/sites/Working-Here/SitePages/Speak-Out.aspx .	Actions successful. Cross university system for workload management carried forward.

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ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	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.	80% of staff completion of mandatory training	Apr-21	L&OD; EO	2.3; 6.1; 6.2; 6.3; 6.4	86.3% of managers that have completed CEDARS have completed EDI and 77.8% of research-active respondents have completed EDI	EDI quarterly reports are shared with Deans and 93% of staff complete the mandatory EDI training.	Action successful
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	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.	70% of researchers completing CEDARS have undertaken Research Integrity training. 50% of managers of researchers completing CEDARS have undertaken Research Integrity training; 80% of researchers completing CEDARS trust UH to investigate any reported incidents of research misconduct fairly; 80% trust that UH would take action if appropriate after such an investigation	Sep-21	RDP; Susan Grey	N/A	68.8% of research-active respondents who completed the CEDARS survey have undertaken Research Integrity training, 20% would like to in the future. 70.4% of managers of researchers that completed CEDARS have undertaken Research Integrity training.	1 st 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.	On-going
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 Research Committee and RDG	100% increase in researchers completing CEDARS (260 responses; 54 responses for PIRLS in 2019 and 75 responses for CROS in 2019)	Sep-21	L&OD; RDG; RC	7.1; 7.2	130 responses to the CEDARS survey.	CEDARS: 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. Initial findings of the CEDARS have been shared with RC; RDG and PRMG. PVCR will share with all staff at high profile staff Q & A (>100 staff). The findings will be shared across the university on display boards and in staff updates. As the granular data is processed meetings will be held with relevant groups (e.g. AWAG, NW+P, doctoral college) and professional SBUs (EO, HSW, RO, HR).	On-going
Funders must:									
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies								
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers								
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions								
Managers of researchers must:									
ECM1	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 workshop 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.	70% of researchers completing CEDARS agree or strongly agree that staff are treated fairly irrespective of any protected characteristics. 80% of line managers have completed their mandatory and refresher training	Jun-21	EO; line managers	6.1; 6.2; 6.3; 6.4	86.3% of managers that have completed CEDARS have completed EDI. 77.8% of research-active respondents have completed EDI 64.8% of researcher-active respondents completing CEDARS agree or strongly agree that staff are treated fairly irrespective of any protected characteristics.	78% of research-active respondents completing CEDARS believe UH is committed to EDI. 64.8% of researcher-active respondents completing CEDARS believe they are treated fairly irrespective of their protected characteristics this is higher than the national average of 61%. EDI quarterly reports are shared with Deans and 93% of staff complete the mandatory EDI training.	Action successful
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Research integrity is included in the training for research supervisors. We will explore the possibility of refresher training for experienced researchers. The 2021 PGR conference will have a keynote from James Parry of UKRIO.	50% of managers completing CEDARS have undertaken training on research integrity;	Sep-22	RDP; Susan Grey	N/A	70.4% of managers of researchers that completed CEDARS have undertaken Research Integrity training.	1 st 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. New EDI training for Research Degree Supervisors scheduled for 2022. ECR training will in part be encompassed by the above as many ECRs attend supervisory training. Further training planned once actions from RI gap analysis agreed.	On-going

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ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Establish staff network for mens mental health chaired by Director of Estates. Promote mental health awareness workshops. #UHRResDev21 keynote on mental health and wellbeing of researchers. Establish an EDI board 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.	80% of researchers attend mandatory/refresher EDI training (REC target); 70% of managers completing CEDARS feel confident to respond to any issues relating to health and wellbeing; and to any issues relating to bullying and harassment. More than 70% of researchers completing CEDARS agree or strongly agree that their manager promotes a good worklife balance	Sep-21;	EO; HSW; RDG	Yes; 2.3; 6.1; 6.2; 6.3; 6.4	86.3% of managers that have completed CEDARS have completed EDI and 77.8% of research-active respondents have completed EDI. 78% of managers completing CEDARS feel confident to respond to any issues relating to health and wellbeing; and to any issues relating to bullying and harassment. 77.7% of research-active respondents completing CEDARS agree or strongly agree that their manager promotes a good worklife balance	Men's Health Network is established. Keynote on mental health and wellbeing of researchers by Rachel Cox from Vitae at online #UHRResDev21 was well attended (over 100) and well received. New session on Responsible Research from HSW will run on the RDP spring 2022. Monthly Validium newsletter and info sheet sent from HSW featuring wellbeing support for researchers and research managers. New Wellbeing Page for staff on HertsHub. 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. 20 of the 39 managers attending were managers of academics/researchers.	Action successful	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	All managers attend the mandatory HR Policies in practice.	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	Sep-21	L&OD	N/A	73.5% of managers completing CEDARS feel confident to manage requests for flexible working appropriately; 12.7% of research-active respondents completing CEDARS disagree or disagree strongly that they are treated fairly in relation to requests for flexible working	L & OD will be monitoring mandatory line manager training to ensure that all new line managers complete this within 12 months.	On-going	
