

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
<b>Institution name:</b>	University of Kent	<b>Audience (beneficiaries of the action plan)</b>	<b>Number of</b>	<b>Comments</b>
<b>Cohort number:</b>	9	Research staff	324-237	No. changed after review of eligible staff: colleagues on duplicate, academic management and research administration contracts removed.
<b>Date of submission:</b>	25/06/2021	Postgraduate researchers	N/A	
<b>Institutional context:</b>	Kent is a large, multi-campus, high research-intensive and broad-discipline HEI undertaking a significant amount of excellent research within six newly established Divisions. The REF2021 submission reflects major strengths in research which affects positive social, environmental, and cultural change locally, regionally, nationally and globally, and Kent is proactive in many international research collaborations and networks. R&I priorities in the University of Kent Strategy 2025 include delivering two research 'super centres' to support our ambitions to grow and deepen our science base, investing in a number of Signature Research Themes, and increasing our external R&I income. The University is building an institutionally unified research culture that sets high expectations for R&I activity and provides the appropriate support for staff to achieve their potential. A 'researcher developer' approach has been adopted and professional services and academic colleagues support career and professional development across the academic lifecycle, from postgraduate to professor. Kent also continues to lead in supporting the next generation of researchers and seeks to grow its community of postgraduate researchers. ECRs are valued members of our research staff and we aim to support them to become international research leaders. The last year has been a challenging one for the University community with the combination of a global pandemic and major institutional restructure resulting in an ongoing period of great uncertainty and change for all staff. Actions and deadlines included in this plan reflect this and some have been revised in light of continued uncertainty about how COVID will impact on both our ability to undertake research and to support researchers in the 2021/22 academic year. (Please note that column I has been left blank since a) this is our first Concordat Action Plan and b) some previous (HRER) actions are less relevant now given the organisational restructure which has taken place.)	Research and teaching staff	999 690	No. changed after review of eligible staff: colleagues on ES&P contracts removed.
		Teaching-only staff	N/A	
		Technicians	N/A	
		Clinicians	N/A	
		Professional support staff	N/A	
		Other (please provide numbers and details):	N/A	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
<b>Environment and Culture</b>									
<b>Institutions must:</b>									
EC11	Ensure that all relevant staff are aware of the Concordat	<p><b>Develop new pages relating to the Concordat Principles in phase 2 of GRC website and SharePoint (SP) work.</b></p> <p><b>Incorporate references to the Concordat in the forthcoming Moodle induction for researchers.</b></p> <p>Incorporate references to the Concordat Principles in forthcoming RPD materials including Moodle modules and other digital content.</p> <p><b>Create PDF handbooks for research managers and researchers.</b></p> <p>Develop monthly communication strand, e.g. Mailchimp eBulletin, for all academic and research staff (to include standing items on Concordat updates and the 10-day expectation)</p> <p><b>Run a webinar or all-staff webchat on the Concordat and what it means for all University staff.</b></p>	<p>New web and SP content published and metrics/heat maps analysed to assess user engagement.</p> <p>References included in the module and module engagement measured: 50% of new academic and research staff to have completed it by January 2023.</p> <p>References included in the RPD materials.</p> <p>Both handbooks published and details communicated via central communication channels, including the GRC.</p> <p>eBulletin produced featuring regular Concordat content (see also PCDR5/PCDR6).</p> <p>Webchat delivered: 50 participants and/or subsequent views.</p>	<p>Jan 2022</p> <p>Jan 2022/ Jan 2023</p> <p>Sep 2022</p> <p>Jun 2022</p> <p>Oct 2021</p> <p>Mar 2022</p>	<p>GRC</p> <p>GRC, T&amp;OD</p> <p>T&amp;OD</p> <p>GRC</p> <p>GRC</p> <p>GRC, T&amp;OD</p>	<p>References incorporated into module.</p> <p>In progress: Mailchimp emails to commence from Jan 2022.</p> <p>Webinar scheduled for 15 Feb 2022.</p>	Part completed		New
EC12	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<b>RDAG to monitor institutional policies in relation to researchers via input from relevant teams (including HR, HRS&amp;P, T&amp;OD, RIS), EDI and the Divisions (see also ECR1).</b>	<b>Annual reports containing relevant and/or requested content submitted to RDAG for consideration.</b>	Jun 2022 or earlier	RDAG, EDI, HR, RIS, T&OD, Divisions				P2.1 P6.8

