

HREiR Action plan (2022-24)



Details

Institution name:	University of Nottingham	The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Cohort number:	Cohort 4	Audience (data at 1 Dec 2021)	#	Comments The University of Nottingham employs approximately 1100 staff who fall under the Concordat definition of research-only staff 'individuals whose primary responsibility is to conduct research and who are employed for this purpose'. At Nottingham, colleagues in this staff group would typically include job titles such as Research Assistants, Research Associates, Research Fellows, Senior Research Fellows, Principle Research Fellows and externally funded Fellows. These 1100 research-only staff are distributed across each of the five faculties and geographically located across four main campuses in the UK and many have a hybrid working pattern including working from home, remotely, on-site (lab) or on-site (research office). The Concordat is a UK-centric document, and the Nottingham action plan and reporting consider UNUK-based researchers only.
Date of submission:	Jan-22	Research staff (primary audience for AP)	1148	
Progress updates:	Dec-22	Postgraduate researchers		
		Research and teaching staff	1472	
		Teaching-only staff	746	
		Technicians	554	
		Clinicians	173	
		Professional support staff	2884	
		Other (please provide numbers and details):	1015	

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update for the period Dec 2021 to Dec 2022	Outcome/ result	
Environment and Culture							
Institutions must:							
EC1	Ensure that all relevant staff are aware of the Concordat	Action EC1: To enhance and develop a Research Staff communication plan, which includes communication channels for researchers and those who manage and support researchers.	Creation and implementation of a communication plan that encompasses all aspects of communication available to use at the University Researchers and their managers report increased knowledge and engagement with the Concordat and obligations (via routes identified from action EC8: Evaluation Process)	Mar-22 Mar-23	Researcher Academy/External Relations	Communication with researchers includes a monthly e-newsletter for research-only staff and supervisors of researchers, this includes a tailored editorial, and news from across the university including academic faculties, Researcher Academy and other Professional Services. A weekly all-staff e-newsletter provides news for all staff with items that are also relevant to research-only staff. 4/5 Academic Faculties have a Digital Hub, which includes sections for each staff group with news items and funding calls relevant to the discipline. The 5 Faculty has school-specific SharePoint pages with a similar format. These SharePoint pages are maintained and updated to provide current affairs.	Ongoing
		Action EC2: Appointment of Research Staff Champions in all schools. Formal role to include advocacy for Research Staff and communication of Concordat	All Schools to have a Research Staff Champion, noting exceptions where there are less than 5 research-only staff. Research Staff Champion to be a formalised role in workload model. Schools with small cohorts of research staff to ensure adequate representation on committees	June-22 CEDARS: March/April-23 Analysis: Sept-23	RAFL	Faculty best practice: FoS- all 7 Schools have a Research Staff Champion. Champions came together to run a Researcher Networking event focused on the Concordat in July 2022. Attended by 65 people including presentations on the Concordat, EDI (PVC EDI) and Research Integrity. FPVCKE has disseminated a series of communications about Concordat from RAFL to the whole Faculty (April-June). RAFL contributing to School level staff meetings to promote Concordat awareness. FoSS: Champions meet regularly with actions assigned for implementation. Group co-created a response and action plan directly informed from a Research Staff representative-led survey (2021) and a follow-on focus group (2022). FMHS: Champions appointed, input to 10 days cpd guidance project and Faculty action plan. FoE - Research Staff Champion and deputy Research Champion established, working with the ERF we have compiled a FoE Concordat Action Plan, which has been reviewed by EKRE and APVC and is currently with FoE's Research Board (FERB) and will then go to FoE's Executive Board (FEB) for final approval and sign-off.	Complete
EC2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers	Action EC3: Implementation of actions according to timeframes outlined in the Athena SWAN institutional action plan	Completion of action points in accordance with planned timescales. Building on and retention of institutional Athena SWAN silver award.	Various	Various	Athena SWAN survey data informing monitoring of institutional Athena SWAN action plan, REC and Technicians Agreement work. Working Groups and projects in place to address key issues identified Faculty best practice: FoS- need for effective policies and their application in a transparent manner is an element of agreed Concordat Action Plan. FoE - this requirement features part of the FoE Concordat Action Plan.	Ongoing
EC3	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	Policies and practices in place for bullying and harassment and discrimination in place. Action EC4: Phase 1-To hold a series of focus groups with research only staff to explore volume of issues and identify any new/emergent concerns impacting researchers regarding workload. Phase 2: identify where remedial action may need to be taken and launch of a 'You Said, We did campaign' to flag relevant policy and support mechanisms arising from phase 1. To be piloted 2022 in Faculty of Medicine and Health Sciences.	Pilot MHS 'You said, we did' Focus groups/Pulse Surveys run in MHS Faculty amongst researchers and managers of researchers. Flagging were changes to policy/guidance may be required. Dissemination of information via 'You said, we did' campaign.	April 2023 (original Sept 2022)	RAFL MHS	Delayed and redefined following discussions with FMHS Research Staff steering group. New campaign scope Perceptions of researcher workload (part of improving research culture). To run focus groups (Spring 2023) with research-only staff to understand staff activity and identify any new/emergent concerns impacting researchers regarding workload. Launch of a 'You Said, we did campaign' in Autumn 2023.	Delayed with revised timelines
