

**University of Exeter**

**HR Excellence in Research: 2021–23 Action Plan**

An internal evaluation of the University’s HR Excellence in Research Award was undertaken in 2021 to assess the performance of the University in meeting its obligations under the Concordat and to gauge progress against actions arising from the 8-year evaluation review in 2018. We examined the key findings from the relevant PRES, CROS, PIRLS and CEDARS surveys when undertaking this review and the development of this action plan.

An internal evaluation of the University's HR Excellence in Research Award was undertaken in 2021 to assess the performance of the University in meeting its obligations. Whilst a substantial amount of development has been achieved to support researchers to be the best that they can and to ensure consistent high-quality training and development throughout their careers at the University of Exeter on all four campuses, there is further development and enhancement work that will be carried out.

We continue to develop our emerging ‘Research and Impact Strategy’ (2020-2025) which aims to nurture and reinforce a culture of interdisciplinarity and collaboration, building further on the teaching and research ecosystem and explore new and different sources of funding and discovery in our new global environment. Academic and Professional Services staff from across the University are involved in the consultation which is now nearing completion and include researchers at all stages of their careers with strong representation from Early Career Researchers.

Our HR Excellence in Research Action Plan is central to the work of our strategic ‘Exeter Academic’ programme and is one of the core action plans that will progress our three sovereign strategies (Global, Research & Impact, Education).

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| **Institution name:** | **University of Exeter** | **The institutional audience\* for this action plan includes:** | |  |
| **Cohort number:** | **3** | **Audience (beneficiaries of the action plan)** | **Number of** | **Comments** |
| **Date of submission:** | **24th September 2021** | Research staff | 1,029 (903 FTE) | Research Staff are the primary beneficiaries for this action plan. |
| **Institutional context:** As a Russell Group University our research makes a difference across the world. We believe in breaking down traditional barriers between academic disciplines so the bigger problems of the 21st Century can be considered from human as well as physical perspectives. We are constantly seeking new ways to engage with partners to build productive relationships that tacklesome of the fundamental issues facing humankind.  The University of Exeter is the UK’s fastest growing research university. As a global top 150 University we are leaders in cutting-edge science, engineering, mathematics, and medicine research, and have a world-class reputation in the humanities and social sciences.  In the Research Excellence Framework 2014, 98 per cent of our research was rated as of international quality. This resulted in the Higher Education Funding Council for England (HEFCE) awarding us an extra £3.8million for research, the third highest gain amongst English universities. | | Postgraduate researchers | 2296 | PGRs are beneficiaries of this action plan mainly through access to the Researcher Development Programme, University PGR Liaison Forums and, training and support across the University |
| Research and teaching staff | 1,246 (1176 FTE) | Research and teaching staff are beneficiaries of this action plan through access to the Researcher Development Programmes, University ECR Liaison Forums, training and support across the University, and participation in CEDARS. |
| Teaching-only staff | 1,264 (499 FTE) | Teaching-only staff are beneficiaries of this action plan through access to the Researcher Development Programme, Teaching (LTHE) University and Departmental Forums, training and support across the University and participation in CEDARS. |
| Technicians | 235 (213 FTE) | Technicians are beneficiaries of this action plan through access to the Researcher Development Programmes (Essentials), University and Departmental Forums, training and support across the University and participation in CEDARS. |
| Clinicians | Unable to provide numbers in clinical roles | Clinicians are beneficiaries of this action plan through access to the Researcher Development Programmes (Essentials), University and Departmental Forums, training and support across the University and participation in CEDARS. |
| Professional support staff | 3008 (2675 FTE) | Professional support staff are beneficiaries of this action plan through access to the University and Departmental Forums, training and support across the University and participation in CEDARS. |
| Managers of Researchers and Research Leaders | Not able to provide numbers in management roles | Managers of Researchers and Research Leaders are beneficiaries of this action plan through access to the University and Departmental Forums, training and support across the University and participation in CEDARS. |

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| **Obligation** | **Action required** | **Success Measure (SMART)** | **Responsibility** | **Deadline** | **Progress Update** |
| **Concordat Principle 1: Environment and culture** | | | | | |
| **1.1 Institutional requirements** | | | | | |
| ECI1 All relevant staff are aware of the concordat | Provide opportunities, at all career stages, to increase awareness of Concordat and its principles to all relevant staff.  Reflect the Concordat and its principles in the unified Work Plan and in the operations of the relevant services. | 100% researchers at all Grades are aware of the Concordat.  Measure awareness through inductions, surveys, Research Culture workshops, DORA Champions and surveys (PRES and CEDARS).  Run the PRES and CEDARS surveys during the reporting period, with an aim to improve on scores across the board compared to the previous surveys in 2017 and 2018. For PRES, where appropriate, relate results to those obtained in the PGR ‘Pulse Check’ surveys in 2021. | RD&RC (via surveys, networks and comms)  HR support with coms and inductions  Concordat SG supports activities | 75% by end of 2021  100% by end of 2023  Full PRES and CEDARS analysis complete by April of the relevant reporting years |  |