Concordat Action Plan (July 2021-June 2022)

Updated 10/12/2021



HR EXCELLENCE IN RESEARCH

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	<p>Introduce the Inclusive Allyship programme and an inclusive leadership programme and/or session.</p> <p>Refer to details of the Challenging Racism campaign in communications to researchers.</p> <p>Communicate the fact that many of the principles of the Hybrid Working Scheme for professional services staff also apply to researchers, that 'it is already common for academic staff to work in a way that blends time on campus with time working remotely' and that 'arrangements should be made locally in discussion with managers'.</p>	<p>Programme(s) and/or session delivered and participation measured.</p> <p>Relevant content communicated via central communication channels, including the GRC.</p> <p>Email sent to academic and research staff and relevant content available on GRC web or SP page(s).</p>	<p>Sep 2022</p> <p>Jun 2022 or earlier</p> <p>Jan 2022</p>	<p>T&amp;OD</p> <p>EDI, GRC</p> <p>GRC</p>	<p>Email sent in Nov 2021.</p>	<p>Completed</p>		P6.9
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<p>Trial online researcher-focused wellbeing training from October 2021-August 2022 and apply for central funding to extend this if popular.</p> <p>Complete phase 1 of the work to implement the findings of the Stevenson-Farmer 'Thriving at Work' review into employee mental health and employer support.</p> <p>Introduce planned EDI initiatives in Divisions.</p> <p>Introduce planned wellbeing activities in Divisions.</p>	<p>Course take-up measured: all 50 places on both courses to be used by expiry date. If there is greater demand, application for additional funding submitted to Finance in annual funding bid.</p> <p>Relevant content communicated via central communication channels, including T&amp;OD.</p> <p>Initiatives launched, communicated and participation measured.</p> <p>Initiatives launched, communicated and participation measured.</p>	<p>Dec 2022</p> <p>Sep 2021</p> <p>Sep 2022</p> <p>Sep 2022</p>	<p>GRC</p> <p>T&amp;OD, HR</p> <p>Divisions</p> <p>Divisions</p>	<p>Trial underway, 59 places reserved to date.</p> <p>Phase 1 completed. A summary document was taken to JSNCC on 14/07/2021 and Phase 2 planning is underway. Several central communications pieces have been published since Feb 2021 and further work and a wellbeing toolkit is planned for 2022.</p>	<p>Completed</p>		P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p>Incorporate links to relevant content into PDF handbooks for research managers and researchers.</p> <p>RDAG oversight on research integrity with Research Ethics and Governance Manager in attendance.</p>	<p>Links to relevant content included in the PDF handbooks for research managers and researchers..</p> <p>Annual item on RDAG agenda with verbal report from Research Ethics and Governance Manager.</p>	<p>Jun 2022</p> <p>Sep 2022</p>	<p>GRC, RIS</p> <p>RDAG, RIS, Divisions</p>				P6.1
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	<p>Run CEDARS every two years.</p> <p>Run shorter survey in interim years targeting specific group(s) of staff or on specific issues.</p> <p>RDAG to monitor the provision of exit interviews in LSSJ and, if judged to be successful, to recommend expanding this practice to other Divisions - linked with:</p> <p>Investigate the possibility of Divisional HR teams running tailored exit interviews for researchers.</p> <p>Review the design of the current exit questionnaire, as per Athena Swan action point 12, and investigate the possibility of implementing a researcher-specific exit survey.</p> <p>RDAG to request annual Divisional reports which focus on people, e.g. including information about communications activity, feedback from researchers, EDI, representation, the implementation of Concordat Principles, training, mentoring and RPD completion rates (if available to Divisions) and other relevant topics.</p>	<p>CEDARS run biannually (next due in Apr/May 2023): completion by 15% of academic and research staff.</p> <p>At least one shorter survey run in 2022: completion by 15% of academic and research staff.</p> <p>Item included on RDAG agenda with verbal and/or written report from LSSJ HRM.</p> <p>Discussions to have taken place between relevant staff and a decision reached.</p> <p>Questionnaire reviewed, discussions to have taken place between relevant staff and a decision reached.</p> <p>Annual reports containing relevant and/or requested content submitted to RDAG for consideration.</p>	<p>May 2023</p> <p>Dec 2022</p> <p>Jun 2022</p> <p>Jun 2022</p> <p>Dec 2021</p> <p>Sep 2022</p>	<p>GRC</p> <p>GRC</p> <p>LSSJ, RDAG T&amp;OD, Divisions</p> <p>T&amp;OD, GRC, HR, Divisions</p> <p>Divisions, EDI, RDAG</p>				P6.10 P7.5
<b>Funders must:</b>									
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies								P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers								New

