

University of Surrey HR Excellence in Research 2020-2024 Action Plan

Review of action plan – completed in summer 2022.

Context

The University of Surrey is a research-intensive institution with twenty-three research active departments/schools/centres within three faculties: Faculty of Engineering and Physical Sciences (FEPS), Faculty of Health and Medical Sciences (FHMS) and Faculty of Arts and Social Sciences (FASS). The University has launched a new Research and Innovation Strategy envisioning the academic, economic and societal benefit of Surrey’s research over the next three years. Central to this strategy is fostering an inspiring researcher community, dedicated to the career development of early stage researchers: https://www.surrey.ac.uk/sites/default/files/2019-05/research-and-innovation_strategy-abridged-final.pdf. The Research and Innovation Strategy places the Doctoral College (<https://www.surrey.ac.uk/doctoral-college>) at the heart of this community as a hub for support and development of both postgraduate researchers (PGRs) and early career researcher (ECR) staff members, and is the strategic lead for our HR Excellence in Research (HREiR) process. The Concordat to Support the Career Development of Researchers Steering Committee (the HR Excellence in Research Working Group (HREiR WG) prior to January 2022), the ECR forum and Doctoral College Management team have worked closely with senior management to align the University’s strategy for supporting research staff with the Principles of the Concordat and to embed the HREiR process within the University’s research infrastructure.

The University of Surrey has approximately 400 members of research staff who are contracted to work either solely or primarily on research, across a wide range of disciplines with a variety of contract types at various stages in their career. Whilst this HREiR action plan is intended to support this varied population of research staff, the Concordat to Support the Career Development of Researchers underlines that its primary audience remains staff whose primary responsibility is to conduct research (see p. 8 of the [Concordat](#)), meaning many of the actions contained below are aimed at ensuring that research-only ECRs in particular, especially those on fixed-term contracts, benefit from developmental and career support appropriate to their specific needs. All HREiR documentation is available on the Doctoral College Website:

<https://www.surrey.ac.uk/doctoral-college/hr-excellence>.

Acronyms	
ECR- Early Career Researcher	DC- Doctoral College
HREiR- HR Excellence in Research	URIC- University Research and Innovation Committee
HREiR WG- HR Excellence in Research Working Group	RDP- Researcher Development Programme
SuRSA-Surrey Research Staff Association	CROS- Careers in Research Online Survey
FEPS- Faculty of Engineering and Physical Science	FTC- Fixed term contract
FHMS- Faculty of Health and Medical Science	HR-Human Resources
FASS- Faculty of Arts and Social Sciences	CSC-Concordat Steering Committee
PCI- People, Culture and Inclusion	

2020 Action Reference number (if related 2018 action)	Action	Success measures	Concordat Steering Committee Lead	Timescale	Link to 2019 Concordat	Update
Principles 1 & 2						
2020_1 (linked to 2018_1)	Recruitment All managers involved in recruiting research staff must have undergone unconscious bias training prior to conducting interviews.	Virtual and face to face training available to meet demand of all staff. Only those who have undertaken unconscious bias training will be able to be involved in interviews for research staff.	Equality and Diversity	Training available to meet demand Jan 2020. Policy in place April 2020. Review of policy Oct 2021	Employment Institution 1; Manager 1 & 3	Achieved Workshops focused on unconscious bias training form part of the compulsory university induction programme that covers all staff, including managers of researchers and staff involved in recruitment of researchers. The workshops are delivered both online and in person to make the training accessible to all, and to mitigate any disruption to the staff induction process on account of the COVID-19 outbreaks
2020_2 (linked to action 2018_2)	Appraisal Action: Review the appraisal process for research staff to ensure it encompasses personal and professional development. Undertake consultation with research staff and their managers to ensure alignment of appraisal practice with the research strategy and HR policy.	Success Measures: Consultation report on research staff appraisal (with strong research staff input) produced with specific recommendations. Actions to improve appraisal implemented. >80% research staff undertaking new appraisal by 2022.	HR	Timeline Review and consultation on research staff appraisal completed Jan 2021. New Appraisal Actions implemented for by Jan 2022.	Employment Institution 5	Ongoing Work in this area coincided with the beginning of the COVID-19 pandemic and has therefore been subject to disruption. For appraisals in 2020/21 a light touch approach was instigated for all staff. Researchers in the ECR Forum expressed concern that light touch appraisals were not fully appropriate given the developmental needs of ECRS, and HR is currently leading consultation with the Unions regarding changes to the appraisal process, with plans to consult more widely across the university, researchers included.