| ECI2 Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers. | Review relevant policies and practices on a regular basis via the Concordat Steering Group.  Ensure appropriate training is available for researchers and their managers.  Continue to provide opportunities for ECRs and PGRs to be active members of the Impact and Engaged research Network. Through the ECRNs. PGRs also have the opportunity to keep up to date on the latest policy developments, training and networking opportunities. HREIRA (4.4 and 5.3).  Concentrate effort on gender equality (through the Gender Equality Group), Inclusivity and Diversity (through Athena SWAN working groups including further institutional College submissions). (HREIRA 6.8)  Athena SWAN Working Groups within STEMM Colleges will be broadening their remits become Inclusivity Groups, to include all protected characteristics.  Applications for additional Athena SWAN awards. Renewel of existing awards.  Continue developments within our ‘Exeter Academic’ project with the inclusion of ECR representative and appropriate provisions (from consultation at ECR LFs), including refinement of the promotion/progression criteria to include clear and explicit REF/TEF/KEF reference.  Continue to develop leadership and people management induction and development programmes for existing and aspiring academic leaders.  Continue to provide opportunities for ECRs to be active members of the Impact and Engaged research Network.  Ensure that through the ECRNs PGRs also have the opportunity to keep up to date on the latest policy developments, training and networking opportunities. | Concordat SG to review policies annually.  Concordat SG to monitor training provision.  CROS and PIRLS had previously indicated that the proportion of Research Staff who agreed that the University is committed to equality and diversity was 89.5%, compared to a sector average of 86.5% and that 85.3% of PIs and Research Leaders agreed that the University treated staff fairly, compared to 79.2% for the sector average. We will aim to maintain or improve on this with 2021 and ongoing CEDARS results.  Positive feedback from ECR networks and other sources about revised criteria and reporting via the DCSB.  Research leadership development programmes are in place. 85 delegate places per year provided during reporting period. PGR Supervisors 25; ECR 30; Mid-career and senior 30  Networks are in place and occur regularly, ECRs and PGRs are directed to relevant information and support during induction and via bespoke pages on the DC website  To continue to broaden the Athena SWAN Working Groups within STEMM Colleges and extend their remits to become Inclusivity Groups, to include all protected characteristics. Renewal of existing awards in other colleges and review any missing provision across the University.  Inclusivity groups are running  Geography silver award Renewal of other silver and bronze awards  Institutional silver award. | Concordat SG monitors/feeds back  RD&RC  Colleges  HR | Sept 2021 – June 2022 action plans in place  Monitor actions arising at 6 monthly Concordat SG meetings  Data analysed for individual surveys by end August, in reporting year  Action planning and areas for action identified January, in next reporting year  Ongoing till end of reporting period |  |
| 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 | Ensure researchers at all career stages are aware of University wellbeing services and support and this is signposted in the relevant forums and online.  Ensure researchers at all career stages are aware of University’s policies and support available for tackling discrimination, bullying and harassment and this is signposted in the relevant forums and online.  Ensure the wellbeing of researchers is central to the development of action flowing from the new University Mental Health and Wellbeing Board as well as the Academic Workload Allocation Group.  Report on a range of Wellbeing indicators via new ‘Wellbeing Dashboard’ to University Mental Health and Wellbeing Board and University Health & Safety Committee  Develop College Mental Health Action Plans based on data from Wellbeing Dashboard and feedback in Wellbeing surveys (e.g Colleague Wellbeing survey Dec 2020)  Provide relevant development opportunities and monitor uptake, identifying and resolving gaps in engagement. | CEDARS 2020 indicates that 80% of research staff are satisfied with their work/life balance (compared to a sector average of 72%) 74% of PIs and Research Leaders reported a very high level of job satisfaction (compared to a sector average of 74%). We will aim to improve on these results during the reporting period.  The DC to continue to work closely with HR via the Concordat SG to ensure wellbeing is being monitored and addressed at the University.  The 2021 ‘Big Discussion’ and dedicated Research Culture departmental workshops and surveys will provide an additional comparisons. | Concordat SG monitors/feeds back  RD&RC | Data analysed for individual surveys by end August in reporting years  Action planning and areas for action identified January, the following reporting years  Monitor actions arising at 6 monthly Concordat SG meetings |  |
| ECI4 Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health. | Provide relevant training and monitor uptake, identifying and resolving gaps in engagement.  Encourage participation in Interview, Selection and Unconscious Bias training for those involved in the recruitment process  Promote and encourage Researcher participation in Positive Working Environment activities (including staff festival).  Promote Inclusivity tool to researchers.  The university has an ongoing university wide commitment to inclusivity and a zero tolerance when it comes to harassment and bullying- <http://www.exeter.ac.uk/speakout/>  Continue to promote this as part of DC induction programme  Continue to develop the specialised wellbeing support for PGRs and access via the DC webpages. New PGRs to be signposted to wellbeing services at mandatory ‘Induction’ events.  Ensure all managers of research staff engage with the new on-line development course ‘Managing Stress within your team’ due to be launched across the University in Term 1 2021.  