

TEESSIDE UNIVERSITY CONCORDAT IMPLEMENTATION & ENHANCEMENT ACTION PLAN 2017-2019 [to 2021]¹

This action plan builds upon and extends the action plans put in place in 2013 and 2015 and should be read in conjunction with the previous plans. These are available on the following URL:
http://www.tees.ac.uk/sections/research/training_staff.cfm

How to read this plan: In our previous action plans, actions were mapped against each Concordat Principle down to every individual descriptor under each Principle. At the 2-year internal review in 2015, the Working Group took the decision to organise the work undertaken to support the Concordat into five main areas of focus whilst still working within the framework of the original Action Plan from 2013. In this new plan, actions are entirely organised around five 'Teesside Themes' which integrate the previous areas of focus but connect the actions coherently, bringing linked aims together where they cross-cut the Concordat Principles. Actions are organised under each Theme, with the relevant Concordat Principles annotated in the left hand column. This avoids any duplication of actions which are all now clearly grouped together and is much clearer for monitoring purposes. Each action presents *the goal to be addressed in italics* and then gives specific steps to achieving the goal of the action with a responsibility and timescale. Where it is anticipated that the action is longer term and will be undertaken across the next four years, the timescale is shown in [square brackets].

TEESSIDE THEMES

- A Information, communication, relationships
- B Research development support: diversity
- C Research development support: accessibility, availability
- D Career innovation and resources
- E HR Policy review and implementation

ABBREVIATIONS

RIS (RD) – Research & Innovation Services (Researcher Development); HR (OD) – Human Resources (Organisational Development); School or Departmental SMTs – senior management at local level; AcaReg (LTE) – Academic Registry (Learning & Teaching Enhancement); HR – Human Resources Managers; DAE – Careers Service.

¹ This plan is organised based on 2-year timeframe up to internal review 2019 but many of the actions are aimed at the 4-year period to 2021. In these cases, dates for actions under 'timeframe' field are annotated within square brackets.

ACTION PLAN 2017-2019 [2021]

CONCORDAT PRINCIPLES	Planned ACTIONS	Responsibility	Timescale	Success Measures
TEESSIDE THEME A: INFORMATION, COMMUNICATIONS, RELATIONSHIPS				
Principles 2, 4, 5	<i>Extend existing research component of new staff induction using new reference resources, ensuring that all staff are aware of structure and diversity of support available</i>	RIS (RD) AcaReg (LTE)		
	Clarify internal definition of 'ECR' and ensure that HR records capture ECR data		May-18	
	Development of reference resources to be placed on the website to supplement existing induction programme: list of relevant contacts to support new researchers; signposting to other resources that support induction and staff development and to specific resources to support research development (linked to Themes B & C); diagrammatic representation of key structures in the University and of support structures for research staff		May-18	
	Using HR new starters records, ensure that all new ECRs are reached via Induction and follow up with School to ensure ECR attendance		May-19 [May-20]	
	Survey of users to gather feedback on accessibility and utility of the resources using questionnaire distributed to induction attendees.		May-19	Improve attendance of new ECRs starting new contract, monitoring against staff records. Establish baseline and benchmark and measure attendance over period. Establish baseline data for accessibility and usability by induction attendees using questionnaire. Measure accessibility and usability against this baseline with 80% satisfaction of users within timeframe.

<p>Principles 2, 4, 5</p>	<p><i>Evaluation of new support resources</i></p> <ul style="list-style-type: none"> Quantitative analysis of user statistics (annually) Follow-up with each questionnaire respondent to measure usability of resources after one year 	<p>RIS (RD) AcaReg (LTE)</p>	<p>Dec-18 [Dec-19]</p>	<p>Uptake of resources monitored. Target of 85% new research staff usage within period.</p> <p>Analysis of researcher experience from initial questionnaire to follow up interview after one year, to establish effectiveness, benchmarked against CROS q.21</p>
<p>Principles 2, 4, 5</p>	<p><i>Develop a new web hub and resources so that staff know what is available that specifically targets their needs</i></p> <p>Develop new web hub and resources linked to researcher development organised by level indicators and type of support (Theme B, first action) and ensure that all ECRs can easily access resources and support</p> <p>Integrate web hub and resources with existing physical support hub in Library offering advice and a referral mechanism for research staff</p> <p>Evaluation of effectiveness of hub through user statistics and survey</p>	<p>RIS (RDT)</p>	<p>Dec-17 [Dec-19]</p>	<p>Each ECR sent access information and new ECRs provided with access information at commencement of contract</p> <p>Questionnaire of user experience of hub and resources to demonstrate usefulness and enhancement of researcher experience. Production of evaluation report. Benchmark against CROS q.21.</p> <p>Target of 85% researchers accessing online hub within period</p>

