



University of Exeter

HR Excellence in Research: 2018– 20 Action Plan

An internal evaluation of the University's HR Excellence in Research Award was undertaken in 2018 to assess the performance of the University in meeting its obligations under the Concordat and to gauge progress against actions arising from the 6-year evaluation review in 2016. The original strategy called the Concordat Implementation Plan (CIP) was produced in 2009. We examined the key findings from the 2017 PRES, CROS and PIRLS survey when undertaking this review and the development of this action plan.

An internal evaluation of the University's HR Excellence in Research Award was undertaken in 2018 to assess the performance of the University in meeting its obligations. Whilst a substantial amount of development has been achieved to support researchers to be the best that they can and to ensure consistent high-quality training and development throughout their careers at the University of Exeter on all four campuses, there is further development and enhancement work that will be carried out.

We are also developing our new 'Research and Impact Strategy' (2020-2025) which aims to nurture and reinforce a culture of interdisciplinarity and collaboration, building further on the teaching and research ecosystem and explore new and different sources of funding and discovery in our new global environment. Academic and Professional Services staff from across the University are involved in the consultation which is now nearing completion and include researchers at all stages of their careers with strong representation from Early Career Researchers.

Our HR Excellence in Research Action Plan is central to the work of our strategic Exeter Academic programme and is one of the core action plans that will progress our three sovereign strategies (Global, Research & Impact, Education).

The following Action Plan details our future work in supporting the development of Researchers at the University of Exeter for 2018-2020:

Surveys of Research Staff Experience: (Recruitment and Selection; Recognition and Value; Equality and Diversity, Implementation and Review)					
Action Area	Action Required	SMART Success Factor	Responsibility	Action By	Relates to Concordat Principle(s)
<p>Run the Internal Employee Engagement Survey 2019</p> <p>Run the PIRLS 2019 Survey to establish researcher views and experiences from principal investigators in relation to their role as managers and leaders of researchers and research groups</p> <p>Run the CROS 2019 survey of research staff in UK higher education institutions experiences, career aspirations and career development opportunities</p>	<p>Undertake EES in 2019 with specific researcher demographics</p> <p>Undertake CROS survey 2019</p> <p>Undertake PIRLS in 2019</p> <p>Analyse data from 3 surveys independently and together identify trends / areas for improvement</p> <p>develop written action plan</p> <p>monitor at 6 monthly meeting</p> <p>Involve all colleges to continuously inform our action plan and future developments</p>	<p>CROS Survey carried out with aim to achieve 25% response rate 2019</p> <p>PIRLS survey carried out with an aim to achieve 25% response rate in 2019</p> <p>Improve on scores across the board compared to the previous surveys in 2017. Participation increase from 32 and 44% respectively.</p> <p>Data analysed for individual surveys by end August 2019</p> <p>Action planning and areas for action identified January 2020</p> <p>Monitor actions arising at 6 monthly meeting</p>	<p>DC / RS / HR</p>	<p>RD</p> <p>May 2019 – surveys completed</p> <p>HR August 2019</p> <p>Data analysed</p> <p>DC / RS</p> <p>Sept 2019 – Jan 2020</p> <p>action plans in place</p>	<p>2,3,4,5,6,7</p>
<p>Early Career Researchers: Diversity & Inclusivity</p>	<p>Enhance diversity and inclusivity in our ECR community via the ECR LFs and the use of the ‘Researcher-led Initiatives’ and ‘Research Culture’ funding and support. We will also pilot networking opportunities, for e.g. Doctoral College ‘coffee mornings’, and enhance and develop our blog and social media presence.</p> <p>82% of staff responded in the EES that they felt positive about the</p>	<p>Maintain and grow engagements with ECR-led initiatives from 745 in 2017-18 to 800 by 2020.</p> <p>Launch and run termly coffee mornings.</p> <p>Increase the ECR presence on the DC enhanced blog and social media.</p> <p>82% of staff responded in the EES that they felt positive about the inclusivity, behaviours and culture at the University. We aim to maintain or improve this</p>	<p>DC / RS / HR</p> <p>DC / RS / HR</p>	<p>July 2020</p> <p>July 2020</p>	<p>2,5,6,7</p> <p>2,5,6,7</p>