Encourage participation in wellbeing events (e.g. staff festival) and ensure ECRs are signposted to relevant support services and training. | Doctoral College website and communications are  used to promote PWE, Inclusivity tool and wellbeing opportunities and events.  Embed wellbeing into everything we do, so the focus is all year round rather than one week/month of the year  Continue to increase engagement with PGR wellbeing activities by 10%, by 2022, compared with 2020.  To continue to link the specialised and extensive wellbeing services offered via the DC webpages and induction information.  Specialised wellbeing support for ECRs and access via the ECR hub in place. New staff signposted to wellbeing services at ‘ECR Staff Orientation’ events. ECR presence on the Wellbeing and PWE working groups.  100% of managers of research staff engage with Managing stress online training  70% of research managers have undertaken all the relevant mandatory online EDI training, working towards improving this figure during the reporting period. | DC/HR | Ongoing  Nov 2023  Ongoing  Throughout ’21, ’22 and ‘23 |  |
| ECI5 Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity | Provide relevant training and monitor uptake, identifying and resolving gaps in engagement.  Continue to provide and update as necessary the mandatory training for research staff and PGRs.  Refresh of the mandatory training materials to take place during the reporting period. | The DC (RD&RC) to continue to work closely with HR via the Concordat SG to ensure appropriate training is being advertised, engaged with and monitored and addressed at the University.  RD&RC to continue to work closely with the Research, Ethics and Governance team to ensure that training materials and workshops are updated and promoted accordingly.  Ensure that new mandatory training materials are online and being used within the reporting period.  70% of research staff have completed Research Integrity mandated training, working towards improving this figure during the reporting period. | DC/RD&RC/HR | Ongoing  To be completed during the reporting period, deadline June 2023 |  |
| 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. | Conduct and analyse CEDARS survey.  Conduct and analyse Employee Engagement Survey 2021.  Conduct research culture forums across different Colleges that seek feedback on main cultural drivers, from the departmental Research Culture Workshops.  Collate and analyse feedback from ECR and PGR Liaison Forums, Networks and other relevant sources.  Ensure the views and needs of research staff as expressed in The Big Conversation flow into policy development.  Produce a rolling action plan to address research culture issues, opportunities and challenges. | Run the PRES and CEDARS surveys during the reporting period, with an aim to improve on scores across the board compared to the previous surveys in 2017 and 2018. For PRES, where appropriate, relate results to those obtained in the PGR ‘Pulse Check’ surveys in 2021.  Liaison forum feedback to be discussed, monitored and actioned as appropriate via the DCMG, RIEG and Concordat SG.  Results from the Research Culture departmental workshops to be developed into action plans to be agreed with department heads to focus on priority areas. This will also be used with results from planned ‘deep’ dive workshops on priority areas, with ECRs and Research Leads, separately. | DC/RD&RC/RS/HR | Data analysed for individual surveys by end August, in reporting year  Action planning and areas for action identified January, in next reporting year  Ongoing  Action plan to be produced by July 2022, implemented in 2023 |  |
| **1.2 Managers of researchers** | | | | | |
| ECM1 Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. | Report on uptake of relevant training.  Seek feedback from diverse sources to demonstrate application of principles and adherence to guidance and law.  Work with relevant departments to address challenges and issues. | PD to continue to work closely with the DC via the Concordat SG to ensure appropriate training is being advertised, engaged with and monitored and addressed at the University.  PD to continue to work closely with the Research, Ethics and Governance team to ensure that training materials and workshops are updated and promoted accordingly.  70% of research managers have completed EDI mandatory online training, working towards improving this figure during the reporting period. | DC/RD&RC/PD | Ongoing throughout reporting period |  |
| ECM2 Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct. | Report on uptake of relevant training.  Seek feedback from diverse sources to demonstrate application of principles and adherence to guidance and law.  Work with relevant departments to address challenges and issues. | PD to continue to work closely with the DC via the Concordat SG to ensure appropriate training is being advertised, engaged with and monitored and addressed at the University.  PD to continue to work closely with the Research, Ethics and Governance team to ensure that training materials and workshops are updated and promoted accordingly.  70% of research managers have completed Research Integrity mandated training, working towards improving this figure during the reporting period. | DC/RD&RC/PD | Ongoing throughout reporting period |  |
| 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. | To fully promote these core values at induction and though relevant mandatory training modules.  Report on uptake of relevant training.  Seek feedback from diverse sources to demonstrate application of principles and adherence to guidance and law.  Continue to develop a healthy working environment a part of the University ‘Thriving at Work’ Action Plan  Work with relevant departments to address challenges and issues. | To continue to deliver a range of events and programmes that promote opportunities and support the post-graduate research experience including researcher development and health and well-being.  To facilitate effective inductions for all PGR students and new staff irrespective of the point in the academic year in which they start, the campus they attend or whether they are on or off-campus students.  To further develop the wellbeing training programmes with equal emphasis on support, reporting and addressing incidents.  For training materials to get above 75% recommendation rates and excellent review scores. | Wellbeing/DC/RD&RC | Ensure induction is effective and timely and monitor attendance, evaluate feedback  Evaluate all events for 2021, 22 and 23  Annually reviewed (June) and reports to DCSB and REIG  To be monitored at the Concordat Steering Group, Exeter Academic Steering Group and ECR LF’s |  |
