

University of Hertfordshire HREiR Action Plan January 2019 - December 2020 Update July 2019

Other Principles	Objectives	SMART Success Measures/source of data	Actions	Owner(s)	Timing
Core Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research					
1, 2	1.1 To provide a more secure employment experience for research staff.	Target: Completion of feasibility study on bridging funding and recommendations implemented Target: KPI: Complete the review of policies Source: HRIS RDG School Reps	1.1a Explore the feasibility of introducing bridging funding for research staff between fixed term contracts that are reliant on funding	Director HR	June 2019
			1.1b Ensure the granularity of data in HR Information System relating to research staff on fixed term contracts	Director HR	Mar. 2019
			1.1c Review current HR policies relating to employment experience and security (e.g. probation, maternity/paternity and adoption) and develop new University Policies and Regulations (UPRs) to ensure compliance with HREiR	Director HR	Mar. 2019
2, 4, 5	1.2 Ensure that the appraisal process is used effectively by more researchers and line managers so that researchers' development is regularly discussed and plans implemented	Increase in CROS/PIRLS satisfaction for Appraisal related questions as follows: CROS: Target 55% agreement re. effectiveness (2017 45%)	1.2a Include appraisal training (appraisee) in research staff induction checklist	L&OD	Feb. 2019
			1.2b Encourage appraisees to communicate the agreed 'sharable' outcomes from appraisal with colleagues other than line manager in order to generate wider impact and opportunities.	Director of HR	Sept. 2019

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		<p>PIRLS: Target 50% agreement re. effectiveness in relation to CPD and career development opportunities (2017 37%)</p> <p>Attendance figures for A&SPM training – All new line managers attending within 6 months (Source: HRIS)</p>	<p>1.2c Ensure that new Research line managers attend Appraiser and Successful People Management Workshop through effective tracking of Line Managers' Essentials attendance</p>	L&OD/HR	Sept. 2019
1, 2, 4, 6	1.3 Increase opportunities for career progression to Reader, Associate Professor and Professor to encourage more diversity in those applying and being successful	<p>Appointment of one or more Assoc. Profs (Research) each year, in addition to Readerships</p> <p>Increased diversity (gender/BAME) in Readers, Assoc. Prof and Prof. Source: HRIS/EDI</p>	<p>1.3a Publish case studies of researchers successfully achieving Associate Professorship in order to promote and increase awareness of the Associate Professorship (Research) opportunity</p>	LTIC	Dec. 2020
			<p>1.3b Applications for Professorship and Readership to be made more transparent with broader review panels</p>	HR	Dec 2020
1, 2, 3, 4, 5	1.4 - Increase mentoring provision for researchers across institution in order	<p>Number of Schools with active mentoring schemes Target 8 (current 4)</p> <p>Source: School Mentor champions</p>	<p>1.4a Review current mentoring programmes, formal and informal, and produce 'best practice' approach</p>	L&OD/School reps	Jan. 2020
			<p>1.4b Establish network of School Mentor Champions to share best practice and encourage cross-school mentoring</p>	L&OD	Jan. 2020
Core 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					
1,4	2.1 To recognise Researcher achievement and progression so that	VCA Award nominations for research each year	2.1a Actively promote VCA awards amongst researcher community	School Reps	June 2019

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	researchers feel valued by institution as a whole	Source: VCA Admin team			
		Researchers from each school named in at least one research office newsletter	2.1b RDG reps to ensure Research Office is aware of research 'good news' stories for inclusion in newsletter	School Reps Research Office	Jan. 2020
		Source: Research Office			
1,5	2.2 To demonstrate the recognition and value of researchers by investing their development and encouraging more engagement	Target: 10% increase in the number of Skill Up! applications from each school	2.2a Increase to twice per year	RDG	Feb. 2019
		Impact reports demonstrating clear impact on individual and beyond	2.2b Publicise outcomes of Skill Up development at ResDev conferences to encourage others	RDG/L&OD	Jan. 2019
		Source: Skill Up! panels and reports			
4,6	2.3 To improve the focus on the wellbeing of researchers so that researchers feel valued and know the support that is available should they need it	Improved feedback from Researchers on wellbeing as follows:	2.3a Wellbeing and mental health to form a focus of 2020 Researcher Development conference.	RDG	Sept. 2020
		CROS: Current 51% Target: 65%	2.3b Appoint a Wellbeing representative to the RDG	RDG	Jan. 2019
		PIRLS: Current 68% Target: 75%	2.4c Promote the Employee Assistance Programme (EAP) which offers a good range of advice, counselling and legal assistance	Wellbeing/HR	
		Source: CROS & PIRLS	2.4d Raise awareness of existing, and provide new, development opportunities around wellbeing and mental health issues for researchers and line managers	L&OD/Wellbeing	Sept. 2019
Core Principle 3: Researchers are equipped and supported to be adaptable and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment					

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4	3.1 To work with Careers colleagues on development which addresses researcher's movement between research, academia and industry	No. of participants in Conference Jan. 2019 Target: 60 Increased participation in Academic career pathways workshops Current: 2018 12 Target: 20	3.1a Include addressing intersectoral mobility in Biennial Researcher Development conference - January 2019	RDG	Jan. 2019
			3.1b Include case studies and information about a variety of career option within Career Pathways programme	L&OD, Careers and Employment Service	Sept. 2019
4,5	3.2 To increase the capability of the research community in developing research bids	An increased number of researchers attending development sessions Source: Research Office	3.2a Provide bespoke development sessions and bid support for schools	Research Office	Sept. 2020
			3.2b Encourage sharing of best practice through the use of Researcher network communities	School Reps	Sept. 2020
			3.2c Include Funding as a keynote and workshop stream in the Researcher Development Conference 2019	RDG	Jan. 2020
Core Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career					
5	4.1 To enable research staff to make effective use of the recommended agreed 10 days/80 hours of CPD for research staff	Shared Appraisal Action Plans Increase in awareness of RDF. Source CROS: Current 63% Target 80% Increase in positive response to CROS relating to usefulness of Appraisal in relation to identifying development opportunities. Source: CROS: Current 32% Target 50%	4.1a Include a reminder of the 10 days/80 hours recommendation on the Appraisal Action Plan form	Director HR	Feb. 2019
			4.1b Develop a Researcher Development Handbook for staff	RDG	Dec. 2019
			4.1c Promote the use of Vitae Researcher Development Framework as a tool	L&OD	Sept. 2019

