SHEFFIELD HALLAM UNIVERSITY CONCORDAT ACTION PLAN - v4.0 (JANUARY 2019-2021)

RECRUITMENT AND SELECTION

Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research			
Action	**Lead**	**Timescale**	**Success Measure**
1.1. Concordat priorities informed by management information			
1.1.1. Work with relevant academic and professional services groups across the University to (a) better understand any issues which influence the recruitment, selection and/or retention of researchers, and (b) ensure our Concordat activities support the University to address any identified issues. Introduce principles and mechanisms to identify academic staff with significant responsibility for research within staff data sets to a) ensure appropriate targeted communications, b) reliable, quality data provision and c) targeted interventions.	HROD, RIO, Dean of Research	May 2019 and annually thereafter	Minimum of 2 targeted development interventions based on identified issues. Increased satisfaction of research staff as a result of having an evidence-base for planning; measured via staff surveys.
1.2. Recruitment Practice			
1.2.1. The inclusion of research-active staff members on all academic recruitment panels to make sure that research potential and expertise is considered in line with University strategic plans to build teams which are well-balanced across learning and teaching, research and professional engagement.	HROD recruitment team (with Chairs of panels)	2018/19 onwards to review implementation of policy and impact	All (100%) recruitment panels have research representation.

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RECOGNITION AND VALUE

Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisations human resources and a key component of their overall strategy to develop and deliver world-class research			
Action	**Lead**	**Timescale**	**Success measure**
2.1. Academic promotion and career progression			
2.1.1. Following the introduction of the Academic Careers Framework (ACF) in 2018, review the processes around academic career progression to ensure consistency across the University in line with our strategy to strengthen research and scholarly activity of outstanding quality.	HROD recruitment team	September 2020	Positive increase in staff perceptions of the opportunities for promotion and progression (above 42% measured by CROS 2017 Q.10d)
2.1.2. Develop a range of case studies for the web pages that reflect academic staff diversity and the different routes for progression to give a sense of how this can be achieved in line with (a) our strategic commitments to create a strong research culture and (b) our equality objectives (2017-2020) including to make equality, diversity and inclusion a priority in all our work through visible role models and stories of diversity.	RCOG, working with the EDI Team	September 2019	Availability of 2 case studies for each academic level. Use of case studies in workshops, specifically the biannual RIO induction event and the annual Creating Knowledge Conference.

2.2. Staff surveys

2.2.1.	Continue to seek ways to understand the experience of researchers at the University through surveys (e.g. the University's Employee Opinion Survey (EOS), Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS) and networks/focus groups (e.g. the Early Career Researcher Network). Continue to build on positive experiences and address gaps through this action plan.	HROD and RIO	Surveys Spring 2019. Report December 2019. Staff communications January 2020.	Actions underpinned by staff feedback and focused on enhancing the career satisfaction of staff. Improvement in scores for areas identified as gaps or needing improvement e.g. increased satisfaction in pursuing a research career at SHU (>65%) and integration of ECRs into the University's research community (>50%).

2.3. Management and appraisal

2.3.1.	Continue to monitor staff perceptions of the value of academic Performance and Development Review (PDR) to their personal and professional development, in line with strategic objectives to improve performance management and appraisal arrangements to encourage outstanding research and consultancy at a team level. Encourage managers and staff to utilise the appraisal guidance and toolkit which includes prompts for reviewees (and reviewers) to consider where they are now in relation to different academic activities, considerations for their development in each area or, if they are new to a particular area, what they may need to consider, as well as their career development & wellbeing.	HROD (Faculty HR Business Partners)	Ongoing In advance of 2019 annual PDR round, and annually thereafter	Targeted communications with managers and researchers supported by workshops prior to appraisals taking place. Implementation of targeted recommendations following an audit of the PDR process. Staff perceptions of value of PDR, as measured by staff surveys - Employee Opinion Survey; CROS Q.15, PIRLS Q.15.