	<p>Following the review of appraisal and consultation, develop a series of actions for improving the appraisal process where necessary.</p>	<p>CROS scores for overall usefulness of appraisal, increasing year on year after implementation of the new system. Current score is 69%, aim is to hit 80% by 2024.</p>		<p>Initial survey of usefulness in Oct 2023.</p> <p>Review impact of changes following CEDARS 2023.</p>		<p>The new process will be rolled out at the beginning of the 2022/23 academic year.</p> <p>With the transition from CROS to CEDARS (see the executive summary) the question regarding the usefulness of appraisal was also accompanied with a question querying how far respondents felt their institution valued appraisals and review of staff (see CEDARS 2020 15.1a). Of the 33 researchers who responded in CEDARS 2020, 85% responded 'not applicable' or 'not at all'. In response to the question of whether they had undertaken an appraisal since they had taken up their current position or in the past two years, 36% of researchers responded in the negative. In response to the question of how useful researchers found their appraisal, only 45% responded that they either found it useful or very useful, a marked decline from CROS 2019.</p> <p>Increasing the uptake in participation in the appraisal process and its perceived usefulness among ECRs remain the subject of actions in the forward-looking action plan.</p>
<p>2020_3 (linked to action 2018_5)</p>	<p>Promotion and recognition Action: Complementing the work on appraisal, a review of researcher recognition and promotion will also take place.</p> <p>We will link recognition and promotion to the appraisal process and will create a clear and transparent policy for promotion of research staff.</p>	<p>Success Measures: A clear policy of recognition and promotion of research staff linked to appraisal.</p> <p>Baseline data collected by tracking number of people applying for promotion and succeeding in promotion, with</p>	<p>HR</p>	<p>Policy by 2022.</p> <p>Initial data and new targets by 2024.</p>	<p>Employment Institution 3 and 5</p>	<p>Ongoing</p> <p>There has been progress against this action, although a policy is not yet in place. The University Promotions Committee will be led by the new incoming Provost and will connect to an HR project which is looking at Academic Career Pathways including researchers.</p> <p>The development of a policy will necessitate wide consultation which will impact on delivery timescales.</p>

		<p>attention to equality and diversity issues.</p> <p>Create new targets for promotion based on the initial data to increase the number of research staff members who successfully apply for promotion.</p>				This action will be taken forward (Led by HR / Reward)
Principles 3 & 4						
<p>2020_4 (linked to 2018_6)</p>	<p>Induction Do a complete audit of induction for researchers across the University, from department to University level. Identify and share good practice.</p> <p>Create a University wide research induction package from acceptance of appointment to end of probation. This plan should include an alignment of University, research-specific, Doctoral College and faculty/department induction activities. Throughout this induction period researchers have open transparent access to all relevant institutional policies, procedures and practices that researchers may need to understand in order to undertake their role and develop their career.</p>	<p>95% new members of staff reporting having had an induction.</p> <p>By CROS 2023 have increased our score for effectiveness of induction by 15% at both institution (currently 59% positive) and department/faculty (currently 48% positive) level.</p>	<p>DC,HR/L&D (formerly PCI) RIS and faculties</p>	<p>Review of current induction procedures by October 2020.</p> <p>New induction procedures launched in Jan 2021, with initial feedback collected.</p> <p>Undertake an evaluation of changes Sept 2021 and Sept 2022.</p>	<p>Employment, Institution 2</p> <p>Environment and Culture, institution 2</p>	<p>Ongoing</p> <p>Work to undertake an audit of induction for researchers commenced but the pressures resulting from the COVID-19 pandemic and departmental changes and restructures has delayed progress.</p> <p>A university wide induction package, specifically for researchers is in planning, with plans to prioritise this in 2022/23. However, via HR a monthly 'Welcome to Surrey' event for all staff is delivered with inputs from Executive Board members, Strategy team, HR, H&S; Wellbeing and Welfare: EDI; IT and L&D teams (having been reviewed, adapted and amended into its current format)</p> <p>In addition, in consultation with the ECR Forum, the DC has developed a specific workshop tailored to inducting ECRs into university 'life' and support available at Surrey. This has led to a move away from ECRs being invited to one-to-one meetings, to a workshop that also provides an opportunity to meet</p>