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HR EXCELLENCE IN RESEARCH

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									P6.6
<b>Managers of researchers must:</b>										
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Include data on training take-up in Divisional, EDI/HR reports to RDAG (see ECi6).	Annual reports containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	Divisions, HRS&P, EDI, T&OD, HR, RDAG					New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	(See ECi5.)  Develop web guidance and videos on sharing early versions of sensitive data, archiving websites, finding open data and choosing short-term data storage.  Implement the credit taxonomy into KAR to provide equal opportunity for all contributors to be recognised for their input into the outcomes of a research project.	Relevant content published and communicated via Information Services (IS) and central communication channels, including the GRC.	Oct 2021	IS Research Support and Copyright, GRC	Guidance published (apart from sharing early versions due Feb 2022), communications to follow	Part completed			New
			Upgraded functionality launched and relevant content communicated via IS and central communication channels, including the GRC.	Sep 2022	IS Research Support and Copyright, GRC					
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	Refer to guidance on bullying and harassment in communications to researchers.  Incorporate links to relevant content in PDF handbooks for research managers and researchers.	Email sent to all academic and research staff including links to relevant content.	Jan 2022	GRC, T&OD, Divisions					P6.9
			Links to relevant content included in PDF handbooks.	Jun 2022	GRC					
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Refer to new guidance on family friendly and hybrid working policies in communications to researchers (see ECi3).  Incorporate links to relevant content in PDF handbooks for research managers and researchers.	Email sent to all academic and research staff including links to relevant content.	Jan 2022	GRC, T&OD, Divisions	Email sent in Nov 2021.	Completed			New
			Links to relevant content included in PDF handbooks.	Jun 2022	GRC					
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	RDAG to monitor engagement and representation via annual Divisional reports (See ECi6).  Seek regular feedback from researchers.	Annual reports containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	Divisions, RDAG, GRC					New
			Extent to which researchers are encouraged by research managers to contribute monitored by CEDARS (bespoke question added if necessary). (See also Ei7).	May 2023	GRC					
<b>Researchers must:</b>										
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	Measure perceptions of whether the research culture is supportive, fair and inclusive using CEDARS and any relevant staff-specific or issues-focused surveys/forms.  RDAG oversight of central and Divisional progress to further develop research cultures, e.g. via Divisional and EDI reports (see ECi6 and ECi2).  Incorporate the concept of 'communities of practice' and/or forums/discussion events on topics related to researcher development into the 2021-22 events schedule, as supported by GFWG.  Develop the Race Equality Charter and support and advise on its integration into wider University structures.	Perceptions measured by CEDARS and/or other surveys/forms.	May 2023	GRC					New
			Annual reports containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	Divisions, EDI, RDAG					
			One 'communities of practice' forum open to all relevant staff organised per term, participation measured and feedback gathered.	Dec 2021	GRC					
			Relevant content published and communicated via EDI and central communication channels, including the GRC. Annual item on RDAG agenda and invitation to EDI Manager to report relevant content in writing and/or face-to-face.	Sep 2022	EDI					
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Incorporate links to relevant content into PDF handbook for researchers  EDI training uptake to be included in annual report to RDAG (see ECi2)	Links to relevant content included in PDF handbook for researchers.	Jun 2022	EDI, GRC					P5.3
			Annual report containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	HR S&P, T&OD					

