

Royal Holloway University of London Action plan Nov 2021 - 2023



Details		The institutional audience for this action plan includes:		Comments
Institution name:	Royal Holloway University of London	Audience (beneficiaries of the action plan)	Number of	
Cohort number:	18	Professors (Teaching & Research)	224	
Date of submission:	26-Nov-21	Readers (Teaching & Research)	60	
Institutional context: Royal Holloway first achieved the HR Excellence in Research Award in November 2019. The impact of the covid-19 pandemic has been disruption to our normal cycles of work, as well as a change to our institutional focus and strategic direction. A 3-year strategic plan covering key priorities was agreed by our Council in October 2020, and work is now underway to develop strategic themes and priorities in relation to people, EDI and environmental sustainability. The 3-year strategic plan for research is focused on developing a number of significant strengths which can catalyse a College-wide strength in challenge-led research. The primary audience for our HR Excellence in Research action plan for 2021 - 23 will be staff who are employed to conduct research, with specific actions highlighted to support early career researchers. Aligning with our emerging People Strategy priorities, the strategic outcomes we seek through our HR Excellence in Research action plan in 2021-2023 will be to ensure that <ul style="list-style-type: none"> our early career researchers successfully develop their research identity, navigate role uncertainty and build successful careers researchers maximise time available for research and development research leaders and managers are inspiring and effective in leading their teams to success our research environment and culture is positive, outwardly aware and focused, enabling all researchers to flourish and achieve their full potential learning and development opportunities for researchers are effective, valued and maximised the impact of covid-19 on research work and careers is mitigated. All of the actions within our plan link to achieving these outcomes, and these will enable us to develop the strengths and capacity needed for our research strategy.		Senior Lecturers (Teaching & Research)	120	
		Lecturers (Teaching & Research)	131	
		Post Doctoral Researchers	134	
		Total	669	

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	Develop a staff intranet site on the Concordat alongside pages on HREIR, incorporate this into new ECR hub	Webpages set up and active. Increase from 15.3% to sector benchmark (28.7%) in CEDARS question related to knowledge and understanding of the Concordat.	31-Mar-22	Head of Organisation Devt and Diversity		NEW
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 how institutional policies and practices are communicated to researchers and their managers, and develop communications and training as appropriate. (See also EM2)	Research manager community clearly identified; communications issued at least termly to them. Training delivered for research managers in dignity at work policy and bullying and harassment policy. 10% point increase in understanding processes to report discrimination, (56.5% to 66.5%) bullying and harassment (59.5% to 69.5%) and incidences of research misconduct (48.8% to 58.8%) (EM2 also needed to achieve this outcome)	01-Sep-22	Head of HR Operations and Head of Organisation Devt and Diversity		NEW
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	Develop a staff wellbeing strategy focusing on working, living, community and support, as part of the new People Strategy.	Wellbeing strategy in place. Increase from 37.7% to sector benchmark (47.9%) in CEDARS survey question on working environment supporting health and wellbeing.	31-Mar-22	Senior Vice Principal (Staff and Student Experience)		NEW
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health	Develop and deliver new training modules in EDI awareness, dignity at work, unconscious bias, being an ally and anti-racism and microaggression.	Mental Health Awareness for line managers training implemented, with 100% Head of Department attendance and one third of research manager population. New EDI training modules implemented, 100% completion for mandatory modules. 10% point increase (69% to 79%) in CEDARS question on managers receiving EDI training.	31-Jul-23	Head of Organisation Devt and Diversity		NEW

Old Concordat principle and clause
New
P2.1 P6.8
P6.9
P2.3

Royal Holloway University of London Action plan Nov 2021 - 2023



ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	- Update our Ethics Policy and processes, following the recommendations of a task and finish group this year involving academics at all levels and disciplines. Publicise at School and Department level. - Sign off and promote the Research Misconduct Policy - Action plan and promotion around DORA - Promotion of Ethics and Integrity at School level to complement central resources	10% point increase (65.9% to 75.9%) in relation to responses to CEDARS question that the College promotes the highest standards of research integrity and conduct	31-Jul-22	Director of Research & Innovation			CARRIED FORWARD
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	No further action at this stage						
Funders must:								
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies							
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers							
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions							
Managers of researchers must:								
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Participate in EDI training made available (see ECI4)	100% completion for Academic Heads of Department and one third of research managers. 10% point increase (69% to 79%) in CEDARS question on managers receiving EDI training.	31-Jul-23	Research managers			NEW
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See ECI5						CARRIED FORWARD
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	See ECI3, ECI4						NEW
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	See ECI2						NEW
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	No further action at this stage						
Researchers must:								
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	See ECI4						NEW
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See ECI5						CARRIED FORWARD
ECR3	Take positive action towards maintaining their wellbeing and mental health	See ECI3						NEW
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	See ECI3						NEW
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	No further action at this stage						
Employment Institutions must:								