	<p>This should include clear understanding of how research staff are represented within the University committee structures, and how they can feedback into the system to identify problems and make improvements.</p> <p>Create best practice guidance for departments on researcher induction, which clearly defines expectations of the Institution, managers and the researchers themselves.</p>					<p>with other ECRs. It highlights the support and resources on offer across the university available to all ECRs and explains how they can become involved with university committees and decision-making. The first session is scheduled for 14/03/22, with the workshop to be repeated at least every 6-8 weeks to ensure all incoming ECRs can attend, with more frequent workshops at key onboarding periods in the academic year, especially September/October and January/February.</p> <p>CEDARS 2020 (on the transition from CROS to CEDARS see the executive summary) reported that 45% of researchers found their institutional level induction useful or very useful, and 36% their departmental/faculty induction useful. Work including the DC's rolling out of a revised induction in spring 2022 is aimed at improving satisfaction rates among ECRs regarding induction processes.</p>
<p>2020_5 (new)</p>	<p>Researcher Development & Training Forum Create a Researcher Training Forum to strategically oversee researcher development and training across the University, bringing together all research training across the University (inclusive of professional services and faculty). This committee will also identify gaps in training provision and ensure quality of training. It will report into the HREiR WG (soon to be the Concordat Strategy Committee, see action 2020_17).</p>	<p>Active committee, meeting at least twice a year and feeding into the Concordat Strategy Committee.</p> <p>Research staff training needs analysis across the University completed.</p> <p>Gap analysis of training offered against strategic demands and researcher needs.</p>	<p>DC HR/L&D</p>	<p>Committee formed Jan 2020</p> <p>Audit of all training and gap analysis against needs and strategic drivers with development plan in place Nov 2020.</p>	<p>Professional and Career Development Institution 1, 4 & 6</p>	<p>Ongoing</p> <p>The Researcher Development Training Forum was created to ensure wider engagement with and recognise the range of staff development opportunities. This is now a pan university Learning & Development Best Practice Group led by L&D unit.</p> <p>Analysis of the requirements for research staff training needs is now underway as a result of the university strategy refresh and the work stream Professional Services: Designing for Success. This work was to a certain extent subsumed in the work of the university-wide Learning & Development Cross Functional Working Group which was</p>

	<p>Once all training is identified, create a unified website and communication strategy so that research staff can easily identify and register for training.</p>	<p>Updated suite of training launched.</p> <p>Creation of website that is utilised by research staff (baseline hit rate established, then set specific goals for increased usage).</p> <p>Establish baseline research staff training participation across the University, with a target of at least 90% of research staff engaged in some University training during their time at Surrey.</p>		<p>New website developed Apr 2021.</p> <p>Gaps in training provision complete with new full suite of training available Dec 2021.</p> <p>Annual review of feedback and participation 2022, 2023, 2024.</p>		<p>established to identify and redesign the access to training for all staff including ECRs and PGRs.</p> <p>New line manager training has now been rolled out, and accessible to all staff including ECRs.</p> <p>The University's Communications Team are planning the implementation of a new Intranet that will provide a platform to be utilised by research staff (2023) (this will be instead of the proposed website)</p> <p>The challenges of easy identification of ECRs who undertake training continues. It is possible that data on ECR training can be gathered from a series of records across institutional and faculty level, but collating these would take significant effort. A business case has therefore been submitted by L&D for a University Learning Management System which would enable the granularity required for monitoring and reporting purposes.</p>
<p>2020_6 (new)</p>	<p>Leadership and Management training</p> <p>Create a suite of leadership and management training and developmental opportunities for research staff. Also develop a suite of leadership and management training for managers of research staff focused on effective management for career development.</p>	<p>Suites of training created.</p> <p>Measures of baseline engagement rates and feedback collected.</p> <p>Targets for increased engagement and any enhancements set.</p>	<p>PCI & DC L&D</p>	<p>Training Suites in place by Jan 2021.</p> <p>Initial engagement and feedback reported Oct 2021.</p> <p>New targets set Jan 2022.</p>	<p>Employment, Institution 4 Professional and Career Development, Institution 2 and 4</p>	<p>Ongoing</p> <p>The development of specific suites is ongoing, with an institutional move towards training opportunities for all managers which would also be relevant to ECRs and managers of ECRs.</p> <p>New Line Management training has been implemented (see entry above) and a new Leadership Framework for the university based on the revised vision and values, led by L&D is also under development.</p>

				Review annually.		<p>Recommended Leadership Learning Pathways are also available via the LinkedIn Learning Platform, open to all staff.</p> <p>The Coronavirus outbreak has slowed progress, but work continues in this important area and will be reported in future submission.</p>
<p>2020_7 (linked to 2018_6 & 7)</p>	<p>Professional & Career Development</p> <p>Develop the Employability & Engagement Strategy for the Doctoral College, ensuring alignment with the Research and Innovation Strategy and the 2019 Concordat expectations.</p> <p>Investigate and explore work placement/ internship options for research staff e.g. secondments</p> <p>Evaluate research staff involvement in mentoring to include review of processes, engagement and impact. Use findings to develop the programme increase research staff engagement</p>	<p>Strategy developed.</p> <p>A programme of options and streamlined process for research staff placements/internships created.</p> <p>Start to capture research staff experiences with placements and internships, to demonstrate benefits to both the research staff and to the greater research community.</p> <p>Action Plan for increasing research staff engagement in mentoring programmes. 10% increase in uptake.</p>	DC	<p>Employability and Engagement Strategy for DC in place by Jan2021.</p> <p>Placement options and processes widely available to research staff Jan 2022.</p> <p>Impact feedback from research staff who have undertaken placements Jan 2024.</p> <p>Action plan for increasing research staff engagement with</p>	<p>Professional and Career Development, Institution 3, 5 and 6; Managers 2</p>	<p>Ongoing</p> <p>The development of a separate Employability & Engagement Strategy for the Doctoral College was paused as the university considered the development of a pan university Employability strategy. This was superseded, however, by the revised Student Experience Sub Strategy (2021 – 2024) which includes employability: https://www.surrey.ac.uk/about/strategy/student-experience</p> <p>The idea of having a separate strategy for PGR and ECR employability is being re-evaluated with a review of the existing work undertaken and mapping against the Student Experience Strategy. If appropriate, a separate strategy will be developed by the end of 2022.</p> <p>A Doctoral College PGR Placement Framework has been successfully implemented, including guidelines and processes. This work has proved invaluable for the early scoping work that has taken place investigating work placement/secondments for research staff. Further work needs to be undertaken in this area working closely with HR to ensure compliance, with a revised timeframe for implementation put in place.</p>