ECM5	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 PVCR provides opportunities for consultation with research managers 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 manager views through school representatives, survey analysis and circulation of minutes to all ADRs and other research	Minutes of RC and and RDG meetings showing where research managers' views have been 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.	Jul-21	RC, RDG; ADRs; PIs	N/A		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 PVCR over the first 6 months whilst RDG Chair was unwell, enabling the functions of the RDG to continue including the very successful #UHRResDev21. The Report from the RDG is a standing item on the RC agenda.	On-going	
Researchers must:										
ECR1	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.	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	Dec-22	ADRs	N/A	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	Chair of RDG will ask at RC in 2022. The mentoring page on HertsHub highlights mentoring for ECR, in each school, with contact names.	On-going	
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	We will 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. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further.	80% of researchers completing CEDARS have undertaken Equality, diversity and inclusion training. 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	Sep-22	L&OD; Susan Grey; RDP	N/A	85.4% of research-active respondents completing CEDARS have undertaken Equality, diversity and inclusion training. 68.8% of research-active respondents have undertaken Research Integrity training, 20% would like to do this in the future. 55.5% are familiar with the institutions mechanism to report incidents of discrimination. 54.7% would feel comfortable reporting such an incident. 53.6% are familiar with the institutions mechanism for reporting bullying or harassment, with 54.3% comfortable reporting such an incident.	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 planned once actions from RI gap analysis agreed. New EDI training specifically for Research Degree Supervisors scheduled for 2022, to support diverse research students.	On-going	
ECR3	Take positive action towards maintaining their wellbeing and mental health	#UHRResDev21 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 #UHRResDev21	More than 50% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing	Jun-21	RDG	N/A	73.9% of research-active participants completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing	Keynote on mental health and wellbeing of researchers by Rachel Cox from Vitae at online #UHRResDev21 was well attended (over 100) and well received. Report at: https://www.herts.ac.uk/research/research-management/research-development/researcher-development-group . The EAP has been well signposted regularly to all staff through bimonthly staff wellbeing updates, New session on Responsible Research from HSW will run on the RDP spring 2022. Monthly Validium newsletter and info sheet sent from HSW featuring wellbeing support for researchers and research managers. New Wellbeing Page for staff on HertsHub. It is well promoted by OH and they have run UH support for managers with EAP. 39 Managers attended of whom 20 were academic/research staff.	On-going	
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Explore 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. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further.	70% of researchers completing CEDARS have undertaken Research integrity training; 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	Sep-22	L&OD; RDP; Susan Grey	6.1; 6.2; 6.3; 6.4	68.8% of research-active participants have undertaken Research Integrity training, 20% would like to do this in the future. 55.5% are familiar with the institutions mechanism to report incidents of discrimination. 54.7% would feel comfortable reporting such an incident. 53.6% are familiar with the institutions mechanism for reporting bullying or harassment, with 54.3% comfortable reporting such an incident.	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. New EDI training for Research Degree Supervisors scheduled for 2022. ECR training will in part be encompassed by the above as many ECRs attend supervisory training. Further training planned once actions from RI gap analysis agreed. New session on Responsible Research from HSW will run on the RDP spring 2022. Bullying and Harassment Investigators are being recruited as a voluntary role that staff will be trained to undertake, providing more staff with knowledge and skills as well as peers that can be approached regarding bullying and harassment incidents. There is now an anonymous new channel to report at UH Staff Speak Out: https://herts365.sharepoint.com/sites/Working-Here/SitePages/Speak-Out.aspx .	On-going	