| ECM4 Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers. | Ensure managers understand policies through the provision of high-quality induction and training (see EI4 below). | The DC (RD&RC) to continue to work closely with HR via the Concordat SG to ensure appropriate training is being advertised, engaged with and monitored and addressed at the University.  To facilitate effective inductions for all PGR students and new staff irrespective of the point in the academic year in which they start, the campus they attend or whether they are on or off-campus students. | HR/RD/RD&RC | To be monitored at the Concordat Steering Group, Exeter Academic Steering Group and ECR LF’s |  |
| ECM5 Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | Provide opportunities to engage with policy development, positive working environment and research culture. | HR to continue to work closely with the DC via the Concordat SG to ensure opportunities are being monitored and addressed at the University.  The 2021 ‘Big Conversation, dedicated Research Culture departmental workshops, surveys and follow on ‘deep dive’ sessions and agreed departmental action planning will provide additional indicators to ensure opportunities are being provided and taken. | HR/RD/RD&RC | To be monitored at the Concordat Steering Group, Exeter Academic Steering Group and ECR LF’s |  |
| **1.3 Researchers** | | | | | |
| 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. | Ensure appropriate induction takes place for all new researchers.  Support development of fair and inclusive research culture – develop PGR Supervisors, provide PGR Buddying and ECR Mentoring support. | Continue with induction sessions, including the opportunity to meet current researchers.  Scope and plan extension of the pilots of the PGR peer-to-peer mentoring training and engage with an increasing number of disciplines.  Demonstrate continual growth of numbers at induction and mentoring events | DC/RD&RC/HR | Ongoing |  |
| ECR2 Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion. | Monitor completion of relevant mandatory training (employer): research integrity, EDI. (PGR, R, E&R).  Continue to provide training and support for PGRs and ECRs on good practice in research, ethics and governance.  New mandatory online training on research integrity is now available in, supported by in-depth classroom training and 1:1 assistance for individual researchers | Monitoring uptake on new mandatory training to reach targets of target of 70% uptake by 2022, working towards improving this figure during the reporting period. | DC/RD&RC/HR | By July in each reporting year – ’21, ’22 & ‘23 |  |
| ECR3 Take positive action towards maintaining their wellbeing and mental health. | Monitor completion of relevant training: H&S, Managing Stress (PGR, R, E&R)  Provide range of appropriate H&S training and monitor uptake.  Provide range of wellbeing and OH services and monitor uptake through the Concordat Steering Group. | Monitoring uptake and survey responses to training in order to evaluate promotion of training and encourage engagement via DoRs, within the reporting period.  Take appropriate action if engagement falls below a target figure (to be agreed by the Concordat Steering Group). | DC/RD&RC/HR | To be monitored at the Concordat Steering Group, Exeter Academic Steering Group and ECR LF’s |  |
| 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. | Continue to evaluate and develop new ‘Speak Out’ reporting tools  Provide appropriate support, policies and processes (HR). | An evaluation of the impact of ‘Speak Out’ will take place during 2021-23 a part of the EDI Annual Action Plan.  There are existing policies and processes which are regularly reviewed. | HR (EDI) | By end of 21/22  Reviewed during ‘23 |  |
| ECR5 Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | Provide opportunities researchers to contribute to policy development.  Seek researchers’ feedback from PGR and ECRN networks and other relevant forums (e.g. Concordat Steering Group, Research Culture departmental workshops).  Conduct and analyse Employee Engagement Survey 2021, and ongoing reporting years.  Continue to provide opportunities for ECRS and PGRs to be active members of the Impact and Engaged research Network. Through the network researchers have the opportunity to keep up to date on the latest policy developments, training and networking opportunities. | Action planning and areas for action identified by January 2022.  Monitor actions arising at 6 monthly Concordat SG meetings.  Demonstrate continual growth of numbers at events. | DC/RS/HR | May in reporting years – surveys completed  August inn reporting years - data analysed  Ongoing |  |

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| **Action area** | **Action required** | **SMART Success factor** | **Responsibility** | **Target date** | **Progress** |
| **Concordat Principle 2: Employment** | | | | | |
| **2.1 Institutional requirements** | | | | | |
| EI1 Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices. | Provide relevant recruitment and selection training (mandatory and supplemental – selection and unconscious bias) and monitor uptake. | Review provision of recruitment and selection training with a view to reinstating full provision beyond the existing mandatory training. This will include selection interviewing and unconscious bias and online interviewing. | HR (EDI) | Review by Dec 2021  New training in place Term 2 (Feb 2022 target) |  |