	inclusivity, behaviours and culture at the University.	figure.			
Early Career Researchers: Non-discrimination	<p>CROS 2017 indicated that the proportion of Research Staff who agreed that the University is committed to equality and diversity was 89.5%, compared to a sector average of 86.5%.</p> <p>PIRLS 2017 indicated that 85.3% of PIs and Research Leaders agreed that the University treated staff fairly, compared to 79.2% for the sector average.</p>	<p>The work of our Equality and Diversity team and the new online 'Inclusivity Toolkit' are clearly resulting in staff being generally very happy in these areas of support. The current 2019 CROS and PIRLS will provide a useful comparison. We will aim to maintain or improve on the 2017 results.</p> <p>Data analysed for individual surveys by end August 2019</p> <p>Action planning and areas for action identified January 2020</p> <p>Monitor actions arising at 6 monthly meeting.</p>	DC / RS / HR	Sept 2019 – June 2020 action plans in place	1,3,4,6,7
Early Career Researchers: Funding and salaries	<p>The last ESS showed that 44% of Staff felt they were rewarded fairly for their work; 67% felt their contributions were valued and 71% were satisfied with their work pattern. Overall 62% felt the University offer a fair pay and reward package.</p>	<p>The 2019 ESS survey will provide a useful comparison. Data to be analysed by end Dec 2019</p> <p>Action planning and areas for action identified Mid 2020</p> <p>Monitor actions arising at 6 monthly meeting.</p>	DC / RS / HR	Dec 2019 – June 2020 action plans in place	6,1,3,4
Early Career Researchers: Employee data	<p>Data shows that there are 88.5% Fixed Term Contracts (FTC) and 11.5% Permanent positions at the University. The proportions vary across Colleges and there are some gender differences</p>	<p>Reduce proportion of FTC to Permanent contracts. Explore with People Services in terms of policy and practicalities</p> <p>Ensure College and gender differences are not detrimental to the</p>	HR	July 2020	1,2,4,7

	(see appendix)	Research community or career prospects of researchers.			
Early Career Researchers: REF 2021	Increase and enhance academic support and development for the next REF, through integration of the ECR Development Programme with the 'Exeter Academic' provisions for support, development and criteria for promotions.	Unified programmes and web presence to be developed with the 'core ECR Development Programme' linking with both the 'IIB Essentials' and 'Research Services Essentials' programmes developed through the 'Exeter Academic' provision.	DC / RS / HR	July 2020	2,3,4,5,7
Early Career Researchers - REF 2021 Training	Ensure that all researchers have equality of opportunity to submit output to the REF 2021 exercise.	Deliver 'Unconscious Bias' training to all staff involved in the REF 2021 submission process	E&D team	July 2020	2,3,5,6
Early Career Researchers: Working Conditions	CROS indicates 72.8% of research staff are satisfied with their work/life balance (compared to a sector average of 67%). CROS indicates that 59% of research staff are encouraged to pursue better mental health and well-being at work (compared to a sector average of 49.9%). PIRLS indicates that 83.4 % of PIs and Research Leaders reported a very high level of job satisfaction (compared to a sector average of 74.8%).	The DC to continue to work closely with HR via the HR Excellence SG to ensure wellbeing is being monitored and addressed at the University. The 2019 survey will provide an additional comparison. Data analysed for individual surveys by end August 2019 Action planning and areas for action identified January 2020 Monitor actions arising at 6 monthly meeting	DC / RS / HR	DC / RS Sept 2019 – Jan 2020 action plans in place	1,2,3,4
Early Career Researchers: Exeter Academic – Promotion and progression	Ensure Researcher promotion and progression criteria reflect the requirements	Review and consolidate criteria in Exeter Academic	EASG (via a working 'task and finish' group)	July 2020	1,2,4,5

	for support and development for ECRs and are inclusive for all contract types				
Postgraduate Researchers: PRES survey	Run the PRES survey in 2019 with an aim to improve on scores across the board compared to the previous surveys in 2017 and 2018.	To achieve an increase on the baseline scores achieved in 2017 and 2018, both in terms of participation and satisfaction. Improve overall satisfaction score to be best in Russell Group	DC / ADT	July 2019 and July 2020	

Further Improvements to PDR Process and learning and development opportunities: (Recognition and Value; Support and Career Development; Equality and Diversity)