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ECR5	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.	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.	Dec-21	ECRs; RDG; RC	N/A	Research staff have a good level of job satisfaction. 72% nationally and 82% at UH. Only 25% of UH research staff are unaware of the Research Concordat compared to 44% nationally. Researchers also believe that UH is committed to EDI, with 78% agreeing, 65% of researchers at UH believe they are treated fairly irrespective of their protected characteristics, this is higher than the national average of 61%	Research-active participants have a good level of job satisfaction, 72% nationally and 82% at UH. Only 25% of UH research-active participants are unaware of the Research Concordat compared to 44% nationally. 2022: ECR attendance at RDG will be 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.	On-going
Employment									
Institutions must:									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	HR has implemented anonymous shortlisting and made the diversity of recruitment panels, particularly ethnic diversity, mandatory. HR also offer advice for positive action wording of adverts.	80% researchers completing CEDARS agreed or strongly agreed their recruitment, selection and appointment was fair, inclusive, transparent and merit-based	Sep-21	HR; EO	1.1	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. 92% UH Research-active participants believe recruitment is fair; 91% believe it is inclusive; 92% believe it is transparent and 100% believe it is merit based.	The BAME Staff Success Working Group has been set up to improve the experience of staff from BAME backgrounds from application to employment.	Actions successful
EI2	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 PIs.	80% researchers completing CEDARS found their induction very useful or useful at institutional level; school level and local to their current role	Sep-21	HR; ADRs; PIs; RDG	1.2	Research-active participants 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%)	CEDARS: Not offered any induction (nationally) 15% cf. not offered any induction at UH 0%. Change of staff in research office so some actions will carry through to 2022. 10 new ECRs and research staff new to UH attended research induction run by RO Autumn 2021.	On-going
EI3	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 has been 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 workshops have been run for female applicants and BAME applicants led by the Deputy Vice Chancellor. For Researchers generic job descriptions exist for Research Assistant, Senior Research Assistant, Research Fellow and Senior Research Fellow to ensure consistency in grading against responsibilities and clear pathways for progression.	The number of promotions to Readers, Assoc. Prof and Prof and the increase in proportion of female professors (currently 38%) increased BAME promotions. Progress against the KPIs of increasing BAME UH9 and above to 16% and female staff at AM1 and above by 10%. Respondants views on both researcher surveys and staff surveys indicating processes are clear and transparent .	Oct-21	HR; EO; EBD	Yes 1.3		As at 31 October 2021 KPI to increase BAME staff Grades UH09 and above to 16% in 2025 has moved to 17% as at 31 July 2019 this was at 12.3% registering an increase of 4.7%. KPI to increase Senior Academic Women at Grades AM1 and above by 10% in 2025 has moved from 42.7% in July 2019 to 45% at 31 October 2021, an increase of 2.3%. These figures are likely to be boosted further as we complete the annual Academic Promotions round and will see more BAME staff move to UH9 and AM1. Develop an enterprise academic pathway for any academic staff, students, postgraduates, post doctorates, advanced and mid-career researchers toward Associate Professor Entrepreneur, to develop this talent across the university. SPECS will pilot it. Then roll out to other schools.	Successful achievement of BAME KPI. Good progress towards female promotion KPI. On-going
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	35 or more researchers responding to request for engagement	Apr-22	L&OD	4.2		On-going	Good engagement with learning needs on CEDARS. On-going work with RDG and across schools.
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 and the benefits of this are being explored. HR has made ethnicity and gender diversity on both promotion and recruitment panels mandatory in order to increase the diversity of staff.	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. The results of exploring the benefits of an online work allocation model which would provide 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%.	Nov-21	HR; EO	Yes 1.2; 1.3		As at 31 October 2021 KPI to increase BAME staff Grades UH09 and above to 16% moved to 17% as at 31 July 2019 this was at 12.3% registering an increase of 4.7%. KPI to increase Senior Academic Women at Grades AM1 and above by 10% moved from 42.7% in July 2019 to 45% at 31 October 2021, an increase of 2.3%. Online appraisal system will not be adopted because of the complexities involved. 96% research staff and 95% of senior/established research staff participated in appraisal at UH compared to 63% and 86% nationally.	Successful achievement of BAME KPI. Good progress towards female promotion KPI. On-going. Cross university system for workload management carried forward.
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.	Monitor use of fixed term contracts for researchers and via HR representative on RDG and CEDARS. Policies updates available on HertsHub for all researchers and their managers to access	Dec-21	HR	Yes, 1.1	At UH 56% of research-active participants 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%.	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.	2022: When policy changes have been approved HR representative will alert RDG members. Relevant networks briefed (AWAG; NW+P; Carers; WPN).