| EI2 Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position. | Provide effective induction for researchers.  Provide buddying (PGRs) and mentoring for new researchers (see 1.31b above). | Continue to enhance the new induction resources and the bespoke ‘Early Career Research Staff Orientation’ event, to enhance familiarity with developmental offerings, the ‘ECR Hub’ and the ECR Networks.  Ensure access to learning and development, career pathways advice and support.  To ensure that at least 75% of all new ECRs employed at the University attend the ‘ECR Staff Orientation events’ within 3 months of starting at the University and ensure they have access to associated support via the ‘ECR Hub’ and ‘Exeter Academic’ provisions. | RD/RD&RC/PD | Ongoing |  |
| 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. | Provide role descriptors (through Exeter Academic)  Provide clear promotion and progression criteria with examples of successful promotion (through Exeter Academic). | Ensure Researcher promotion and progression criteria reflect the requirements for support and development for ECRs and are inclusive for all contract types.  Review of Exeter Academic is being undertaken 2021-2023. | HR  Exeter Academic | Data to be analysed by end Dec 2021 and ongoing throughout the reporting period  Dec 2021 – June 2023 action plans in place and ongoing throughout the reporting period  Action planning and areas for action identified Mid 2022 and ongoing throughout the reporting period  Monitor actions arising at 6 monthly Concordat SG meeting during reporting period |  |
| EI4 Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. | Deliver PGR Supervision programme (workshops plus self-directed learning).  Develop and deliver Research Leadership programme (structured programme).  Deliver comprehensive mentoring programmes. This to include exploration of GW4 potential.  Ensure participation of Directors, Heads and ADs in Leadership Difference programme and relevant Forums (DoR, HoD Engage).  Monitor uptake of training and evaluate feedback at all levels. | Supervisory training to be reviewed at DC Exec Group in October 2021 and enhanced programme developed for delivery in the new academic year.  To continue to develop and promote engagement with the Researcher Leadership development programmes for ECRs and research leads.  Review and revise mentoring provision for researchers by investigating informal mentoring that is not recorded and understanding how to best meet this need more formally to ensure rigour and effectiveness.  Reserve 30 places annually for research leaders on our award-winning academic leadership development programme The Leadership Difference.  Review our complete leadership development ‘landscape’ in light of The Big Conversation.  Explore specific Research Leadership provision mapped within our leadership landscape (*ie following Betts, Bennett and Button paper in prep).*  Report on uptake of all leadership and management training and feedback on an annual basis. | AD/RD&RC/HR/PD | Action planning and areas for action identified Mid 2022 and ongoing throughout the reporting period  Monitor actions arising at 6 monthly Concordat SG meeting during reporting period |  |
| 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. | Deliver training on conducting reviews and PDRs.  Monitor uptake of training.  Monitor uptake of reviews  Review and update Promotion criteria as required (see 2.13).  To review workload allocation | PDRs are currently being reviewed to identify best practice in undertaking regular and annual reviews and how best to record and monitor them.  A review of The Exeter Academic (role profiles) will take place during 2021-23. All aspects of people development and support will be central to this review. | HR and Exeter Academic | PDR Review reports by Nov 2021  New PDR process and recommendations in place by March 2022 |  |
| EI6 Seek to improve job security for researchers, for example through more effective redeployment |  | See actions in EI17.  Review our existing redeployment policy with reference in particular to Researcher staff. | HR |  |  |
| EI7 processes and greater use of open-ended contracts, and report on progress. | Seek to reduce FTC and Permanent-Time Limited posts.  Implement recommendations flowing from the Fair Employment For All project with reference to increasing the use of more open ended contracts of employment | Data shows that for R only staff, there are 79% Fixed Term Contracts (FTC) and 21% Permanent positions at the University. The proportions vary across Colleges and there are some gender differences.  Our aim is to continue to reduce the proportion of FTC to Permanent contracts. | HR | Progress by July 2022 |  |
| **2.2 Managers of researchers** | | | | | |
| EM1 Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care. | Monitor uptake of and feedback from work described in EI4 above. | Actions under EI4 above. | AD/RD&RC/HR | Action planning and areas for action identified Mid 2022 and ongoing throughout the reporting period  Monitor actions arising at 6 monthly Concordat SG meeting |  |
| 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. | Provide relevant induction and training, in particular “Induction for People Managers” – encourage engagement through variety of channels (via Service providers and Researcher networks, University communications). | Monitor the participation in the ‘Induction for People Managers’ amongst the manager of research staff (promote where necessary).  Aim to attract at least 50% of new research people managers to this programme.  Explore potential for similar programme tailored to the needs of Researchers, as part of a new suite to support Research Leadership. | HR/PD | Review uptake Dec 2021  Potential for tailored programme by Feb 2022 |  |
| EM3 Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers. | To continue to develop our strategic approach to foster effective leadership in research.  Provide research leadership development opportunities.  Provide mentoring programme to support development of research leaders, building on our established ‘One Step Beyond’ programme. | Strategy (as part of wider Academic Leadership Strategy) in place.  Programme of development in place.  Mentoring programmes in place. Provide 100 matches per year in the reporting period. | PD/HR | July 2022  Ongoing (research leadership training and mentoring programmes) |  |