ECR3	Take positive action towards maintaining their wellbeing and mental health	<p>Create brief digital outputs on different aspects of psychological wellbeing to be used as standalone resources or part of blended learning.</p> <p>Run some wellbeing sessions in 2021-22 and two external digital wellbeing courses ('introduction to resilience' and 'managing your imposter') from October 2021 (with limited spaces) and assess relevant uptake data (See EC14).</p> <p>Implement a blended learning programme on the theme of 'Building Resilience'.</p> <p>Consider repeating some existing Divisional sessions on wellbeing and 'coping with rejection', and asking for them to be available for all academic and research staff.</p>	<p>Digital content created and communicated via central communication channels, including the GRC.</p> <p>Session and course take-up measured: all 50 places on both courses to be used by expiry date. If there is greater demand, application for additional funding submitted to Finance in annual funding bid.</p> <p>Programme created and communicated via central communication channels, including the GRC.</p> <p>Divisional sessions repeated, open to all academic and research staff, and participation measured.</p>	<p>Sep 2022</p> <p>Sep 2022</p> <p>Oct 2021</p> <p>Sep 2022</p>	<p>GRC, T&amp;OD</p> <p>GRC</p> <p>T&amp;OD</p> <p>Divisions, GRC</p>	<p>Two wellbeing sessions run so far in 2021-22 - see <a href="https://www.kent.ac.uk/graduate-researcher-college/news/2215/wellbeing-sessions-to-support-colleagues">https://www.kent.ac.uk/graduate-researcher-college/news/2215/wellbeing-sessions-to-support-colleagues</a>. Digital course trial underway, 59 places reserved to date.</p> <p>HSS 'Dealing with Rejection and Recycling your Proposal' session recordings available via <a href="https://www.kent.ac.uk/graduate-researcher-college/academic-and-research-staff/resources/current-kent-resources">https://www.kent.ac.uk/graduate-researcher-college/academic-and-research-staff/resources/current-kent-resources</a>.</p>			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	<p>RDAG to request an annual report or a verbal briefing by HR/EDI on discrimination, harassment and bullying reported by researchers.</p> <p>RDAG to request an annual report or a verbal briefing by the Research Ethics and Governance Manager re research misconduct reported by researchers.</p>	<p>Annual item included on RDAG agenda with verbal report from the HR or EDI Manager.</p> <p>Annual item included on RDAG agenda with verbal report from the Research Ethics and Governance Manager.</p>	<p>Sep 2022</p> <p>Sep 2022</p>	<p>HR, EDI, HRS&amp;P, RIS, RDAG</p> <p>RDAG, RIS,</p>				P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	RDAG to monitor engagement and representation via annual Divisional reports.	Annual reports containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	Divisions, RDAG, GRC				P3.13
<b>Employment</b>									
<b>Institutions must:</b>									
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Monitor Stonefish recruitment figures and report any relevant issues to RDAG to review and implement support where possible.	Annual item on RDAG agenda and invitation to HR team to report relevant content in writing and/or face-to-face.	Sep 2022	HR, RDAG				P1.2 P6.2 P6.7
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	<p>Produce a mandatory central Moodle induction including reference to support for researchers.</p> <p>Produce a mandatory Moodle induction course for researchers.</p> <p>Develop Divisional induction processes, including new online content where appropriate.</p> <p>Develop and maintain Divisional training resources for academic and research staff, e.g. R&amp;I handbooks.</p>	<p>Induction module published and engagement measured: 70% of new academic and research staff to have completed it by October 2022.</p> <p>Induction course published and engagement measured: 50% of new academic and research staff to have completed it by January 2023.</p> <p>Induction processes developed, new online content created and relevant information communicated via Divisional communication channels.</p> <p>Resources created and relevant information communicated via Divisional communication channels.</p>	<p>Oct 2021/ Oct 2022</p> <p>Jan 2022 Jan 2023</p> <p>Sep 2022</p> <p>Sep 2022</p>	<p>T&amp;OD</p> <p>GRC, T&amp;OD</p> <p>Divisions, T&amp;OD</p> <p>Divisions, RIS</p>	<p>Module published in Oct 2021.</p> <p>Module published in Dec 2021.</p>	<p>Part completed</p> <p>Part completed</p>		P3.6
E13	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	Monitor promotions and report any relevant issues to RDAG to review and implement support for where possible.	Annual item on RDAG agenda and invitation to HR team to report relevant content in writing and/or face-to-face.	Sep 2022	HR, RDAG				P2.6 P6.3 P6.4 P6.7
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<p>Introduce introductory project management e-learning modules.</p> <p>Consider introducing scenarios of relevance to researchers into the 2021/22 LASR programme (which is open to PSD staff as well as academic and research leaders).</p> <p>RDAG to monitor the roll-out of the KLS post-award group support model to the Divisions and, if judged to be successful, to suggest similar groups for other Divisions.</p>	<p>Access to e-learning modules available for all researchers and engagement measured.</p> <p>2021/22 LASR programme amended to incorporate relevant scenarios.</p> <p>Roll-out monitored and recommendation made.</p>	<p>Sep 2021</p> <p>Dec 2021</p> <p>Sep 2022</p>	<p>T&amp;OD</p> <p>T&amp;OD, GRC, Divisions</p> <p>RDAG, LSSJ, Divisions</p>				P2.3