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E17	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 Pro-Vice Chancellor for Research 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.	Minutes of RC and and RDG meetings showing where all researchers' views have been 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	Apr-22	RDG; RC	N/A		The views of researchers in CEDARs will be shared to PRMG and RC and CEG. PVCR 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 workshop update an update on Horizon Europe with the Theme Champions. RDG views are being 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.	On-going
Funders must:									
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies								
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security								
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression								
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels								
Managers of researchers must:									
EM1	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 workshops 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 are undertaking a project to review to content and delivery method of all mandatory and refresher training and how to monitor completion more effectively.	80% of line managers completed and up to date with mandatory and refresher training.	Sep-21	L&OD	1.2		Phase 1 Mandatory training complete. Phase 2 refresher training - complete by Dec 2022	On-going
EM2	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 workshops, particularly HR policies in practice, Appraiser and Recruitment and Selection; bespoke and regular grant funding workshops available to Schools; and managers to attend funding workshops run by RO as appropriate.	80% of line managers completed and up to date with mandatory and refresher training and having attended appropriate grant funding workshop	Sep-21	RO; L&OD; RGO	1.2		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 workshops for groups of researchers, for example AWAG and specific Schools. 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. It is unlikely that grant funding workshops will run for the foreseeable future, but we are in the middle of a process review. We will be strengthening our processes to ensure that PIs are aware of the need to read and understand T&Cs. This area of work is also supported by IPACS (Intellectual Property and Compliance Support in Legal & Compliance) who are responsible for reviewing T&Cs when an award is made.	On-going
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Complete all line manager mandatory workshops, particularly Recruitment and Selection and A&SPM	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	Sep-21	L&OD	1.3	53.5% of research-active participants completing CEDARS agree or strongly agree that their manager support them in working towards promotion opportunities	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.	On-going

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EM4	Actively engage in regular constructive performance management with their researchers	Complete all line manager mandatory workshops, particularly A&SPM	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.	Sep-21	L&OD	1.2	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 research-active participants completing CEDARS found their appraisal useful or very useful.	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 - but more confident than the national level for dealing with poor performance. 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.	On-going																																																	
						<table border="1"> <thead> <tr> <th colspan="8">Dealing with poor performance</th> </tr> <tr> <th colspan="2">Confident in acknowledging good performance</th> <th colspan="2">Confident providing effective feedback to individuals</th> <th colspan="2">Are not confident in dealing with poor performance</th> <th colspan="2">Are not confident to provide guidance on redeployment processes</th> </tr> <tr> <th>National</th> <th>UH</th> <th>National</th> <th>UH</th> <th>National</th> <th>UH</th> <th>National</th> <th>UH</th> </tr> </thead> <tbody> <tr> <td>98%</td> <td>98%</td> <td>95%</td> <td>94%</td> <td>49%</td> <td>36%</td> <td>52%</td> <td>54%</td> </tr> </tbody> </table> <p>Managers would like more training in:</p> <table border="1"> <thead> <tr> <th colspan="2">Leading a research group</th> <th colspan="2">Managing staff performance</th> <th colspan="2">Conducting appraisals</th> </tr> <tr> <th>National</th> <th>UH</th> <th>National</th> <th>UH</th> <th>National</th> <th>UH</th> </tr> </thead> <tbody> <tr> <td>45%</td> <td>46%</td> <td>46%</td> <td>35%</td> <td>34%</td> <td>25%</td> </tr> </tbody> </table>		Dealing with poor performance								Confident in acknowledging good performance		Confident providing effective feedback to individuals		Are not confident in dealing with poor performance		Are not confident to provide guidance on redeployment processes		National	UH	National	UH	National	UH	National	UH	98%	98%	95%	94%	49%	36%	52%	54%	Leading a research group		Managing staff performance		Conducting appraisals		National	UH	National	UH	National	UH	45%	46%	46%	35%	34%	25%	
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EM5	Engage with opportunities to contribute to relevant policy development within their institution	The Research Committee (RC) chaired by the Pro-Vice Chancellor for Research 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.	Minutes from RC and RDG and CEDARS results confirming managers are able to contribute towards decision making or policy development	Jul-21	RDG; ADRs; Pis	N/A		The PVCR is very accessible to staff at all levels. PVCR 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 PVCR. The views of researchers in CEDARS will be shared to 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 PVCR over the first 6 months whilst RDG Chair was unwell, enabling the functions of the RDG to continue. The Report from the RDG is a standing item on the RC agenda.	On-going																																																	
