

HR Excellence in Research Award Action Plan 2019-21

A. Recruitment and Selection					
Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research					
Context	What we do already	Action	Lead	Timescale	Success measure
A.1. Rigour of appointment of research staff	The rigour within the process of appointing (research) staff has been significantly enhanced after the implementation of the e-Recruitment system in May 2014, and further refined in 2017. The Academic Framework of the university in 2017-18 developed three distinct academic career pathways - research, learning and scholarship, and	An increased confidence of fairness of recruitment and selection; researchers benefit by being recruited from interviews that have been carried out fairly and impartially underpinned by robust criterion	HR, Academic Leadership Team	Annual: July 2020, 2021	Number of successful appointments of new staff with the right skills and expertise on research pathway; Number of ECRs as part of the appointment panels

	<p>enterprise. With reference to the research pathway, clear guidelines have been provided by HR for recruitment. Shortlisting is carried out by several people, with interview panels now comprising a diverse workforce membership to ensure no unintended bias. Reporting is also much more formal. Where relevant, an Early Career Researcher (ECR) is invited to sit on these interview panels</p>				
A.2. Opportunities for Fellowships	<p>As part of the University Alliance's (UA) Doctoral Training Alliance (DTA) programme, the university has appointed Fellows in Cohort 1 of the Horizon2020 COFUND Fellowships programme, where it</p>	<p>Appointment of further Fellows on Cohort 2 of this programme</p>	<p>Head of RETI as the programme lead of COFUND</p>	<p>Autumn 2019: appointment of Cohort 2 Fellows; Annual: July 2020, 2021 PhD progression of Fellows</p>	<p>Successful appointment of Fellows; PhD progression through the university postgraduate research students (PGRs) formal process of progression monitoring</p>

	<p>is a requirement for an ECR to be the lead supervisor. Further Fellows are being appointed for Cohort 2 of the programme. Fellows are enrolled as PhD scholars as part of the fellowship. Fellowship is for three years. ECRs are part of the interview panel;</p> <p>University Fellowships for researchers, 2018-19;</p> <p>UA Fellowships proposal preparation for MSCA-COFUND-2018 Fellowship Programme to fund post-doctoral researchers at UA universities</p>	<p>Recruit 3-year Fellowships to partner existing research groups to continue to grow their research activity</p> <p>University of Greenwich (UoG) has sent in its interest to the UA for the new Fellowships proposal, work with the UA for the application submission in September 2019</p>	<p>GRE, Faculties, RETI: to follow-up on appointments and research growth with the faculties in terms of research activity/publications/funding application bids</p> <p>RETI, Academic staff</p>	<p>December 2019: appointment of Fellows; July 2021: progression</p> <p>Spring 2020</p>	<p>Successful appointments of fellows; Research activity / number of publications / number of funding application bids</p> <p>Based on outcome of the application – start recruitment process for Fellows</p>
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A.3. Staff promotion	Within the Academic Framework of the university's 'research pathway' clear guidelines for the academic promotion process for researchers has been provided by HR and supported by a series of face-to-face sessions for staff, facilitated by the DVC Research and HR	Present arrangements will remain unchanged. Additionally, the university has discussed methods of supporting research staff through the promotion process through mentoring arrangements, briefings and surgeries	Faculties, HR, RETI	March 2020: mentoring arrangement Annual: July 2020, 2021 monitor applications/success rate	Provide guidance through number of mentoring arrangements; Data collection on the number of applications for promotion and their success rate
A.4. Support for ECRs	Training and development: The university's Research and Enterprise Training Institute (RETI) provides 'Essential training for research staff' including 'undertaking and managing research', 'recruitment and selection of PGRs', 'supervision of PGRs', 'international compliance'. RETI runs training sessions for all new/prospective supervisors with a	To streamline the existing training suite through a block delivery of the Essentials training package; Training sessions to increase from twice to three time per year and include some online provision; To provide new 'research ethics' training	RETI; HR: Implementation through linking with appraisal	September 2019: Streamline training provision package; March 2020: provide online training on some courses, such as ethics; September 2020: next appraisal cycle; July 2020, 2021: data collection for training provision	Number of staff trained; number of staff who have appointed new PGRs and their progression

	refresher every three years for all researchers. This is linked with the university HR staff appraisal process				
B. Recognition of the Value of Researchers Concordat Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research					
Context	What we do already	Action	Lead	Timescale	Success measure
B.1. Research support	Greenwich Research and Enterprise (GRE): Research Services (funding, Research Excellence Framework REF), Enterprise, Training	Support to staff through help on funding bid applications, provide training through current and new additional training on gaps identified in the sector: Research management, Careers outside academia (for ECRs specifically), Time management, Coping with stress, Ethics	GRE, RETI	Annual: July 2020, 2021 funding bids supported by GRE; July 2020, 2021: delivery and monitoring of new training courses	Number of funding bids supported by GRE; Implementation of new training, Number of staff received training

