

How did Covid-19 impact our research culture and environment?

Practices to take forward

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March 2022



UNIVERSITY OF LEEDS

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Executive Summary

As the Covid-19 pandemic evolved throughout 2020-22, research teams adapted their working lives to radically new and challenging conditions, and research organisations tried to accommodate a rapidly changing environment without existing protocols or comparable scenarios. The University of Leeds, together with its faculties and services responded to pandemic conditions in a variety of ways to mitigate the differential effects on its community of researchers. The research community showed enormous commitment to the research culture of the University, though this incurred significant personal cost to many.

As Covid-19 transitions from pandemic to endemic status and government protection measures are lifted, it is important that we collate, share, and evaluate the strategies that the University implemented since 2020. By reflecting on and adapting the actions taken, we will support recovery from Covid-19, protect business as usual, and provide resilience for future impacts. Adopting the recommendations emerging from the pandemic period will embed the positive research culture required for the success of University initiatives such as its Climate and Net Zero plans, its Fairer Futures pledges, and Research Transformed.

The overall aim of this report is to help **develop an improved post-pandemic research culture and environment that will not only be more resilient during business as usual, but also during times of future challenge or disruption**. It does this by:

1. Documenting sectoral, institutional, and faculty responses to supporting research during the pandemic, highlighting good practice;
2. Reflecting on lessons to be learnt and providing guidance on how the University might respond most effectively during future black swan events;
3. Making clear recommendations to University leaders to mitigate the impacts of Covid-19 on research and researchers, and to empower the research community.

To compile this report, share best practice, and inform recommendations, we gathered a comprehensive range of information about internal and external responses to the pandemic during the main study period March 2020 – September 2021. We consulted strategic and operational research governance groups at institutional and faculty levels, and collated University communications and papers. Chapter 2 provides a summary of these responses and highlights solutions to managing the impact of the pandemic on research.

The physical separation of research communities, uncertainly about access to research faculties and funding, and inequitable tolls on health and wellbeing presented threats to our research culture. Although the institution mobilised its expertise to ensure researchers were supported through the pandemic, some actions could have been done more quickly, or communicated more clearly. Where they worked locally, they could have been adapted for other areas. For future periods of comparable disruption, priorities include:

- a. **Protect access to facilities.** Keep buildings and facilities open where safe, even with low occupancy rates.
- b. **Prioritise the protection of researchers most vulnerable to disruption** (e.g., PGRs, those on fixed-term contracts, with caring responsibilities, or with other complex personal

circumstances), for example through financial support and providing workspace and access to equipment.

- c. **Communicate and consult.** Be clearer in communications to all, and be honest about difficulties and timescales, i.e., on re-opening of buildings or on external decisions.
- d. **Maintain agility.** Ensure processes remain flexible and inclusive, e.g., flexible funding; targeted research leave schemes.
- e. **Consider when best to devolve.** Sometimes faster responses can be attained by devolving responsibility, empowering Schools and Faculties to make targeted and less risk-averse decisions.
- f. **Adequately resource central support services.** The pandemic exposed the risks of support services being unable to rapidly adapt to the additional workload resulting from extreme events.
- g. **Resource areas that make the biggest meaningful difference to upholding University values.** For example, supporting line management to protect the mental wellbeing of staff.

Emerging from these priorities, chapter 3 specifies 26 recommendations for leadership teams to mitigate the ongoing impacts of Covid-19 on the research community, and to foster a positive research culture and environment as we move forward.

This report is written for leaders at the University of Leeds, including members of the Research & Innovation Senior Management Team and the Research and Innovation Board, Institute Directors, PGR Directors, and associated teams and services such as the Research and Innovation Service, the Facilities Directorate, Health & Safety, HR, and Equality and Inclusion leads.

Note from the Research & Innovation Board

We would like to thank the authors for compiling this report, which acknowledges the wide range of actions taken across the institution to mitigate the impacts of Covid-19 on our research community. It highlights the existing strengths and weaknesses of our research practices and culture that were revealed by the pandemic, and identifies actions that we must take to ensure that colleagues are supported to recover and thrive. We commit to working with research leaders and the wider community including those influential groups named in section 3.2 to deliver on these recommendations. We will review progress in autumn 2022.

Acknowledgments

We are grateful to University of Leeds colleagues for providing the information and insights contained in this report. We are particularly grateful to colleagues working in the Research and Innovation Service, Research Operations, HR, Finance, Advancement (previously Alumni and Development), the Staff Counselling and Psychological Support Service, and Centres for Doctoral Training. We also thank Pro-Deans for Research and Innovation, and members of internal UKRI Research Council and Wellcome Trust Strategy Groups. Thanks also to Nick Plant (DVC R&I) and other members of RIB and R&I SMT for comments on earlier drafts.

We thank the **Leeds Social Sciences Institute** and the **Research and Innovation Service** for providing critical resource and expertise towards this report.

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List of acronyms used in this report

AAM	Annual Academic Meeting
CDT	Centres for Doctoral Training
DTP	Doctoral Training Partnership
DVC R&I	Deputy Vice Chancellor for Research and Innovation
FRIC	Faculty Research and Innovation Committee
FRIO	Faculty Research and Innovation Office
FWoW	Future Ways of Working
GCRF	Global Challenges Research Fund
HEI	Higher Education Institution
LUBS	Leeds University Business School
LUU	Leeds University Union
ODA	Official Development Assistance
PDRA	Postdoctoral Research Assistant/Associate
PGR	Postgraduate Researcher
RIB	Research and Innovation Board
RIS	Research and Innovation Service
SCPSS	Staff Counselling and Psychological Support Service
TWoW	Transitional Ways of Working
UKRI	UK Research and Innovation
WFH	Working from home

Chapter 1. Context, Opportunities, and Research Methods

As part of the first national Covid-19 lockdown, the University of Leeds secretary announced on March 21st 2020 that only essential services and activities would be delivered on campus. As the pandemic and national directives evolved over the following months, colleagues adapted their working lives to radically new and challenging conditions. These presented considerable change, disruption, and uncertainty for researchers at all career stages, and for the teams they work with. Access to the research environment was impeded, and expectations both within and outside of work presented new demands on researchers' time and energy. Under these new conditions, colleagues had to quickly and repeatedly adapt their research to new sets of circumstances.