				mentoring Oct 2020	<p>A pilot Career Management Blended Learning Programme for Surrey ECRs was launched in January 2021, open to all early career research staff at the University. Based on an award winning Massive Open Online Course (MOOC) developed by researcher career specialists from the universities of Glasgow, Edinburgh and Sheffield, the programme was facilitated by the Doctoral College careers consultants with sessions delivered via Zoom. It aligned with Principles 3 – 6 of the Researcher Concordat and particularly addressed feedback received from CEDARS 2020 (Evaluation report available).</p> <p>The success of the MOOC has been built on this year, with the programme further developed based on feedback from participants and running from Feb – April 2022 with 14 ECRs enrolling. All participants are offered an individual career review to follow up and support career development planning. Also included was a series of 6 group coaching sessions, with invited speakers from e.g. HR, industry recruitment. Supplementary tailored resources were provided. An evaluation of the programme is currently underway.</p> <p>Specialist careers coaching Surrey is relatively unusual in that it has a team of professional careers consultants attached to the Doctoral College specialising in work with researchers, offering individual careers coaching, confidential and impartial, tailored resources, and employability workshops, in addition to promoting connections with employers and skills development</p>
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						<p>Both schemes are now under review to ensure they are fit for purpose and that best use is made of the available resources, but this review has been delayed due to the need to prioritise resources to best meet the demands of current PGRs and ECRs due to the COVID-19 pandemic.</p> <p>Employer Mentoring 54 mentors Sept 2019 – Aug 20 (4 ECRs, 2 FEPS and 2 FHMS) Sept 2020 – Aug 2021 (3 ECRs, 1 FEPS and 2 FHMS)</p> <p>ECR Mentoring June 2020 – Aug 20 (8 ECRs) Sept 2020 – Feb 2021* (6 ECRs)</p> <p>*Scheme paused</p> <p>The baseline data available for the mentoring schemes and the pausing of ECR mentoring means assessing whether there has been a 10% increase in uptake is challenging. Work to make collection of data more robust is underway and is a key focus of our forward-looking action plan.</p> <p>In general, across the university mechanisms for the collection of baseline data need to be further developed and agreement within the university reached as to where the ownership of work attached is best situated.</p>
2020_8 (new)	Fellowship Programme Create structured support for Fellows targeted various stages: 1) pre-fellowship stage, 2) fellowship	Identity baseline data on current fellowships. Once established, we will want to see year on	DC	Suite launched by Jan 2021.	Professional and Career Development	Ongoing Between 2015-2021 on average 15 fellowship applications were submitted per annum, with an