E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Complete work on workload allocation and management (WAM), ensuring consistency across Divisions and Schools wherever possible.  Complete work on appraisal/RPD practices, ensuring consistency across Divisions and Schools wherever possible.	WAM work carried out. Attitudes to WAM measured by CEDARS and/or other surveys/forms.  RPD work carried out. Attitudes to RPDs measured by CEDARS and/or other surveys/forms.	Sep 2022, May 2023 or earlier  Sep 2022, May 2023 or earlier	Divisions  Divisions					P2.6 P6.3 P6.4
E16	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	<b>RDAG to consider greater use of open-ended contracts and redeployments via annual report from HR and/or HR attendance at least once a year as an item for discussion.</b>	<b>Annual item on RDAG agenda and invitation to HR team to report relevant content in writing and/or face-to-face.</b>	Sep 2022	HR, RDAG					P1.3 P2.1 P2.2
E17	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	Ensure there is representation across the research communities in Divisional R&I committees, including ECRs and PDRAs (see also ECm5.)  <b>Run interim surveys or focus groups for specific groups of staff or issues.</b>	Divisional monitoring undertaken and annual reports containing relevant and/or requested content submitted to RDAG for consideration.  <b>At least one shorter survey or focus group run in 2022.</b>	Sep 2022  Dec 2022	Divisions  GRC					P3.13
<b>Funders must:</b>										
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
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security									New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression									P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels									New
<b>Managers of researchers must:</b>										
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Motivate and encourage all research managers to undertake relevant training, especially mandatory courses.  Review Divisional application processes for external training and simplify where appropriate.	Mandatory training undertaken measured via GRC/Divisional reports: take-up to increase by 10% compared with June 2021 report.  Processes reviewed and simplified where appropriate.	Sep 2022  Sep 2022	Divisions, HR, T&OD  Divisions, HR, T&OD					P2.3
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	Incorporate links to mandatory training and relevant policies in RPDs for research managers. (See EM1.)  Incorporate links to relevant content into PDF handbook for research managers.  For large projects: new PIs to invite researcher(s) to accompany them to RIS kick-off meeting (if researcher(s) in post at this stage).  For smaller projects (i.e. those which will not have a RIS kick-off meeting): produce a digital introductory briefing.	Links to relevant content included in RPDs for research managers.  Links to relevant content included in PDF handbook for research managers.  Attendance at kick-off meetings recorded by RIS and passed to Divisions for inclusion in annual report to RDAG.  Digital briefing published and communicated via appropriate channels, including RIS and the Divisions. Views recorded by RIS and passed to Divisions for inclusion in annual report to RDAG.	Sep 2022 or earlier  Jun 2022  Sep 2022  Sep 2022	HR, T&OD  GRC, T&OD, RIS, Divisions  Divisions, RIS  RIS, Divisions					P2.2
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Incorporate links to relevant content into PDF handbook for research managers.  Expand communications activity on promotion to include all Divisions.	Links to relevant content included in PDF handbook for research managers.  Promotions activity (including briefings) undertaken in all Divisions and attendance (especially amongst PDRAs) at relevant sessions measured.	Jun 2022  Jun 2022	GRC, T&OD, EDI  Divisions, T&OD					P6.3
EM4	Actively engage in regular constructive performance management with their researchers	Monitor the timely submission of RPD paperwork/dates to ensure RPD completion and include data in annual report to RDAG (see ECi6).  Incorporate links to RPD guidance into PDF handbook for research managers.	Annual reports containing relevant and/or requested content submitted to RDAG for consideration.  Links to relevant content included in PDF handbook for research managers.	Sep 2022  Jun 2022	Divisions, HR, T&OD, RDAG  GRC, T&OD, HR, Divisions					P2.3