<p>Principles 2, 4, 5</p>	<p><i>Provide guidance documents for revised PDPR process using level indicators and support type (referring to theme B)</i></p> <p>Develop guidance documents for revised PDPR process, ensuring it is aligned with RDF</p> <p>Guidance to include the need to identify research development activity for all research staff</p> <p>Develop guidance on developing needs analysis for research using level indicators and support type</p> <p>Evaluation with link to KPI-8 in Schools and Departments</p>	<p>HR (OD)</p> <p>Department SMTs</p> <p>RIS (RD)</p>	<p>Dec-17</p> <p>[Dec-19]</p>	<p>All staff use PDPR process to conduct research needs analysis and identify development activities. Verify ECR uptake against HR records.</p> <p>Measure use of indicator/type in PDPR against HR records. Benchmark against CROS q.13; q15 to evaluate researcher experience of PDPR process.</p>
<p>Principles 2, 4, 7</p>	<p><i>Establish central forum for research staff development to disseminate information linked to institutional Concordat implementation and national Concordat policy</i></p> <p>Re-purpose TURN (Teesside University Research Network) events</p> <p>Communicate information about the forum to all staff</p> <p>Annual participant evaluation and summative report</p>	<p>RIS (RD)</p> <p>HR</p> <p>HR(OD)</p> <p>DAE</p>	<p>Mar-18</p> <p>Mar-18</p> <p>Sept-18</p> <p>[Sept-19]</p> <p>[Sept-20]</p>	<p>TURN (TU Research Network) used as principal forum</p> <p>80% attendance by ECRs, at least one TURN event</p> <p>Constructive participant evaluations demonstrating usefulness and impact of attendance at events by 80% of attendees</p>

<p>Principle 7</p>	<p><i>Maintain and enhance participation in regional and national networks</i></p> <p>Continued Vitae membership</p> <p>Maintain and participate in regional networks (NECGRD; NERDS)</p> <p>Participate in national networks (Vitae; UKCGE; ARMA)</p> <p>Share and disseminate good practice</p>	<p>RIS (RD)</p> <p>CWG</p>	<p>May-19</p> <p>[May-21]</p>	<p>Membership maintained</p> <p>CWG Report of activities</p> <p>Increased opportunities for researchers to participate in regional and national networks demonstrated through attendance data</p> <p>CWG Report of activities</p>
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CONCORDAT PRINCIPLE	Planned ACTION	Responsibility	Timescale	Success Measures
TEESSIDE THEME B: RESEARCH DEVELOPMENT SUPPORT (DIVERSITY)				
Principles 3, 4, 5, 6	<p><i>Enable <u>targeted</u> support for needs analysis as priority in PDPR use</i></p> <p>Design level indicators (linked to RDF)</p> <p>Determine support types linked to level indicators</p> <p>Create resources for needs analysis to use with PDPR</p>	<p>RIS (RD)</p> <p>HR (OD)</p>	<p>Dec-17</p> <p>Dec-18</p>	<p>Suite of documentary resources in place and available to staff conducting PDPRs</p> <p>Resources being used verified against HR records. Dip-stick-monitor usage with individual staff for satisfaction.</p>
Principles 3, 4, 5, 6	<p><i>Ensure that indicators and types are being used to maximise uptake of development opportunities</i></p> <p>Provide training and support for staff to effectively use indicators and support types</p>	<p>RIS (RD)</p> <p>HR (OD)</p>	<p>May-18</p> <p>May-19</p> <p>[May-20]</p> <p>[May-21]</p>	<p>PDPR reviewer guide for indicators/types in use</p> <p>Verify and evaluate usage by participants in development programme. Increase programme participation by 5% each year over period.</p>

<p>Principles 2, 6</p>	<p><i>Link mentoring duties to meeting KPI-8 targets</i></p> <p>Develop formal processes to ensure that senior staff in departments have an effective framework to fulfil mentoring duties</p> <p>Evaluate impact of clear role descriptors and criteria on mentoring</p>	<p>PVC R&I</p> <p>School SMTs</p> <p>Dept SMTs</p>	<p>Sept-18</p> <p>May-19</p>	<p>Job descriptions that are commensurate with role expectations</p> <p>Revised criteria for Reader/Professor</p> <p>Dip-stick monitoring of individual members of staff</p>
<p>Principles 1, 2, 6</p>	<p><i>All staff with responsibilities for recruitment and management of research staff are appropriately supported about the requirements of the role</i></p> <p>Ensure that all staff with responsibilities for management of research staff are briefed about requirements linked to development of research staff</p> <p>Provide all staff with responsibilities for recruitment and management of research staff with support materials to ensure that the policy implications, development needs and career development goals are addressed appropriately across all levels.</p>	<p>HR</p> <p>HR (OD)</p> <p>Dept SMTs</p>	<p>Sept-18</p> <p>Sept-18</p> <p>[Dec-19]</p>	<p>Records of briefings verified against HR records</p> <p>Analysis of usage statistics, feeding outcomes into SMT meetings to inform action plans for enhancement activities at departmental level</p> <p>100% of applicable staff briefed.</p> <p>Benchmark against CROS q.11</p>

