| **Policies**  **Other Principles** | **Objectives** | **SMART Success Measures/source of data** | | **Actions** | **Owner(s)**  **Timing** | **Progress/Action** |
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| 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**: 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 | Done: Bridging funding for research staff is normally associated with research intensive HE establishments and less feasible within UH. Discipline specific research areas have devolved budgets, so continuity of the fixed term contract is normally dependent on availability of funding or a suitable alternative post to allow a redeployment, otherwise a fixed term contract would normally come to a natural cessation. Where there are transferrable skills, junior researchers normally move to support other research areas within or outside the discipline through redeployment or competitive interviews. There are occasions where research staff have undertaken work as Visiting Lecturers between fixed term contract, although not always the case. |
| 1.1b  Ensure the granularity of data in HR Information System relating to research staff on fixed term contracts | Director HR Mar. 2019 | Done: The data in HR Information System enables identification of numbers of researchers on fixed term contracts separately from other staff.  Period Permanent Temporary/Fixed Term Grand Total  2018 35 127 162  2019 35 101 136  2020 39 97 136  We will continue monitoring use of contracts **(E16 on 10-year action plan)** |
| 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 | In process: HR are undertaking a policy review **(See ECI2 in 10-year action plan).** This action will be carried forward. In the meantime, the paternity provisions have been reviewed and ratified, that allow for two weeks paidpaternity, the statutory provision is two weeks paternity one week of which is paid. The university is seen as a sector leader with family friendly policies and practices by the SLT. |
| 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%)  PIRLS:  **Target 50%** agreement re. effectiveness in relation to CPD and career development opportunities (2017 37%)  Attendance figures for Appraiser and Successful People Management (A&SPM) training – All new line managers attending within 6 months  (Source: HRIS) | | 1.2a  Include appraisal training (appraisee) in research staff induction checklist | L&OD  Feb. 2019 | Done: Making the most of your appraisal workshop is on research staff induction checklist. |
| 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 | Done: Appraisal Action Plans are shared with Deans of School to generate wider impact and opportunities. The upgrade of the HR system allows us the opportunity to review the possibility of moving appraisal online **(see E15 in the 10-year action plan)** |
| 1.2c  Ensure that new Research line managers attend Appraiser and Successful People Management Workshop through effective tracking of Line Managers’ Essentials attendance | L&OD/HR Sept. 2019 | Done: A&SPM has been made mandatory for all new line managers (appraising research and non-research staff). There is a dedicated page on the new internal website (HertsHub) for new line managers to signpost all relevant training to make it easy to find and book. Participant numbers below provide good evidence of managers being trained on appraisal and aiming to make it more useful, although we can only identify 5 researchers, the 56 academic managers may all be appraising staff with a research remit. Attendance on mandatory training will continue to be monitored **(see EM4 in 10-year action plan)**   |  |  | | --- | --- | | Title | Completed  01.09.18–31.08.20 | | Academic | 48 | | Academic Manager | 7 | | Senior Manager Academic | 1 | | Researcher | 5 | | Subtotal | 61 | | Professional | 75 | | Administrative Manager | 4 | | Total | 140 |   CROS: 39% agreed that appraisals were useful in 2019, down by 6%.  PIRLS: 44.7% agreed that appraisal was useful in relation to CPD, up by 7.7%.  PIRLS: 81% agreed appraisals are important (up by 4%). |
| 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 | Appointment of one or more Assoc. Profs (Research) each year, in addition to Readerships  Increased diversity (gender/BAME) in Readers, Assoc. Prof and Prof.  Source: HRIS/EDI | | 1.3a  Publish case studies of researchers successfully achieving Associate Professorship in order to promote and increase awareness of the Associate Professorship (Research) opportunity | LTIC  Dec. 2020 | Done: Case study published on <https://www.herts.ac.uk/research/research-management/research-development/case-studies> and presented as a poster at Vitae Researcher Development International Conference 2019.  Information on successful applicants shared on HertsHub, and through academic promotion workshops.  AWAG have run a well-attended event on academic career progression at UH with three senior academics sharing their pathways and answering questions. |