B.2. Support research development of ECRs	An ECR PGR forum has been established which has ECR representation from all faculties, and three meetings held in 2018-19. Discussions from the forum are presented to the university Research and Enterprise Committee, chaired by the DVC Research, thus providing good integration of the process within the University's research infrastructure; Discussion points examples include 'new' training needs, university-wide 3 minute thesis (3MT) competition launch, workload allocations	New training to be introduced as given in B.1 above; RETI to continue to organise university-wide 3MT competition as an annual event; The allocation of workloads to academic staff is the responsibility of line managers and guided by the Balanced Academic Workload (BAW) model. The R&EC has proposed a university policy on ECRs' research and BAW. This is being considered by the university for approval, following which it be feedback to the ECR forum, and disseminated across the university	RETI, HR	July 2020, 2021: delivery and monitoring of new courses; Spring 2020: run 3MT competition; December 2019: ECR BAW policy dissemination; July 2021: ECR BAW	Implementation of new training, monitoring number of staff received training; Feedback to the Forum: 3MT winners and progression to Vitae's semi-finals; ECR BAW: BAW feedback gathered from ECRs
B.3. Learning and Development programme	This university programme includes both online and face to face sessions to meet the needs	Main programme remains unchanged; Follow-up on the guidance and mentoring provided	HR, RETI, ILS, SAS	December 2019: How Aurora has helped and future planning for the programme	Gather data on the Aurora programme outcomes on leadership skills

	identified at appraisal and to support the implementation of the university's strategic plan. Examples include change management, information security, managing diversity, Aurora programme, coaching network	to staff on the Aurora programme, and planning for Aurora programme in the following year			development, and staff promotions
B.4. Staff Appraisal	Guidance on appraisal process at UoG, online appraisal system, support for effective appraisal such as staff briefings; list of mandatory online courses	Present arrangements will remain unchanged	HR, RETI	July 2020: review of appraisals July 2021: Analysis of Action Plans	Gather data on monitoring of appraisals reviewed annually through relevant university committee structures (staffing and remuneration, risk and audit) and actions taken in respect to an annual sampling of appraisal to ensure quality; Monitor feedback and outcomes of Action Plans
C. Support and Career Development					
Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment					
Context	What we do already	Action	Lead	Timescale	Success measure

C.1. Training on Leadership and Wellbeing	HR provides training through a Staff Development Hub, and a Wellbeing Hub;	Review HR and RETI training on Leadership, Mental Health and Wellbeing; To complement the HR/RETI provision on these aspects	RETI, HR, SAS	July 2020	Training development and delivery; Number of research staff trained
C.2. Research Impact training	Training on planning, developing, and demonstrating research impact	To develop the existing training further on Translating the value of staff research into benefit beyond academia	RETI, GRE	July 2020	Number of staff trained
C.3. Researcher Development Framework	UoG researcher development is in line with the Vitae Researcher Development Framework; Provided UoG response to Vitae's consultation on 'Concordat to support the career development of researchers'	To further review the mapping of UoG researcher development programme with the Vitae Researcher Development Framework; To review the recommendations in the report from Vitae's 'Concordat to support the career development of researchers' published in May 2019, towards the	RETI	January 2020; July 2020	Revise UoG researcher development programme based on this action; Review career development programme in light of the findings of Vitae's report on the 'Concordat to support the career development of researchers', and implement changes

		decision-making for support provision for career development of researchers			
C.4. Research staff conferences support	Review current support to staff to present at conferences nationally and internationally	Completion of review	RETI	February 2021	Review and recommendations
D. Support and Career Development Concordat Principle 4: The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career					
Context	What we do already	Action	Lead	Timescale	Success measure
D.1. Generic training needs and implementation	Development partners from HR, RETI, Greenwich Learning and Teaching (GLT) meet four times a year to discuss staff skills development training needs. New training and revisiting the current training provision on areas such as communication, leadership, public engagement, and personal best	To introduce mentoring arrangements for staff promotion, coaching for supervisors through appointment of supervisors as coaches, training on leadership with regards to generic skills and in the context of the research environment	HR, RETI	Annual: July 2020, 2021	Provide guidance through number of mentoring/coaching arrangements: number of staff provided with this support; Number of staff supported through training and gather feedback on its effectiveness

	development. Training workshops are booked through the Staff Development hub				
D.2. Senior Researchers Forum	This Forum has been established recently and the membership comprises of senior/established academics from across the university. The first meeting was held in May 2019 and a number of action points noted towards future themed quarterly meetings	Review the following towards future actions: PGR recruitment - quality, and support; REF2021 - timeline and next steps; Career pathways - best approaches to allow research active staff to focus more on research	GRE, RETI	July 2020	Outcome of review and recommendations for actions
D.3. Return to work policy	Provide support to staff who return to work from planned or unplanned absence through faculties, HR, Occupational Health	A formal policy is being prepared for this, and associated guidance and training will be provided	Policy development: University R&EC; Guidance/training for staff: HR, RETI, GLT	December 2019: policy approval and implementation; July 2021: staff supported through the policy	Policy document dissemination to staff; Number of staff supported
D.4. Recognition: GRE Research and Enterprise Awards and Celebration Day November 2018; The Student Led Teaching Awards May 2019	Poster competition, research talks, external speaker talk on "How do doctoral examiners judge 'doctorateness'?", launch of university-wide 3MT competition, networking, awards at	GRE Research and Enterprise Awards and Celebration Day in 2019 to be held in November 2019: to organise the event through a series of short talks, posters, awards	GRE, RETI	December 2019	Organise and run event; Disseminate the awards information across the university towards further recognition of award winners, and provide encouragement to all researchers