Action Area	Action Required	SMART Success Factor	Responsibility	Action By	Relates to Concordat Principle(s)
Improve the quality of PDR conversations and ensure development opportunities are agreed	Encourage and support full engagement with the new ePDR process and enhance training for their reviewers to ensure career and development are discussed and objectives set. Ensure ePDR reviewers are trained to deliver the best possible PDR experience. Training to focus on career conversations, support from VITAE (e.g. 'The Balanced Researcher') and highlight feedback from ECR LSs and the commitments to the Concordat. 84% of staff reported that they had received a ePDR review in the last 12 months, with 59% reporting that it was useful to their career and personal development. Carry out regular reviews on data for researcher learning and development uptake and present	Increase to 80% (EES question) of ECRs undertaking ePDR and effectiveness of PDR process (increase EES score to 75%). 95% of reviewers trained prior to each PDR round.	DC / RS / HR	April 2020	2,3,4,5,6

	<p>data regularly to Colleges to inform PDR</p> <p>To ensure that learner info on iTrent systems is accurate to enable Researcher Development data to be available in one place and enable reporting ease as part of the 'Exeter Academic'</p>	<p>Data on participation is monitored and action taken as necessary to achieve 50% take up in year 1-2 and increasing 3. End to End Review is complete and action plans in place Jan 2020</p>	<p>PD / AD / DC</p>	<p>January 2020</p>	
<p>Exeter Academic: Career Management and Personal Development</p>	<p>Continue developments within our 'Exeter Academic' project with the inclusion of ECR representative and appropriate provisions (from consultation at ECR LFs), including refinement of the promotion/progression criteria to include clear and explicit REF/TEF/KEF reference</p> <p>Carry out an "end to end" review of development, IPD, CPD opportunities in place for all academic staff and identify any areas to develop</p> <p>Develop leadership and people management induction and development programmes for existing and aspiring academic leaders</p>	<p>Positive feedback from ECR networks and other sources about revised criteria and reporting via the DCSB.</p> <p>Academic leadership development programmes are in place.</p> <p>Data on participation is monitored and action taken as necessary to achieve 50% take up in year 1-2 and increasing</p> <p>End to End Review is complete and action plans in place Jan 2020.</p>	<p>RS / AD</p> <p>AD / PD / RS</p>	<p>Sept 2020</p> <p>July 2020</p>	<p>1,2,3,4,5,7</p>
<p>Early Career Researchers:</p>	<p>Introduction of a new Academic Induction programme for</p>	<p>Introduce new induction resources and a</p>	<p>RD / RS / PD</p>	<p>July 2020</p>	<p>1,3,4,6,7</p>

Induction	education and for research, designed specifically for early career Academics, open to all job families and grades	bespoke 'Early Career Research Staff Orientation' event, to enhance familiarity with developmental offerings, the 'ECR Hub' and the ECR Networks. Ensure access to learning and development, career pathways advice and support. To ensure that at least 75% of all new ECRs employed at the University attend the 'ECR Staff Orientation events' within 3 months of starting at the University and ensure they have access to associated support via the 'ECR Hub' and 'Exeter Academic' provisions.			
Early Career Researchers: Exeter Academic	Build on current position to ensure that Exeter Academic signposts all relevant development opportunities for researchers at all levels and stages of their career, aligned to the new Research & Impact Strategy.	Review and curation of provision during 2019 to 2020	PD / DC / RS	July 2020	1,2,3,4,5,7
Early Career Researchers: Access to learning and development	Continue to provide 1-to-1 careers coaching for ECRs and careers planning tools, such as 'Profiling for Success'. Continue to provide ECR specific training programmes and initiatives as detailed via the central online 'ECR Hub' Provide information on take up of training and development	Reviews into this provision are ongoing and report back to the DCSB, REIG and are feed into and respond to the ECR LFs Developments in the strategic representation of ECRs at the University was	RD/ RS	Ongoing	2,3,4,7