| 1.3b  Applications for Professorship and Readership to be made more transparent with broader review panels | HR  Dec 2020 | Done: All academic staff are emailed annually with information about applying for the Associate Professor, Reader and Professor roles and invited to workshops. Successful candidates from previous rounds support the workshops. Information about academic promotions is available on the internal website, with quotations from successful candidates.  In 2019, of the 6 successful applicants for the Associate Professor (Research), 2 were female. In 2020, of the 3 successful applicants, 1 was female. This is the same gender ratio as for staff with a Readership. The data for ethnicity both years is 100% white.  A review in 2020 informed the next application round. The review requires all Schools to convene a panel consisting of a female colleague above the grade of the applicant and ideally including a BAME colleague. The Chair of the School panel must have EDI training or at least a refresher in the past year and must provide a detailed feedback against the criteria as to why an application is not being taken forward. The promotion panel composition comprises the DVC/PVC/ an external subject specialist, an Internal Professor with HR and a Head of School as observers. Where possible and appropriate the panel will comprise of a female and/or a BAME colleague.  In 2020: two new workshops are offered: one for academic promotion of BAME colleagues and one for female colleagues. The results of the promotions will continue to be monitored (**see E13 in 10-year action plan)** |
| 1, 2, 3, 4, 5 | 1.4  Increase mentoring provision for researchers across institution in order to retain and develop researchers | Number of Schools with active mentoring schemes  **Target 8** (current 4)  Source: School Mentor contacts | | 1.4a  Review current mentoring programmes, formal and informal, and produce ‘best practice’ approach | L&OD/ School reps  Jan. 2020 | Done: 5 out of 8 Schools have mentoring schemes with 2 more Schools looking towards instating a mentoring scheme .  Reviewing mentoring has also brought attention to cross-school mentoring schemes that researchers can have access to:   * The BAME mentoring scheme * Reverse Mentoring of SLT by BAME students   (Both of these mentoring schemes are open to BAME researchers)   * Aurora for women including researchers mentored by member of SLT * NWP considering a mentoring scheme to support women into research leadership * Advance HE Diversifying Leadership Programme with a sponsor who advocates on their behalf.   Example of sharing best practice: Thoughtpiece published in UH LINK by White & Dickerson (2020). [Research mentoring: a personalised needs-led approach](https://www.herts.ac.uk/link/volume-5,-issue-1,-september-2020/research-mentoring-schemes-a-personalised-needs-led-approach), regarding practice within the School of Education, was shared with the RDG. |
| 1.4b  Establish network of School Mentor Champions to share best practice and encourage cross-school mentoring | L&OD  Jan. 2020 | Currently there is not a network of school mentor champions, and ADRs felt it would be more effective to identify researcher mentoring co-ordinators within their School. This information together with co-ordinators of other mentoring schemes is being collated on a HertsHub webpage, **(See PCD14 in 10-year action plan)** to ensure transparency, so that staff can identify what mentoring scheme would best suit their needs and can contact the co-ordinator. |
| 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 researchers feel valued by institution as a whole | | VCA Award nominations for research each year  Source: VCA Admin team  Researchers from each school named in at least one RO newsletter  Source: RO | 2.1a  Actively promote VCAs amongst researcher community | School Reps June 2019 | Done: Each year the VCAs are actively promoted across UH on posters and screens and by emails and newsletters. The Chair encourages school reps to actively promote nominations for research success. The award is to a member of staff or team of staff who have excelled in research, leading to a significant research success which has come to fruition during the past 12 months. Nominees demonstrate research success that addresses social, economic, cultural, scientific and environmental challenges through one or more of the following: Creating and developing innovative ideas, products and processes; Fostering and strengthening research with global partners; Supporting a research-rich environment that informs our teaching.  2018 - 17 Nominations (13 individuals, 4 teams)  2019 - 11 nominations (10 individuals, 1 team)  2020 - 7 nominations (4 individuals, 3 teams)  We will promote the VCAs to encourage more nominations next year **(see PCDM4 in 10-year action plan)** |
| 2.1b  RDG reps to ensure RO is aware of research ‘good news’ stories for inclusion in newsletter | School Reps  RO  Jan. 2020 | Done: Each RDG meeting there is an item for school reps. to share research news from their school. The Chair encourages ‘good news’ stories to be sent for inclusion in the research newsletter.  Researchers from each school were named in at least one RO newsletter each 6 months. |
| 1,5 | 2.2  To demonstrate the recognition and value of researchers by investing in their development and encouraging more engagement | | **Target: 10% increase** in the number of Skill Up! applications from each school  Impact reports demonstrating clear impact on individual and beyond  Source: Skill Up! panels and reports | 2.2a  Increase to twice per year | RDG  Feb.2019 | Done: In 2019 there were two rounds of Skill Up! with 24 and 25 applications respectively.  In 2020 there was no round of Skill Up! due to COVID 19 but we hope to re-introduce this in 2021 **(see PCDI1 in 10-year action plan)** |