2.3.2.	Review aggregated staff development plans from PDR forms. Identify common development needs and implement new support programmes for researchers in line with the University's strategic objective to provide appropriate development opportunities for staff with the potential to produce high-quality research.	RCOG with Heads of Research Centres and Institutes and ADRIs	December 2019 and annually thereafter	University Researcher Development Programme (SHaRD) and related development in HROD informed by priorities identified through staff PDR and ADRI direction.
2.4. Time allocation for research				
2.4.1.	Review of time allocation for research for newly appointed academic staff in the University's priority research areas, with the aim of supporting staff to establish/develop/continue their research careers and profile in line with the University's goal to (a) increase the volume and quality of research and (b) build a strong knowledge exchange culture.	University Leadership Team	October 2019	Newly-appointed research-active staff have an agreed time allocation for research, as appropriate to their discipline area. Staff perceptions of the attractiveness of SHU to continue their research career, as measured in CROS/ PIRLS (SHU specific question). Target >62% CROS and >55% PIRLS.
2.5. Internal investment aimed at ECRs				
2.5.1.	Prioritisation of selected internal funding schemes to support ECRs in our REF priority areas; including our Creating Knowledge investment funding linked to research and innovation platforms. This supports our strategic aim to ensure University-wide action to enhance our research through targeted investment in both current	PVC Research	October 2018 – July 2019	Investment funds awarded to ECRs across the University with clear alignment to University strategy and the new Research and Impact

and new areas of activity that allow us to make a distinctive contribution.			platforms and foundations. Minimum of one fellowship awarded to an ECR; all strategic investment and challenge fund investments to include an ECR on the team and ensure their development.

SUPPORT AND CAREER DEVELOPMENT

Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment			
Action	**Lead**	**Timescale**	**Success measure**
3.1. Research Mentoring			
3.1.1. Undertake a review of current practice in research mentoring across the University; develop common principles and associated resources and support to ensure consistency of offer and alignment with other University mentoring schemes.	RCOG / CKB task group	Sept 2019	All new research-active staff to be offered a mentor. Numbers of mentoring partnerships analysed annually and feedback gathered to inform improvements. Target 50 new mentoring partnerships.

3.2. Researcher Development Programmes				
3.2.1.	Undertake a comprehensive review of the researcher development offer for staff, in light of our new institutional strategy and Creating Knowledge priorities and also changes in the external environment, to ensure our offer continues to meet institutional and researchers' needs. Deliver an annual University Creating Knowledge Conference building on the success of the inaugural conference in 2018 to showcase the University's research, bringing activity together under the research and impact platforms. Ensure that ECRs are integrated into the conference e.g. represented on the planning group and within main panel sessions, as well as through dedicated ECR-focused activities.	RIO	Sept 2019 and annually thereafter. June 2019 and annually thereafter.	The researcher development programme is aligned with institutional priorities and supports achievement of research excellence and the building of a strong research and knowledge exchange culture.
3.2.2.	Continue to develop induction activities and support for new research staff	HROD, RIO and research managers	May 2019 and October 2020.	Gather feedback at newly introduced University induction event to inform improvements
3.3. Coherent staff development offer				
3.3.1.	Develop new approaches to coordinating and signposting the range of development available across the University for academic staff.	HROD / learning and development group	October 2019	A new and comprehensive portal which collates and rationalises the CPD offer for academic staff.

3.4. Internal Peer Review of funding applications				
3.4.1.	Continue to build and develop the peer review college through the Professoriate (and Readers), providing (a) a leadership role for this community to support early, mid and senior career researchers and (b) a supportive developmental culture that improves understanding and research quality.	ADRIs supported by RIO	January – July 2020	All researchers who make an application to the Creating Knowledge Investment funds to receive summative, informative and constructive feedback on their applications from three reviewers. All review panels to comprise a mix of subject disciplines (REF panel A/B and C/D) and gender. All peer reviewers to have undertaken the University's equality essentials training and unconscious bias training.
Principle 4: The importance of researcher's' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career				
4.1. Researcher Wellbeing				
4.1.1.	Improve awareness of the availability of staff training and advice to support good mental health and wellbeing in both staff and students.	Line managers and PGR tutors	Ongoing	Measures of researcher wellbeing as reported in CROS (Q.34) and PIRLS (Q.19).