The institution, its faculties, and services responded to these changing conditions in a variety of ways. As Covid-19 transitions from pandemic to endemic status into 2022, it is important that we collate, share, and evaluate the mitigation strategies that the University has implemented or could implement in the coming months and years. By doing this, we will support our researchers in delivering fundamental and challenge-led research to improve the future of our world, without detriment to their wellbeing. Covid-19 has damaged the productivity and mental health of researchers (Gao et al., 2021), especially women, parents of young children, and people of colour (Squazzoni et al., 2021; Myers et al., 2020). The full impact of the pandemic on research and researchers will emerge over the coming years. In learning from the steps that were taken during the pandemic, we will support recovery from the Covid-19 pandemic phase, protect business as usual, and provide resilience for future extreme events.

The overall **aim of this report** is to help develop an improved post-pandemic research culture and environment that will not only be more resilient during business as usual, but also during times of challenge or disruption. It does this by:

1. Documenting sectoral, institutional, and faculty responses to supporting research during the pandemic, highlighting good practice;
2. Reflecting on lessons to be learnt and providing guidance on how the University might respond most effectively during future black swan events;
3. Making clear recommendations to University leaders to mitigate the impacts of Covid-19 on research and researchers, and to empower the research community.

Research opportunities

The University contributed to the Covid-19 national response in a variety of ways (see Fig. 1, p. 7). Through around 80 new externally-funded research projects worth nearly £20M across all seven faculties (June 2020 – Feb 2022), it mobilised its research teams to undertake investigations on a range of urgent topics from diagnostics and contact tracing to evaluations of the impacts on global health and identification of vulnerable children. It provided front line clinical care and strategic advisory / outreach expertise, and formed networks connecting health, welfare, education, and government.

Researchers were able to respond to COVID-19 not only through the agility embedded into our research strategy, but the commitment of staff to embrace new responsibilities and collaborations. For example, the infrastructure between UoL/ Leeds Teaching Hospitals Trust provided a responsive environment to address the pandemic: within five days of the first COVID patient being admitted to LTHT, we recruited into nationally prioritised studies, led on critical SARS-CoV-2 testing infrastructure, and recruited 684

patients in 26 urgent public health studies intervention and 806 vaccine trials (highest single site recruiter to the Novavax trial).

University of Leeds: Urgent Response to COVID-19

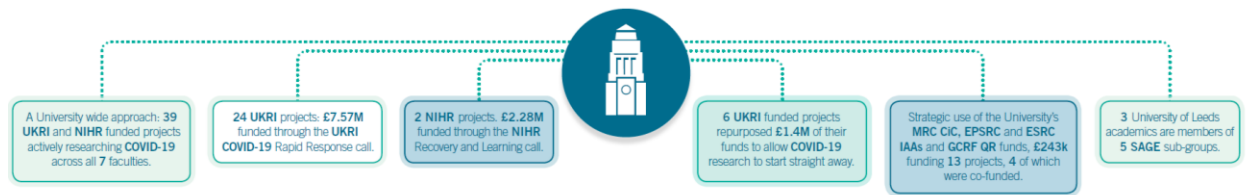


Figure 1. Summary of Covid-19 research at UoL to April 2021; UKRI and NIHR funded projects only. Detailed infographic available [here](#).

Research Methods

We identified and collated a number of sources of information about internal and external responses to the pandemic during the study period March 2020 – September 2021. Data sources used in this report include:

- a. Archived University communications issued from central services including HR, Secretariat, and RIS.
- b. Relevant papers and minutes from strategic and operational governance meetings. Groups include the UKRI Research Council and Wellcome Trust Strategy Groups (comprising Pro-Deans for Research and Innovation, Institute managers, and researchers), the Research and Innovation Board, and Faculty Research and Innovation Committees.
- c. Reports and insight received from the Doctoral College and CDTs (including Bioenergy, Complex Particulate Products and Processes (CP3), Fluid Dynamics, Integrated Tribology (IT-CDT), Molecules to Product, and the Centre for Data Analytics & Society).
- d. Email and website communications from UK research funders, including policies set during the pandemic.
- e. Conversations via email and MS Teams with a range of colleagues on approaches taken to mitigate the effects of the pandemic on research productivity in their respective units. Participants included Faculty research offices, Pro-Deans for Research and Innovation, and central services such as the Research and Innovation Service, HR, Finance, Advancement (previously Alumni and Development), the Staff Counselling and Psychological Support Service, and Centres for Doctoral Training.

Although we aimed for broad consultation, the summary of responses contained in this report cannot capture the full range of measures implemented at the University during the pandemic. Rather, we present a representative review from the major units conducting or supporting research within the institution, with the aim of sharing best practice and informing recommendations.

Chapter 2. What measures were taken to mitigate the impact of the pandemic on our research and researchers?

This chapter sets out the responses to the pandemic made during the study period March 2020 – September 2021.

Section 2.1 considers responses at **institutional** level within the following themes:

- Access to the research environment
- Research funding
- Health and wellbeing
- Reward and recognition
- Communications and consultation

Section 2.2 considers responses made within each of the seven University **faculties**.

Section 2.3 considers responses made by the **Doctoral College and its graduate schools**, and **Centres for Doctoral Training**.