| 2.2b  Publicise outcomes of Skill Up! development at ResDev conferences to encourage others | RDG/L&OD Jan. 2019 | Done: Skill up! was publicised at ResDev19 Conference.  Recipients of Skill Up! awards reported:  ‘The Skill Up! Award has given me confidence to carry on with my own research but has also taught me an important lesson in that I have to overcome my own biases and challenge the normal way of seeing things.’  ‘Attending the four seminars on research methods, tackling inequalities and knowledge in an age of alternative facts and the associated networking have directly supported my development and writing up of research of a high quality, especially by hearing about similar research work to my own, conducted by other people and universities. This also contributed to improving the research profile of the School of Education and UH, internally and externally.’ |
| 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:  CROS:  Current 51%  **Target: 65%**  PIRLS:  Current 68%  **Target: 75%**  Source: CROS & PIRLS | 2.3a  Wellbeing and mental health to form a focus of 2021 Researcher Development conference. | RDG  Sept. 2020 | Done: Wellbeing was the focus on PGR Conference 2020, with Key Speaker: Rebecca Crook ‘Partnerships for improved Postgraduate Researcher wellbeing and mental health:  Learnings from the PGR Well Bee-ing Project’ at University of Manchester, sharing findings of the research project and good practice. Over 100 researchers and PGR students present. Session was well received. Mental health and wellbeing will be the focus of ResDev21 **(see EC13, ECM3 and ECR3 in10-year action plan)** |
| 2.3b  Appoint a Wellbeing representative to the RDG | RDG  Jan. 2019 | Done: Director of Health, Safety and Wellbeing is now the representative on the RDG |
| 2.3c  Promote the Employee Assistance Programme (EAP) which offers a good range of advice, counselling and legal assistance | Wellbeing/ HR | Done: There are monthly emails to promote the EAP. Each school has a well-being champion who actively promotes this along with many other resources and opportunities to support wellbeing, such as Active Staff.  During the Covid-19 outbreak whilst many staff have been isolated, there has been an increased awareness of the challenges of working in isolation. This has increased communication about what provision there is available to staff on-line, internally and externally, through daily emails. There has been an increase in positive feedback to staff about their work and value from the senior leaders of the University and the schools which has been well received by researchers (verbal feedback through school reps and the University’s prompt work from home survey and unsolicited comments by staff at networking events). Social spaces have been created on-line, using Microsoft Teams, to enhance wellbeing.  CROS Satisfied with work-life balance  Decrease 63% (2017) to 59% (2019) National 67%  PIRLS Satisfied with work-life balance  Increase 29% (2017) to 39% (2019) National 46% - moving in right direction and not far out of line with national results  The men’s mental health network was introduced at the end of 2020 and progress will be monitored by the EDI board **(see EC13and ECM3 in 10-year action plan)** |
| 2.3d  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 flexible in an increasingly diverse, mobile, global research environment | | | | | | |
| 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 2019 | RDG  Jan. 2019 | Done: UH ResDev 19 included a panel of researchers who have very different research career journeys which showed that employment pathways are rarely straightforward, and highlighted intersectoral mobility. Report is available: <https://www.graceleesmaffei.org/home/2019/1/17/researcher-development-conference-resdev19>  There were 56 researchers attending UH ResDev 19. The ResDev21 conference will also have a Careers session **(see PCD12 in the 10-year action plan)** |
| 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 | Done: The Academic Career Pathways workshops have not run due to staff vacancies, however details were circulated of a free online course ‘Career Management for Early Career Academic Researchers’ for researchers to explore their career options and make career plans. The MOOC is a collaboration between the University of Glasgow, University of Edinburgh, and University of Sheffield, designed for researchers who cannot get to a programme within their own university.  Careers support for researchers is clearly signposted on external facing website and internally on HertsHub  <https://www.herts.ac.uk/research/research-management/research-development/careers-finding-and-experience>.  The Careers team will continue to promote teir services through the RO newsletter **(see PCDM2 in the 10-year action plan)** |
| 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: RO | 3.2a  Provide bespoke development sessions and bid support for schools | RO  Sept. 2020 | Done: The RO offers bespoke development sessions and bid support to Schools. One session has run and was well received by researchers, but other planned sessions have been postponed whilst staff are responding to the changes due to Covid. |
| 3.2b  Encourage sharing of best practice using researcher network communities | School Reps Sept. 2020 | Done: Many of the bimonthly RO newsletter introductions were focused on specific schemes of funders last year, especially featuring EU funding and fellowships. They also contained guidance on:   * Research Impact and Research Grant Applications * How to plan for writing and submitting a research grant application * How to  make the most of Research Professional * Costing a proposal |
| 3.2c  Include Funding as a keynote and workshop stream in the ResDev19 Conference | RDG  Jan. 2020 | Done: UH ResDev19 included funding workshop that was run twice and well attended – most of the 56 researchers attended one of these workshops. Attendance of grant funding will continue to be monitored **(see EM2 in 10-yeaar plan)** |