EC4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Action EC5: Following the review of support for Disabled Staff (2019) and launch of a managers toolkit, including guidance on reasonable adjustments (Wellbeing delivery plan 2020). To review engagement and evaluate perceived usefulness of the resource by managers.	Research Managers report positive response in their ability to support their staff (via routes identified from action EC8: Evaluation Process)	Sep-22	RA	A toolkit for supporting disabled staff has been created and launched. The toolkit includes an introduction, mandatory training on staff equality, case studies, and guidance and support on how to make reasonable adjustments. The toolkit and guidance are available: https://www.nottingham.ac.uk/edi/characteristics/disability.aspx Guidance has been developed and action to deliver is with the Researcher Academy. HR is aware of the broader need to support managers in having effective reasonable adjustment conversations and this will be picked up as part of the HR Strategy (under development).	Complete, with ongoing monitoring

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EC15	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Action EC6: Explore mandating current Research Integrity training for all new members of staff engaged in research and managers who are new to research line management	Recommendation to Research Committee that Research Integrity training becomes mandatory part of the induction for new research staff starters	Oct-22	University Research Integrity and Research Ethics Committee	The University's Code of Research Conduct and Research Ethics was updated to note "All new research students and staff are expected to undertake training in Research Integrity" it also notes "URIEC requires all staff involved in research to undertake Research Integrity Training on regular bases to refresh their knowledge of developments in their field and the wider research integrity landscape." Although this is now completed and noted in the Code of Research Conduct and Research Ethics. URIEC has not yet implemented any processes to measure and monitor this. The introduction of Research Integrity Advisors and Research Integrity and Ethics Champions across the faculties and schools will play an important role in promoting and monitoring this for new staff.	Complete
		Action EC7: Improve researcher awareness of the full array of open research opportunities, in line with government policy and the UKRI research funding horizon, by promoting and enabling open protocols, methods, and software. Advocate research transparency, reproducibility, and reuse by supporting good practice and accommodating disciplinary differences. To be achieved by identifying needs, then developing and delivering appropriate information, resources, and training.	Measured by engagement with information and resources (via web analytics), uptake of training sessions, and CEDARS indications. Researchers report good knowledge of policies and resources (via routes identified from action EC8: Evaluation Process)	Dec 2022, Dec 2024 Sept 2023 (CEDARS)	N.Libraries	Over 600 researchers attended briefings on the new UKRI Open Access policy. A new initiative "Summer of Data" was developed and launched to support researchers with research data management, the RDM service has supported 17 grant applications and has seen a 25% increase in requests for support of Data Management Plans. The Libraries OA webpage was updated to make locating funder policies and publisher deals easier. SafePod launched, which provides UoN researchers with secure access to datasets and supports the reuse of information.	Ongoing
EC16	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	Action EC8: Development of a University-wide process to collate, review, analyse and report on the wealth of information available to gather feedback on, monitor completion/uptake and evaluate the engagement of researchers, and their managers, with the obligations of the Concordat. A Working Group will be convened to address and develop a process to ensure a wealth of quantitative and qualitative information can be gathered and appropriately analysed.	Working group convened Concordat engagement and impact evaluation process identified and rolled out to ensure any actions that require evaluation data (qualitative and quantitative) have necessary data in a timely manner to ensure successful evaluation/review of impact.	April-August 22	RSG Working Group	Delayed, revisit 2023 Formation of a working group has not taken place as anticipated during this period as Athena SWAN survey data analysis was already underway within schools and faculties and professional services, with drivers previously set. Institutional Research Culture 2022 survey analysis undertaken by external consultancy and Culture Advisory Board. Working groups for the Research Culture project are underway, with outputs from this project to influence this action. An initial scoping project was undertaken to identify the breadth of feedback/evaluation mechanisms utilized centrally within the university and the breadth of information gathered. Information to inform future practice.	Delayed with revised timelines
		Action EC9: Feeding into action EC8, the use of internal and sector-wide surveys to evaluate perceptions of good research environment and culture across the University. Utilising data to evidence to support requirements for improvements and evaluate effectiveness. By (i) Ensuring future University wide staff surveys include questions relating to research environment and culture (ii) Participant's Job Family question is asked in surveys to allow disaggregation of data in institutional surveys (iii) Participate in CEDARS (iv) Exit survey for Research-only Staff include questions relating to research environment and culture and flagging issues of conflict (v) Research-only Staff open meetings/town halls	CEDARS 2023 with a response rate of at least 40% Inclusion of question on environment and culture in research-only staff Exit Survey Increase in participation of Exit survey and interview by researchers. Schools report flagging concerns/development areas Analysis of the 2021 Athena SWAN survey and issues arising identified and relevant reported to Research Staff Committee for attention	March/April 2023 August 2023 January 2024 May 2022	Researcher Academy	Research Culture work underway in 2022 which encompasses and surpasses this action. Athena SWAN survey 2021 included questions to allow disaggregation by research-only staff, academics, and other key staffing groups. The Research Culture Survey undertaken in 2022 included questions allowing data disaggregation. Analysis of both surveys is still underway and has been shared with schools and at the faculty level, who are evaluating this information for consideration within relevant local-level initiatives and action plans.	Ongoing