	opportunities to all Colleges to enable colleges to track participation PI opportunities are developed following outcomes of 2017 PIRLS	presented at as workshop at the 2018 International VITAE Conference.			
University Research Community: Unified Development	Continue the new 'Unified Development' initiative incorporating Innovation, Impact and Research Services development opportunities into our centralised catalogue and 'one-stop shop' approach co-ordinated via the 'Exeter Academic'.	One-stop-shop created and being managed with smooth processes in place and effective comms (good feedback from ECR networks and other sources). ECR representation to be included on the steering group.	Ongoing and monitored at quarterly steering groups.	Dec 2020	2,4,5,7
University Research Community: Academic Development Steering Group	The Academic Development Steering Group to be established, chaired by the DVC Education with membership from across the University Professional Services and Colleges involved in development provision for academics.	Group established with ToR and membership agreed.	University Research Community - Academic Development Steering Group (to be established)	Sept 2019	2,4,5,7
Research and Innovation Strategy: Supporting and developing researchers	The detailed and specific actions will be identified from the outcomes of the early-stage workshops and activities that have only started in February 2019, to conclude towards the end of the year.	To be decided ECRs have already been included in the initial consultations and development of a 'green paper' Outcomes have been commented on via ECR LFs	DC / RS / HR	To be decided	2,4,5,7
Wellbeing	Encourage participation in Interview, Selection and Unconscious Bias training for those involved in the recruitment process Promote and encourage Researcher participation in Positive Working Environment activities (including staff festival).	Doctoral College website and communications are used to promote PWE, Inclusivity tool and wellbeing opportunities and events. Embed wellbeing into everything we do, so the focus is all year round	DC DC	September 2019 Nov 2020	2,4,6,7

<p>Postgraduate Researchers: Wellbeing</p>	<p>Promote Inclusivity tool to researchers.</p> <p>The university has an ongoing university wide commitment to inclusivity and a zero tolerance when it comes to harassment and bullying- http://www.exeter.ac.uk/speakout/ Continue to promote this as part of DC induction programme</p>	<p>rather than one week/month of the year</p>			
<p>Early Career Researchers: Wellbeing</p>	<p>Continue to develop the specialised wellbeing support for PGRs and access via the DC webpages. New PGRs to be signposted to wellbeing services at mandatory 'Induction' events.</p> <p>Encourage participation in wellbeing events (e.g. staff festival) and ensure ECRs are signposted to relevant support services and training.</p>	<p>Increased engagement with PGR wellbeing activities by 10% from c. 140 engagements in 2018 to over 155 by 2020. To continue to link the specialised and extensive wellbeing services offered via the DC webpages and induction information. Specialised wellbeing support for ECRs and access via the ECR hub in place. New staff signposted to wellbeing services at 'ECR Staff Orientation' events. ECR presence on the Wellbeing and PWE working groups.</p>	<p>DC / RS / HR</p>	<p>July 2020</p>	

Researcher Development and Research Culture Plan (Support and Career Development)					
Action Area	Action Required	SMART Success Factor	Responsibility	Action By	Relates to Concordat Principle(s)
Researcher Development: Review and Development (PGR, ECR and all Research job family)	<p>To continue the annual reviews of the Researcher Development Provision.</p> <p>To develop and an Action Plan for Researcher Development and ECR related activities from 'extraordinary' meetings of the ECR LFs and from a newly formed ECRN Steering Group.</p> <p>Continue to support RDP steering group for the PGR programme.</p> <p>To present the revised and updated plan to the Doctoral College Management Group and to the Research and Impact Strategy Management Group (RISMG) for approval</p> <p>To enhance ECRs representation on strategic boards.</p>	<p>Approved structure for Early Career Researcher Representation within the DC Action plan for ECR/Research Staff.</p> <p>ECRs reps are also now on the Positive Working Group, the Equality and Diversity Group and the Athena SWAN committees.</p> <p>Development of programmes and initiatives to be monitored annually by ECR LFs, the DCSB and RISMG</p>	RD / RS	Ongoing	2,3,4,5,6,7
University Research Community: Doctoral College role as Champion	<p>Continue to clarify and develop the remit and contribution of the Doctoral College as a champion of the PGR and ECR experience at Exeter.</p>	<p>To continue to be an integrated service for ECRs by supporting DTC/P provision as appropriate. To co-ordinate the preparation work ahead of fellowships and GW4 awards.</p> <p>To work effectively with Research Services, IIB,</p>	RD / RS	Sept 2020	2,3,4,5,6,7