P6.1
P6.10 P7.5
P6.6
New
P6.6
New
New
CARRIED FORWARD
New
P6.9
New
New
New
NEW
CARRIED FORWARD
P5.3
New
P6.9
P3.13

Royal Holloway University of London Action plan Nov 2021 - 2023



EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Complete introduction and implementation of a new Recruitment and Selection policy to strengthen policy and practice. Adjust R&S training accordingly. (see also EM3)	New Recruitment and Selection policy launched, with accompanying R&S training. 100% training attendance for Heads of Department in R&S training, and 50% of research managers. Increase CEDARS response to sector benchmark level, for questions relating to fair, (82.4% to 86%) transparent (64.7% to 77.5%) and merit-based (82.4% to 84.3%) recruitment. (both EI1 and EM3 are needed to achieve this outcome)	31-Oct-22	Head of HR Operations, Head of Organisation Devt and Diversity		CARRIED FORWARD	P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	No further action at this stage						P3.6
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	Raise awareness of the academic promotion process through line managers, workshops and internal communications Develop promotion pathway for researchers prior to lecturer level	Review of academic promotion process 2022. Recommendations made and changes implemented for 2023 process. Awareness training delivered for Heads of Department. Increase in CEDARS positive response to question related to clarity of institution's pathways and processes from 54% to 64%.	31-Jul-23	Head of HR Operations and academic leaders and managers.		CARRIED FORWARD	P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Review training needs identified through CEDARS survey, schedule existing line and project management training as appropriate.	Implement line management training for research managers, 100% of Heads of Dept to have received some training, and 50% of other research managers. 10% point increase in CEDARS question related to managing staff performance training (29.3% to 39.3%) (Both EI4 and EM4 needed to achieve this outcome)	31-Jul-22	Head of Organisation Devt and Diversity		NEW	P2.3
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	- re-examine workload models to take into account changes and additional work for teaching/admin which have resulted from the response to the pandemic - identify ways in which maximisation of research time can be achieved, for example through directing student queries appropriately and managing expectations around response to support researchers to protect research time	Percentage of staff contracted for 21% - 40% research time who report that they spend this time on research increased from 41.8% to 51.8%, measured through CEDARS.	31-Jul-23	Senior Vice Principal (Student and Staff Experience)		NEW	P2.6 P6.3 P6.4
		- review promotion criteria in light of covid changes in time for 2022/23 promotion round	Review of academic promotion process 2022, and review of EDI success rates. Changes implemented and promotion workshops updated for 2023 process. Percentage of staff who agree that the institution treats them fairly in relation to promotion and progression increases from 49.4% to 59.4%	31-Oct-22	Senior Vice Principal (Student and Staff Experience)		NEW	
		- communicate adjustment of probation expectations resulting from the disruption to research caused by the pandemic	Percentage of ECRs who agree that the institution treats them fairly in relation to research output expectations increases from 73.7% to 80%, measured via CEDARS.	31-Dec-21	Senior Vice Principal (Student and Staff Experience)		NEW	
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	- review the redeployment process and how it is effectively communicated to managers and researchers (see also EM6)	Research manager training and engagement implemented on this process. 100% of Heads of Department attended, 50% of other research managers Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment to sector benchmark level (20.4% to 34.4%) (Both EI6 and EM6 are needed to achieve this outcome)	31-Jul-22	Head of HR Operations		CARRIED FORWARD	P1.3 P2.1 P2.2
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	No further action at this stage						P3.13
Funders must:								
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies							P2.4

Royal Holloway University of London Action plan Nov 2021 - 2023



EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security							
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression							
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels							
Managers of researchers must:								
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	- engage with training and communications, and apply the redeployment process with individuals in their teams seeking redeployment (see also EI6)	Research manager community clearly identified; communications issued at least termly to them. Training implemented in EDI, mental health awareness, performance management, R&S, PDR and the redeployment process, with 100% attendance from Heads of Department and at least 50% of other research managers. Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment to sector benchmark level (20.4% to 34.4%) (Both EI6 and EM1 are needed to achieve this outcome)	Jul-23	Research managers			CARRIED FORWARD
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	- engage with training and communications, and apply the redeployment process with individuals in their teams seeking redeployment (see also EI6) - engage with training and communications on bullying and harassment (see also EC12)	Research manager community clearly identified; communications issued at least termly to them. Training delivered for research managers in dignity at work policy, bullying and harassment, and research misconduct policy. Research manager training and engagement implemented on the redeployment process. Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment to sector benchmark level (20.4% to 34.4%) (Both EI6 and EM1 are needed to achieve this outcome) Increase in CEDARS survey question in relation to manager confidence in responding to bullying and harassment to sector benchmark level (54.3% to 64.3%) (Both EC12 and EM2 are needed to achieve this outcome)	Jul-23	Research managers			CARRIED FORWARD
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Complete new R&S training following update of policy. (see EI1)	100% training attendance for Heads of Department in R&S training, and 50% of other research managers. Increase CEDARS response to sector benchmark level, for questions relating to fair, (82.4% to 86%) transparent (64.7% to 77.5%) and merit-based (82.4% to 84.3%) recruitment. (both EI1 and EM3 are needed to achieve this outcome)	Jul-23	Research managers			CARRIED FORWARD
EM4	Actively engage in regular constructive performance management with their researchers	Complete line manager training in performance management. (See EI4)	Implement line management training for research managers, 100% of Heads of Dept to have received some training, and 50% of other research managers. 10% point increase in CEDARS question related to managing staff performance training (29.3% to 39.3%) (Both EI4 and EM4 needed to achieve this outcome) Increase from 71.5% to 80% of staff reporting via CEDARS that their immediate manager provides clear, constructive and timely feedback on their performance.	Jul-23	Research managers			NEW
EM5	Engage with opportunities to contribute to relevant policy development within their institution	No further action at this stage						
Researchers must:								