| EM4 Actively engage in regular constructive performance management with their researchers. | Encourage 1-1 reviews (via training and support) and engagement in PDR process. See actions in EI5 Continue to provide research leadership development opportunities. | Strategy (as part of wider Academic Leadership Strategy) in place.  Programme of development in place.  See actions in EI5 above. | PD/HR | July 2022  Ongoing (research leadership training, PDR and mentoring programmes) |  |
| EM5 Engage with opportunities to contribute to relevant policy development within their institution. | Receive input via formal and informal networks and operational groups (Concordat SG, DoR Engage, ECRN Networks).  DCMG interfaces with Colleges (via RIEG) and other internal training providers.  Continue to provide sector-leading opportunities for colleagues (especially ECRs) to have representation on strategic boards (e.g. RIEG, Exeter Academic etc.) representing feedback from the ECRNs | DCMG via RIEG to deliver the outcomes that will contribute to the University’s reputation as an excellent environment for postgraduate education and a destination for high quality PGR students and ECR staff.  As a result of the new structures make provision for continue with sector leading support for ECRS within the activity of the Doctoral College. | DCMG/RS/DC | Ongoing – monitored annually  Ongoing – representation on strategic boards |  |
| **2.3 Researchers** | | | | | |
| ER1 Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder. | To ensure that researchers engage in Induction and associated mandatory training.  Ensure that researchers are having regular meetings with their PIs and that these areas of discussion are reflected in the PDR process.  Data on training and development participation to be monitored and action taken as necessary to achieve 50% take up in year two years and increasing to the third year of reporting. | Encourage and support full engagement with the ePDR process (80% +) and enhance training for reviewers to ensure career and development are discussed and objectives set.  Ensure that 80% of ePDR reviewers are trained to deliver the best possible PDR experience.  Training to focus on career conversations, support from VITAE (e.g. ‘The Balanced Researcher’) and highlight feedback from ECR LFs and the commitments to the Concordat.  Carry out regular reviews on data for researcher learning and development uptake and present data regularly to Colleges to inform the PDR process.  To ensure that learner info on iTrent systems is accurate to enable Researcher Development data to be available in one place and enable reporting ease as part of the ‘Exeter Academic’ | HR/RS | January 2022  January 2022 and throughout reporting period.  End to End Review is complete and action plans in place by Jan 2022 |  |
| ER2 Understand their reporting obligations and responsibilities. | Provide guidance and a suitable induction process (EI2 above). | See action in EM2 above.  Offer bespoke induction information to ECRs and all Research staff. | HR/RS | Throughout reporting period 2021-2023. |  |
| ER3 Positively engage with performance management discussions and reviews with their managers. | Monitor engagement with formal PDR process.  Receive and act on feedback from informal and formal networks (ECRNs etc).  Further increase access to and participation in high-quality L&D opportunities, and career pathway advice and guidance. | Gap analysis undertaken, evaluation scores to be maintained at 90%+  See action is EI5 above. | HR/RS | July 2022  New PDR process and recommendations in place by March 2022  Reviewed during 2023. |  |
| ER4 Recognise and act on their role as key stakeholders within their institution and the wider academic community. | Encourage Academic Citizenship to include support for colleagues (working with Colleges/PVCs/DVC Research).  To continue to develop the role of the PGR by developing the role of the new PGR Pastoral Tutors via the Academic Development team.  Continue to develop and extend development opportunities for PGR Supervisors and PIs.  Develop PGR representation programmes to ensure that PGRs are independently supported and have a ‘voice’ across their academic college. To compliment the existing ECR representation and ECRNs (see EM5 above). | Ensure that wider citizenship of research staff is reflected in the review of The Exeter Academic.  Training for Pastoral tutors has commenced.  Review and plan development needs as ongoing PGR Pastoral tutors embedded.  Enhanced PGR Supervisor and PI development available.  To expand the PGR pilot schemes in Penryn and CMH to the other academic colleges, with an aim to maintain engagement at c.30%. | RS /DC/AD | Ongoing  July 2022  Dec 2021  July 2022-September 2023  July 2022 |  |

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| **Action area** | **Action required** | **SMART Success factor** | **Responsibility** | **Target date** | **Progress** |
| **Concordat Principle 3:** **Professional and career development** | | | | | |
| **3.1 Institutional requirements** | | | | | |
| 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. | Provide guidance and encourage engagement with the principle through communications and support (eg DoR Engage, College groups).  Provide general development opportunities via the Exeter Academic to support wide range of professional, personal and career development. | Increase and enhance academic support and development for the next REF, through integration of the ECR Development Programme with the ‘Exeter Academic’ provisions for support, development and criteria for promotions.  Unified programmes and web presence to be developed with the ‘core ECR Development Programme’ linking to the now combined ‘IIB Essentials’ and ‘Research Services Essentials’ programmes developed via the ‘Exeter Academic’ provision.  Engage 75% of R only and 50% of E&R staff in programmes (across all provision). | DC/RS/HR | July 2022 and ongoing throughout the reporting period.  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| PCDI2 Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | Provide training to encourage effective reviews, including around formal processes (eg PDR). Ensure workload allocation for PDR is built into local agreements.  See action in EI5 above. | See action in EI5 above. | HR/PD | New PDR process and recommendations in place by March 2022  Monitor actions during 2023 |  |