| 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 | Done: The new Researcher Development Concordat specifies a minimum of 10 CPD days available for Researchers and this is in the Appraisal guidance notes. Raising awareness of the 10 days CPD will be a focus for 2021**(see PCDI1 in the 10-year action plan)** |
| 4.1b  Develop a Researcher Development Handbook for staff | RDG  Dec.  2019 | Done: Instead of a Researcher Development Handbook, the new HertsHub (Internal website) has been launched with links to all training courses from one Training and Development Opportunities page, now well organised and easily located. This includes the RDP run by the Doctoral College which is designed for research staff as well as students <https://www.herts.ac.uk/research/research-management/research-development/research-student-development>. The RDP has been expanded to enable more engagement with researchers working remotely. In addition, there are also relevant development opportunities supported by Learning and Organisational Development and Online Training from iHASCO. |
| 4.1c  Promote the use of Vitae Researcher Development Framework as a tool | L&OD  Sept. 2019 | Done: The RDP Handbook is designed and cross-referenced to the RDF. It is also included in the Research Staff Specific Induction Checklist for line managers to draw to the attention of new staff.  In the School of Education the form to request for support for staff learning activity has the aspects of the RDF included in a Professional Learning Framework, so that academic staff are able to identify which aspects of their knowledge, skills and personal qualities they are focussing on developing. This good practice has been shared in the RDG.  CROS shows no change in awareness of RDF: 63% (2017) to 62% (2019)  CROS shows an increase in the usefulness of appraisal in relation to identifying development opportunities. 32% (2017) to 39% (2019) |
| 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 | Currently Leadership Development Programmes are being reviewed, especially timing and method of delivery, as last time ‘Making sense of leading’ did not have enough take-up to run.  The Researcher Development Programme includes sessions relevant for experienced researchers in specific aspects of research leadership, and individuals have been signposted towards leadership mentoring through internal and external schemes. The needs of research leaders will be included in the review of the LOD programme of leadership development(**see PCDM5 in the 10-year action plan).** |
| 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 | Done: UKRSA representative had a stall at the PGR Conference 2020 engaging researchers in conversations. For this to work at UH it would need to grow from grass-roots, at the moment we have raised awareness of this possibility.  The RDG then reviewed what researcher networks they could access within UH and explored demand for RSA. There was not a demand because the RDG functions in this way for the School Reps. and they each have other researcher networks that they are engaged with, for example:  EdResNetwork, which was established in Feb 18, sharing best practice and increasing collaboration across schools.All are welcome to join.95 people on the circulation list. EdResNetwork is led by the PVC Education and Student Experience and the PVC Research & Enterprise and meets 6 times a year. Numbers attending the sessions are around 30 but increasing due to online access.  Research project on Educational Researcher Development conducted by Dr Liz White and presented through on-demand content at Vitae Connections 2020. <https://connectionsweek2020.vitae.ac.uk/agenda/session/328916> which was helpful in understanding the specific developmental needs of a diverse group of cross-school researchers.  NWP,which was established in Spring 2019, with 33 Profs and Profs emerita, 20 opt-ins, and has been extended to Readers and Associate Profs. In terms of membership, there are now 37 members of the NWP with around 15 attending meetings.  Both networks are recognised by the University with funding and are championed by the PVC Research & Enterprise. There are cross-UH research networks on the following themes: weight and obesity; Musculoskeletaland PARA-CRU (Paramedic Science); Theorising Visual Arts and Culture; Media (incorporating the Games & Visual Effects Research Lab); Design; Professional Practice; Learning & Teaching Research & Practice Group |
| 5.1b  Create regular RDG news communication for researchers | RDG  March 2019 | Done: School reps. share researcher development news from their school and take back best practice ideas to share in their school from the RDG. The Chair takes items of best practice to RC (standing item on agenda), so further circulated through ADRs to schools. Regular news updates on researcher development (internal and external) are included in the RO News and through dissemination by School Representatives for all researchers, rather than creating additional mailing and overloading inboxes, and to help to raise the profile of School Representatives within their schools.  63% of researchers completing CROS feel integrated into their Institutional department research community; 62% of researchers feel integrated into their department generally whilst only 38% feel integrated in the Institutional research community. |