	<p>application stage 3) transition into and during fellowship stage 4) transition to next career stage. This support will be linked to the newly established University Fellowship programme but will also be available for those funded through different fellowship schemes.</p> <p>Support will include professional development planning support, leadership and professional skills training, supervisor training, mentoring, as well as various other training sessions and opportunities to support fellowship success and future career development.</p>	<p>year increases in number of fellowships applied for and awarded.</p> <p>>80% positive feedback regarding career and professional development training and opportunities.</p> <p>80% successful transition from fellowship appointment into next career with no unwanted career gap.</p>		<p>Review of participant feedback and fellowship numbers annually.</p> <p>Tracking of fellow career destinations from Jan 2021.</p>	<p>nt, Institutional 3 & 4</p>	<p>average success rate of 16%. We are awaiting further data for the years 2021 onwards before assessing the effectiveness of initiatives aimed at increasing fellowship application success.</p> <p>At university level, the launch of Pivot RP was accompanied by specific training sessions aimed at ECRs led by the Director of Research Strategy, as well as a presentation to the ECR Forum. Short-term actions include Research Strategy updating their website, providing clearer guidance to external and internal applicants, and increased marketing to promote Surrey as the place to start and grow your career. Future plans include identification of strategically important fellowship schemes and the provision of bespoke support to applicants to increase success rates.</p> <p>At faculty level there have been a number of initiatives:</p> <p>FEPS</p> <ul style="list-style-type: none"> • A fellowship network, meeting every other month, bringing together senior professors and named fellowship holders with prospective applicants, to share advice and review submissions. • A Faculty Research Focus specifically on fellowship applications, open to all faculty staff, including ECRs <p>FASS</p> <ul style="list-style-type: none"> • In FASS, at the Faculty-level, support for ECR bidding is provided through regular Faculty channels (such as bid development support from
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						<p>the Faculty RFO and peer review support through the Faculty’s mandatory peer review process), and also through targeted channels, such as via specialised support measures put in place for ECR-specific opportunities. ECRs are likewise encouraged to apply for all Faculty internal funding opportunities, and regularly are awarded funding through these routes</p> <p>FHMS</p> <ul style="list-style-type: none"> • A fellowship academy will be launched in May 2022
<p>2020_9 (linked to 2018_9)</p>	<p>Doctoral College Alumni programme Increase awareness and ECR enrolment in the Doctoral College Alumni programme, by embedding information about the offer in staff induction materials and in the staff leaving package.</p> <p>Communicating information about the scheme more clearly on ECR DC website pages and within newsletters, as well as in job advertisements.</p> <p>Establish an Alumni communication strategy to keep Alumni informed about training, events and opportunities they can attend and contribute to.</p>	<p>10% increase ECR Alumni registered in programme each year. ECR alumni contribution to mentoring programme and to all networking events.</p> <p>Establish baseline satisfaction measures.</p> <p>For those ECR Alumni actively involved in participation and contribution to sessions and events >80% positive feedback.</p>	DC	<p>Alumni Programme to be incorporated into leaving pack Oct 2020</p> <p>To be incorporated in new induction (Action 2020_4) Jan 2021.</p> <p>Record baseline Alumni participation for 19-20, then set increase target for</p>	<p>Professional and Career Development Institutional 3 and 5.</p>	<p>Ongoing</p> <p>Due to changes of staff both within HR and the DC, work in this area has not continued at the pace originally anticipated.</p> <p>However, the DC Alumni offer is promoted on the DC webpages indicates that membership is also open to ECRs: https://www.surrey.ac.uk/doctoral-college/alumni</p> <p>Work needs to be done in conjunction with HR to more accurately and easily identify ECRs as new starters and leavers to ensure that communications are timely and appropriate. The university will shortly have a new HR system and discussions are taking place to investigate if identification of ECRs can be more systemised.</p> <p>SurreyConnects, a platform aimed at connecting alumni and students, is also now operational, and open to ECRs.</p>

	<p>Create a system by which we can better record and report on Alumni interactions with the Doctoral College.</p>			<p>following years by Oct 2020.</p> <p>Conduct feedback survey July 2021.</p>		<p>More efficient mechanisms also need to be developed for data collection, recording and reporting.</p>
Principles 5 & 6						
<p>2020_10 (linked to 2018_10)</p>	<p>Protected Development Time Embed a minimum of 10 days protected time (pro-rotta) for fixed term contract members of research staff.</p>	<p>10 days protected development time for fixed term research only staff embedded in University Policy.</p> <p>Policy highly visible on website and communicated to all researchers during recruitment and induction.</p> <p>See related action 2020_11, which is required for recording of development time usage.</p>	<p>HR</p>	<p>Policy in place by Jan 2021.</p> <p>Embedded in new induction and visible on web Jan 2021.</p> <p>Policy visible at time of recruitment Oct 2021.</p>	<p>Professional and Career Development, Institution 1</p>	<p>Ongoing</p> <p>The university has a commitment to ensuring that fixed term contract research members of staff do have 10 days protected development time, and development of a policy is ongoing.</p>

