HREiR Action plan template January 2021 to January 2023

	Details	
Institution name:	**Staffordshire University**	**The institutional audience* for this action plan includes (complete or delete, as appropriate):**
Cohort number:	**17**	Audience
Date of submission:	**26th February 2021**	Research staff
		Postgraduate researchers
		Academic staff

Column1	Obligation2	Action	Success Measure (SMART)	Column3
	Obligation	Action	Success measure (SMART)	**Old Concordat principle and clause**
Environment and Culture				
Institutions must:				
ECI1	Ensure that all relevant staff are aware of the Concordat	a) Information update through Workvivo staff intranet and annual staff engagement event on action plan delivered b) Information updates and consultation on Concordat action plan through School staff meetings and Research Centre meetings c) Information update through monthly staff support sessions led by ADREs	Increase in awareness of HR Excellence in Research award, to 50% of staff who have 'some understanding of this' in CEDARS 2022 [baseline 21.7%]	New
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	a) Focus on promotional policies and practices with revision for the 2021 Professorial Conferment Process and Guidelines: Professorial Conferment documentation to be raised in Performance Development Reviews (PDRs) to support development plans; Open call to all-staff six months before deadline; Advisory sessions for prospective applicants - both school based and institutionally; Trade Union consultation on guidance documents and process b) Best practice on criteria for internal allocation of funding shared between ADREs c) Review workload allocation process d) School meetings to provide updates and opportunities for discussion on policies and practices	75% of respondents to CEDARS 2022 agree/ agree strongly that there are equitable opportunities for career progression [baseline 59.4%]	P2.1 P6.8

ECI3	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	Review of bullying and harassment policy Key institutional priority across all staff groups: Institutional actions to improve health and wellbeing are being rolled out through culture champions and institutional Health and Wellbeing Strategy. Issues raised by research staff through CEDARS 2020 have been reported to school senior management teams to inform local action plans for health and well being. Employee assistance helpline provided for staff. New workload model implementation and roll out	- 70% of respondents in CEDARS 2022 agree/ agree strongly that their working environment supports mental health and wellbeing [baseline 34.7%] - 70% of respondents in CEDARS 2022 agree that that the institution supports mental health and wellbeing [baseline 52.2%] - 90% of managers who are confident or fully confident in their ability to respond to any issues re bullying and harassment [baseline 83.4%]	P6.9
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Planned university actions: Mandatory e learning EDI training at induction for unconscious bias in recruitment Equality e learning training to be launched	- 95% of managers have completed EDI training in CEDARS 2022 [baseline of 88.2%] - 70% of managers have completed mental health and wellbeing training [baseline 64.7%] Continuation of Mental Health First Aider training programmes [70 staff training by 2022]	P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	a) Information update through Workvivo staff intranet to raise awareness of research integrity and Staffordshire University Code of Conduct for Research b) Promotion of online Ethics training c) Annual review of Research Integrity Action Plan by Research and Innovation Committee d) Review of further research integrity development needs and support	- 80% of managers in CEDARS 2022 have completed training on research integrity [baseline 70.6%] - CEDARS 2022 response details 60% of respondents have 'some understanding' of the Concordat to Support Research Integrity [baseline 26.1%] - CEDARS 2022 response of 80% agree or strongly agree your institution promotes the highest standard of research integrity and conduct [baseline 68.1%]	P6.1
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	a) CEDARS Action Plan prepared and reviewed by Research Innovation Committee b) School-based discussions on their CEDARS responses c) Annual reports prepared from Research Centres d) Professoriate working groups to review practices e) Interdisciplinary workshops organised by ADREs	CEDARS response rate of 70% [baseline 61%]	P6.10 P7.5
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	N/A	N/A	P6.6