CONCORDAT PRINCIPLES	Planned ACTIONS	Responsibility	Timescale	Success Measures
TEESSIDE THEME C: RESEARCH DEVELOPMENT SUPPORT (AVAILABILITY, ACCESSIBILITY)				
<p>Principles 2, 3, 4</p>	<p><i>Use Theme B indicators and types to develop and enhance a more structured programme of research staff development using a blended-learning approach</i></p> <p>Design structured programme of research staff development through a blended learning approach.</p> <p>Specify distinctive ECR route through staff development programme, linked with use of indicators and types at Theme B</p> <p>Roll out programme to develop enhancements based on participant evaluations</p>	<p>RIS (RD)</p> <p>HR (OD)</p>	<p><u>Plan:</u> Oct-17</p> <p><u>Develop:</u> May-18</p> <p><u>Roll-out 1:</u> Sept-18</p> <p><u>[Roll-out 2:</u> Sept-19]</p> <p><u>[Roll-out 3:</u> Sept-20]</p>	<p>Participant evaluation that initial programme design and content meets their needs</p> <p>Evaluation to ensure satisfaction with programme and increase ECR participation on ECR route.</p> <p>Participant evaluation to measure satisfaction. Target 80% or users. Evaluate impact qualitatively. Benchmark against CROS q.25</p>

<p>Principles 2, 5, 6</p>	<p><i>Ensure that all staff have access to development opportunities that suits their working pattern and work load</i></p> <p>Design e-learning resources to support blended and flexible approach to research staff development and the PDRP process</p> <p>Pilot resources and use feedback to deliver enhanced resources</p> <p>Deliver fully blended learning programme of research staff development</p>	<p>RIS (RD)</p> <p>HR (OD)</p> <p>AcaReg (LTE)</p>	<p>Sept-18</p> <p>[Sept-19]</p> <p>[May-20]</p>	<p>Measure uptake of e-learning resources. Target 70% of ECR population. Qualitative analysis with participants of e-learning components. Benchmark against CROS q.25</p>
<p>Principles 2, 5</p>	<p><i>Ensure that Theme B indicators and types are effective in providing targeted support through training programme</i></p> <p>Monitor and test effectiveness of structured programme of research development through lens of Theme B indicators and types</p> <p>Monitor and test effectiveness of e-learning resources</p>	<p>RIS (RD)</p>	<p>May-19</p> <p>[May-21]</p>	<p>Qualitative analysis with participants demonstrating link between effective use of indicators/types and programme uptake.</p>

<p>Principles 2, 4, 5</p>	<p><i>Increase the pool of research staff mentors</i></p> <p>Increase the number of mentors specifically for research development as part of the University's formal mentoring programme</p>	<p>PVC R&I Dept SMTs HR (OD)</p>	<p>May-19</p>	<p>Each department will have <u>two to four</u> members of research staff formally linked to the institutional mentoring programme (depending on department size)</p>
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CONCORDAT PRINCIPLE	Planned ACTION	Responsibility	Timescale	Success Measures
TEESSIDE THEME D: CAREERS INNOVATION AND RESOURCES				
Principles 3, 4, 5	<p><i>Ensure that all career advisers are able to target advice to researcher need</i></p> <p>Develop resources to ensure that all career advisers are trained and supported to target advice appropriate for the various stages of the researcher journey, including a 'researcher journey map'</p> <p>Adapt career skills assessment tools for use by research staff to inform interventions and/or support needs by CS and to inform content of new training materials</p>	<p>RIS (RD)</p> <p>DAE</p>	<p>Dec-17</p> <p>Mar-18</p> <p>Dec-18</p>	<p>Researcher journey map and needs analysis tool developed.</p> <p>Completion of career staff training and satisfaction with support via participant evaluations.</p> <p>Staff confident in using materials/ training to improve engagement with researchers via questionnaire.</p>
Principles 3, 4, 5	<p><i>Improve School-specific and resource-efficient support</i></p> <p>Liaise with Principal Lecturers (Staffing and Resources) to target researcher development within the School</p> <p>Signpost staff to relevant e-learning resources</p> <p>Develop and deliver 'bite-sized' sessions in Schools</p>	DAE	<p>Sept-18</p> <p>Dec-18</p> <p>[Dec-19]</p>	<p>Records of needs via PL meetings</p> <p>Quantitative and qualitative data on uptake and value. Demonstrable evidence of researcher engagement with careers advice via referrals. Benchmark against CROS q.23.</p>