<p>2020_11 (Linked to 2018_12)</p>	<p>Recording and Reporting Professional Development</p> <p>Find a technical solution that will allow recording and reporting of all professional development activity that researchers undertake.</p>	<p>Technical solution identified that inclusively covers all areas across the University that provide training and development for researchers.</p> <p>Researchers utilising the system, positive user feedback. Any negative feedback addressed to ensure new system is fit for purpose.</p>	<p>HR & PCI HR L&D</p>	<p>Consultation across training providers, faculties and researchers to determine system requirements. Jul 2020.</p> <p>System identified by Jul 2021 and implementation plan in place.</p> <p>System in place. October 2022.</p>	<p>Professional and Career Development Institution 6</p>	<p>Ongoing</p> <p>The Learning & Development Cross Functional Working Group is exploring how best to record evidence of professional development. The COVID-19 pandemic has slowed progress, but recommendations for future action are currently under discussion.</p> <p>See action 2020_5 for further information about the University Learning Management System to enable recording and reporting of all staff professional development.</p>
<p>2020_12 (Linked to 2018_11 and 2018_13)</p>	<p>ECRs involvement in Innovation and Societal Benefit of Research</p> <p>Provide a comprehensive suite of training and opportunities for ECRs to become involved in a variety of activities to promote the impact of research beyond academia, including</p>	<p>At least 15% of Institute of Director student memberships allocated to ECRs.</p> <p>Suite of training and opportunities clearly visible to all members of research staffs.</p> <p>Capture baseline engagement of research staffs in these activities, and then set targets to increase research staff involvement. 10% uptake in 2020 – 21, with an incremental rise of 10% per year in subsequent years.</p>	<p>DC (Employability and Engagement) & faculties</p>	<p>Suite of training and opportunities developed and communicated by Jan 2021.</p> <p>Review ECR IoD engagement July 2021.</p> <p>Baseline of research staff</p>	<p>Professional and Career Development, Institution 6; Researcher 6</p>	<p>Ongoing</p> <p>IoD Achieved – 15% of memberships allocated to ECRs Aug 2020 – Jul 2021 Aug 2021 to date</p> <p>Suite of Training Opportunities Since 2020 there have been a number of initiatives both at university and faculty level including</p> <ul style="list-style-type: none"> - the launch of Commercialisation Fellowships specifically for ECRs <p>Commercialisation fellowship University of Surrey</p>

	<p>continued development of the Institute of Director's Student membership programme, open research and public engagement training and opportunities, and knowledge transfer and consultancy training and support.</p>	<p>Public Engagement Day showcasing different ways of understanding and incorporating into research with at least 50 attendees.</p> <p>Create connections with at least three new external PE partners to increase engagement opportunities of research staff.</p> <p>Provide PGRs and research staff members with access to free PE consultation drop-in sessions for advice on designing PE into research, maximising impact, and writing funding applications, with at least 3 research staff members attending and resulting in at least one successful event/activity within the first year of trial. New targets set based on the turn out from this first trial</p>		<p>involvement Oct 2021.</p> <p>New targets for engagement set Jan 2022.</p> <p>Three PE partners successfully engaged by 2022.</p> <p>PE consultation launched April 2020, reviewed annually.</p>	<p>- Open Research in Practice Module https://www.surrey.ac.uk/library/open-research</p> <p>and an ESRC funded project Business Boost to support both PGRs and ECRs to engage and collaborate with business https://www.surrey.ac.uk/economic-and-social-research-council-impact-acceleration-account/business-boost</p> <p>Recent training opportunities in public engagement and impact evaluation have also been offered within faculty, for example in FEPs (pdf available) and FHMS https://www.eventbrite.co.uk/e/fhms-knowledge-exchange-and-impact-training-event-for-pgrs-and-ecrs-tickets-272195091847</p> <p>Strategic Planning are also engaged in an ongoing project to roll out Worktribe as an aid to capture public engagement, impact and outreach work (this may support the capture of critical baseline data).</p> <p>The university's Knowledge Exchange Innovation Manager is designing a new means of recording and benchmarking KEF-related activities at faculty level, which will help assess ECR involvement in knowledge and exchange and public engagement and provide a basis for future planning.</p>
<p>2020_13 (Linked to 2018_11)</p>	<p>Researcher Led Community Building</p> <p>Deliver at least 4 researchers led events annually.</p>	<p>The delivery of at least 4 researcher led events. >80 positive feedback from organising and participating researchers.</p>	<p>DC & faculties</p>	<p>Annually report on delivery and feedback.</p>	<p>Research Environment and Culture Researcher s 1</p> <p>Researcher led events form key points in the university's calendar. The university's flagship event for PGRs and ECRs remains the Doctoral College Conference, occurring this academic year in late June 2022. Facilitation is provided by the DC, but all other aspects of the conference, including its focus</p>