4.1.2.	Consider specific wellbeing activities targeted at researchers, aligning with activities for research degree students.	RIO	September 2020	Measures of researcher wellbeing as reported in CROS Q.34 and PIRLS Q.19.

4.2. Leadership and Management Development

4.2.1.	Ensure senior research leaders can access leadership and management development (e.g. (a) the Hallam Leaders' Programme and the wider Hallam Leaders Community, (b) the Head of Department development programme and (c) a modular management development programme), providing support in key areas of leadership and management responsibilities. These will be communicated proactively on an ongoing basis by University research leadership team to promote uptake and to ensure time for participation is made available.	PVC Research and Faculty ADRIs HROD	Academic year 2019/20	Attendance rates at leadership and management development events and programmes. Staff confidence in their research leadership skills, as measured in PIRLS (Q.11)

4.3. Developing research impact

4.3.1.	Implement a new impact tracker system across the University to act as a repository of information, but also as a development tool to raise awareness and understanding of impact. This systematic approach will provide an overview of emerging and maturing impact across the University to support public engagement with our research activities and to understand where support and investment is required, supporting strategic objectives to deliver economic, social and cultural impact.	RIO Dean of Research	Launch February 2019 Staff training March – May 2019 Full roll-out June 2019	All researchers with early to mature research impact are registered on the system and actively engaging with the tool Target of 60 researchers.

4.4. Building Capacity for the Career Progression of Researchers				
4.4.1.	Provide differentiated routes to professional recognition as Associate Fellows of the HEA for postgraduate researchers with teaching hours.	Provost Group	October 2019	Target of 10 doctoral students on the PGR teaching scheme in 2019/20 increasing to 20 in 2020/21.
4.4.2.	Develop guidance on how researchers (where they are not teaching academics) can identify relevant evidence from their practice to support HEA fellowship applications.	Provost Group	October 2019	Guidance available and accessed by staff.

RESEARCHERS' RESPONSIBILITIES

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning				
Action		**Lead**	**Timescale**	**Success measure**
5.1. Profile and visibility				
5.1.1.	Research staff to be encouraged to have a website profile that reflects their research interests, activities and outputs, supported by the University through the provision of (a) clear guidelines to staff on how their profiles can be updated and (b) effective systems such that output profiles have a live feed from the new research publication management system.	Heads of Research Centres and Institutes	September 2019	Strong up to date web profiles for all research active staff (approx. 500 staff). All research outputs provided directly from the University's publication management system.

	5.2. Researcher-led development			
5.2.1.	Provide support and facilitation as necessary to ensure that the ECR forum/network continues to be owned and led by the ECR community.	RIO	3 events per annum	An active ECR Network with activities defined and led by the ECR reps and wider community. Feedback from events indicative of impact and used to inform next year's plans. Target 150 attendees per year.
5.2.2	Encourage researchers to engage with the internal staff development activities available to them, including PDR, to support their career development.	Line managers and research leaders	Ongoing	Various measure of engagement, including attendance at staff development events; PDR completion and satisfaction rates (CROS/ PIRLS Q.15); and number of applications to internal funding schemes.

DIVERSITY AND EQUALITY

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers			
Action	**Lead**	**Timescale**	**Success measure**
6.1. Research Assessment and Funding Applications			
6.1.1 Monitor protected characteristics and academic seniority for internal Research and Knowledge Exchange funding schemes and external funding applications in line with our equality objectives (2017-2020) including (a) to bring about a step change in race diversity and equality and (b) to continue to eradicate gender disparities.	RIO	July 2019 and annually thereafter	Data reported annually to the Gender Equality Steering Group and Creating Knowledge Board. Equal rates of participation and engagement of males and females compared with the academic population. Participation of ECRs in line with the academic population
6.1.2. In the context of the Research England REF 2021 guidance that HEIs should identify staff with a "significant responsibility for research", assess the impact on the gender balance of the REF submission (authorship of outputs submitted to REF).	RIO (reporting to E&D board and Creating Knowledge Board)	First draft - April 2019 Second Draft - January 2020 Final Submission - December 2021	Authorship of outputs submitted to REF 2021 is balanced in terms of gender compared with the eligible staff pool. All those responsible for output selection to have undertaken E&D and unconscious bias training to remove potential gender or other bias in the