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EM5	Engage with opportunities to contribute to relevant policy development within their institution	Ensure there is engagement across the research communities in Divisional R&I committees (see ECI6)  Investigate academic citizenship award for staff separate from the 2021 Kent Research and Innovation Community Prize.	Annual reports containing relevant and/or requested content submitted to RDAG for consideration.  Research undertaken and award proposed or idea rejected.	Sep 2022  Jan 2022	Divisions, RDAG  GRC				New
<b>Researchers must:</b>									
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Incorporate links to relevant content into PDF handbook for researchers.	Links to relevant content included in PDF handbook for researchers.	Jun 2022	GRC, T&OD, HR, Divisions				New
ER2	Understand their reporting obligations and responsibilities	Incorporate links to relevant content into PDF handbook for researchers.  For large projects: new researchers to accompany PI to RIS kick-off meeting (if in post at this stage).  For smaller projects (i.e. those which will not have a RIS kick-off meeting): new researchers (and PIs) to view the digital introductory briefing.	Links to relevant content included in PDF handbook for researchers.  Attendance at kick-off meetings recorded by RIS and passed to Divisions for inclusion in annual report to RDAG.  Digital briefing published and communicated via appropriate channels, including RIS and the Divisions. Views recorded by RIS and passed to Divisions for inclusion in annual report to RDAG.	Jun 2022  Sep 2022  Sep 2022	RIS, GRC  Divisions, RIS  RIS, Divisions				New
ER3	Positively engage with performance management discussions and reviews with their managers	Incorporate links to appraisal guidance (include RDP and IRPs) into PDF handbook for researchers, as per Athena Swan action point 40.  Pilot and launch revised appraisal/RPD process.	Links to relevant content included in PDF handbook for researchers.  Process piloted and launched, and relevant content communicated via central communication channels, including T&OD and the GRC.	Jun 2022  Sep 2022	T&OD, GRC, Divisions  T&OD				P5.6
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Organise focus groups, CEDARS and any relevant staff-specific or issues-focused surveys.  Organise more informal Divisional and central researcher gatherings to reinforce the sense of researcher community, value and empowerment.  Organise a forum on how to establish and benefit from researcher networks.	At least one shorter survey run in 2022, CEDARS run biannually (next due in Apr/May 2023): completion of both by 15% of academic and research staff.  Relevant events organised, participation measured and feedback gathered.  Forum organised and participation measured.	Dec 2022/ May 2023  Sep 2022 or earlier  Jun 2022	GRC  Divisions, GRC, T&OD, RIS  GRC, Divisions				P5.2
<b>Professional and Career Development</b>									
<b>Institutions must:</b>									
PCD1	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	Submit paper to EG re incorporating a 10-day requirement into all new contracts and issuing contract variations for existing staff.  Incorporate 10-day requirement in RPDs for all academic and research staff  Launch a digital mentoring platform and introductory e-learning module to support central and Divisional mentoring activity, and update information on mentoring.	Paper submitted for consideration.  Requirement incorporated and communicated via central communication channels, including the GRC.  Platform launched on a phased basis, module launched and information updated and details communicated via central communication channels, including T&OD and the GRC.	Spring 2022  Sep 2022 or earlier  Dec 2021	RDAG, GRC, Divisions, T&OD, HR, RIS  HR, T&OD, GRC  T&OD, Divisions, GRC				P3.1 P3.3 P5.5
PCD2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Incorporate links to information about development reviews (and more generally re line management) into PDF handbook for research managers.	Links to relevant content included in PDF handbook for research managers.	Jun 2022	T&OD, Divisions, GRC				P3.10
PCD3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Apply for central funding to expand coaching to ECRs and mid-career researchers.  Incorporate basic information related to career management including progression, career mobility, changing sector and/or discipline in the GRC web and SP pages.  Incorporate links to and/or specialist information related to career management including in PDF handbooks for researchers and research managers.	Funding application(s) submitted to Finance in annual funding bid.  Relevant information included in GRC web and SP pages.  Links to relevant content included in PDF handbooks for researchers and research managers.	Sep 2022  Jan 2022 or earlier  Jun 2022	GRC  GRC, CES  CES, GRC				P3.1

Concordat Action Plan (July 2021-June 2022)