	various stages of career such as - postgraduate poster competition, inspiring researchers, ECR Research Excellence, Outstanding achievement in research, Outstanding achievement in enterprise, Career Research Excellence; The Student Led Teaching Awards include an award for 'Supervisor of the Year'				
E. Researcher's responsibilities Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning					
Context	What we do already	Action	Lead	Timescale	Success measure
E.1. To attend training offered by the university	RETI and HR Training. RETI provides 'optional' training, examples include thematic networking events; training on supervision of PGRs, public engagement, research integrity, prepare to be a PGR examiner, prepare to	Promote training offers proactively, such as regular email notifications, further attendance at faculty meetings; Provide new online training such as research ethics, research integrity	RETI and HR	Annual: July 2020, 2021	Provision of new training including online training; Number of staff trained; Staff feedback on how training has supported their career development

	<p>be a Chair of a PGR viva, development of communication skills, preparing for leadership, statistics, the digital researcher; Also, researchers are invited to share their research journey with PGRs as inspirational talks at PGR writing retreats;</p> <p>HR training: participation in programmes such as Aurora programme; Promotion through RETI and HR circulation lists, RETI faculty roadshows</p>				
E.2. Staff development training linked with appraisal	<p>HR online courses linked with staff appraisal, such as Equality and Diversity, Managing diversity, Information security awareness, data protection, Display Screen Equipment (DSE), University reporting, safeguarding essentials</p>	To monitor completion rates	HR, ILS, SAS	Annual: July 2020, 2021	Number of staff completed this training

F. Diversity and equality					
Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers					
Context	What we do already	Action	Lead	Timescale	Success measure
F.1. University Equality, Diversity and Inclusion (EDI) environment	EDI Strategy 2019-22: Treat others with respect at all times and promote an environment free of all kinds of bullying and harassment, Actively discourage discriminatory behaviours or practices, Participate in training and learning opportunities that would enable to adopt best practice	To help ensure that the university provides a fair and inclusive environment where staff and students can flourish and achieve their full potential; Monitor completion of online HR courses by research staff on Equality and Diversity Essentials, and Managing Diversity	HR, RETI, Line managers of staff	On-going; Annual: July 2020, 2021	Monitor percentage of staff undertaken the EDI training courses
F.2. Diversity Networks and Groups	Staff networks on Lesbian, Gay, Bisexual, and Transgender (LGBT), Disability, Black, Asian and Minority Ethnic (BAME), Women, Faith	RETI to liaise with HR EDI team and networks to review the outcomes of meetings and action points	RETI	Annual: July 2020, 2021	Review recommendations and actions carried out
Principle 7: Implementation and review					
G. Concordat Principle 7. The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK					

Context	What we do already	Action	Lead	Timescale	Success measure
G.1. Regular reviews	ECR PGR forum discussion and matters arising	Ongoing review of progress against ECR PGR Forum action matters; Provide training to ECRs for career development in non-academic careers	RETI	July 2021	Completion of action points from ECR PGR Forum; Number of staff completed training for career development in non-academic careers
G.2. Implementation of the Vitae's Concordat's principles in line with the recommendations of the Independent Review of the Concordat to support the career development of researchers	Training linked with the principles of the Concordat	Map the recommendations of the Independent Review of the Concordat to support the career development of researchers through re-visiting and adding new training and support	RETI	January 2020	Development of an enhanced training provision and maintaining external accreditation such as HR Excellence in Research Award
G.3. Run CROS and PIRLS surveys in next round	These surveys were carried out in previous years	To run the surveys in the next round	RETI, Faculties	July 2021	Evaluate the findings and feedback for providing future support to staff

Abbreviations:

BAW: Balanced Academic Workload

CROS: Careers in Research Online Survey

3MT: 3 Minute Thesis

BAME: Black, Asian and Minority Ethnic

DTA: Doctoral Training Alliance

DVC: Deputy Vice Chancellor
ECR/s: Early Career Researcher/s
EDI: Equality, Diversity and Inclusion
GLT: Greenwich Learning and Teaching
GRE: Greenwich Research and Enterprise
HR: Human Resources
ILS: Information and Library Services
LGBT: Lesbian, Gay, Bisexual, and Transgender
PGR: Postgraduate Researcher
PGRs: Postgraduate Research students
PIRLS: Principal Investigators and Research Leaders Survey
REF: Research Excellence Framework
RETI: Research and Enterprise Training Institute
SAS: Student Academic Services
UA: University Alliance
UoG: University of Greenwich