2.1 Institutional Responses

Access to the research environment

Campus restrictions inevitably presented barriers to conducting research. These included total physical barriers as researchers were prevented from entering research facilities, including drama spaces, design labs, special collections, and essential equipment, as well as partial barriers and delays as Health and Safety processes for accessing buildings were introduced.

The DVC R&I implemented a [sign-off procedure](#) for formal Research Exemption for researchers who needed to access the University Estate to deliver new or proposed research during the shutdown period. Staff had to request approval from their Head of School, Faculty Health and Safety, and Faculty Dean. Once these approvals had been made, the DVC reviewed the proposal and signed it off for access to campus. This process also applied to academics applying to the UKRI call *Ideas to Address Covid-19* and other urgent Covid-19 funding schemes (see Fig. 1). The procedure was followed by over 100 new Covid-19 research applications and was in place from April 2020 until it was taken off the RIS website in September 2021. Research not relating to Covid-19 and research that could be done from home did not require this high-level approval, and instead continued to follow local sign-off procedures set by Schools and FRIOs.

In April 2020, internal funder strategy groups advocated that ‘the University should ensure that research can continue and prevent barriers being put in the way of researchers’. They also acknowledged that ‘not everyone is equally capable of continuing and participating in research’, identifying ‘that colleagues with heavy teaching responsibilities, or family/caring duties were less able to move forwards with novel research when the first wave of lockdowns was introduced’ (Dec 2021).

RIB acknowledged the fact that ‘some [research] disciplines were harder to conduct remotely’. A proposed priority was to ‘learn how to (hopefully) keep buildings and facilities open, even with low building occupancy rates’ (Nov 2020). Information on how each faculty managed the return to campus facilities is included in section 2.2.

Colleagues continued to request campus access to **collect essential equipment** throughout 2020 and 2021. These 15-minute visits were coordinated locally. The results of staff surveys in 2020 highlighted

two ongoing issues: i) how and when staff would be returning to campus; and ii) how to enable staff to comfortably work from home. These concerns were addressed in June 2020 as access to campus was prioritised for the following functions:

- To enable the resumption of research activities that require access to laboratories and facilities on campus;
- To facilitate the delivery of a few critical functions that cannot be delivered remotely (for example, confirmation and clearing);
- To facilitate the preparation of teaching materials for the next session, where that requires access to on-campus facilities.

The University Secretary shared this [approach to planning a return to campus](#) on 7 May 2020. The majority of staff only began returning to campus in summer 2021, especially those working in central professional services.

The May 2020 staff survey also revealed ongoing issues with staff accessing home-working equipment. Further support was requested for remote working, particularly display screen equipment and workstation set-up. IT provided specific guidance, e.g., [remote access to teaching software](#), [how to request a laptop for home-working](#), [getting the most from your home wifi/broadband](#) and [general Covid-19 IT updates](#). At the time of writing (Feb 2022) IT Services have 207 requests for laptops in the queue and receive c. 50 requests each week. Between 40 and 60 laptops are typically provided each week with a lead time of 3-4 weeks, prioritising staff without access to a functioning device. See Table 1 for overall hardware provision March 2020 – Feb 2022.

Laptops	4097
All-in-One PCs	226
Monitors	2343
Docking Stations	1382
Headsets	2548
Webcams	1534

Table 1. Equipment supplied to staff and PGRs from the start of the pandemic to February 2022. NB. Actual number of items is slightly higher as the table excludes returns.

Access problems presented significant and diverse implications for researchers across the disciplines. Research which couldn't be done from home was paused, with stringent sign-off procedures for resumption. This was felt most notably in STEM subjects. For researchers who could notionally continue their research (e.g., some in the humanities and social sciences), home-working presented other barriers, such as caring responsibilities or inadequate equipment and space. These challenges affected projects in progress as well as those at the application stage.

Multiple published reports reveal stark **gender-related differences** in the impact of Covid-19 on the working lives of academics (Deryugina, Shurchkov & Stearns, 2021; Kovarovic et al., 2021; Malisch et al., 2020; Nash & Churchill, 2020). During the first wave of the pandemic, women (especially in junior positions) submitted proportionally fewer manuscripts than men (Squazzoni et al., 2021). We expect to see this effect playing out over the next period as we see gender and intersectional biases impacting staff progression, grant awards, publications, etc. Close analysis of gender-related trends will be required (see recommendation D1, p. 24).

In March 2020, the UK Government announced its **Covid 19 Job Retention Scheme (furlough)**. Members of staff that were unable to carry out their role, either on campus or remotely, were able to take up this scheme. The primary reason for research staff furlough was the lack of access to laboratory and campus facilities or NHS clinical facilities and subjects. Some staff were eligible for furlough based on caring responsibilities and shielding requirements. The scheme funded around 80% of staffing costs, and the University funded the balance to ensure research staff were fully compensated during this period. The scheme was utilised for approx. 19 months.

Concerns about furlough were noted across the faculties. Research staff who were furloughed from fixed-term grants noted the lack of a unified position on contract extensions, and felt that nature of the decisions (i.e., case-by-case, or delayed) was problematic. This was caused by lack of information from government on whether furlough was allowed for researchers, although the University acknowledges that it could have communicated better while external negotiations were ongoing.

Research funding

Funders took a range of steps to provide flexibility regarding time and other resources required by grantholders. This was complex to interpret and enact for universities due to a lack of consistency of approach or timing across the major research funders.

In the early stages of the pandemic, UKRI extended all of their open call deadlines due to fall in April and May 2020, typically by six weeks, issuing information via dedicated [webpages](#). UKRI provided all fellowship and standard grant holders up to six months to start projects instead of the initial three month extension originally provided. This policy remains in place at the time of writing.