	Continue to offer opportunities for research staff to bid for money to enhance their research community.	>50% of Researcher Communities Fund allocated to bids led by or involving research staff.			Professional and Career Development Institution 1	<p>and selection of speakers, remain in the hands of the organising committee, formed exclusively of PGRs and ECRs.</p> <p>Several of the posters at the Open Research Annual Lecture in April 2022 were submitted by ECRs.</p> <p>The Building Research Culture and Innovation of 2020-21 included three ECR successes, two from FASS and one from FHMS.</p> <p>The Commercialisation Fellowships awarded grants to several ECRs in 2021-22, including the deputy chair of the ECR Forum, and the promotion and communications of the 2022-3 cohort has been targeted more specifically to increase uptake among Surrey's ECR community.</p>
2020_14 (new)	<p>Mental Health Wellbeing</p> <p>Create a Suite of training and support for positive mental health and wellbeing for researchers.</p> <ol style="list-style-type: none"> 1) Develop a Wellbeing strategy for support of researchers 2) People in key pastoral and research staff support roles (Doctoral 	<p>Key people at University, faculty and department level trained to be mental health first aiders, able to support research staff needs.</p> <p>A suite of training designed to promote and support wellbeing available for research staff to participate in.</p> <p>>75% of Doctoral College staff trained in Mental Health First Aid (Timescale: Dec 2020)</p> <p>>80% positive feedback from training courses.</p>	DC (Mental Health and Wellbeing lead)	<p>Training launched Jan 2020.</p> <p>Suite of training and support for those supporting researchers (i.e. managers and support service staff) launched Oct 2021.</p> <p>Doctoral College staff</p>	Research Environment and Culture Institution 3 & 4	<p>Advances have been made in the provision of Mental Health First Aid Training. Staff in the DC, from the director to its administrators, have received training in MHFA. Staff from academic department and professional services are enrolling for this training.</p> <p>The Centre for Wellbeing has been supporting staff and students including ECRs and PGRs in ensuring their physical, emotional and psychological wellbeing, including the introduction of innovative 'Wellbeing MOT' one-off sessions with counselling staff.</p> <p>In December 2020, 89% of Doctoral College staff had been trained in Mental Health First Aid (17 out of 19 staff). As of 5/4/2022, 87% of current Doctoral</p>

	<p>College Staff, Associate Deans for the Doctoral College, research staff champions) to become certified Mental Health First Aiders.</p> <p>3) Mental Health First Aid training offered to people managing research staff.</p> <p>4) Establish a suite of training and support for researcher wellbeing to be embedded into University offering.</p>	<p>All Doctoral College research staff training materials, support and activities reviewed from a wellbeing perspective, and appropriate content and messages embedded throughout provision.</p>		<p>trained by Dec 2020.</p> <p>RESEARCH STAFF suite in place by Jan 2021.</p> <p>Feedback reviewed annually.</p>		<p>College staff are trained in Mental Health First Aid (20 out of 23 staff). Two out of three Associate Deans for the Doctoral College had also received the training as of Dec 2020.</p> <p>MHFA training courses delivered by the Doctoral College (>100 total delegates) have consistently positive feedback with >95% likelihood of recommending the course.</p> <p>By May 2021, three new wellbeing focused workshops had been designed and piloted, all designed for researchers, focusing on stress management, working remotely, and managing uncertainty.</p> <p>A full review of all Doctoral College research staff materials, support, and activities from a wellbeing perspective has not yet been conducted, owing to disruption caused by the COVID-19 pandemic and staffing pressures. But a research-informed strategic framework for conducting this review has been written, and will be utilised following further feedback and consultation.</p>
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2020_15 (Linked to 2018_14)	Links with Equality and Diversity initiatives Maintain University's commitment to equality and diversity by retaining and achieving awards that demonstrating this commitment. In each of these endeavours we will ensure that the research staff voice is heard, through committee representation and through consultation.	Research staff representation on all major EDI committees, with links with the ECR forum Equality and Diversity working group. Measures of impact of EDI initiatives on fixed term contract researchers collected, fed into the ECR forum and HREiR WG and acted upon.	Equality and Diversity	Review annually	Research Environment and Culture Institution 3 & 4	Ongoing Athena Departmental Awards (12) Juno Award (1) 2022 Stonewall Workplace Equality Index submission – October 2021, The application to the Race Charter Submission was submitted on 17.02.22, which includes actions specially related to ECRs. To ensure parity the university also changed the policy concerning Parental Leave for researchers on fixed term contracts to ensure they have the same rights as permanent staff and do not have to repay money if their contract finishes while they are on leave.
Principle 7 (transitioning from Concordat 2008 to Concordat 2019)						
2020_16 (2018_15)	Engagement Increase research staff participation in CROS, through a targeted communication campaign.	Increased in CROS participation to greater	DC (Communication and	Increased CROS comms campaign in	Implementation and Review 1 and 6	Ongoing The transition from CROS to CEDARS (see the executive summary) means that targets specifically