Updated 10/12/2021



HR EXCELLENCE IN RESEARCH

PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Incorporate links to information about development reviews into PDF handbook for researchers.	Links to relevant content included in PDF handbook for researchers.	Jun 2022	GRC, Divisions, T&OD					P3.11 P3.14
		Incorporate links to information about Horizons and Foundations of Management programmes into PDF handbook for researchers, as per Athena Swan action point 37.	Links to relevant content included in PDF handbook for researchers.	Jun 2022	GRC, T&OD					
		Create a Moodle module covering skills training for researchers	Module published and engagement measured: 10% of academic and research staff to have completed it by Dec 2023.	Dec 2022/ Dec 2023	IS Research Support					
		Create a Moodle module covering skills training for PSD R&I staff	Module published and engagement measured: 50% of PSD R&I staff to have completed it by Dec 2022.	Dec 2021/ Dec 2022	IS Research Support	Module published in Dec 2021.	Part completed			
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	Incorporate information related to career stories/case studies/alumni mentors in the GRC web and SP pages.	Relevant information included in GRC web and SP pages.	Jun 2022 or earlier	GRC, T&OD, CES					P3.2 P3.4
		Incorporate basic information related to career mobility, changing sector and/or discipline in the GRC web and SP pages.	Relevant information included in GRC web and SP pages.	Jan 2022 or earlier	GRC, CES					
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Set up reports on mandatory training undertaken by researchers to be accessible by GRC staff via Staff Connect.	Reports created and accessible.	Sep 2021	HRS&P, GRC	Reports accessible on Staff Connect from Oct 2021.	Completed			New
		Investigate whether Target Connect and Staff Connect could share information about an individual's training.	Research undertaken and recommendation made.	Sep 2022	GRC, IS Requirements, HRS&P, User Platforms, IS Operations					
		RDAG to request that data on Divisional mentoring and training attended by researchers should be included in annual Divisional reports (see ECi6).	Annual reports containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	Divisions, RDAG					
<b>Funders must:</b>										
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									P3.7 P3.9
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes									New
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									New
<b>Managers of researchers must:</b>										
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Incorporate links to information about development reviews (and more generally re line management) in PDF handbook for research managers.	Links to relevant content included in PDF handbook for research managers.	Jun 2022	GRC, T&OD, Divisions					P2.3
		HR to monitor uptake of annual appraisals by researchers and to provide an annual report to RDAG (see also ECi6).	Annual report containing relevant and/or requested content submitted to RDAG for consideration.	Sep 2022	HR, RDAG					
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	Ensure that GRC communications activity covers relevant themes including encouraging PIs to support their researchers in applying for academic posts at Kent.	Range of communication activities undertaken to promote relevant content including emails, blogposts and web and SP pages.	Jan 2022	GRC					P3.4 P3.8 P5.5
		Incorporate basic information (including career planning, training and mentoring) in the GRC web and SP pages.	Relevant information included in GRC web and SP pages.	Jan 2022 or earlier	GRC, CES					
		Incorporate links to all relevant information (including career planning, training and mentoring) in PDF handbook for research managers.	Links to relevant content included in PDF handbook for research managers.	Jun 2022	GRC					