		Action EC10: RSG to request reports on key questions from relevant surveys (CEDARS, Athena SWAN, Pulse Surveys). Ensure that surveys include question of job family and level to allow disaggregation of data	To make informed actions and priorities for the RSG based on feedback from surveys, research staff open meetings, research staff reps and research staff champions	October 2022 for inclusion in 2023 surveys	RSG	Data from relevant surveys can be disaggregated to identify responses from key staff groups. Areas of interest from the Athena SWAN survey are flagged within faculty initiatives and panels. The Research Culture survey (2022) was used to inform Town Hall meetings in 2022 and the institutional Culture project with working groups addressing key issues arising from the survey.	Ongoing (implementation in 2023 surveys)
		Action EC11: To have clear reporting structures for all surveys to feed into RSG, undertake a campaign to raise the profile of research staff representatives, Research Staff Champions and RAFLs amongst researchers and their line managers	Implementation of transparent and visible communication channels between RSG and the existing staff networks and researcher groups. 50% respondents to CEDARS report they know who and how to communicate with their school representative	June 2022 CEDARS: March/April 2023 Analysis: September 2023	Faculties/ Researcher Academy	The Research Staff newsletter campaign included editorials on the Research Staff Champion role and RAFLs. Dedicated pages on Researcher Academy SharePoint with information on these roles and key contacts. The monthly RA newsletter provides reminders and links to SharePoint. Researcher Academy Faculty Leads have undertaken publicity campaigns within schools and faculty to raise awareness throughout 2022 on both the Concordat and representative roles and the Researcher Academy. Links to the Researcher Academy webpages and SharePoint are included extensively on Faculty and School Digital Hubs. FoE - EKRE working with 'Then Somehow' to review Research Culture in FoE and will aim to implement workshop sessions for feedback.	Open
		Action EC12: Piloted in summer 2020, the new exit survey (MS Forms) to receive sign off by data protection team before official launch in 2021. Review of exit survey within 12 months to be undertaken and analysis shared to Faculties. (also AS AS31)	Launch of exit survey Exit survey data provides intelligence that can inform practices and policies related to Research-only staff where appropriate. Emerging areas reported to Research Staff Group for actioning.	Dec-22	HR	A new exit survey was launched in January 2022. It is anticipated that we will be able to report results for the first year of data from January 2023.	Complete, with monitoring
Funders must:							
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	EC13: Monitor engagement by managers of researchers with EDI training as outlined in Athena SWAN and REC action plans. (For example, Anti-racism training (REC 8B and 8C)) See also Action EC3	AS Survey 2021 results used as a benchmark regarding Q 21 with the majority of respondents report SA/A to 'Spend the time that feels right to me on EDI activities' Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	June-22 Sept-22	HR PD Team Lead	Athena Swan survey 2021 data reported for post-doctoral researchers/research fellows and research staff: In responding to the statement: 'I am able to spend the time that feels right to me on EDI activities': 34% strongly agreed/agreed with 30% indicating they a strongly disagreed/disagreed with the statement. Research Culture working group (phase 1) looking at inclusivity. Outputs expected in early 2023	Ongoing activity required

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ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See Action EC6					
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	Action EC14: Implementation of the institutional Wellbeing Delivery Plan (https://www.nottingham.ac.uk/hr/documents/staff-wellbeing-delivery-plan-2020.pdf) (see also Action EC4 and EC5)	Implementation of an array of interventions as outlined in the delivery plan. Recognition that researchers are key users/beneficiaries and stakeholders in the SDP and should be considered as such in the implementation of the plan Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS. Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	Various 2022-24 Survey analysis 2022/2023	HR HR and RA	In line with the Wellbeing Delivery Plan, a Wellbeing Gap analysis survey was undertaken and results were reported to P&HR and EDI Committee. A Wellbeing Steering Sub-Group has been set up and is currently focusing on the need to better sign-post and communicate provisions available - this feeds off the results of the gap analysis which indicates that staff are happy with the level of provision available but weren't necessarily aware of them. Communication and promotion are therefore the current focus. Research Culture working group (phase 1) looking at work/life balance. Outputs expected in early 2023	Ongoing
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	see Action EC5 Policies and practices in place	Positive reporting in anonymised surveys (Athena SWAN 2021 as benchmark and next CEDARS) that staff feel confident a request is taken seriously within the institution.	As per survey deadlines	RSG		
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Policies in place, monitored regularly. No further additional actions required at current time	RAFLs and Research Staff Champions report positive engagement of colleagues with policy and strategy development. Flagging any areas of concern through appropriate channels.		RAFLs and RS Champions	FoS- all 7 Schools have a Research Staff Champion. There is a network of 6 research staff reps who contribute to the Research Staff Committee. Ongoing interaction between this group and RAFL. Research Reps contributed to gap analysis and generation of the Faculty Action plan (May 2022). Group worked with RAFL for the delivery of PCD1 and PCD2 FoE - this requirement features in the FoE Concordat Action Plan.	Ongoing
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	Action EC15: Transparent and improved mechanisms for the role researchers play in doctoral supervision through increased awareness and appointment to 'Assistant Supervisor' role. To include guidance and standardised template for HoS to appoint researchers to the role.	Creation of guidance notes and appointment letter template Increased number of Assistant Supervisor roles formally appointed (new role in 2021, no benchmark figure currently available).	March 2022 March 2023	RA Faculties/RA	Assistant Supervisor' seminar delivered as part of the Supervisor seminar series in 2021, with recording available on Sharepoint includes guidance on what to expect from the role and how to consider the scope of the role within the supervisory team. Guidance notes with recording link to be included in communication campaign in February 2023 (Research Staff newsletter).	Ongoing Campaign to launch in Feb 2023 Benchmark of current role holders in March 2023, with review 6 months later.