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ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	N/A	N/A	New	
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	N/A	N/A	P6.6	
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	As outlined in ECI4		New	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See ECI5		New	
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	See ECI3		P6.9	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Implementation and review of blended working policy	- 95% of managers in CEDARS 2022 who are confident or fully confident in their ability to respond to any requests re flexible working [baseline 88.8.%] - 75% of respondents to CEDARS 2022 agree/ agree strongly that there are equitable opportunities for career progression [baseline 59.4%]	New	
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	a) Research manager involvement in annual Action Plan review meetings b) Research manager participation and engagement in Research Centre meetings and activities and Professoriate Working Groups c) Continued engagement in Academic Strategy Development	45% of researchers felt fully or mostly that their contribution to Institutional policy and decision-making was valued [baseline 23.2%]	New	
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	a) Participation and engagement in Research Centre meetings and activities and Professoriate Working Groups b) Contribute to induction and peer mentoring support for new recruits	80% agree or strongly agree that they feel included in their immediate research environment/group [baseline 72.1%]	New	

ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See ECI4 and ECI5		P5.3
ECR3	Take positive action towards maintaining their wellbeing and mental health	See ECI3		New
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	See ECI5		P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See ECM5		P3.13
Employment				
Institutions must:				
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	a) Responsible use of metrics statement for recruitment b) Issue guidance to the promotions committee on using research metrics responsibly for academic promotions c) Mandatory EDI training at induction for unconscious bias in recruitment, EDI, LGBTQ+ Allies Training. d) ADRE involvement in recruitment panels for academic staff e) New training for interview Chairs and panel members	Increase to 80% in CEDARS 2022 who found that their recruitment, selection and appointment process was fair [baseline 67.9%], inclusive [baseline 67.9%], transparent [baseline 64.3%], merit-based [71.5%]	P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	a) HR evaluation of induction / onboarding at Staffordshire b) Refresh intranet materials for induction for new research staff c) All new academic staff to meet with RIIS and ADRE as part of the induction / onboarding process	60% of respondents to CEDARS 2022 finding induction useful [baseline 54% useful or very useful at institutional level, 46% at departmental level, 43% at local level]	P3.6
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	a) Professorial Conferment Committee revisions to support processes through increased briefings, raising awareness of opportunities through PDRs, improved guidelines for each pathway b) Review of support for individuals moving between career pathways	75% respondents to CEDARS 2022 agree or strongly agree that promotion pathways and processes at my institution are clear to me [baseline 63.8%], my institution has equitable opportunities for career progression [baseline 59.4%], promotions at my institution are made on merit [baseline 55.1%]	P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	a) Promotion of instep training to line managers b) Course Directors Training Programme c) Introduction of 4 tiered development programme, providing open access elements for staff at all levels across core competencies.	70% of line managers of researchers in CEDARS 2022 have undertaken leadership training [baseline 50%]	P2.3

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	a) Career pathways is giving clear guide of what expected at each level e.g. l/sl/ap/prof with school based support sessions b) HR will offer appropriate training in giving career development discussions in line with the new appraisals policy for managers c) Promote and communicate progression and promotion process (professorial call) via research staff events, webpages and email.	75% of line managers of researchers in CEDARS 2022 have undertaken training in managing staff performance [baseline 50%]	P2.6 P6.3 P6.4
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	No actions identified as fixed term contracts rarely utilised.		P1.3 P2.1 P2.2
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	a) Researchers are involved in all consultations (as with all-staff) b) Committee representation opportunities circulated to all staff through Workvivo c) Revitalised and restructured professoriate for informal feedback on policies and procedures d) Regular School research forums organised (Schools and/or Research Centres) for discussion and consultation on policies and decision making e) Annual forum for discussion on research policy and strategy	CEDARS 2020 60% agree/strongly agree that they have opportunities to contribute to decision making [baseline 50%]	P3.13
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	N/A		P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	N/A		New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	N/A		P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	N/A		New
Managers of researchers must:				
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	a) Mandatory EDI training at induction for unconscious bias in recruitment, EDI, LGBTQ+ Allies Training. Also actions E14 and E15	95% of managers in CEDARS 2022 have completed EDI Training [baseline 88.2%]	P2.3

