CONTRACT SECTION | ACTION REF. NUMBER | ACTION | PREVIOUS RELATION | ACTION(S) | SUCCESS INDICATORS | LEAD | NEXT STEPS TO PROGRESS ACTIONS | INITIAL REVIEW DEADLINE | FINAL REVIEW DEADLINE | ACTION STATUS | OUTCOME OF ACTIONS
1.2.2.a | 1.2.5.a | Implement a revised induction policy | Human Resources | Human Resources, Equality, Diversity and the Union's links to collaborative working is undertaking an Equal Pay Audit | Revamped completed by Dec 2014 | Sep 16 | COMPLETED | Activating the delivery and updating of training is increasing the number of workshops delivered specifically for ECRs has increased by 2016 (2252) of them has made a great deal of progress with the most recent update (June 2016) of the induction programme covering all the necessary aspects for researchers. This should be continued to be the focus of the next year.
1.2.3.a | Review and develop new induction programme | Staff Development | Review and develop new induction programme specifically for researchers | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | This is a core part of our development programme for our staff. College, academics and leadership and management roles recognised at the annual academic presentation. The action plan will move towards our ability to assess and reward good line management practices in the evaluation of performance managing staff.
1.2.4.a | Enhance the researcher culture across the University to include PGRs and ECRs | Staff Development | Enhance researcher culture. | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | The emphasis of the past years has been on developing high standards in performance management. This is a core part of our development programme for our staff. College, academics and leadership and management roles recognised at the annual academic presentation.
1.2.5.a | Monitor the leadership and management development activity to ensure the leadership of researchers is effective | Staff Development | Monitor the leadership and management development activity to ensure the leadership of researchers is effective | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | The University has now embedded a detailed suite of programmes that enables those managing and leading researchers to take a detailed and fuller view of individual and teams. In 2016 we are offering a total of 20 different opportunities specifically aimed at line managers and management skills.
2.1.6.a, 2.1.7.a, 2.1.8.a | Postgraduate Diploma/Masters | Academic | Inaugurate the Postgraduate Diploma/Masters | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | The programme was fully established in 2015. (http://www.surrey.ac.uk/postgraduate/higher-education) As such we are a key part of this initiative and the delivery of postgraduate and masters programmes.
2.3.a | Achieve an increase in the amount of contact they have with employers and businesses; at least 15% increase in business: at least 15% increase in attendance at networking events and workshops, and 15% increase in job shadowing and short work experience | Staff Development | Develop and introduce a tailored programme for career development and enable the researcher community to participate in professional development. | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | The University has now embedded a detailed suite of programmes that enables those managing and leading researchers to take a detailed and fuller view of individual and teams. In 2016 we are offering a total of 20 different opportunities specifically aimed at line managers and management skills.
2.3.a | Create a university wide coordinated approach to employer engagement with researchers | Staff Development | Develop a university wide coordinated approach to employer engagement with researchers | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | The University has now embedded a detailed suite of programmes that enables those managing and leading researchers to take a detailed and fuller view of individual and teams. In 2016 we are offering a total of 20 different opportunities specifically aimed at line managers and management skills.
2.3.a, 3.3.2.a, 3.3.3.a, 3.3.4.a, 3.3.5.a | Enhance the researcher culture across the University to include PGRs and ECRs | Staff Development | Enhance researcher culture. | Continuous review of feedback, Annual review of new induction Starting Jan 2016 | Nov 16 | COMPLETED | The emphasis of the past years has been on developing high standards in performance management. This is a core part of our development programme for our staff. College, academics and leadership and management roles recognised at the annual academic presentation.
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Principles 5. & 6. SUPPORT & CAREER DEVELOPMENT

Provide opportunities for PGD, ECRs, and academics to develop mentoring skills. (New Actions based on E&I and PGD results and research output)

A programme of flexible events and training to develop specific mentoring skills. 2) Researcher participation in this training programme.