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See Action EC6	Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS. Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	AS Survey March 2022 August 2022	RSG	Athena SWAN 2021 survey data indicates that of the research staff respondents, in responding to the statement: 'I am able to spend the time that feels right to me on EDI activities': 34% strongly agreed/agreed and 30% strongly disagreed/disagreed. Current projects that may support improvements include the Research Culture project working group focussed on Inclusion, phase 1 outputs from the project due shortly.	Ongoing, further work required
ECR3	Take positive action towards maintaining their wellbeing and mental health	See Action EC4 and EC14	Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS. Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	AS Survey March 2022 August 2022	RSG		
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	Policy in place, monitored regularly. No further actions required at current time (See also Action EC2 and EC6) (See also AP19-21, update Dec 21 -ECR4)					
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Policies and practice in place, monitored regularly. (In example, see AP19-21, update Dec 21 -ECR5)				The inaugural Research Culture Conference took place at the University in July 2022. The conference was open to all with a role in research or research-related activities. Of the 257 registrants, 19% were research-only staff and 23% were line managers of researchers, with the remaining attendees comprising doctoral students, and technical and professional service colleagues.	
Employment							
Institutions must:							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Policies and practices in place, no further actions identified at this current time. (See AP19-21, update Dec 21 -EI1)					
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Action E1: Development of a research staff induction strategy covering the institutional level, Faculty/School level and Research Group level. To include the recommendation that researchers undertake at least 5 days of induction within the first 3 months. Strategy to include continuous induction.	Creation of an induction programme, which includes institutional and local requirements. AS Survey 2021: Benchmark, researchers report positively (SA/A) to Q35 and Q36 that 'the information or induction provided by my School/Department/University was useful' Use of 2021 survey as benchmark for implementation of new induction materials CEDARS: positive response to questions on induction Researchers and their managers report good knowledge of policies and resources (via routes identified from action EC8: Evaluation Process)	Sept -22 Benchmark data Apr-22 Aug-22	RA	HR provides new staff introduction to the university. This is for all new starters and includes details that are relevant across all staff groups. RA and CES provide research-staff specific induction twice per year for research-specific roles with SharePoint for research staff available to support new starters and current staff. A project is underway to collect data on the induction processes for research staff at the faculty and school levels. This initial fact-finding phase will gather together current induction provisions and highlight gaps in provision. Due for completion in December 2022, with a follow-on phase of information and best practice sharing to commence in January 2023. Review in March 2023	Partial completion with phase 2 due March 2023

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		Action E2: Review of faculty-level inductions with identification of Research Staff-specific recommendations. Dissemination of beacon activity to other faculties for implementation.	Identify Research Staff specific recommendations and implementation within agreed timeframes Positive reporting in Athena SWAN survey (2021 benchmark). Researchers and their managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	Oct-22	FoE People Board	There is a faculty-level induction within the Faculty of Engineering that is available for all staff irrespective of the job family. A project is currently underway to develop a SWAY that will be sent out to all new starters before they commence role. An institutional best practice data gathering exercise is underway to identify current induction processes. Data collection has been completed in December 2022. Output from this project will be shared across faculties with guidance on best practices (review March 2023).	Completed
E13	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	Action E3: Support the transition of local research assessment culture by raising awareness of our institutional commitments (e.g. DORA), and funder expectations, around the responsible use of research indicators.	Success will be measured by engagement with Faculties/schools, delivery of training sessions and enhanced availability of resources.	Dec-22, -23 and -24.	N.Library	Ongoing discussions with Faculties as part of the Institutional citation KPI wrt. DORA and research indicators. New training course on Researcher Profiles: managing your online identity attended by over 150 researchers from all faculties and levels. Additional information on research metrics is now available on the Library webpage.	Ongoing
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Action E4: Regular promotion, identified in research staff communication plan (action E1) of opportunities and encourage those who line manage researchers to engage with professional development activities.	Inclusion of CPD opportunities for line managers of researchers in regular newsletters (e.g. upcoming supervision seminar series, LMA training resources, NRLP call.) Use of AS Survey 2021 data to provide a benchmark figure for PIs reporting 'SA/A that they spend the amount of time that feels right to me on line management/team leadership' (Q22 Athena SWAN 2021)	Ongoing promotion Analysis Apr-22	RA	Monthly newsletters are sent to all supervisors and research-active staff from the Researcher Academy in addition to the weekly Staff News e-bulletins. Both circular emails contain up-to-date information on the training and development opportunities. This includes details of LMA training resources and calls for leadership programmes as well as supervisory practice seminars.	Business as usual
		Action E5: Preparation of a proposal to the Faculty of Arts Research Board for a faculty initiative on the inclusion of Research Staff mentoring in line manager workload management.	Proposal on changes to workload management submitted to FoA Research Board. If successful, implementation of recommendations.	Mar-22	Arts RAFL	Arts Faculty Research Development Concordat guidance submitted to Faculty Research Board in February 2022, including a series of recommendations for the Faculty.	Complete