Many other major UK funders (e.g., British Academy, British Heart Foundation, Cancer Research UK, Leverhulme Trust, National Institute for Health Research, Royal Society, UKRI, Versus Arthritis, Wellcome) offered no-cost extensions to live grants, though advised that where possible researchers should seek to operate within the originally awarded budgets and timelines. Funders began to publish policies on no-cost extensions in March 2020 with all funders mentioned above giving this advice by April 2020 ([Funder updates overview from May 2020](#)). The University supported no-cost extensions to research awards with no additional income from the funder (as published by RIS [post-award FAQs](#)) to ensure the continuation of research. This led to a decrease in research recoveries as no-cost extensions nevertheless incur additional indirect costs.

In June 2020, UKRI announced it would allocate additional funding for costed extensions to grants. This allocation was confirmed in September 2020 along with rules on how it was to be used ([UKRI cost allocation plan](#)). The additional funding was allocated as a lump sum to the University and then distributed within the institution. [Wellcome](#) funded an additional six months for projects due to end between March and December 2020, and an additional three months for projects due to end in 2021.

The Trusts and Foundations team at the University (part of the Advancement team) worked with individual academics and research groups to secure and rearrange funding from their suite of funders. This included securing additional grants and/or no-cost extensions for disrupted research studies from sources such as the Education Endowment Foundation, Waterloo Foundation, and the Kennedy Trust.

For **PGRs**, UKRI studentships were given an evolving support programme for Covid-19 doctoral extension funding. Wellcome also extended student stipends. These support programmes required matched funding from the University, allocated according to strict rules agreed with UKRI. The University committed approximately £2M of its own funds to this end (and to a parallel process for all University of Leeds-funded PGRs) as well as fee waivers for overtime years for all PGRs, which enabled self-funded

PGRs to continue beyond the normal period of registration without incurring extra fees from May 2020 until the 21/22 session. This unfortunately led to inequalities between UKRI and University-funded PGRs (who received considerable financial relief) and other PGRs, whether self-funded or funded by other sponsors. To offset this, some additional funding was made available by the Office for Students and Research England to HEIs. The University allocated £442K of this funding to PGRs in a variety of ways, prioritising those who had not already had funded extensions. The Doctoral College also worked with student finance and LUU to ensure that postgraduate researchers could access the means-tested hardship funds.

- *Reception of funder actions*

It was noted in strategy group minutes that the ‘funder transition to working from home delayed decision making on applications’ (October 2020) and that ‘it was acknowledged that the UKRI response to Covid-19 effects on researchers and making decisions has been slow’ (April 2020). The delay in funding decisions will have increased uncertainty as securing future grant funding became a priority. In April 2020, a strategy group member raised with the CEO of a UKRI Research Council the concern that research staff were unable to perform the additional duties of Research Council peer review and panel commitments as well as their University work. This was raised as EDI matter and was acknowledged but there has been no further information on any actions taken.

In March 2021, Government cuts to ODA research budgets were announced, linked to the financial pressures caused by Covid-19. The Trusts and Foundations team secured two major donations which provided matched funding to minimise the impacts of in-year cuts to GCRF funded projects. It was noted in a strategy group meeting that a project which received this alumni funding allowed ‘much of the project to continue as planned’ (May 2021).

Health and wellbeing

The April 2020 staff survey revealed that many staff members were struggling to maintain their **mental health**. In an AHC survey conducted in July 2021, two thirds of the 337 respondents reported a decrease in mental or physical health (Davies & Preston, 2021). This pattern matched a larger survey of 2000 UK HE staff in Spring 2021 in which nearly two-thirds reported feeling emotionally drained at least once a week. More than one quarter said they felt that way every day (Wray & Kinman, 2021). It is unclear how much of this was due to Covid-19 in general, how much to work pressures, and how much to research issues in particular. Support and resources from the Health and Wellbeing team were signposted in central communications. Staff were directed to speak with their line manager about wellbeing issues.

The Staff Counselling and Psychological Support Service (SCPSS) supported staff during this time by providing 1-1 counselling by Zoom or phone and continued with workshops online including Covid-19 self-care sessions. Service demands increased by around 10-15% on previous years, with the greatest increases among managers of staff on campus and in residences. The SCPSS noted that ‘no one has not had some additional challenges that have impacted on work. The interaction between the nature of work and home circumstances determined how people coped. The role of good line-manager or similar roles both positively and negatively has been brought to the fore.’ As of December 2021, the service continues to offer online and phone appointments, with the capability of in-person meetings 4 days a week. They have ‘recognised that the availability of a suitable private space to attend online counselling and workshops remains a challenge for some WFH, but is a particular issue for people working on campus – especially shared / hybrid spaces. This is an issue that needs to be considered going forward with new ways of working.’ (see recommendation C3, p. 24).

The April 2020 survey also suggested that staff were worried about their **productivity** as they tried to balance work with other responsibilities. Central [communications](#) issued on 14 May 2020 stated ‘we hope you can continue to find the right balance between work and home life. We understand that the continuation of the current working arrangements may bring both rewards for some of you’. Staff were pointed to resources on the staff support and wellbeing webpage, and advised to seek help locally, (e.g., discuss and agree ways forward with line managers). This introduced variable consistency and dependence on individual relationships.

In July 2020, advice on annual leave was published within the staff survey findings:

On the issue of annual leave, it's really important to take a break from work, as this is all part of the need to consider your own wellbeing. You need to use your annual allowance by the end of September, but in exceptional circumstances, where agreed with your Head of School/Service, you can carry forward five days until the end of December 2020.

Many staff carried over annual leave, due to being unable or unwilling to take it during the lockdown months.

Carers' leave allowance was temporarily increased from the standard 5 days to 10 days (pro rata for part-time staff). The standard entitlement and policy was resumed on 01/01/22, but then in late January was extended again to 31/03/21 in the wake of school disruption during the omicron wave. Takeup was variable. Staff with caring responsibilities who needed to be on campus full-time (e.g., those working in student-facing services, estates and H&S services, on essential research or in clinical roles) tended to be grateful for this extended benefit, and used it where needed. Takeup was lower for the larger proportion of staff who were working from home or in a hybrid way, since they often had more flexibility with working patterns.