		the academic colleges, and external partners to strengthen the industry focus of PGR activity and general ECR support, via the continued development of and integration within the 'Exeter Academic'.			
Early Career Researchers: Networking and interaction	Increase the interaction between ECRs via the ECRNs and the ECR LFs, allowing the ECR community to flourish and have an input into strategic developments across the University via the 'Exeter Academic' and the 'Unified Approach to Learning and Development' steering groups. ECR LF's link to strategic boards to ensure that the Concordat principles are adhered to ECR LF's were consulted and contributed to the institutional response to the Concordat review	To invite ECR reps to join the ECRN Steering Group, more 'research family' representation on Exeter Academic Steering Group. To enquire if an ECR representative can sit on the University Senate. Ongoing	DC / RS / HR RD / DC / RS / HR	Nov 2020 Ongoing	2,3,4
Building an enhanced research community	Host Doctoral College Discussion Forum on Research Culture Host Research network forum to establish key aspects of an effective research culture for Early career researchers.	PRES Scores increase on Research Culture (baseline PRES 2017, increase PRES 2019)	DCSB/ RS	Ongoing – monitored through DCMG and DCSG	2,5,6,7

	<p>Continue to provide ECR specific training programmes and initiatives as detailed via the central online 'ECR Hub' and available for booking via iTrent which links to the ePDR process</p> <p>To develop a similar programme of activities for ECRs as part of the 'One Step Beyond' programme</p> <p>ECRs working in research areas which have additional governance/licensing requirements to receive bespoke training.</p>	<p>accessing careers planning tools.</p> <p>Provide information on take up of training and development opportunities to all Academic Colleges to enable colleges to track participation</p> <p>Ensure PI opportunities are developed following outcomes of PIRLS</p> <p>Engage 50 ECRs in OSB scheme by July 2020.</p> <p>Monitoring uptake on new mandatory training to reach targets of 60% uptake in year 2019, and 70% in 2020.</p>	<p>DC / RS / HR</p> <p>DC / REG</p>	<p>July 2020</p> <p>Dec 2019 and July 2020</p>	
Research Integrity, Ethics & Governance					
Impact and Engaged Research Network	<p>Continue to provide opportunities for ECRs to be active members of the Impact and Engaged research Network. Through the ECRNs PGRs also have the opportunity to keep up to date on the latest policy developments, training and networking opportunities.</p>	<p>Networks are in place and occur regularly</p> <p>ECRs and PGRs are directed to relevant information and support during induction and via bespoke pages on the DC website</p>	RS / DC	July 2017	2,3,4,5,6
Early Career Researchers – 'Above and Beyond' awards	<p>The ECR representatives to strategic boards, or those who develop</p>	<p>To maintain this provision and expand where appropriate.</p>	RS / DC	April 2020	2,3,4,7

	bespoke peer development activities or research culture activities to be awarded 'Above and Beyond' awards which can be a simple 'thank you' or an additional salary payment. These awards are also recorded against the staff record/ePDR of the awardee.				
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PGR Researcher Development Provision (Support and Career Development)					
Action Area	Action Required	SMART Success Factor	Responsibility	Action By	Relates to Concordat Principle(s)
PGR Exeter and Penryn Induction and Core Programmes: Monitoring and Embedding	To continue to deliver a range of events and programmes that promote opportunities and support the post-graduate research experience including researcher development and health and well-being. To facilitate effective inductions for all PGR students irrespective of the point in the academic year in which they start, the campus they attend or whether they are on or off-campus students. To further develop the careers training programmes with equal emphasis on academic and non-academic progression	Ensure induction is effective and timely and monitor attendance, evaluate feedback Evaluate all events for 2018, 19 and 20. Aim is to get 980% of cohort attendance at induction. For core events to get 70% Excellent review scores.	RD / DC	Annually reviewed (June) and reports to DCSB and REIG. To be discussed at the HR Excellence Steering Group, Exeter Academic Steering Group and ECR LF's	2,3,4,7
Peer-to-Peer Mentoring	Scope and plan extension of the pilot of	Increase pilot size by at least 20% of original	RD / DC	September 2019	1,2,3,5,7