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture through annual appraisals, transparent promotion criteria, and workload allocation	Action E6: Explore the role of PIs in researcher's induction, create recommendation of researcher-specific topics to include in induction materials	Creation of a 'managing your postdoc section' in the faculties' PI Toolkits	Mar-23	RAFLs and RS Champions	A project is underway, lead through the Researcher Academy, to gather insights on induction processes within faculty and schools for research-only staff, which includes training/guidance /support for managers of researchers. Data collation to take place in early January, with the dissemination of best practices to faculty and school leads to inform induction materials. Current faculty good practice: FoS- All School Heads of Operations have been provided with a pack of information about the Concordat to include in new staff induction packs (June 2022). All confirm using this material. The material is also available on FoS Hub Research pages (July 2022). FoE - Induction Process has been finalized. The ADC (annual review process) has been reviewed by ERF and comments fed back to FoE.	Ongoing
		Action E7: Continue to promote and monitor uptake of ADC conversations in research staff community. Flagging areas of low completion to Faculty-PVCs and relevant Faculty committees.	>85% completion rates reported for Researcher's ADC Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS 2023. Researchers report good knowledge of policies and resources Athena SWAN survey positive reporting Q 34c: 'My career progression/ career aspirations are usefully discussed' Q34D: ' I feel my promotion/ progression readiness and options are usefully discussed' Q34e: 'My training and development needs are discussed including plans to achieve'	Sep-22	HR	The ADC return for the 2022 cycles is due circa 30 September 2022, data is not therefore available to report at this point. ADC will be integrated within the new HR system through the Digital Core project which will enable better monitoring and reporting against ADC returns. The new system is likely to be used for ADCs from either 2024 or 2025 - to be determined as part of system cut-over planning.	Closed, ongoing monitoring
E16	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	Action E8: Increase awareness of the redeployment process and how to apply skillset in new contexts through delivery of annual webinar for research-only staff.	Annual webinar on the redeployment process for research-only staff, advertised by targeted email to researchers within 6 months of the end of their current contract. Initial pilot to have at least 20 participants with participant feedback reporting a positive experience and confidence in utilising learning. Report on redeployment uptake by research-only staff annually to RSG.	July-22 Sept 22	Webinar: RA led with HR input HR report data	Webinar scheduled for 1st February 2023. To be held on Teams to be co-hosted by Researcher Academy and HR. Publicity through local school/faculty routes and Researcher Academy comms channels. Open to all researchers and line managers. Webinar recording to be made available on SharePoint post-event.	Delayed to February 2023.
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Action E9: Proposal of a project to explore the disengagement of researchers who are on fixed term contracts with the university. Project to look at the impact of disengagement on institution and individuals.	Project proposal submitted to 'Getting in Shape programme' for consideration.	Jan-23	RSG		
Funders must:							
Managers of researchers must:							

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EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Action E10: Undertake a project to develop a new staff member checklist for PIs/managers of researchers	A checklist for managers of researchers to use during initial on-boarding conversations Research Managers report an increased awareness in the policies and practices that exist (via routes identified from action EC8: Evaluation Process)	Jan-23	RSG/RAFLs	Faculty of Medicine and Health Sciences, Faculty of Engineering, and Faculty of Science address this within their Faculty Action Plans. Faculty of Arts include recommendations for mentors to support the development aspirations of their researchers. Research Culture working group (phase 1) on work/life balance partly addresses this obligation. Outputs from phase 1 are expected in 2023.	
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	Policies and practices in place, no further actions identified at this current time See also Action E10 and PCD6					
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Policies in place, monitored regularly. No further additional actions required at current time					
EM4	Actively engage in regular constructive performance management with their researchers	Policies in place, monitored regularly. No further additional actions required at current time See also Action E10 and PCD6	Positive reporting in Athena SWAN survey (2021 benchmark, SA/A to Q34k and 34k). Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	Apr-22	School Research Staff Champions	Of the respondents to the Athena SWAN survey who identified as research-only staff, 70% indicated that they strongly agreed/agreed that they had useful discussions about their career progression and career aspirations during their ADC. 62% responded strongly agree/agree that their training and development needs and have to achieve them were actively discussed during the appraisal. 51% of respondents indicated that they strongly agreed/agreed that their readiness for promotion/progression was usefully discussed. In the Faculty of Science, the Faculty Concordat action plan includes focusing on initiatives to enhance the ADC for researchers. This includes the development of a new balanced framework for researchers to be approved by the Faculty Executive. Similarly, in the Faculty of Engineering, the ADC (annual review process) has been reviewed by the Engineering Research Futures committee, and comments are fed into the faculty for action. This will be included in the Faculty's Concordat action plan (subject to sign-off). FMHS, Social Sciences and Arts faculty Action Plans include specific actions for improving engagement and usefulness of ADCs for researchers.	Ongoing monitoring