				review process. The REF 2014 EIA is available at: http://bit.ly/2k6DbwZ
6.1.3.	All research output reviewers to take the Unconscious Bias and Equality and Diversity online modules to minimise potential gender bias of the review process.	RIO (reporting to E&D board)	January 2019 - ongoing	All identified reviewers have completed the University's equality essentials and unconscious bias training modules.
6.2. Flexible working (work-life balance and wellbeing)				
6.2.1.	Monitor researchers' perceptions of equal treatment with regard to flexible working policies.	HROD/HR Business partners	September 2019	A consistent application of the University's flexible working policy. Monitor through CROS (Q.11)

IMPLEMENTATION AND REVIEW

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK			
Action	**Lead**	**Timescale**	**Success measure**
7.1. Monitor Progress and Review Implementation			
7.1.1. Revised action plan to be embedded within the objectives of the Creating Knowledge implementation plan and specifically the goal to create a strong research and knowledge exchange culture. RCOG to review progress against action plan and to report as needed to CKB (at least annually).	RCOG	3 meetings per year (typically September, January and May) with a full review of the action plan at the May meeting.	Progress against the action plan to be a component of Creating Knowledge Performance report. Consistent RAG ratings of green for progress (the initiative is on track to deliver the activities as per the plan) and impact (the impact and benefits are on track to be delivered).
7.1.2. Engage with and contribute to, as appropriate, sector activities in the area of researcher support and development and research excellence including the CROS and PIRLS surveys.	RIO	Attendance at regional and national events, meetings and conferences.	Shared learning with, and from, the wider sector to enhance researcher career development support at the University.

7.2. Communication and Consultation with Research Community				
7.2.1.	Publish biennial reports of progress against the Concordat strategy and action plan on the University's external website supported by regular features in the Research and Knowledge Exchange Newsletter and the Creating Knowledge blog to the research community on developments.	RCOG/RIO	January 2019, then quarterly	Use of online and face-to-face channels to capture staff views and communicate relevant activities and news.
7.2.2.	Further develop and consolidate the Creating Knowledge hub as the central point of communications for all researchers at SHU. This will provide a coherent hub of relevant and up to date information that provides a point of entry for all research and knowledge exchange support at the University, underpinning the Creating Knowledge Implementation Plan. This includes staff development and activities in support of progress under the Concordat.	Strategic Portfolio Team supported by RIO	April 2019	Steady increase in volume of hits to > 100 hits per week Raised awareness and understanding of the Concordat and associated University action plan (CROS Q16). Target >50% have heard of the Concordat and the HR Excellence in Research award (CROS 2017 65% and 68% respectively had not heard of these).

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Abbreviations used:

ACF	Academic Careers Framework	HROD	Human Resources and Organisational Development
ADRI	Assistant Dean Research and Innovation	PDR	Performance and Development Review
CKB	Creating Knowledge Board	PIRLS	Principal Investigator and Research Leader Survey
CPD	Continuing Professional Development	PVC	Pro-Vice-Chancellor
CROS	Careers in Research Online Survey	RAG	Red Amber Green
E&D	Equality and Diversity	RCOG	Researcher Concordat Operations Group
ECR	Early Career Researcher	REF	Research Excellence Framework
EDI	Equality, Diversity and Inclusion	RIO	Research and Innovation Office
EIA	Equality Impact Assessment	SHaRD	Sheffield Hallam Researcher Development
EOS	Employee Opinion Survey	SHU	Sheffield Hallam University
HEA	Higher Education Academy	ULT	University Leadership Team
HEI	Higher Education Institution		
HR	Human Resources		