	the PGR peer-to-peer mentoring training and engage with an increasing number of disciplines				
Impact & Engaged Research Network	Continue to provide opportunities for ECRS and PGRs to be active members of the Impact and Engaged research Network. Through the network researchers have the opportunity to keep up to date on the latest policy developments, training and networking opportunities.	Demonstrate continual growth of numbers at events	RS	July 2020	1,2,3,5,7
Research Integrity, Ethics & Governance	Continue to provide training and support for PGRs and ECRs on good practice in research, ethics and governance. New mandatory online training on research integrity is now available in, supported by in-depth classroom training and 1:1 assistance for individual	Monitoring uptake on new mandatory training to reach targets of target of 60% uptake in year 2019, and 70% in 2020.	REG / DC / RS	July 2019 and July 2020	1,2,3,5,7
University Research Community: Teaching opportunities and RLI's	Both ECRs and PGRs are able to access teaching opportunities and bespoke support training which can lead to fellowship of the HEA, up to 'Senior' level.	To maintain the level of commitment to training to teaching, access to funding for RLI's and the ability to obtain HEA fellowship.	DC / RD / AD	Ongoing	2,3,4,5,7

	<p>Continue to deliver writing facilitation and Brilliant Club.</p> <p>The cohorts can also access 'Researcher-led Initiatives' (RLI's) which consists of bespoke funding for peer development or networking activities. This gives our researchers an early chance at applying for a small amount of funding within a safe environment to help develop support activities for themselves, their peers and the wider community.</p>				
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Management Provision and Collaboration with Key Partners (Support and Career Development)					
Action Area	Action Required	SMART Success Factor	Responsibility	Action By	Relates to Concordat Principe(s)
DCSB and DCMG: Interfaces with Colleges and other internal training providers	DCSG and DCMG to deliver the outcomes that will contribute to the University's reputation as an excellent environment for postgraduate education and a destination for high quality PGR students and ECR staff. As a result of the new structures make provision for continue with sector leading support for ECRS within the activity of the Doctoral College	Paper to HR Excellence in Research Steering Group June 2019 and ongoing	DCMG / RS / DC	Ongoing – monitored annually by end of August 2019 and ongoing	1,2,3,4,5,6,7

Research Strategy: Research Leadership	To develop a strategic approach to foster effective leadership in research. Provide research leadership development opportunities Provide mentoring programme to support development of research leaders	Strategy (as part of wider Academic Leadership Strategy) in place. Programme of development in place. Mentoring programme in place	PD / HR	July 2020 (both items) Dec 2019 (mentoring programme)	1,2,3,4,5,6,7
PGR-facing staff development programme	To continue to develop the role of the PGR Develop the role of the new PGR Pastoral Tutors via the Academic Development team. Continue to develop and extend development opportunities for PGR Supervisors (e.g. the PGR Roundtable).	Training for Pastoral tutors was in place by June 2017 Review and plan development needs as ongoing PGR Pastoral tutors embedded Enhanced PGR Supervisor development available.	RS / DC / AD RS / DC / AD	Ongoing July 2020 Dec 2019	1,2,3,4,5,6,7
Postgraduate Researchers: Access to Learning and Development	Further increase access to and participation in high-quality L&D opportunities, and career pathway advice and guidance.	Gap analysis undertaken, evaluation scores to be maintained at 90%+	DC / AD	July 2020	2,3,4,6
Postgraduate Researchers: PGR mentoring	Develop PGR representation programmes to ensure that PGRs are independently supported and have a 'voice' across their academic college.	To expand the pilot schemes in Penryn and CMH to the other academic colleges, with an aim to maintain engagement at c.30%.	DC / AD	July 2020	1,2,3,5,7
GW4 Representation	Increase participation of the applicants from Exeter on the new GW4 Crucible for ECRs, which started on the 6 th February 2019.	Active participation of at c. 20% of the applicants from Exeter on the new GW4 Crucible for ECRs, which started on the 6 th February 2019.	DC / RS / HR	Feb 2020	2,3,4,5,7