<p>Principles 3, 4, 5</p>	<p><i>Targeted participation in partnership opportunities for career development</i></p> <p>Using the model of the LMRE (Leadership & Management) programme of targeted participation in partner-delivered training, develop links between career innovation and new partnership programmes with the National Horizon Centre (NHC), Launchpad (spin-out development), the Forge (via DAE) and other new opportunities as they arise</p>	<p>DAE</p>	<p>May-19</p> <p>[May-20]</p> <p>[May-21]</p>	<p>Pilot evaluation specifically with ECRs</p> <p>Participant evaluations to ensure relevance of opportunities to researcher career development</p> <p><u>At least one ECR</u> from each School offered opportunity for partnership development activity.</p>
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CONCORDAT PRINCIPLE	Planned ACTION	Responsibility	Timescale	Success Measures
TEESSIDE THEME E: HR POLICY REVIEW and IMPLEMENTATION				
Principles 2, 5, 6	<p><i>Implementation of revised Personal Development Plan & Review (PDPR) process</i></p> <p>Integrate Personal Development Plan and Review (PDPR) with RDF for staff with research activity or development needs</p> <p>Train reviewers</p> <p>Monitor progress of the PDPR process</p>	HR (OD)	<p>Sept-17</p> <p>May-18</p> <p>May-19</p>	<p>Implementation of revised process</p> <p>Records of training</p> <p>User analysis. ECR uptake confirmed.</p>
Principles 1, 6	<p><i>Review all relevant HR policies</i></p> <ul style="list-style-type: none"> • Recruitment and Selection Policy • Fixed Term Working Policy • Flexible Working Policy • Parental Leave Policy • Redeployment and Pay Protection Policy • Reward and Recognition statement • Harassment Policy • E&D Training Matrix 	HR managers	<p>May-19</p> <p>[May-21]</p>	<p>Rolling updates of policies, confirm status at 2-year internal review, capturing data on numbers of researchers appointed, Flexible Working and other applications made by research staff</p> <p>Rolling updates of policies, confirm status at 4-year review, capturing data on numbers of researchers appointed, Flexible Working and other applications made by research staff</p>

<p>Principles 1, 6, 7</p>	<p><i>Ensure staff are appraised of any changes to HR policies that impact on their role in supporting research staff</i></p> <p>Changes to HR policies that affect Concordat goals are monitored and reported to the Concordat Working Group</p> <p>Research staff are briefed</p>	<p>HR managers CWG members</p>	<p>(each WG meeting) May-19 [May-21] May-19 [May-21]</p>	<p>Policy changes reported to Concordat Working Group</p> <p>Working Group report, minutes</p> <p>Working Group report, minutes</p> <p>Evidence from researchers of effectiveness of briefing and information. Benchmark against CROS q. 16.</p>
<p>Principle 6</p>	<p><i>Gain Athena-Swan Bronze Award</i></p> <p>Make application for Bronze award accreditation</p>	<p>Cross institutional</p>	<p>May-19</p>	<p>Bronze Award</p>
<p>Principles 1, 2, 3, 4, 5, 6, 7</p>	<p><i>Expand Working Group membership and SMT reporting</i></p> <p>Nominate at least two ECRs to membership of Group</p> <p>Appoint Director of Research & Innovation Services to Group</p>	<p>CWG members</p>	<p>Dec-17</p>	<p>New membership confirmed</p> <p>Director of RIS to report on CWG activity as part of formal reporting to PVC R&I and to R&I Committee</p>
<p>Principles 1, 2, 3, 4, 5, 6, 7</p>	<p><i>Improve ECR experience evaluation mechanisms</i></p> <p>Run CROS surveys during period 2018-2021</p> <p>Establish School-based engagement with ECRs through quarterly 'drop-in' session as a formal feedback mechanism to Working Group</p>	<p>CWG members</p>	<p>May-18 May-19 [May-20] [May-21]</p>	<p>CROS results and reports from drop-ins inform actions within period as well as final review evaluations and benchmarking progress. Engage each ECR in person at least once during period; new ECRs targeted at Induction</p>