Reward and recognition

Central communications sent frequent emails thanking staff for their continued hard work, with a focus on balancing work, home life, and teaching responsibilities. The 2020 Christmas and New Year closure period was [extended](#) by three days (pro rata) to thank staff for their continued commitment. This gesture was repeated in [2021](#) in recognition of another challenging 12 months.

The formal process for applying for discretionary substantive increases to basic salary (part of the [reward and recognition scheme](#)) was paused in March 2020. It was then relaunched in October 2020 and concluded in early 2021. The 2021 process launched in September 2021 and concluded in January 2022 with all approved increases backdated to August 2021. The professorial and senior salary review process was paused in March 2020, and has at the time of writing (Feb 2022) just received approval to relaunch for 2022. One-off payments via payroll, voucher awards via the recognition scheme, and long service awards continued to operate as usual throughout (with the exception of the awards lunch which did not run in 2020 and 2021). Several of these recognised employees' extraordinary commitment during the pandemic.

The promotion process was paused between March 2020 and July 2021 for applications to G3 through to G10 including G10 Zone 1¹, with a temporary re-opening for the duration of July 2020. The application process was reopened for all grades in July 2021, with a commitment to no further pauses.

¹ There were some exceptional cases that received permission to progress while the promotion process was paused.

Communications and consultation

The central communications team kept staff updated with operational developments via 89 [emails and eNews bulletins](#) between March 2020 and September 2021. The majority (77) were sent in 2020, typically on a monthly basis. 12 communications were sent in 2021; at the time of writing the most recent was sent during the omicron wave (10/12/21) when the UK Government advised those who could work from home to do so. Confirmation of which staff should work on campus or from home (based on work activities) was sent via internal comms on 05/01/22.

Communications consisted of messages to staff from the Vice Chancellor (11), which included policies implemented after national lockdowns, updates on health and safety arrangements, and arrangements for teaching. The eNews coronavirus extra (36) - a special edition of the eNews - collated information relating to the impacts of the coronavirus on day-to-day activities. Campus updates (5) provided updates on the status of the campus, including policies for working on site, and plans for welcoming staff back.

The Health and Wellbeing team conducted three online **staff surveys** in [April](#), [June](#) and [November](#) 2020. These were designed to enable HR to better understand how staff could be advised and supported. Some of the findings and actions taken were published in [May](#), [June](#), [July](#), [November](#) and [December](#) 2020. One priority theme was the need for more frequent and clearer communications from University management, focusing on sharing student communications with teaching colleagues in advance (May 2020), the financial challenges facing higher education and the effects of this on Leeds (May 2020), and information on returning to campus (May, June 2020). Other key findings from the surveys are included in other sections of this report, e.g., access to the research environment, and staff health and wellbeing.

As the professional service supporting the University in applying for and managing external research funding, the Research and Innovation Service (RIS) was responsible for conveying developments from funders to UoL researchers. RIS's UK Research Development team monitored the response from UK funders and sent regular updates via emails between March 2020 and February 2021. The RIS website was regularly updated and a dedicated coronavirus webpage was created to host all research funder information (now offline). These communications mainly relayed funder intelligence to RIB, FRICs, and the researcher community so grantholders and managers could respond. Updates on how to manage research funding post-award were communicated by email and webpage from RIS to researchers in May 2020 with a set of [post-award FAQs](#). Specific grant queries were directed to FRIOs.

Despite this systematic and comprehensive communications strategy, it was noted at the Nov 2020 meeting of RIB that;

In terms of communications it was felt that more clarity is needed, particularly in relation to difficulties and timescales i.e., re-opening of buildings. It was agreed that a clear line of communication is needed and that it is an entire University effort to ensure this happens correctly. It was also requested that the postdoctoral community should not be forgotten in the communication process.

For specific information on communication to PGRs see section 2.3.

Institutional Response: Summary and evaluation

The physical separation of research communities, uncertainty about access to research facilities and funding, and inequitable tolls on health and wellbeing presented threats to our research culture. Although the institution mobilised its expertise to ensure researchers were supported through the pandemic, some processes could have been improved by increased agility, decreased bureaucracy, and clearer and more timely communication.

Some institutional processes and systems were responsive and agile. These included increased flexibility in funding (e.g., the University's distribution of no-cost extensions to funded projects, and its commitment to PGR stipend extensions), the extension and re-extension of carers leave, and the wide-scale provision of IT equipment for home-working.

Prioritising access to research facilities for specific functions was useful, although heavy bureaucratic processes sometimes presented barriers. Access to the furlough scheme was positive, though this could have been improved with more timely and unified information. Here, as with external funding decisions, the University acknowledges that it could have communicated better while external negotiations were ongoing.

Although the impacts of the pandemic on research was acknowledged in central communications, messages could have been nuanced to address the differential impacts preventing some researchers from progressing. Similarly, more clarity would have improved communications, particularly in relation to predicted timescales on likely changes to the research environment, even if this concerned ongoing delays.

Survey feedback highlighted the significant impact that good line management made to researchers' wellbeing, suggesting that more resource in this area would have enhanced the efficacy of this support. Building capacity into line managers' workloads would allow them more time with individuals to support their complex circumstances, with training where required.

2.2 Faculty Responses

Faculty of Arts, Humanities and Cultures

Access to the research environment

In Schools such as Design, Performance and Cultural Industries, Music and Fine Art, History of Art and Cultural Studies, access to lab, studio and performance space was limited in the early stages of the pandemic. Technical staff carried out excellent work to enable a return to these spaces as soon as possible.