FURTHER ACTION
Implement 2014 Athena SWAN

Principle 6: EQUALITY & DIVERSITY

Principles 3 & 4: SUPPORT & CAREER DEVELOPMENT


There has been a delay on this action, so the Collaboration Surrey initiative was not delivered. However, the wider range of developments of the Research Strategy includes the creation of cross disciplinary advisory groups for the universities to focus on. The appointment of a Director of Strategy Research, Evaluation and Strategy has prompted a series of new initiatives including the “idea generator” workshop encouraging researchers to share their ideas in a multidisciplinary platform. The HR Excellence in Research Committee will continue to work closely with the finance and process improvement team in this area. ELCs were in attendance at the most recent idea generator session. Specific actions to ensure this forward are written in the new action plan (see action 2016_11)

A great deal of work has been made on this action, led by the Research Integrity Committee which oversees the implementation of the Concordat to Support Research Integrity. The work to date 2014 - 16 has focused on:
1. Disseminating and reviewing ethics in practice at the university
2. Managing the expectations and University approach to supervision of studies involving the HR
3. Developing a research misconduct procedures
4. Developing context for training
The focus for 2015-16 will be mentorship, dissemination and best practice (see action 2016_02)

The E&I survey did not show improvement in this measure and feedback from E&I/E&I did not show there is still need for further work on this action. The development of the individual student will maximise the learning and ensure that the focus is on enabling students to create their own development for their personal and professional development needs and learning. The Public Engagement Forum brings together staff from RDP, Staff Development, RES and faculties to deliver a more joined up training provision. There are examples of good practice in this area, including a lively Public Engagement Forum with a mix of research and professional services.

The focus for 2016-20 will move to dissemination and best practice.

The CROS survey did not show improvement in this measure and feedback from E&I/E&I did not show there is still need for further work on this action. The development of the individual student will maximise the learning and ensure that the focus is on enabling students to create their own development for their personal and professional development needs and learning. The Public Engagement Forum brings together staff from RDP, Staff Development, RES and faculties to deliver a more joined up training provision. There are examples of good practice in this area, including a lively Public Engagement Forum with a mix of research and professional services.

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<table>
<thead>
<tr>
<th>Concordat Section</th>
<th>Action Ref. Number</th>
<th>Action</th>
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<tr>
<td>Principle 7: IMPLEMENTATION &amp; REVIEW</td>
<td>2014_23</td>
<td>Analysis of PIRLS 2013 to be completed and fed into action plan.</td>
<td>7.1c</td>
<td>A number of recommendations resulting from PIRLS 2014.</td>
<td>Research and Innovation Support</td>
<td></td>
<td>Analyse data by June 2014; identify gaps and making recommendations to address them with on-going review.</td>
<td>Jan-16</td>
<td>FURTHER ACTION REQUIRED</td>
<td>Due to changes in priority and challenges in resourcing this, the PIRLS 2014 data were not analysed at the time of receipt. In combination with the 2015 results, the PIRLS results were “light touch” reviewed and discussed at the HR Excellence Committee to potentially incorporate the findings into the 2016-20 HR Excellence in Research Action Plan. The University is now investigating the best way to gain feedback from the ECR community due to low responses for the recent PIRLS and CROS survey. This may result in a City University Staff survey being altered and modified.  (See Actions 2016_14)</td>
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<tr>
<td>Principle 7: IMPLEMENTATION &amp; REVIEW</td>
<td>2014_24</td>
<td>Ensure HR Excellence action plan is aligned to other University action plans such as Research Integrity, Athena SWAN to enable strategic alignment.</td>
<td>7.1a, 7.1b, 7.2a, 7.3a, 7.4a</td>
<td>Joined up governance of University action plans</td>
<td>HR Excellence Working Group</td>
<td></td>
<td>Research Governance Committee will review action plans relating to research activity by June 2014 and review annually thereafter.</td>
<td>Jan-16</td>
<td>FURTHER ACTION REQUIRED</td>
<td>A revised Research Governance Committee launching early 2016 will have oversight of HR Excellence, Athena SWAN and the Concordat to Support Research Integrity. The groups, committees, developing the action plans will report into this committee and provide action plans as appropriate. The Governance Committee will review and look for overlaps or areas of synergy and provide feedback. (See action 2016_15)</td>
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