| PCDI3 Ensure that researchers have access to professional advice on career management, across a breadth of careers. | Provide Career support and development through career mentoring and career conversations.  Continue to provide 1-to-1 careers coaching for ECRs and careers planning tools, such as ‘Profiling for Success’.  Continue to provide ECR specific training programmes and initiatives as detailed via the central online ‘ECR Hub’.  Provide information on take up of training and development opportunities to all Colleges to enable colleges to track participation.  PI opportunities continually developed following outcomes of 2020 & 2021 CEDARS (and ongoing throughout reporting period). | Reviews into this provision are ongoing and report back to the DCSB, REIG and are feed into and respond to the ECR LFs. | RD/RS | July 2022 and ongoing throughout the reporting period.  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| PCDI4 Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. | Provide Researcher focused development opportunities curated via Researcher Development & Research Culture, IIB and Exeter Academic.  Enhance the continual evaluation of current provision within the Researcher development programmes for Research Staff both in Exeter and Cornwall, using input from the ECRNs Steering Group in addition to the ECR LFs.  Enhance where necessary the range of events and programmes available to Research Staff.  Continue the Researcher-Led Initiatives.  Continue the Images of Research Competition.  Develop connected approach for all those supporting Research Staff at Exeter via the ‘Exeter Academic’ project and online materials to support induction.  Establish clear communication channels via a dedicated role within the DC, for Research Staff. | Evaluate all Researcher Development provision ensure 70% good or excellent feedback, reporting annually to DCMG and via the ECR LFs.  Demonstrate growth in numbers engaging with Images of Research and Researcher-Led initiatives as leads or attendees.  Online introduction to research, entrepreneurial practice, governance, compliance, GDPR and research integrity at Exeter was completed and online September 2018, when the ePDR process was implemented. This has been complimented by the new bespoke ECR Induction events. | HR /AD/DC/RD&RC | Ongoing  Jan 2022 and ongoing throughout the reporting period.  June 2022 and ongoing throughout the reporting period.  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| 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. | Seek to provide a range of secondment and shadowing opportunities and employer cafes to support researchers moving between jobs and sectors.  Explore potential for GW4 collaboration with this.  Continue to support DTC/P provision as appropriate Co-ordinate the preparation work ahead of the AHRC rebid process in 2019/20, working effectively with Research Support, Colleges and external partners.  Work with IIB to strengthen the industry focus of PGR activity including externally funded studentships and programmes  To continue develop the LTHE Programme to meet the needs of ECRs who teach and/ or support learning across all campuses. Provide regular data to colleges to ensure all development opportunities are taken up and spaces taken.  Encourage and support those undertaking LTHE and ASPIRE programmes for career development | Reflect the diverse range of skills and knowledge brought to the university via the review of The Exeter Academic.  LTHE uptake remains equal or increases.  Evidence of progression seen for those qualifying from ASPIRE/LTHE programmes to show how it supports career development.  Explore the APP Researcher strand. | HR/AD/DCMG/PD/GSE | Monitored Annually by end of August ‘23  July 2022 and ongoing throughout the reporting period.  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| PCDI6 Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews. | Report and analyse engagement and feedback of researchers (PGR, R and E&R) from all development activities.  Also via the ECR Liaison Forums, to consider future directions of the development programmes as part of our the annual reviews of the Researcher Development Provision.  To develop and an Action Plan for Researcher Development and ECR related activities from ‘extraordinary’ meetings of the ECR LFs and from a newly formed ECRN Steering Group.  Continue to support RD&RC Ops Group for the PGR and ECR programmes.  To present the revised and updated plan to the Doctoral College Management Group and to RIEG for approval.  To continue to support our sector leading ECR representation on strategic boards. | Enhance engagement and inclusivity in our ECR community via the ECR LFs and the use of the ‘Researcher-led Initiatives’ and ‘Research Culture’ funding and support.  To continue to pilot networking opportunities, for e.g. Doctoral College ‘coffee mornings’, and enhance and develop our blog and social media presence.  Maintain and grow engagements with our ECR-led initiatives.  Continue to increase the ECR presence on the DC enhanced blog and social media.  Development of programmes and initiatives to be monitored annually by ECR LFs, the DCSB and RIEG and reviewed at the Concordat SG.  See Actions in PDI1 above. | RS/DC/RD&RC/HR | July 2022 and ongoing throughout the reporting period.  Ongoing  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| **3.2 Managers of researchers** | | | | | |
| PCDM1 Engage in regular career development discussions with their researchers, including holding a career development review at least annually. | Provide suitable training (PCDI2 above).  Monitor uptake and feedback from training and formal processes (ER3 above). | See Actions in EI5 above. | HR/PD | New PDR process and recommendations in place by March 2022  Monitored during 2023 |  |
| 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. | Provide career conversations training (beyond that identified in PCDM1, above).  Encourage managers to signpost opportunities. | Monitor and report on take-up of these services by research staff.  Ensure training for managers includes careers and related support.  See Actions in EM3 above | HR/PD | Ongoing July 2022 |  |