Several of our key non-academic partners – especially in the cultural and third sectors – have undergone major changes in their practices and circumstances during the pandemic; our impact support network, and our Directors of Impact, are working to evaluate these changes and to ensure that partnerships and collaborations can continue to develop.

Career development

The Faculty Executive Committee and Faculty Research and Innovation Committee approved a set of guidelines for research discussions with individuals (AAMs, SRDS, research mentoring meetings, Research Needs Analysis meetings) to ensure that colleagues were supported in those meetings to get

their research back on track as appropriate. Internal funding schemes have been adapted to ensure that colleagues can receive appropriate support in the context of Covid disruption: for instance, expenditure on the Faculty Study Leave scheme has been reprofiled to allow for adapted timescales; the International Conference Fund now explicitly encourages its use for online activities where travel has been impossible; Sadler projects (funded via the Leeds Arts and Humanities Research Institute) have been extended where the pandemic disrupted activities.

The Leeds Arts and Humanities Research Institute is running sessions in 2021-22 directly aimed at researchers whose work has been disrupted during the pandemic, entitled *Research Rebooted*. Research mentoring was strong in most of the Faculty prior to the pandemic, but not consistent across Schools and we are reviewing our mentoring structures and practices to ensure that all research-active colleagues are receiving appropriate mentoring (including across Schools, where this would be helpful).

Health and wellbeing

Colleagues have reported that teaching loads increased significantly during the pandemic, with a knock-on effect for research. R&I Pre-IPE meetings with Schools have explicitly addressed broader questions of workload, coordinating approaches to student education with research.

A Covid impact survey was carried out in July 2021. Its report (Davies & Preston, 2021) included recommendations on research, and was endorsed by the Faculty Executive Committee.

Faculty of Biological Sciences

Access to the research environment

Research laboratories were re-opened as quickly as was feasible. In line with Health and Safety requirements and to ensure staff felt safe, occupancy was limited and other safety procedures were in place. Operating procedures and inspections were thorough and agreed with Union representatives.

Working hours were extended on a voluntary basis to allow shift work in some labs to enable more colleagues to restart essential research. PIs were encouraged to remain working at home to maximise lab access for PDRAs and PGRs.

PGR support

Examiners were aware that PhD work and progress would be impacted by Covid-19, so were encouraged to be sensitive with regard to expectations on viva performance. All transfer reports had Covid-19 impact statements. PGRs were encouraged to apply for extensions.

Communication and wellbeing

A range of approaches was taken to ensure clear messaging throughout the pandemic. Quizzes, coffee mornings, and mentoring sessions were introduced to maintain a sense of community. Regular meetings between PGRs (weekly), PDRAs, and PIs were encouraged. PDRAs on lab-based projects were encouraged to publish reviews in place of experimental reports.

The government furlough scheme was felt to be confusing, e.g., whether it was appropriate for PDRAs (see section 2.1, p. 10).

Faculty of Engineering and Physical Sciences

Access to the research environment

Due to the unpredictable external situation, compounded by water sanitation problems and the move to the Bragg building, it was difficult to ascertain realistic timescales for reopening lab facilities. While identifying pilot areas to re-open, managers were unaware how long it would take to get even a small number of labs running at reduced capacity. In retrospect, it would have been better to manage expectations by informing researchers that access would not be possible for several months.

The faculty prioritised the opening of laboratories to enable the greatest number of PGRs and PDRAs to complete their projects, though this was not always possible due to the interdependencies of facilities.

Funding

In distributing the additional funds provided to support UKRI funded research, the faculty prioritised continuity of employment for existing PDRAs. Funds were also used offset the worst impacts of the cuts to ODA funding.

Communication and wellbeing

Weekly meetings chaired by the Executive Dean continued to be held with the Deputy Dean, Pro-Deans, Health and Safety, Estates, and HR to discuss all Covid-19-related issues, including communications to staff. This group was originally focused on research re-entry but the remit broadened to include teaching activities.

The faculty were acutely aware of the impact of Covid-19 on researchers, particularly PDRAs and PGRs who often had less suitable accommodation for home-working and greater isolation. Schools considered mental wellbeing as a compelling need for campus access and workspace.

Faculty of Environment

Access to research environment

Facilities and Estates' decision to allow buildings to go completely cold increased the time taken to reactivate them, leading to a decrease in pump-priming activity, and delays in delivering existing projects. It was felt that Leeds has been relatively slow at getting people back on campus. Restrictions meant a significant reduction (=50%) in space available for collaboration.

Funding

Having two cohorts of Masters students in one calendar year dramatically increased staff workload. It was thought that gains in student income were likely to be offset by a loss of research funding.

There was a feeling that internal timescales for demand management and peer review of grant applications prioritised the needs of grant administrators rather than the scientists writing the bids.

The pandemic highlighted a lack of resilience in grant support for large complex bids, due to existing strain in the system.

Communication and wellbeing

Staff were exhausted by the pace of new initiatives, increasing burnout.

Access to the research environment

Researcher support and development opportunities moved online, e.g., impact and engagement events; writing retreats.

The LUBS Graduate School worked with the faculty international office to connect PGRs who had returned home or started their study remotely to international partner networks, allowing these PGRs to engage with research communities in their own countries.

Funding

Researchers had continuing access to conference funding to allow them to participate in virtual conferences. The faculty's Challenge Fund was reactivated in March 2021 (after a pause from March 2020) and a dedicated stream was added to support researchers to get their existing research projects back on track following pandemic-related disruption.

Due to an increase in the number of funding applications submitted (related to the UKRI Covid-19 rapid response call), members of the faculty's research support team were brought in to provide additional pre-award support.

The faculty introduced the Peer Review College (FPRC) at the start of 2021/22, running online.