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2,3,5	4.2 The leadership development needs of Research Staff are catered for within the University's Leadership Development Programme so that research leaders are confident in their role as leaders and managers	The findings and recommendations from the review and redesign of UH Leadership Development programmes specifically mention Research Leadership	4.2a Ensure that Research Leadership is specifically included in the review and redesign of UH Leadership Development Programmes, including line managers' essentials.	Head of Learning and Organisational Development	Dec. 2020
Core Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning					
1, 2, 3	5.1 To grow an active, cross-discipline researcher community so that researchers can connect with others, share best practice and increase collaboration	CROS/PIRLS survey Current: CROS 49% (integrated in Institution research community) Target 60% Regular Programme of research community events with high engagement	5.1a Establish demand for a UH-wide cross-school Research Staff Association via a scoping questionnaire and if mandated establish a UH RSA with reference to guidance from UKRSA.	RDG	Dec. 2020
			5.1b Create regular RDG news communication for researchers	RDG	March 2019
3,4	5.2 To establish clear personal and professional development pathways for researchers at different stages of career: ECR, Mid-career researcher, Senior researcher, research leaders	Published programme of development for all levels One cohort through programme	5.2a Group existing development opportunities into recommended suites of activities for different levels	L&OD/Research Office/RDP	Dec. 2020
Core Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers					
1, 3,	6.1 To retain institutional Race Equality Charter Mark demonstrating	Retention of RECM following 2019 resubmission	6.1a Research staff to be included in BAME data strand of Self-Assessment Team for improved data collection and analysis	Head of EDI	July 2019

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	commitment to BAME equality throughout institution, with specific reference to Researchers				
1, 5	6.2 To demonstrate commitment to diversity and provide the means for diverse voices of research staff to be heard	Researcher engagement with Staff Networks proportionate to total staff engagement Source: EDI	6.2a Launch Staff Networks for minority staff groups (e.g. BAME, disability) to provide community, support and to be 'critical friends' to the institution with reference to EDI	Head of EDI	Spring 2019
	6.3 To embed the University's commitment to gender equality	All Schools hold Bronze Athena Swan status or above. Athena Swan institutional Silver by 2022	6.3a Two schools to submit for Athena Swan Bronze in 2019. 6.3b UH to submit for institutional Silver by 2022.	EDI, Athena Swan officer	Dec 2022
	6.4 To enhance communication and improve workflow on issues which bridge researcher development and equality and diversity	RDG member working with the Equality Office providing 2-way communication between RDG and E&D Committee Source: RDG meeting notes Effective EDI representation on RDG Source: RDG meeting notes	6.4a For a member of the RDG to join Equality and Diversity committee work. We already have Athena Swan officer as a RDG member; add new Head of Equality to circulation list for RDG papers	EDI, RDG	Mar. 2020
Core 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.					
3	7.1 To increase the effectiveness and sustainability of the RDG	Regular meeting attendance of all ECR School Reps. Source: attendance records and meeting notes	7.1a Regularly review and evaluate RDG via dialogue with School ECR representatives on the RDG	RDG	Oct. 2020
			7.1b Respond to researcher feedback via Staff Survey, CROS and PIRLS participation and Feedback from Doctoral College and PRES where relevant	RDG, HR, Doctoral College	Oct. 2020

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		Communication and response of RDG members between meetings. Source: response to requests for input e.g. concordat review	7.1c Develop a RDG Handbook for RDG members to include Terms of Reference, Membership, Role Descriptors for ECR representatives, and other members and Workflows, Resources, National and International Contexts, Resources and Contacts	RDG	Mar. 2020
			7.1d Respond to turnover of members with succession planning	RDG	Mar. 2020
3, 4	7.2 To increase engagement in Vitae and other sector initiatives	Increase in positive response through CROS to questions around awareness of Vitae/Concordat and RDF CROS: Vitae - Current 37.5% some understanding of 37.5% knowledge of Target: 85% overall RDF – current 36.6% some understanding 27% - knowledge of Target: 75%	7.2a UH attendance at Vitae International Conference annually, including presenting papers/case studies	RDG	Sept. 2019
			7.2b Targeted and timely promotion of CROS and PIRLS and feedback on results	L&OD	Dec. 2019
			7.2c Publish Researcher Development case studies on UH website	RDG/L&OD	Mar2019

KEY

ADR = Associate Dean Research
 CROS = Career Researchers Online Survey
 ECR = Early Career Researcher
 EDI = Equality, Diversity and Inclusion
 LTIC = Learning and Teaching Innovation Centre
 L&OD = Learning and Organisational Development
 PIRLS = Principal Investigators Research Leaders Survey
 PRES = Postgraduate Research Experience Survey
 PRMG = Pro-Vice Chancellor's Research Management Group
 RDF = Researcher Development Framework
 RDP = Researcher Development Programme

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RDG = Researcher Development Group
RSA = Research Staff Association
UH = University of Hertfordshire
UKRSA = UK Research Staff Association
VCA = Vice Chancellor's Awards.