| 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/RO/ RDP Dec. 2020 | Done: Personal and professional development pathways are outlined <https://www.herts.ac.uk/research/research-management/research-development/research-development-by-career-pathway>. All development events provided from RDP, staff development programme, LTIC, RO and are advertised on one site on HertsHub for ease of location. Researchers are guided at appraisal to consider appropriate professional development opportunities. With the diversity of prior experience of research staff, a personalised needs-led approach is preferred for flexibility, with researchers taking ownership of their own career development in line with the principles in the new Concordat **(see PCDM1 and PCDM2 in the 10-year action plan)** |
| 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 commitment to BAME equality throughout institution, with specific reference to Researchers | | Retention of REC following 2019 resubmission | 6.1a  Research staff to be included in BAME data strand of Self-Assessment Team for improved data collection and analysis | Equality Office  July 2019 | Done: Research staff are included in BAME data strand. The University was unsuccessful in its renewal attempt for the REC in 2019. However, a one-year grace period was granted and the application will be resubmitted to retain the award in February 2021. Progressing actions within the action plan is ongoing with specific targets to be met within the year. The actions in the HREiR 10-year action plan(ECM3) will support some of the actions in the RECM resubmission action plan.  The University has launched the Institutional Action Plan to reduce the BAME awarding gap, which outlines the responsibilities for Schools and individuals in improving racial equality across all aspects of work at UH. Individuals have an awareness-raising action within their appraisal 2020-21. |
| 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 | Equality Office Spring 2019 | Done: The Equality Office supports the following Staff Networks:  Black, Asian and Minority Ethnic (BAME); Carers (UHCarers); Disability and Wellbeing Network (DAWN); LGBTQ+; Working Parents (WPN); Menopause Network (positivepause); Network of Women+ Professors (NWP); Academic Women Advancement Group (AWAG). Staff Networks have a high profile in UH, with each having a champion in the SLT and funding for activities. This benefits both research staff and others. Staff Networks are promoted on Herts Hub with contact details for staff to join networks. Membership of most networks is confidential, so it is not possible to provide exact numbers showing whether researcher engagement is proportionate to total staff engagement. However there are more than 100 members of the BAME and WPN Staff Networks, which includes around half academic staff, some who are research active All members of NWP are researchers and in AWAG most individuals also take part in research (membership is around 65 for AWAG and 35 for NWP).  In November 2020, a Men's Mental Health (MMH) Network was formed and will be open to all men, including researchers, across the University. Staff Network Chairs also sit on the newly-formed EDI Board, a strategic committee overseeing the University's EDI programme. This ensures that diverse voices are considered at the highest levels. |
|  | 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. | EDI, Athena Swan officer Dec 2022 | Done - All Schools now hold Bronze or Silver Athena SWAN awards, following success of the Hertfordshire Law School in September 2020. |
| 6.3b  UH to submit for institutional Silver by 2022. | EDI, Athena Swan officer Dec 2022 | Advance HE has offered a one-year extension to all existing AS award holders. UH will apply for this in early December, so the target to apply for a Silver award will be in 2023. As a result of the extra time afforded by the extension, Silver could be achievable with a detailed 'impact plan' in place. This will be finalised in 2021 and will also require more in-depth consideration of and engagement with professional and support staff. |
|  | 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 EDI to circulation list for RDG papers | EDI, RDG Mar.2020 | Done: The new Head of EDI is on circulation list for RDG papers and has attended one of the RDG meetings. The Athena Swan officer actively participates in all RDG meetings with updates and suggestions for actions to enhance equality and inclusion for researchers, representing the Equality and Diversity Committee, and representing the views of researchers from the RDG to the E & D committee. |
| 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 Representatives  Source: attendance records and meeting notes  Communication and response of RDG members between meetings.  Source: response to requests for input e.g. Concordat review | 7.1a  Regularly review and evaluate RDG via dialogue with School ECR representatives on the RDG | RDG  Oct. 2020 | Done: Each meeting feedback is taken from ECR School Representatives. They are engaged in the discussions within the group and within their Schools around issues relevant to researcher development. The nature of the RDG has become more of a network and supportive community of professionals and academics who share a common interest. More time is given over to relationship building within RDG meetings to enhance and sustain the community. |