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	<p>Ensure that GRC communications activity covers the 10-day expectation.</p> <p>Incorporate basic information about the 10-day expectation in the GRC web and SP pages.</p> <p>Incorporate links to information about the 10-day expectation in PDF handbook for research managers.</p>	<p>Range of communication activities undertaken to promote relevant content including emails, blogposts and web and SP pages.</p> <p>Relevant information included in GRC web and SP pages.</p> <p>Links to relevant content included in PDF handbook for research managers.</p>	<p>Jan 2022 or earlier</p> <p>Jan 2022 or earlier</p> <p>Jun 2022</p>	<p>GRC</p> <p>GRC, CES</p> <p>GRC</p>					New
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	<p>Incorporate information about relevant opportunities in the GRC web and SP pages.</p> <p>Incorporate links to information about relevant opportunities in PDF handbook for research managers to encourage them to have development conversations with researchers.</p>	<p>Relevant information included in GRC web and SP pages.</p> <p>Links to relevant content included in PDF handbook for research managers.</p>	<p>Jan 2022 or earlier</p> <p>Jun 2022</p>	<p>GRC, CES</p> <p>GRC</p>					P3.6 P3.9 P5.5
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	<p>HR/T&amp;OD to monitor uptake of leadership and management training by research managers (with assistance from Divisions and GRC/RIS to identify them) and to provide an annual report to RDAG.</p>	<p>Annual report containing relevant and/or requested content submitted to RDAG for consideration.</p>	Sep 2022	HR, T&OD, GRC, RIS, RDAG					New
<b>Researchers must:</b>										
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	<p>Incorporate information related to career ownership in the GRC web and SP pages, including encouraging researchers to sign up to internal vacancies alerts for lecturer positions on the recruitment system as per Athena Swan action point 28.</p> <p>Encourage PDRAs and other groups of researchers to use the GRC digital content and to read relevant communications sent out them via multiple channels so that they can take advantage of the opportunities available.</p>	<p>Relevant information included in GRC web and SP pages.</p> <p>Consider utilising Mailchimp analytics/ similar software or email read receipts to assess engagement with communications.</p>	<p>Jan 2022 or earlier</p> <p>Mar 2022</p>	<p>GRC, CES</p> <p>GRC, Divisions</p>					P5.5
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	<p>Incorporate information related to professional and career development in the GRC web and SP pages.</p> <p>Encourage PDRAs and other groups of researchers to use the GRC digital content and to read relevant communications sent out them via multiple channels so that they can take advantage of the opportunities available.</p>	<p>Relevant information included in GRC web and SP pages.</p> <p>Consider utilising Mailchimp analytics/ similar software or email read receipts to assess engagement with communications.</p>	<p>Jan 2022 or earlier</p> <p>Mar 2022</p>	<p>GRC, CES</p> <p>GRC, Divisions, RIS, CES</p>					P3.8
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	<p>Incorporate information related to maintaining an up-to-date professional career development plan and building a portfolio of evidence in the GRC web and SP pages.</p> <p>Incorporate links to and/or information related to career development plans and T&amp;OD guidance on RPDs and IRPs etc. in the PDF handbook for researchers.</p>	<p>Relevant information included in GRC web and SP pages.</p> <p>Links to relevant content included in PDF handbook for researchers.</p>	<p>Jan 2022 or earlier</p> <p>Jun 2022</p>	<p>GRC, CES</p> <p>GRC, T&amp;OD, CES, Divisions</p>					P5.5
PCDR4	Positively engage in career development reviews with their managers	<p>Incorporate positive feedback from/information for researchers about the RPD/IRP process in the GRC web and SP pages, e.g. through case studies.</p>	<p>Case studies created and relevant information included in GRC web and SP pages.</p>	Jun 2022 or earlier	GRC, T&OD, CES, Divisions					P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<p>Encourage postdocs and other groups of researchers to use the GRC digital content and to read relevant communications sent out to them via multiple channels so that they can take advantage of the opportunities available.</p> <p>Incorporate career stories/case studies in the GRC web and SP pages to emphasize the benefits of such opportunities for researchers.</p>	<p>Consider utilising Mailchimp analytics/ similar software or email read receipts to assess engagement with communications.</p> <p>Case studies created and relevant information included in GRC web and SP pages.</p>	<p>Mar 2022</p> <p>Jun 2022 or earlier</p>	<p>GRC, Divisions, RIS, CES</p> <p>GRC, T&amp;OD, CES, Divisions</p>					P5.5



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	Encourage postdocs and other groups of researchers to use the GRC digital content and to read relevant communications sent out to them via multiple channels so that they can take advantage of the opportunities available, including Grants Factory and other training sessions.  Incorporate career stories/case studies in the GRC web and SP pages to emphasize the benefits of such opportunities for researchers.	Consider utilising Mailchimp analytics/ similar software or email read receipts to assess engagement with communications.  Case studies created and relevant information included in GRC web and SP pages.	Mar 2022  Jun 2022 or earlier	GRC, Divisions, RIS, CES  GRC, T&OD, CES, Divisions					P5.2
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\* 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.

**Text colour coding:**

- Critical**
- Highly desirable
- Desirable
- Amendment since original publication

**Abbreviations:**

CEDARS	Culture, Employment and Development in Academic Research Survey
CES	Careers and Employability Service
DHRMs	Divisional Human Resources Managers
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusivity
EG	Executive Group
ES&P	Education, Scholarship and Professional Practice
GFWG	Grants Factory Working Group
GRC	Graduate and Researcher College
HR	Human Resources
HRS&P	Human Resources Systems & Planning
IRP	Individual Research Plan
IS	Information Services
KAR	Kent Academic Repository
KLS	Kent Law School
LASR	Leadership for Areas of Significant Responsibility
LSSJ	Division of Law, Society & Social Justice
O4S	Organising for Success
PDRA	Postdoctoral Research Associate
PI	Principal Investigator
PSD	Professional Services Department
R&I	Research and Innovation
RDAG	Researcher Development Advisory Group
RIS	Research and Innovation Services
RPD	Reflect, Plan, Develop
T&OD	Talent & Organisational Development