	<p>Increase communication of the University's Concordat implementation plans (including HR Excellence in Research initiative) through ECR newsletters and ECR Reps.</p> <p>Continue to maintain full engagement with ECR reps forum and SuRSA.</p> <p>Research Staff representation on all relevant committees at University, faculty and department level.</p>	<p>than 30% of research staff population.</p> <p>Research staff awareness of the Concordat demonstrated by an increase 25% CROS by 2023.</p> <p>Quarterly newsletters communicating about progress against our Concordat implementation plan.</p> <p>Active and engaged ECR forum and SuRSA.</p> <p>Research staff representation on committees.</p> <p>Research Staff report feeling represented and have an understanding about how they can voice suggestions/concerns (survey/focus group).</p>	<p>Experience Manager)</p>	<p>2020 and 2021, with reviews and improvements in strategy year on year.</p> <p>Year on year improvements in CROS scores on Concordat awareness.</p> <p>Newsletter schedule launched Jan 2020.</p> <p>Review engagement annually.</p> <p>Survey/focus group of representation completed Oct 2023.</p>	<p>tied to the continuing collection of CROS data need to be realigned in some cases as the questions in CEDARS can differ slightly to those in CROS. CEDARS 2020 reported that 72% of researchers felt valued at work and 70% trusted that Surrey would investigate research misconduct if they reported it. Some questions in CEDARS 2022 and 2023 will be applicable to the targets based on CROS formulated in 2019 and analysis of the results will be undertaken as and when the survey is undertaken.</p> <p>The Early Career Researchers Forum (ECR Forum) continues to play an important role in representing the interests of ECRs to stakeholders across the university. While the DC provides secretarial support, the Forum is led by ECRs, with both the chair and deputy chair being ECRs, and the ECR community within each university department elects an ECR to represent them. The vibrancy of the ECR Forum has meant that SURSA and its activities have been discontinued. From February 2022 HREiR and the Researcher Concordat are a standard agenda item.</p> <p>Creation of the Concordat to Support the Career Development of Researchers Steering Committee has helped spread awareness of HREiR and the Concordat among key stakeholders, including ECRs, who sit on the Steering Committee. ADDCs have raised awareness of the initiative at FRCs and FRDCs, and reports on progress in the DC newsletter with articles written by the Doctoral College Researcher Development Training Officer who leads on ECR work.</p>
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<p>2020_17 (new)</p>	<p>Become signatories of the 2019 Concordat.</p> <ul style="list-style-type: none"> • HREiR WG to be reconstituted at the Concordat Strategy Committee, overseeing the reporting for the Concordat and the HREiR process. • Undertake a full gap analysis against the 2019 Concordat. • Embed Concordat review and reporting requirements within the HREiR action plan. 	<p>University successfully engaged in the new 2019 Concordat signatory process.</p> <p>Full Gap analysis against 2019 Concordat completed.</p> <p>Concordat reporting requirements embedded and aligned with 2022 updated Concordat action plan.</p>	<p>HREiR WG</p>	<p>Become Signatories of the 2019 Concordat by April 2020.</p> <p>Gap analysis by April 2022.</p> <p>Updated Concordat action plan Jan 2022, for HREiR submission</p>	<p>Implementation and Review 2, 3, 4, 5, 7</p>	<p>Achieved</p> <p>The HREiR Working Group was renamed and reformed as the Concordat to Support the Career Development of Researchers Steering Committee, facilitating consultation with the key stakeholder groups outlined in the Researcher Concordat. A comprehensive assessment of the HREiR retrospective action plan for 2020-22 was undertaken to support the Gap Analysis required. Both of which were shared for consultation with the Steering Committee and wider stakeholders within the university with a view to submission of an updated action plan for 2022-24 in July 2022.</p>
<p>2020_18 (Linked to 2018_17)</p>	<p>To continue to share best practice through engagement in national and international conferences, workshops and events; as well as through publication.</p> <ul style="list-style-type: none"> • Annually, create a plan to identify areas of our practice which would benefit others and target at least one venue to present at or publish within. • Each year identify specific areas of our practice which could benefit from review. 	<p>Share our experience/good practice/challenges at a minimum of one regional/national/international event annually.</p> <p>Active engagement in the process of transitioning to the new Concordat, including participation in consultations, surveys, feedback opportunities.</p>	<p>All</p>	<p>Review annually</p>	<p>Implementation and Review, 'systematic challenges'</p>	<p>Ongoing</p> <p>The university has also actively engaged in the process of transitioning to the new Concordat, engaging with UKRI to develop a professional relationship and attending relevant Vitae events which enable networking and sharing of best practice. Staff from the DC are also planning to publish their good practice practitioner research in the International Journal for Researcher Development.</p> <p>The university has also, separate to Vitae, connected with other universities including Strathclyde and Sussex to discuss approaches to working with ECRs.</p>

	<p>At least four members of Doctoral College staff to attend a conference, event/workshop/seminar, or site visit to learn about best practice in supporting research staff, each year.</p> <ul style="list-style-type: none"> Particularly work with colleagues across the sector to support the transition to the 2019 Concordat. 	<p>Adopt best practice from others to strengthen our own provision and support for research staff.</p>				<p>The university also fed into the Vitae consultation on the proposals to the revision of HREiR.</p> <p>Members of the DC are collaborating in partnership with colleagues at KCL, Oxford, Cambridge, Brunel, Sussex, and Kent, to develop cross-institutional mentoring initiatives for ECRs focused around a 'hub' of HEIs in the general south-east area. This initiative remains in an early phase of development, but may involve 'speed mentoring' events, 'hub' events to be held in-person, and the general sharing and pooling of resources and best practice, to provide opportunities for the effective mentoring for ECRs.</p>
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