New
P2.4
New
P2.3
P2.2
P6.3
P2.3
New

Royal Holloway University of London Action plan Nov 2021 - 2023



ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See EC12						
ER2	Understand their reporting obligations and responsibilities	No further action at this stage						
ER3	Positively engage with performance management discussions and reviews with their managers	No further action at this stage						
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	See EC15						
Professional and Career Development								
Institutions must:								
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	- Develop an ECR hub of information to promote training opportunities and structured support - Develop a network of communications points to improve awareness of what is available - Broaden definition of CPD through how this is presented to researchers - Clearly identify our ECR community and develop ways to enable them to communicate and collaborate	10% point improvement in the number of ECRs reporting via CEDARS that they engage in more than 5 days CPD per year (36.8% to 46.8%) 80% occupancy rate for the Advance Programme in 2021/22 (increase from 75% in previous year) 85% occupancy rate for the Advance Programme in 2022/23	31-Jul-23	Head of Organisation Devt and Diversity/ Head of Research Services			CARRIED FORWARD
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	- Develop the College's provision of mentoring and career advice for researchers. - Engage Researcher managers in PDR training to improve career discussions - Complete guidance for research managers in having effective career and workload allocation discussions with staff returning from maternity/family leave or with other caring responsibilities.	Research mentors identified in all six of the College's schools. 10% point increase (61.5% to 71.5%) in response to CEDARS question on usefulness of manager career development review. Guidance for research managers on family leave reviewed by gender equality group and issued	31-Jul-23	Head of Organisation Devt and Diversity			NEW
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	- Explore options for access to professional advice on career management	Implement career management training for ECRs, with 75% occupancy rate. 10% point increase in response to CEDARS question related to access to professional careers advice (0% to 10%).	31-Jul-23	Head of Organisation Devt and Diversity, Head of Research Services			NEW
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	See PCDI1, EI5	10% point increase in response to CEDARS question related to time to develop your research identity (37.8% to 47.8%).	31-Jul-23	Senior Vice Principal (Student and Staff Experience). Head of Organisation Devt and Diversity.			CARRIED FORWARD
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	Introduce a research secondment scheme to develop greater external awareness	Scheme implemented with maximum take-up rate. 5% point increase in response to CEDARS question related to experience of other employment sectors (15.4% to 20.4%).	31-Jul-23	Senior Vice Principal (Academic Strategy and Research)			NEW
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	No further action at this stage						
Funders must:								
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning							
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes							
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit							
Managers of researchers must:								
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Engage in PDR training to improve career development discussions.	Engage research managers in PDR training, ensuring that at least 75% have attended. 10% point increase (61.5% to 71.5%) in response to CEDARS question on usefulness of manager career development review.	31-Jul-23	Research managers			NEW
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	See PCDI2						NEW

New
New
P5.6
P5.2
P3.1 P3.3 P5.5
P3.10
P3.1
P3.11 P3.14
P3.2 P3.4
New
P3.7 P3.9
New
New
P2.3
P3.4 P3.8 P5.5

Royal Holloway University of London Action plan Nov 2021 - 2023



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	See PCDI1						CARRIED FORWARD
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 PCDI1, EI5						CARRIED FORWARD
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See PCDI2, PCDM1						CARRIED FORWARD
Researchers must:								
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	See PCDI1						CARRIED FORWARD
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 PCDI2						NEW
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	No further action at this stage						
PCDR4	Positively engage in career development reviews with their managers	See PCDI2						NEW
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See PCDI1						CARRIED FORWARD
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	See PCDI2						NEW

New
P3.6 P3.9 P5.5
New
P5.5
P3.8
P5.5
P3.10
P5.5
P5.2

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.