EM5	Engage with opportunities to contribute to relevant policy development within their institution	Action E11: Research Staff Champions appointed at every school (>5 research staff population) and will attend the Faculty's Champions Steering Group chaired by the Research Academy Faculty Lead. Identification by RAFL of process to support researchers in school were researchers <5.	Research Staff Champions appointed within all schools with research staff numbers >5. Clear process and communication pathways between Champions and Research Staff Reps.	Feb-22	RAFL per Faculty	Schools committed to and recruited Research Staff Champions, which are school-based roles with workload allocation. The Research Champions work with RA Faculty Leads and the Research Staff reps and networks within their individual schools. Initiatives undertaken include 2022 include ECR network events, co-creation of Faculty action plans, organization of training, and setting up 'office hours for drop-in chats'.	Complete
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Action E12: Co-creation of an induction package for new research staff. To define an induction package for new researchers (irrespective of new to Nottingham) for completion within the initial months (i.e. 3 months of commencement of employment contract). RSG to convene a working group on co-creation of induction resources (encompassing non-research related and research related). See also action E1	An induction package for new research staff co-created by researchers and professional service colleagues available via SharePoint. Measure of impact through collection of benchmark views data from SharePoint page analytics. Evaluate usage data annually.	Sep-24	RA with collaboration from HR	The Organisational Development (OD) team is leading a piece of work to look at induction for new staff, movers, and returners from long-term absence. The OD team is linked in with the Research Culture delivery group and is looking to create an induction pack that is suitable for all job families.	Open
ER2	Understand their reporting obligations and responsibilities	See action E10 and PCD6					
ER3	Positively engage with performance management discussions and reviews with their managers	Action E13: Research staff participate in the formal ADC process with their appraiser. This includes regular conversations with their appraisers and submission of formal ADC documentation once a year.	Positive reporting in anonymised surveys (Athena SWAN 2021 as benchmark, CEDARS) that researchers feel confident in the ADC process. Report >85% completion rates of ADC across the University community. Researchers report positive engagement and effectiveness of ADC for their professional and career development (via routes identified from action EC8: Evaluation Process)	Apr-22	HR	Survey data (Athena SWAN survey 2021) shows that completion and satisfaction response rates to questions about the Annual Development Conversations (ADC) remains high, with 80% of research-only staff respondents indicating they have undertaken an ADC in the last 12 months (11% indicating they have not been in post for 12 months and not had an ADC). Monitoring of completion rates takes place, the data for the 2022 cycle was not available for this report. Faculty of Science: A new balanced framework for researchers is to be approved by Faculty Executive shortly (late Autumn 2022).	Ongoing with monitoring
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Action E14: Increase visibility of opportunities and improve publicity encouraging researchers to actively engage and input into policy development through committee memberships at Institutional, faculty and school level	Research staff representation on committees across the institution. Including maintaining full representation on the University's Research Staff Committee (10 representatives).	Jan-23	RSG	Researcher Academy Faculty Leads hold responsibility for ensuring adequate representation for their faculty on the Research Staff Group. As of December 2022, all Faculties are represented in the membership. FoSS - best practice: Research rep role profile for use within Faculty to recruit new researchers to the roles. Role profile created by existing research staff reps in consultation with RAFL.	Open
Professional and Career Development							
Institutions must:							
PCD1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Action PCD1: To present the business case for investment in Digital Core (new HR, Finance, Procurement system) which if approved would introduce technological solutions to enable better promotion and tracking of CPD	Business case sign off for Digital Core System that would include functionality for recording and university-wide monitoring of training	Mar-22	HR	The Business Case for investment in a new HR, Finance and Procurement system was approved in May 2022 and the Digital Core project has been initiated. The project is currently in the design phase with a due to go-live date for the new system circa March 2024. The system enables functionality for recording and monitoring training activity.	Complete

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		<p>Action PCD2: Undertake the consultative Faculty-level projects to investigate 'What 10 days of cpd would look like for Faculty researchers'. Co-creation of Faculty lens. Utilise outputs to help inform researchers and managers.</p>	<p>Co-creation of documents and inclusion of materials in all ADC session resources and Induction materials.</p>	<p>Apr-22</p>	<p>RAFL per Faculty</p>	<p>Projects have been commenced in FoSS, FMHS, FoS, FoE. FoS to collate information on what 10 days of cpd might look like for researchers in the faculties. The information has been gathered by RAFLs with input from Research Staff Champions, RS reps, and researchers. How the information will be used, and initiatives informed is being led at the Faculty or school level.</p> <p>In FoS, A 2-page guide to career enrichment has been produced through collaboration between RAFL, Research Reps, and Research Champions. Disseminated in June 2022 via email, FoS research newsletter, and shared on FoS RKE hub pages. Incorporated into induction materials shared with School Heads of Operations. Faculty have agreed to support up to £20k across FoS to support researchers with development activities outside UoN.</p> <p>FoE - this requirement has been included in the FoE Concordat Action Plan. RAFL also gave a presentation to Heads of Research Groups in FoE regarding this and the overall Concordat. The Faculty Concordat Action Plan also includes a requirement for all line managers to review the take-up/use of this 10-day allocation at the annual ADC process.</p>	<p>Ongoing. Faculty-led with varied levels of implementation. Inclusion in faculty action plans with associated deadlines. Monitor in July 2023 for progress</p>