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	a) Ensure that relevant legislation, codes of practice and institutional policies are published in easily accessible areas b) Engage in induction activities with RIIS and ADREs (EI2c)	- 90% CEDARS 2020 respondents aware of Code of Practice for Research [baseline 94.2%]. - 100% CEDARS respondents aware of Research Ethical Review Policy [baseline 98.6%]	P2.2
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See ECI4, ECM2, ECI2 and ECR2		P6.3
EM4	Actively engage in regular constructive performance management with their researchers	See EI5		P2.3
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See EI7	45% of researchers felt fully or mostly that their contribution to Institutional policy and decision-making was valued [baseline 23.2%]	New
Researchers must:				
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See EC14 and EC15		New
ER2	Understand their reporting obligations and responsibilities	Ensure that researchers are aware of their obligations through training as well as direct communications.	Launch of training programme and up to date communication links via the Research pages.	New
ER3	Positively engage with performance management discussions and reviews with their managers	See EI5		P5.6
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	See EI7		P5.2
Professional and Career Development				
Institutions must:				

PCDI1	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	a) Continued development of our comprehensive programme of training and development for researchers shaped by the Vitae RDF, running throughout the academic year. This programme is available to all staff and PGRs b) Annually review the training programme to ensure this includes support for researchers to pursue careers across a wide range of employment sector. Include expertise from the Career Service in this as appropriate c) Implementation of probation period for ECRs to provided structured support at the start of their research career d) Development opportunities to be promoted via a range of channels such as via the intranet, via Microsoft Teams, email updates, Professoriate communications and social media	- Target of 20% of respondents to CEDARS spending 10 days or more on professional development [baseline 17%] - Target of 50% of respondents to CEDARs to have engaged in at least 5 days of CPD in the past year [baseline 27%] - Annual review of training and development programme, against RDF planner	P3.1 P3.3 P5.5
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	a) Monitor the success of new career development pathways and PDR framework through responses to relevant CEDARS questions b) HR to review support and training for managers to engage in meaningful career development reviews with their researchers as part of new appraisal approach	- Target of 70% of respondents to CEDARS confirming they have regular career development reviews with their manager [baseline = 29%]. - Reduction of respondent who felt career development review was 'not very' or 'not at all' useful [baseline = 27%] - Researcher feedback on this issue obtained through the CEDARS to be reported regularly to the Research and Innovation Committee	P3.10
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	a) Training and development programme has sessions which provide an introduction to publishing, knowledge exchange and the research funding landscape in order to familiarise research staff (especially ECRs and PGRs) with career opportunities b) Revision of careers guidance information available to staff on intranet, including resources for researchers to use to support their own development c) Provision of formal mentoring and coaching support d) Support from ADREs and Professoriate for	- Target of 65% of respondents to CEDARS 'agree' or 'strongly agree' that the University supports them in their broader career aspirations [baseline = 53%]	P3.1

PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	a) Training and development programme for 2020-21 includes sessions on aspects of research identity and leadership skills. This programme to be annually reviewed to considered researchers feedbacks and needs. b) Roll out formal mentoring and coaching support to will help with the development of their research identity and leadership c) HR offer a range of training opportunities on leadership skills. HR to review their provision and ensure these are effectively communicated to research staff. d) Development opportunities to be promoted via a range of channels such as via the intranet, via Microsoft Teams, email updates and social media e) Professoriate to support mentoring and coaching opportunities f) Provision of additional support through research retreats, away days, work shadowing opportunities	- Target of 50% of respondents to CEDARS 'agree' or 'strongly agree' that they have time to develop their leadership skills [baseline = 31%] - Target of 50% of respondents to CEDARS 'agree' or 'strongly agree' that they have time to develop their research identity [baseline = 31%] - Increase in attendance of leadership training offered by HR. - Target of 60% of respondents to CEDARS aware ('agree' or 'strongly agree') of the support the institution provides for career and professional development [baseline = 49%]	P3.11 P3.14
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	a) Researcher development programme includes session by people who have taken different career paths, including moving to different sectors after their PhD (e.g. industry, public policy etc). Monitor and evaluate the effectiveness of this session in annual review of the training programme. b) The pool of senior staff on the 'register of mentors' to be rolled out this academic year will be made aware of the value of moving between, and working across, employment sectors for their mentees. c) HR to raise awareness of dedicated careers professional to provide support to researchers. d) Opportunities for internal and external work shadowing and secondments to be explored	- Annually monitor CEDARS responses to questions concerning areas researchers aspire to work in in the long term and evaluate if there are gaps in career development support provision.	P3.2 P3.4

PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	a) Regularly implement CEDARS and review results with HR, School SMTs, the Research and Innovation Committee (RIC) and with the research community via engagement and consultation events and researcher development. b) Annually review barriers to participation in Training and development participation through consideration of free-text responses to CEDARS. c) Annual review of training and development programme, and mapping of this against Vitae RDF planner and appraisal T&D requests. d) Monitor engagement of researchers with the training and development programme and consult with researchers annually regarding any gaps in the training provision.	- Run CEDARS survey annually. Target of increasing CEDARS response rate and number of respondents [baseline = 69% response rate, n= 61 participants] - Update on CEDARS results and actions plans to be standing item on each agenda of RIC. ADREs to discuss CEDARS in School SMT at least once a year and report on results of action plan implementation. - Annual review of textual comments on barriers to participation to be presented to RIC. - Annual review of training and development programme and an increase year on year in total attendance at events	New
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	N/A	N/A	P3.7 P3.9
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	N/A	N/A	New
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	N/A	N/A	New
Managers of researchers must:				
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	a) Annual mandatory training to be provided for Heads of Departments on supporting their staff to apply for promotion through the annual Professorial Call b) HR to review training provision and offer appropriate training to managers on holding effective career development discussions with staff as part of performance and development reviews c) Ensure the progression and promotion process (via the annual Professorial Call) is promoted to all staff via staff intranet, webpages and email. d) ADRE review of support for managers in guiding staff through promotional pathways (aside from Professorial Call) e.g. regrade procedure and support research aspects of PDR discussions e) PDR process to be reviewed	- All Heads of Department to have attended the mandatory training session on supporting staff to apply in the Professorial Call. - Target of 70% of respondents to CEDARS to confirm that they have regular career development reviews with their manager [baseline = 29%] - Target of 75% of respondents to bespoke CEDARS question to agree or strongly agree that their PDRs are useful in shaping career development [baseline = 44.4%]	P2.3

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	a) The pool of senior staff on the 'register of mentors' to be rolled out this academic year will be made aware of the value of moving between, and working across, employment sectors for their mentees. b) Annually review the training and development programme to ensure this includes support for researchers to pursue careers across a wide range of employment sector (and development of best practice case studies). Include expertise from the Career Service in this as appropriate c) Monitor and evaluate researcher experiences in preparing for a diversity of careers through responses to relevant CEDARS questions and feedback forms from relevant training and development sessions d) Provision of extended networking opportunities across the institution	- Annually monitor CEDARS responses to questions concerning areas researchers aspire to work in in the long term and evaluate if there are gaps in career development support provision. - Target of 65% of respondents to CEDARS 'agree' or 'strongly agree' that the University supports them in their broader career aspirations [baseline = 53%] - Target to reduce proportion of CEDARS respondents who 'would like to' undertaken mentoring [baseline = 57%], and an increase in proportion who 'have done' this [baseline = 32%]	P3.4 P3.8 P5.5
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	See PCDI1		New
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	See PCDI4		P3.6 P3.9 P5.5
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	a) Provision of a portfolio of leadership and management training on communication, coaching, leading, foundations of management, etc. Programmes to include Aspiring leadership, Instep. b) Leadership opportunities to be promoted widely to all staff	70% of CEDARS 2020 respondents have undertaken leadership training [baseline 50%]	New
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	See PCDI1		P5.5
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	a) Contribute to and participate in mentoring activities b) Seek opportunities for broader career development	Target of 20% of respondents to CEDARS spending 10 days or more on professional development [baseline 17%]	P3.8

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	a) Promotion of the use of Vitae RDF tool to support career planning b) Identification and review of career plan as part of PDR process (with support from ADREs) c) Participation in a new University framework for	70% of all CEDARS 2022 respondents to state that they have a clear career development plan [baseline 49.1%]	P5.5
PCDR4	Positively engage in career development reviews with their managers	See PCDI6		P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Attendance at a training session on how to develop your research identity	Target of 20% of respondents to CEDARS spending 10 days or more on professional development [baseline 17%]	P5.5
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	Introduce workshops to the researcher development programme which include information on the University's support structures for KE. [ADREs support]	Academic staff time engaged in social, community and cultural engagement as measured by HEBCI to increase to 150 days [baseline 110 in AY2019/20]	P5.2

* 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 encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.