| 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 | Done: All of the RDG members provided responses from researchers within their schools regarding the Concordat review and for feedback on the new Concordat, enabling the Chair to represent their views to RC, and through the PVC (Research) to the PRMG and CEG, ensuring that researcher voice is heard at all levels of information gathering and decision making.  The comments on CROS were reviewed for ideas that were actionable. For example: *my colleague is the BAME Champion in our department. However, this is not recognised in her workload. If the University was serious about this, it would be part of staff workload. There also appears to be inequality between different schools, in terms of how staff are supported in their careers*. The EDI representative took a paper to the People Board to support and resource staff networks through provision of a minimum of 15 hours per year for staff members to participate in network meetings and events during the working day, and recognised positively within the appraisal process as a significant contribution to the University. This has been approved and actioned through the networks. A separate paper was put forward to CEG to nominate Executive Champions for each Staff Network. This has been approved and actioned.  The triennial staff survey results will be available in 2021. The promotion of CEDARS **(see ECI6 in the 10-year action plan**) supports the intention to respond to researcher feedback and use this as a measure of success for much of the criteria. |
| 7.1c  Develop an RDG Handbook for RDG members to include Terms of Reference, Membership, Role Descriptors for ECR representatives, and other members and Resources, National and International Contexts and Contacts | RDG  Mar. 2020 | Done: the handbook ‘RDG Guidance’ has been developed, sent out for consultation and the final version is available on HertsHub and on the external Researcher Development webpage <https://www.herts.ac.uk/__data/assets/pdf_file/0010/296587/RDG-Guidance-2020-Version-1.pdf> |
| 7.1d  Respond to turnover of members with succession planning | RDG  Mar. 2020 | Done: Attendance is between 60-80% for each rep. Meetings moved to Wednesday afternoon to minimise clashing with teaching. Where there is no attendance or apologies the School Rep is followed up by the Chair. If no communication, ADR is contacted to ensure that no school is unrepresented due to change of staff. The Chair is in communication with the ADRs to ensure new School Reps are chosen with an understanding of the role.  RDG Chair contacted all the ADRs with the new RDG Handbook to maintain awareness of the importance and value of School Reps. Also introduced in Research Committee meeting to raise profile and has discussed with School Representatives in the RDG. |
| 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 | Done: Prof Grace Lees-Maffei presented a poster at the Vitae Conference 2019 on Research-rich teaching and intersectoral mobility and spoke in the panel ‘Supporting Researchers in their Leadership and Career Progression in Academia and Beyond’ about the Academic Women’s Advancement Group in and NWP, discussing ways in which the group will respond to uneven gender ratios in the professoriate across the University, and the gender pay gap, as well as providing a pool of mentors and candidates for inclusion in committees of all kinds, to spread that work more representatively. <https://www.graceleesmaffei.org/home/2019/9/17/vitae-international-researcher-development-conference-2019-from-mental-health-and-well-being-to-talent-management>  Dr Liz White presented a poster on the Introduction of an Associate Professorship Scheme.  Dr Shori Thakur and Dr Liz White attended Vitae Connections 2020. The latter provided ‘on-demand’ content on Educational Researcher Development.  Chair also attended Researcher Education and Development Conference 2019 to develop network and increase awareness of sector initiatives.  The aim is to continue to engage in the external Vitae conference **(see PCDR1 in the 10-year action plan)** |
| 7.2b  Targeted and timely promotion of CROS and PIRLS and feedback on results | L&OD  Dec. 2019 | The long delay in receiving the aggregate results led to a delay in analysis of CROS and PIRLS results. The analysis focused on the data required for HREiR and anything else significant.  There was very little change in CROS results regarding understanding 37.8% and knowledge 27% of Vitae and understanding 38.4% and knowledge 24.7% of the RDF.  The results from the CROS and PIRLS surveys align with the feedback from ECRs in the RDG regarding the new Concordat and the aims of the Concordat. There is a strong belief in the institution’s commitment to equality and diversity in both surveys, 89% in PIRLS and 77 % in CROS. Most Researchers are having appraisals, 87% in PIRLS and 88% in CROS, but not all feel the discussion is useful  Overall CROS & PIRLS show little improvement in many of the areas of questioning, with a large number of negative comments, which indicates that there is more work to do with respect to valuing and developing researchers.  The promotion of CEDARS **(see ECI6 in the 10-year action plan)** supports the intention to respond to researcher feedback and use this as a measure of success for much of the criteria. |
| 7.2c  Publish Researcher Development case studies on UH website | RDG/L&OD Mar. 2019 | Done: Case studies published on UH website [https://www.herts.ac.uk/research/research-management/research-development/case-studies#](https://www.herts.ac.uk/research/research-management/research-development/case-studies)  Prof Grace Lees-Maffei opened the ResDev19 conference with a presentation of the context of researcher development and how Vitae is involved in that. We welcomed Rachel Cox from Vitae to the ResDev19 conference with helpful resources on the Vitae stand. |