PGR support

In addition to University support and additional supervisory support (e.g., weekly supervision meetings for PGRs studying remotely), LUBS offered extra hardware and software resources, financial support for PGRs whose funding came to an end in the early stages of the pandemic, online social events, and pastoral support by dedicated college officers. A LUBS hardship fund, offering non-repayable awards and bridging loans, was made available to PGRs in addition to the University's hardship fund.

Career development

The Deputy Dean and faculty HR Manager ran promotion drop-in sessions open to all LUBS staff. On promotion panels, consideration was given to the impact of Covid-19 on research activity.

Communication and wellbeing

A mentoring programme was introduced during the pandemic to provide support and guidance to staff regarding their research, teaching, and professional development.

The faculty's Research and Innovation podcast was launched just prior to the first national lockdown, and was immediately moved to remote recordings, which continue currently. This complements the monthly Research Office Gazette containing information on funding opportunities, training and development updates, research achievements, policy related opportunities, and impact and engagement updates.

Faculty of Social Sciences²

Access to the research environment

A guide to delivering impact in an online environment was drafted and disseminated by FRIO staff, and a second edition subsequently produced.

Funding

All study leave schemes across the faculty were un-paused in 21/22, i.e., as soon as possible after the first lockdown period.

Communication and wellbeing

All DoRIs became ex-officio members of the Faculty Management Team to support collective responsibility, standardisation of approaches, and support two-way information flows. Research Centres held regular informal 'no-agenda' meetings for social/well-being purposes.

As in other faculties and services, it was noted that remote working led a deterioration of work-life balance and a rise in burnout, with some disproportionate effects on certain groups such as women, caregivers, and ECRs. This was especially marked for those juggling caring responsibilities alongside intensive online teaching and an uplift in 'academic housework' during the pandemic, including increase in pastoral support for students.

Career development

Monitoring the impacts of COVID on research performance/activity became a staple and continuing feature of AAMs with Heads of School. Staff applying for promotion were asked to make reference to the impact of COVID on their activity. It was noted that other Universities have introduced new criteria for promotion to address pandemic-related EDI issues. An analysis of the impact of COVID lockdowns on funding applications by gender to December 2020 was undertaken by the FSS FRIO, though the data showed no clear patterns across the faculty during that period.

Academic staff were asked to prioritise teaching over research activity during the pandemic, and it was felt that there was little follow-up steer from the University on how to adjust research expectations and safeguard career trajectories.

PGR support

Faculty Graduate School held weekly informal 'get-togethers' with School PGRs to reduce isolation and foster peer support

Faculty of Medicine and Health

Clinical academic staff have been particularly impacted as many returned to the NHS and have been unable to use their agreed research time.

Communication and wellbeing

From a survey carried out by the Leeds Institute of Cardiovascular and Metabolic Medicine (22/06/21), most responses indicated difficulties working from home alongside caring for children. At the same time, many felt that without the possibility of working from home during childcare closures they could not

² This response is partly informed by a paper by Maria Rovisco and Kim Allen entitled *Proposal for a school response to the impact of the pandemic on academic staff*, presented at FSS FRIC in July 2021.

have continued their jobs. Meetings scheduled during school hours disadvantaged carers. There were concerns that a full return to campus would cause carers to lose the benefits of WFH (e.g., time reclaimed from commuting; ease of accommodating further school closures). Therefore, a flexible hybrid working approach would enable many colleagues to continue their research.

The School of Psychology provided additional information from FMH:

Access to the research environment

The School is supporting funded research by working with the Health and Safety team to reopen research laboratories in a Covid-19-safe manner, prioritising research productivity.

Research funding

The School are supporting / funding no-cost extensions for funded research and PGRs. They have also been working with research teams to cover periods of staff illness.

Communication and wellbeing

The school are dealing with the impact on staff on a case-by-case basis via occupational health and HR procedures, and also via the AAM and SRDS processes. The school continues to look to faculty and the centre for formal guidance where appropriate.

Support provided by central HR was sometimes felt to be too generic for the needs of research staff. Local HR teams worked with Pro-Deans R&I and Heads of School to consider local arrangements for supporting research staff.

2.3 Responses from the Doctoral College and Centres for Doctoral Training

Access to the research environment

RIS, the Doctoral College and its Graduate Schools, and managers and directors of CDTs advocated for PGRs throughout the pandemic to ensure that they were considered in University arrangements for access to facilities.

For example, the Doctoral College worked with the Library to ensure that PGRs had [access to resources, special collections, and study spaces as soon as was safely possible](#). The Library also provided click-and-collect and postal services to allow those not on campus to access books as needed, as well as online inductions and training sessions. [Exclusive PGR \(and staff\) study space](#) was available to book on campus in the Edward Boyle Library to mitigate against lost working space in School buildings. [Other study space](#) was also available, and the University constantly reviewed what space could be made available to staff, PGRs, and students based on the restrictions in place at the time. Access to essential research facilities was available, managed at School level.

PGRs were supported to reflect on their research, e.g., to plan experiments that used laboratory time more effectively. Experimentally-focused disciplines were more seriously impacted by the full closure of laboratories for almost nine months, and afterwards by reduced access due to social distancing, reduced capacity, and other Covid-19 protection measures.

FAQs were published for current students addressing concerns about remote working, e.g., this [example](#) for prospective applicants for CDT Fluid Dynamics.

Lack of suitable IT presented challenges for PGRs, though IT Services provided significant numbers of devices and prioritised those with greater restrictions (see section 2.1, p. 9).

Development opportunities were provided to help facilitate transition to WFH, e.g., network events between three CDTs on support for remote working, and adapting projects to be desk-based. Online engagement with these was good, although some PGRs struggled to adapt their projects. Overall, taught modules and PGR activities successfully moved online. New skills were developed via online training. Although the lack of in-person interaction in informal campus spaces presented missed opportunities, many PGRs and PGR reps also noted an improvement in opportunities to interact facilitated by the pivot to online working, especially those located primarily overseas.