Researchers must:																																																										
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Researchers attend all mandatory and refresher training	80% of researchers attend mandatory/refresher EDI training (REC target); 50% attend RO training.	Sep-21	RO; EO	N/A	86.3% of managers that have completed CEDARS have completed EDI and 77.8% of research-active participants staff have completed EDI	CEDARS: Not offered any induction (nationally) 15% cf. not offered any induction at UH 0%. Change of staff in research office so some actions will carry through to 2022. 10 new ECRs and research staff new to UH attended research induction run by RO Autumn 2021. EDI quarterly reports are shared with Deans and 93% of staff complete the mandatory EDI training.	Actions successful																																																	
ER2	Understand their reporting obligations and responsibilities	Researchers attend all mandatory training	50% of researchers attend H & S training	Sep-21	HSW	N/A		Number of research supervisors and staff attending H & S training is poor. Responsible research session added to RDP for Spring 2022. This will be informed by listening to reaseacher voice through the RDG.	On-going																																																	
ER3	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	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	Sep-21	OVC; ADRs; line managers; researchers	1.2	50% of research-active participants 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 no been rectified, so we hope that there will be an improvement in this CEDARS result going forward.	On-going																																																	
ER4	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	40% of researchers completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making	Apr-22	RDG; School reps.	N/A	82.6% of research-active participants completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making	On-going discussions within the RDG.	On-going																																																	
Professional and Career Development Institutions must:																																																										
PCD1	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 UP, 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. Request funding to reinstate Skill Up! in 2021.	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.	Dec-21	L&OD; RDG; RDP; HR; OVC	Yes: 1.2; 2.2; 3.1; 3.2; 4.1	26% of research-active participants completing CEDARS have spent 10 or more days on training and other CPD activities.	Only 14% of Research Staff nationally manage to take 10 or more days CPD throughout the year. At UH, 26% of our research-active respondents manage to do this. A wide range of Professional Development Opportunities events and workshops 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. The participants in UH CEDARS include those on a teaching and research contract which may distort this data. A deeper dive into researcher only participants will be carried out in the next year.	2022: Draw attention to the LTIC model to recognise a wider range of professional development activities. Continue to request Skill Up! funding																																																	
PCD2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Offer a careers workshop in #UHResDev21 and raise awareness to researcher managers of careers advice for their researchers and the appraisal guidance documents that provide advice on careers guidance.	80% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations	Jul-21	RDG; Careers & Employment; HR	1.2	89.1% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations	Creative career development workshop at #UHResDev21 with Dr Suzanne Culshaw, 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 https://herts.ac.uk/careers which includes a section with support for those completing research and considering their next steps with lots of useful links. The Careers & Employment representative, working with one or two current researchers, will expand this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative will work with RDG to explore how we can work with researcher managers to increase awareness of Careers provision, and to make this as relevant as possible to their needs.	On-going																																																	

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PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Offer a careers workshop in #UHRResDev21 and raise awareness of careers advice for researchers on careershub and Vitae.	80% of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development	Jul-21	RDG; Careers & Employment; EBD	3.1	45.6% of research-active participants completing CEDARS agree that they are aware of the support their institution provides for their career and professional development	Creative career development workshop at #UHRResDev21 was well attended and received. There is a new website https://herts.ac.uk/careers which includes a section with support for those completing research and considering their next steps with lots of useful links. The Careers & Employment representative, working with one or two current researchers, will expand this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers and Vitae. The participants in UH CEDARS include those on a teaching and research contract which may distort this data. A deeper dive into participants on a research-only will be carried out in the next year.	On-going