**KEY**

A&SPM = Appraiser and Successful People Management

AWAG = Academic Women Advancement Group

ADR = Associate Dean Research

BAME = Black, Asian and Minority Ethnic

CROS = Career Researchers Online Survey

CEG = Central Executive Group

AWAG = Academic Womens’ Advancement Group

DAWN = Disability and Wellbeing Network

DVC = Deputy Vice Chancellor

EAP = Employee Assistance Programme

ECR = Early Career Researcher

EDI = Equality, Diversity and Inclusion

HertsHub = Internal Website

HRIS = HR Information System

LTIC = Learning and Teaching Innovation Centre

L&OD = Learning and Organisational Development

MOOC = Massive open on-line course

NWP = Network of Women+ Professors

PGR = Postgraduate Research Students

PIRLS = Principal Investigators Research Leaders Survey

PRES = Postgraduate Research Experience Survey

PRMG = Pro-Vice Chancellor’s Research Management Group

PVC = Pro-Vice Chancellor

RC = Research Committee

RDF = Researcher Development Framework

RDP = Researcher Development Programme

RDG = Researcher Development Group

REC = Race Equality Charter Mark

RO = Research Office

RSA = Research Staff Association

SLT = Senior Leadership Team

UH = University of Hertfordshire

UKRSA = UK Research Staff Association

VCA = Vice Chancellor’s Awards.

WPN = Working Parents Network