PCD12	<p>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers</p>	<p>Action PCD3: Researchers should have ADC at least annually, during which there will be discussions on the researchers career and professional development goals. To facilitate effective career development conversations a 'managers of researchers checklist for ADC' and guidance notes on having career development conversations with your ADC appraiser will be created and included in the ADC training courses (both Appraiser and Appraisee versions).</p> <p>See also Action E13</p>	<p>Creation of documents and inclusion of materials in all ADC training and induction session resources. Dissemination of materials at key timepoints during the ADC calendar year to all researchers and managers of researchers.</p>	<p>Mar-23</p>	<p>HR-led (with RA, PD, CES)</p>		<p>Open</p>
PCD13	<p>Ensure that researchers have access to professional advice on career management, across a breadth of careers</p>	<p>No further actions identified at this time. Careers and Employability Service (CES) available to Research-only Staff</p>	<p>Researchers and their managers report good knowledge of CES opportunities and resources (via routes identified from action EC8: Evaluation Process). Demonstrated through increased demand for 1-2-1 appointments (5%) and benchmark data collected on web analytics for improved CES webpage.</p>	<p>Aug-22 Oct-22</p>	<p>CES</p>	<p>ECR engagement in Careers and Employability Service support remains high, with 127 appointments (not individuals) with ECRs. ECRs engaged with 1:1 support over this period, ECR and Manager awareness continues to grow through our engagement in ECR events, inductions, workshops and webinars.</p>	<p>Ongoing-review date October 24</p>
PCD14	<p>Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills</p>	<p>Action PCD4: Annually produce a report to Directors of Research and Heads of School on completers of the ECR Leadership Programme and NRLP.</p> <p>Inclusion of School nominations in ECRLP participant recruitment.</p>	<p>Launch of the revamped ECR Leadership Programme with full programme cohort. The 2022 programme to include 20 participants with positive evaluation received.</p> <p>Over the next 2 years (2022-24), to have 80 early career researchers 'graduate' the ECR LP programme and an additional 18 junior postdocs complete the Leadership in Action programme. 20-30 managers of researchers 'graduate' the Nottingham Research Leaders. Programme.</p>	<p>Feb-23</p>	<p>RA</p>	<p>Both ECRLP and NRLP 2022 programmes have now been completed with 20 participants in both programmes. Programmes included formal workshops, project work (NRLP) and coaching. Evaluation of the programmes has been undertaken via a post-programme participant survey, and analysis of the responses will take place in early 2023 as preparations for the new cohort are underway. The feedback will inform the 2023 programme.</p> <p>A new call for applications for the 2023 cohort will include a briefing report for heads of school/directors of research to include details of the 2022 cohort. Call and report deadline January 2023.</p>	<p>Open Revised deadline from September 2022 to suit the timings of the programme delivery. New deadline February 2023</p>
PCD15	<p>Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this</p>	<p>Action PCD5: Implementation of the institutional Knowledge Exchange Strategic Delivery Plan (https://www.nottingham.ac.uk/Strategy/documents/KE-Strategic-Delivery-Plan-for-Publication-Final.pdf)</p> <p>Recognition that researchers are key users/beneficiaries/stakeholders in the SDP and should be included, where relevant, in the implementation of the plan.</p> <p>See also Actions PCD8 and PCD10</p>	<p>Implementation of an array of interventions as outlined in the delivery plan.</p> <p>Building a greater understanding and confidence within researchers in working within and across other sectors.</p> <p>Researchers and their managers report positive increased knowledge in and access to KE activities and engagement with KE training (via routes identified from action EC8: Evaluation Process).</p>	<p>Various</p>	<p>PVC RKE</p>	<p>KE Hub launched on SharePoint, this includes a suite of signposting resources, news and events, and videos of KE training offered throughout 2022. With a dedicated page on EDI in Knowledge Exchange.</p> <p>Appointment of a dedicated training and development manager in Knowledge Exchange for academic and research-only staff training, which includes the launch of a series of training programmes on broad Knowledge Exchange themes in 2022.</p>	
PCD16	<p>Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews</p>	<p>See action PCD6</p>					
Funders must:							
Managers of researchers must:							
PCDM1	<p>Engage in regular career development discussions with their researchers, including holding a career development review at least annually</p>	<p>Action PCD6: To facilitate effective career development conversations, managers have access to the 'managers checklist' (action PCD3) and that it is promoted in a timely manner.</p> <p>Monitor of Appraisee/Appraiser training completion and analytics on engagement with resource (See also Action E13)</p>	<p>Creation of ADC checklist for managers of researchers. Creation of guidance notes for researchers on 'career development conversations during your ADC'. Inclusion of checklist in ADC training.</p> <p>Research managers report positive engagement with the ADC process, ADC training and 'Managers Checklist' (via routes identified from action EC8: Evaluation Process).</p>	<p>Sep-23</p>	<p>RA PD inclusion of resources and support with training completion data</p>	<p>Linked to update at PCD3</p> <p>Research Culture working group (phase 1) addressing development opportunities and focussing on advice and guidance on career pathways, this includes research-only career pathways. Series of recommendations to be developed.</p>	<p>Open</p>

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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	Action PCD7: Project to compile case studies on career pathways/destination sector of Nottingham alumni staff leavers (originate from exit survey data). Case studies to be made available via Careers and Employability Service SharePoint to demonstrate diversity of professional career options.	50 case studies published on SharePoint	Dec-24	CES	Case studies continue to be developed in partnership with ECRs, alumni, and employers. This work has been further developed by the Research England: Research Culture funding which has been used to develop a suite of ER careers resources.	Ongoing-review date October 24