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.	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. Attendance on mentor training sessions offered through L&OD. Engagement with training resources regarding funding. Information for leadership training, mentoring opportunities, support for research funding and industry-facing opportunities are signposted through RO News, RDG and other internal communications.	Dec-21	L&OD; RO; RGO; EBD	1.4; 4.1; 4.2; 5.1; 5.2		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 through a slide in the presentation in the progression workshop for women. L & OD will monitor how many women are being mentored, and track women making progress through the associate professor scheme. Chair of RDG to explore the possibility of a Case Study for external webpage). Manager leadership programme is being piloted. No researchers on pilot but will be widely advertised for second cohort in Feb-22. Mentor training will not be provided centrally for the time being. Mentoring and coaching opportunities are featured on dedicated HertsHub site: https://herts365.sharepoint.com/sites/training-and-development-opportunities/SitePages/Mentoring.aspx . This site has been featured in RO News and regular Staff Updates. Higher and more effective usage of Research Professional tool subscription. Updated HertsHub Research Grant pages are a more streamlined resource/toolkit for researchers. Staff have been surveyed for anticipated need for support with grant/fellowship submissions and becoming funding aware.	2022: Mentor development materials will be available on HertsHub
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 #UHRResDev21 and through RO news	70% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options within and beyond academia	Jul-21	Careers & Employment; RO; EBD	3.1	60.5% of research-active participants completing CEDARS agree that their manager encourages them to consider a wide range of future career options within and beyond academia	UH are bidding to host Vitae IP for research event in 2022. New RDP sessions focused on career pathways beyond PhD were delivered i.e. Academic Careers: Expectations, Planning and Preparation.	On-going
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	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	Report from L&OD shared with RDG and appropriate actions identified	Nov-21	HR; RDG; L&OD	N/A		Online appraisal system has been investigated and will not be taken up due to complexities involved.	2022: Appraisal forms and guidance will be updated
Funders must:									
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning								
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes								
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit								
Managers of researchers must:									
PCDM1	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.	70% of researchers completing CEDARS have a regular formal career development review with their manager / supervisor (separately or as part of their appraisal)	Sep-21	L&OD	3.1	67.4% of research-active participants completing CEDARS have a regular formal career development review with their manager / supervisor (separately or as part of their appraisal)	Phase 1 Mandatory training complete. Phase 2 refresher training - complete by Dec 2022	On-going
PCDM2	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 Careers and Employment, 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.	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.	Dec-21	Careers & Employment; RO; RDG	1.4	85.5% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations; 34.8% of research-active participants 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: https://herts365.sharepoint.com/sites/training-and-development-opportunities/SitePages/Mentoring.aspx . This site has been featured in RO News and regular Staff Updates.	On-going. 2022: Chair of RDG to bring attention of mentoring schemes to RC
PCDM3	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	70% of researchers completing CEDARS agree or strongly agree that their manager encourages them to engage in personal and career development activities	Sep-21	RDG; RDP	4.1	67.4% of research-active 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 workshops 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. New cross university system for workload management to provide more consistency across the schools.	2022: Draw attention to the LTIC model to recognise a wider range of professional development activities. Continue to request Skill Up! funding

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HR EXCELLENCE IN RESEARCH

PCDM4	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.	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	Jun-21	OVC; ADRs	Yes; 2.1	50% of research-active participants 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 for individuals and less for groups. 2020 – Research Success nominations <ul style="list-style-type: none"> Total: 8 Individual: 5 Group: 2 (This is made up of 4 individuals and 2 groups – some with multiple nominations) 2021 – Research Success nominations <ul style="list-style-type: none"> Total: 13 Individual: 7 Group: 0 (This is made up of 7 individuals – some with multiple nominations) 	On-going																		
PCDM5	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	50% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training	Sep-21	L&OD	N/A	89.1% of research-active participants completing CEDARS have undertaken, or would like to undertake, leadership and people management training. (21.7% have undertaken, 67.4% would like to.)	See PCDR5	On-going through results of ILNA & CEDARS																		
Researchers must:																											