DTC/Ps: APS and the Doctoral College	Continue to support DTC/P provision as appropriate Co-ordinate the preparation work ahead of the AHRC re-bid process in 2019/20, working effectively with Research Support, Colleges and external partners. Work with IIB to strengthen the industry focus of PGR activity including externally funded studentships and programmes	Successful AHRC re-bid	DCMG	Monitored Annually by end of August	2,3,4,5,7
University Research Community: Gender Equality (and Athena SWAN)	Concentrated effort on gender equality (through the Gender Equality Group), Inclusivity and Diversity (through Athena SWAN working groups including further institutional College submissions). Athena SWAN Working Groups within STEM Colleges will be broadening their remit to become Inclusivity Groups, to include all protected characteristics Applications for additional awards Renewal of existing awards	To continue to broaden the Athena SWAN Working Groups within STEM Colleges and extend their remit to become Inclusivity Groups, to include all protected characteristics. Renewal of existing awards in other colleges and review any missing provision across the University. Inclusivity groups are running Geography silver award Renewal of other silver and bronze awards Institutional silver award	E&D	Sept 2019 Ongoing – monitored Annually by end of August	1,3,4,6
LTHE Programme	To continue develop the LTHE Programme to	LTHE remains equal or increases in uptake	AD / HR	July 2020 and regular monitoring	2,3,4,5,7

	<p>meet the needs of ECRs who teach and/ or support learning across all campuses</p> <p>Provide regular data to colleges to ensure all development opportunities are taken up and spaces taken.</p> <p>Encourage and support those undertaking LTHE and ASPIRE programmes for career development</p>	<p>Evidence of progression seen for those qualifying from ASPIRE/LTHE programmes to show how it supports career development</p>			
<p>Internal Employee Engagement Survey 2019 and 2020</p>	<p>Undertake EES in 2019 and 2020 with specific ECR demographics</p>	<p>Data analysed and taken to DCSB, DCMG and REIG</p> <p>Action planning and areas for action identified January 2020 and 2021</p> <p>Monitor actions arising at 6 monthly meeting</p>	<p>DC / RS / HR</p>	<p>Data analysed for individual surveys by end August 2019 and 2020</p> <p>Action planning and areas for action identified January 2020 and 2021</p>	<p>1,2,4,6,7</p>

Appendix – Permanent and Fixed Term Contracts

% Split of Permanent vs Fixed-term Contracts (FTC)

Structure within the University		Permanent or FTC		
		FTC	Perm	Grand Total
College of Engineering, Mathematics & Physical Sciences	Female	96.77%	3.23%	100.00%
	Male	92.35%	7.65%	100.00%
College of Engineering, Mathematics & Physical Sciences Total		93.41%	6.59%	100.00%
College of Humanities	Female	86.67%	13.33%	100.00%
	Male	93.75%	6.25%	100.00%
College of Humanities Total		89.13%	10.87%	100.00%
College of Life & Environmental Sciences	Female	88.02%	11.98%	100.00%
	Male	84.21%	15.79%	100.00%
College of Life & Environmental Sciences Total		86.21%	13.79%	100.00%
College of Social Sciences & International Studies	Female	100.00%	0.00%	100.00%
	Male	96.00%	4.00%	100.00%
College of Social Sciences & International Studies Total		98.21%	1.79%	100.00%
Research Services	Female	100.00%	0.00%	100.00%
Research Services Total		100.00%	0.00%	100.00%
The College of Medicine & Health	Female	81.63%	18.37%	100.00%
	Male	86.67%	13.33%	100.00%
The College of Medicine & Health Total		83.54%	16.46%	100.00%
University of Exeter Business School	Female	84.62%	15.38%	100.00%
	Male	100.00%	0.00%	100.00%
University of Exeter Business School Total		92.00%	8.00%	100.00%
Grand Total		88.54%	11.46%	100.00%

Glossary of terms and abbreviations

1. ADT - Head of Academic Development Team, Dr Gillian Auld
2. DC - Head of Research Services/Doctoral College, Drs. Astrid Wissenburg
3. PD - Head of People Development, Dr Clive Betts
4. RD - Head of Researcher Development, Dr Karen Leslie
5. REG - Research Ethics and Governance Manager, Gail Seymour
6. HR - Human Resources Department
7. DCMG - Doctoral College Management Group
8. DPGR - Director of Postgraduate Research (per Academic College)
9. DCSB - Doctoral College Strategic Board
10. ESE - Education and Student Experience HR - Human Resources
11. E&D - Equality and Diversity Team
12. RIEG - Research and Impact Executive Group
13. EES - Employee Engagement Survey
14. ECR LF - ECR Liaison Forums
15. ECRN - Early Career Researcher Networks
16. EASG - Exeter Academic Steering Group