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	Action PCD8: Contribute to the co-creation of Faculty 'What 10 days of cpd would look like for Faculty researchers' lens (Action PCD2). Information drive on obligations of the Concordat, to include briefing note for senior leaders and managers on what 10 days of CPD may look like for their researchers.	Briefing document prepared and shared via Directors of Research and Research Staff Champions Researchers and their managers report good knowledge of policies and resources and access to training (via routes identified from action EC8: Evaluation Process)	May-22	RAFL RA	Projects have been commenced in FoSS, FMHS FoS, FoE, FoS to collate information on what 10 days of cpd might look like for researchers in the Faculty. The information has been gathered by RAFLs with input from Research Staff Champions, RS reps, and researchers. How the information will be used, and initiatives informed is being led at the faculty- or school-level. In FoS, A 2-page guide to career enrichment has been produced through collaboration between RAFL, Research Reps, and Research Champions. Disseminated in June 2022 via email, FoS research newsletter, and shared on FoS RKE hub pages. Incorporated into induction materials shared with School Heads of Operations. FoE - this requirement has been included in the FoE Concordat Action Plan. RAFL also gave a presentation to Heads of Research Groups in FoE regarding this and the overall Concordat. The Faculty Concordat Action Plan also includes a requirement for all line managers to review the take-up/use of this 10-day allocation at the annual ADC process.	Ongoing
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 action PCD6, PCD7 and PCD8					
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Policies and opportunities available. No further actions identified at this time (See AP 2019-21, update 2021_PCD14)	Annual reports continue to show consistent engagement by managers of researchers with LMA and NRLP. By 2024, the total number of graduates from the NRLP will be 100. Publicity campaigns initiated where low engagement numbers are observed, to include direct mailings and briefing notes for Heads of School and Directors of Research.	Oct-22	LMA/RA/PD	Nottingham Research Leaders Programme: A cohort of 20 completed the programme. The cohort included 11 women and 9 men from level 6 and 7 professorial job family. On track to meet expected targets. Data from LMA programmes are to be monitored and reported at the close of current programmes.	Ongoing
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 also Action PCD2, PCD6 and PCD8	CEDARS: 25% of research staff respondents report attending 10 or more days of cpd in the last 12 months	Survey: anticipated Mar/Apr-23 Analysis: Sept-23	RA	FoS- all 7 Schools have a Research Staff Champion. Champions came together to run a Researcher Networking event focused on the Concordat in July 2022. Attended by 65 people including presentations on the Concordat, EDI (PVC EDI), and Research Integrity. FPVCKE has disseminated a series of communications about Concordat from RAFL to the whole Faculty (April-June).	Open
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	See Action PCD5 and PCD7					
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	Action PCD9 Pilot scheme in the School of Life Sciences of a 'Postdoc Passport' a formal recognition/accreditation of teaching, assessment and supervision activity for postdocs. Pilot to be evaluated with the aim to roll out to other schools from 2019 and monitoring of engagement levels using the pilot scheme as benchmark. (originating AP 2017-19, 2.4.4) See Action PCD1	Pilot completed. Monitor an increase in the proportion of Research Staff logging activities to the system.	Dec-23	School (SoLS)		Open
PCDR4	Positively engage in career development reviews with their managers	Policies and practices in place for ADC completion and guidance, no further actions identified at this current time. Engagement with ADC and ADC training monitoring with remedial actions taken as necessary, business as usual. See also Action E13, PCD3, PCD6-8	AS Survey 2021: >85% report they have had an ADC in the last 12 months, if eligible. CEDARS: >85% report having undertaken career development review at least once during the last 12 months. Researchers report positive engagement with the ADC process (via routes identified from action EC8: Evaluation Process)	Annually September	HR	See E13 reporting of survey responses.	2022 monitoring completed Business as normal
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Opportunities available with regular communication/publicity, no further actions identified at this current time. Engagement monitored with remedial actions taken as necessary, business as usual. See Action PCD4	Increase in the number of applications for ECRLP (2:1 of application: participant) and full cohorts of 20 reported.	Sep-22	RA	The revised ECR Leadership Programme was launched May-October 2022. Twenty-eight applications were received for 20 places. Applications were from four of five academic faculties. Promotion of the scheme targeted all disciplines.	2022 cohort complete. Business as usual (annually monitoring in place)

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PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Action PCD10: Development of policy engagement training for RS and PGRs as part of the 'Training For Impact: Developing the Next Generation of Policy-Engaged Research Leaders'	Pilot of policy engagement training and associated resources and outputs from the project. Training intervention to receive positive participant evaluation on improvement in knowledge in the topic and usefulness for practice (75% reporting SA/A)	Mar-22	RA	Launch of the new 'Getting into Policy' programme, open to all researchers across all disciplines. The programme is a series of expert speaker talks augmented with workshop content for the development of knowledge and skills in policy development and engagement.	Ongoing Programme developed and the launch of call for applications- November 2022. Programme scheduled for Spring 2023 with evaluation taking place by summer 2023 New deadline for evaluation of programme: July 2023
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* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat 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.