| 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. | Ensure principle is enshrined in training and support, including on service providers websites and Exeter Academic.  Explore how this is balanced as part of SWARM allocations. | Explore how this can best be incorporated into the review of The Exeter Academic. | HR/ Exeter Academic | Throughout reporting period 2021-2023 |  |
| 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 PCDM1 and PCDM2. Ensure this training supports managers to signpost relevant training and encourage useful conversations. | Promote opportunities to research staff as set out in The Leadership Landscape via PDR discussions.  Ensure leadership is credited in Exeter Academic Review. | HR/PD/Exeter Academic | Throughout reporting period 2021-2023 |  |
| PCDM5 Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. | See EI4 above. | See Action in E14 above. | HR/PD | Ongoing July 2022 |  |
| **3.3 Researchers** | | | | | |
| PCDR1Take 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. | 1-2-1 Careers coaching for ECRs and dedicated training sessions and online materials for ECRs and PGRs.  Business case is currently being made for a dedicated PGR Careers Consultant post to compliment our bespoke ECR Careers Coach.  See PCD1 above. | Reviews into this provision are regular and (see PCDI6 above) ongoing and regularly report back to the DCSB, REIG and are feed into and respond to the ECR LFs, from the ECRNS. | DC/RD&RC/HR | Ongoing  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| 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 PCDI3 and PCDI5 above. | See PCDI3 and PCDI5 above. | HR/AD/DCMG | Ongoing  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| 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. | Provide guidance on career planning and CPD recording. | Ensure provision and monitor uptake. | PD/AD/DCMG | Ongoing  Monitor actions arising at 6 monthly Concordat SG meeting. |  |
| PCDR4 Positively engage in career development reviews with their managers. | Monitor engagement through various sources (CEDARS, networks, Concordat SG etc).  Analyse data from surveys independently and together to identify trends / areas for improvement, develop written action plan.  Involve all colleges to continuously inform our action plan and future developments to encourage meaningful career development reviews. | CEDARS survey carried out with aim to achieve 25% response rate 2021. Improve on scores across the board compared to the previous surveys in 2020.  To investigate if a business case can be made for a dedicated PGR Careers Consultant post to compliment our bespoke ECR Careers Coach (see PCDI6 above) | DC/RS/HR | June 2021 – surveys completed and ongoing throughout the reporting period.  Data analysed for individual surveys by end August 2021 and ongoing throughout the reporting period.  Action planning and areas for action identified January 2022 and ongoing throughout the reporting period.  Monitor actions arising at 6 monthly Concordat SG meetings |  |
| PCDR5 Seek out, and engage with, opportunities to develop their research identity and broader leadership skills. | Monitor engagement in development opportunities and feedback from these (see PCDI6 above).  Maintain our high levels of participation of the applicants from Exeter on the new GW4 Crucible for ECRs. | Active participation of at c. 20% of the applicants from Exeter on the new GW4 Crucible for ECRs | DC/RS/HR | Feb 2022 and ongoing throughout the reporting period. |  |
| 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. | Ensure development opportunities include these items (see PCDI4 above).  Ensure that all researchers have equality of opportunity to submit output to external exercise, e.g. REF.  Both ECRs and PGRs are able to access teaching opportunities and bespoke support training which can lead to fellowship of the HEA, up to ‘Senior’ level.  Continue to deliver writing facilitation and Brilliant Club.  The cohorts can also access ‘Researcher-led Initiatives’ (RLI’s) which consists of bespoke funding for peer development or networking activities. This gives our researchers an early chance at applying for a small amount of funding within a safe environment to help develop support activities for themselves, their peers and the wider community. | Developments in the strategic representation of ECRs at the University are monitored and enhanced with representation on an increasing number of strategic boards, e.g. Concordat SG, Positive Working Group, ED&I and Exeter Academic SG.  To maintain the level of commitment to training to teaching, access to funding for RLI’s and the ability to obtain HEA fellowship. | RD&RC/RS/PD | July 2022 and ongoing throughout the reporting period.  Ongoing |  |

**Glossary of terms and abbreviations**

1. AD – Academic Development team, led by Manager of Academic Development, Dr Gillian Auld
2. ADR – Associate Dean for Research (per Academic College)
3. CB – Cate Bennett, Research and Research Culture Developer, in RD team
4. CRB – Head of People Development, Dr Clive Betts
5. CW – Head of Researcher Development & Research Culture, Dr Chris Wood
6. DC – Doctoral College. Led by the Head of Research Services/Doctoral College, Drs. Astrid Wissenburg
7. DCMG – Doctoral College Management Group
8. DCSB – Doctoral College Strategic Board
9. DPGR – Director of Postgraduate Research (per Academic Dept)
10. EASG – Exeter Academic Steering Group (Chaired by DVC Education)
11. ECR LF – ECR Liaison Forums
12. ECRN – Early Career Researcher Networks
13. EDI – Equality, Diversity and Inclusivity (a team within HR)
14. EES – Employee Engagement Survey
15. ESE – Education and Student Experience HR - Human Resources
16. HR – Human Resources (HR Services)
17. KLP – Kelly Louise Preece, PGR Developer, in RD team
18. PD – People Development, led by the Head of People Development, Dr Clive Betts
19. PDDG – People Development Directors Group (Chaired by Director of Research Services)
20. RD – Researcher Development & Research Culture, led by Head of Researcher Development & Research Culture, Dr Chris Wood
21. RD&RC Ops Group – Researcher Development and Research Culture Operational Group (Head of Research Services, Dean of Doctoral College, Head of RD&RC, Head of PD, RD&RC team)
22. REG – Research Ethics and Governance, led by their Manager, Gail Seymour
23. RIEG – Research and Impact Executive Group (Chaired by DVC Research & Impact)