PCDR1	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 workshops and journal articles.	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	Oct-21	RDG; RDP; L&OD	4.1; 5.2	26% of research-active participants completing CEDARS have spent 10 or more days on CPD activities.	Only 14% of Research Staff nationally manage to take 10 or more days CPD throughout the year. At UH, 26% of our Research Staff manage to do this. Although no one was able to attend the Vitae conference 2021, 2 members of RDG attended the Vitae workshop on using your CEDARS results; 1 attended a member forum on HREiR Award; 1 is attending the Festive Networking event.	2022: Draw attention to the LTIC model to recognise a wider range of professional development activities. Continue to request Skill Up! funding																		
PCDR2	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.	90% of researchers completing CEDARS are aware of the support that their institutions provides for their career and professional development.	Jul-21	Careers & Employment; RDG; RO	3.1; 3.2; 5.1	45.6% of research-active participants 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: https://herts365.sharepoint.com/sites/training-and-development-opportunities/SitePages/Mentoring.aspx , 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.	On-going																		
PCDR3	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.	70% of researchers completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities. RIS profiles reflect the new Resume for Researchers format CV.	Sep-21	RO	N/A	63% of research-active participants completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities	Research staff maintain their profiles on RIS. It is hoped that the profiles element of RIS will be improved - discussions under way. It is impossible to deliver RIS training online as each screen opens in a new page, which Teams cannot cope with, so it has to be face-face, and there has been no appetite for this since March 2020. If and when UH returns to face-face training RO would provide this again.	On-going																		
PCDR4	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	70% of researchers completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations	Sep-21	OVC; ADRs; line managers; researchers	1.2	60.5% of research-active participants completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations	96% research-active participants and 95% of senior/established research-active staff participated in appraisal at UH compared to 63% and 86% nationally.	On-going																		
PCDR5	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 funding directly and also to enable them to find relevant funders and opportunities. Engage with RO early for support for applying for external funding directly and also 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.	50% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training. Engagement with training resources and research funding.	Sep-21	RDG; RDP; L&OD; RGO	4.2	89.1% of research-active participants completing CEDARS have undertaken, or would like to undertake, leadership and people management training. (21.7% have undertaken, 67.4% would like to.)	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. Research staff would. <table border="1"> <thead> <tr> <th>Like training in:</th> <th>National</th> <th>UH</th> </tr> </thead> <tbody> <tr> <td>Project management</td> <td>33%</td> <td>65%</td> </tr> <tr> <td>Leadership</td> <td>33%</td> <td>77%</td> </tr> <tr> <td>Managing others</td> <td>33%</td> <td>65%</td> </tr> <tr> <td>Interdisciplinary research</td> <td>33%</td> <td>63%</td> </tr> <tr> <td>Career management</td> <td>33%</td> <td>35%</td> </tr> </tbody> </table>	Like training in:	National	UH	Project management	33%	65%	Leadership	33%	77%	Managing others	33%	65%	Interdisciplinary research	33%	63%	Career management	33%	35%	On-going
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PCDR6	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.	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	Dec-21	RDG; RDP; L&OD; EBD	5.1; 5.2	72.1% of research-active participants 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 research staff aspire to an academic career, 59% expect to achieve this. At UH, 59% of research-active participants aspire to an academic career and 71% expect to achieve this. 35% of research staff nationally aspire for a research career beyond academia, where as 40% of UH research-active participants 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. <table border="1"> <thead> <tr> <th>Like to get involved in:</th> <th>National</th> <th>UH</th> </tr> </thead> <tbody> <tr> <td>Knowledge exchange</td> <td>64%</td> <td>65%</td> </tr> <tr> <td>Public Policy development</td> <td>62%</td> <td>63%</td> </tr> <tr> <td>Citizen Science</td> <td>64%</td> <td>47%</td> </tr> <tr> <td>Institutional policy and decision making</td> <td>61%</td> <td>50%</td> </tr> </tbody> </table>	Like to get involved in:	National	UH	Knowledge exchange	64%	65%	Public Policy development	62%	63%	Citizen Science	64%	47%	Institutional policy and decision making	61%	50%	On-going			
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* The 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 Concordat

HREiR Action plan template (January 2021-December 2023)

CEDARS Culture, Employment and Development in Academic Research Survey

CEG Central Executive Group
EAP Employee Assistance Programme
EBD Enterprise and Business Development
ECR Early Career Researcher
EDI Equality, Diversity & Inclusion
EIA Equality Impact Assessment
EO Equality Office
HertsHub Internal webpages
HR Human Resources
HREiR HR Excellence in Research
HSW Health, Safety and Wellbeing
ILNA Institutional Learning Needs Analysis
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
PI Principle Investigator
PRMG Pro-vice chancellor research management group
PVCR Pro-vice chancellor research
RC Research Committee
REC Race Equality Chartermark
RDG Researcher Development Group
RDP Researcher Development Programme
RGO Research Grants Office
RO Research Office
UPR University Policies and Regulations
VCA Vice Chancellors Awards
WPN Working Parents Network
#UHRes Researcher Development Conference
Dev21