As cohort networking was limited, online seminars with external partners were introduced. There was a mixed reception as some PGRs felt that the events were not relevant to their projects, and did not always see the opportunity to build professional networks. In response to the ongoing harms to cohort networking, face to face meetings restarted with the opening up of campus.

One successful example of cross-institutional working was iT-CDT (based at the Universities of Sheffield and Leeds), which was able to leverage the partnership to enable students to share available equipment when restrictions were lifted. The University of Sheffield prioritised PGR students in accessing lab spaces, whereas Leeds seemed a little slower in opening up and creating a rota system.

PGRs had to deal with delays to study abroad/placements, restrictions to international fieldwork, and the cancellation of some industrial placements. Some took suspensions as a result.

Research funding

A range of funding mitigation were implemented by in RIS and the Doctoral College (see section 2.1, p. 10ff. for details). For example, six-month extensions (funded by Research England and the University) were open for application by final-year PGRs, and UKRI provided funded extensions for eligible students starting prior to March 2020 on a needs-priority basis. The financial support reduced the risks from hardship, including non-completion, although at the time of writing (Feb 2022), monitoring data suggests there has yet to be an impact on completion rates.

Some PGRs found the UKRI guidance to adapt projects hard to accept given the lack of firm timescales on the reopening of laboratories and other specialist research facilities. For example, they felt that the announcement of funded extensions by the EPSRC in November 2020 came too late, meaning some PGRs were ineligible for further funding. They also felt that the UKRI-funded extensions should have been offered for longer time periods.

Some CDTs (such as iT-CDT) were able to review their finances and make costed extensions available to one of their PGRs without funder support.

Health and wellbeing

Reports of declining mental health among PGRs increased significantly during the pandemic. More PGRs than normally expected have required additional support, e.g., paid sick leave, referral to student counselling, and suspensions of study.

PGRs were signposted to support services, and additional support was offered in the form of pastoral care from supervisors and CDT teams, including regular informal drop-in sessions online, biweekly 1-1's, journal clubs, peer-to-peer learning, virtual socials, and in-person outdoor meetings.

The Student Education Service set up on-campus [Student Information Points and a telephone helpline](#), both of which PGRs were able to access. This was in addition to Graduate School Office teams who were available support PGRs remotely.

The network of academic and operational colleagues working across the Doctoral College, Graduate Schools, Schools, DTPs and CDTs worked to engage with individual PGRs and associated groups on a regular basis throughout the pandemic and the following period, e.g., individual meetings between the Dean of the Doctoral College, Faculty/School Directors of PGR, LUU exec/staff and all PGR reps. They continue to provide support to PGRs and will be providing further schemes as they emerge. They work closely with LUU and other University services to provide support focusing on the principles of equity and need.

Communications

Many PGRs felt that communications were infrequent, contributing to their sense of isolation. In response, the Doctoral College, its Graduate Schools, and CDTs increased the frequency of their newsletters and communications to ensure that PGRs received relevant information in a timely manner (with some variability between areas and some limitations linked to the need to conform to the central communications approach). Administrative units acknowledge that more could have been done regarding communications. Some steps have been taken in response, e.g., in summer 2021 the Doctoral College carried out a thorough review of its comms strategy (led by a PGR intern). Significant changes have been made.

Recruitment and support for new PGRs

Covid-19 did not have a noticeable impact on recruitment of PGRs during early 2020. Interviews during lockdown were delivered online with no other significant changes to the usual recruitment approach. Residential induction (normally held offsite) was delivered online for new starters in September, distributed throughout induction week rather than in one intensive block.

New policies were put in place to allow new PGRs to start their programmes remotely and to ensure that they receive appropriate support through this period. [Induction was moved online](#), with new resources developed to support new starters. A Postgraduate Induction Mentoring Scheme was established, with many current PGRs sharing their knowledge with new starters.

Taught element and examination

Bespoke to each School, CDT, and DTP, taught programmes were designed to ensure that content was accessible at the various stages of the pandemic via a mix of online and in-person delivery. Covid-19 impact questions were included in progress reviews to support changes to research plans.

The assessment of doctoral theses was amended to ensure examiners were aware of any Covid-19 obstacles or adaptations made by candidates. In line with sector-wide approaches to mitigation, examiners were asked to take account of the disruption without relaxing academic standards. The thesis submission and viva process was moved entirely [online](#) in March 2020, ensuring that vivas were not delayed, and PGRs were able to submit a Covid-19 impact statement alongside their thesis to explain how their research was affected or had to be adapted in response to the pandemic. OD&PL provided [online viva practice and training](#) with many other online resources available.

Chapter 3. Summary and Recommendations

3.1 Summary of actions supporting research during the pandemic

Chapter 2 documents sectoral, institutional, and faculty responses to supporting research during the pandemic, highlighting good practice and identifying what can be learned from less successful action or inaction. These points are summarised below, and should be adapted in future to protect a positive research culture during business as usual as well as in more challenging times. They emerge from conversations with contributors to this report, as well as discussions held by the Research and Innovation Board (e.g., paper RIB/20/19).

- a. **Protect access to facilities.** Keep buildings and facilities open where safe, even with low occupancy rates.
- b. **Prioritise the protection of researchers most vulnerable to disruption** (e.g., PGRs, those on fixed-term contracts, with caring responsibilities, or with other complex personal circumstances), for example through financial support and providing workspace and access to equipment.
- c. **Communicate and consult.** Be clearer in communications to all, and be honest about difficulties and timescales, i.e., on re-opening of buildings or on external decisions.
- d. **Maintain agility.** Ensure processes remain flexible and inclusive, e.g., flexible funding; targeted research leave schemes.
- e. **Consider when best to devolve.** Sometimes faster responses can be attained by devolving responsibility, empowering Schools and Faculties to make targeted and less risk-averse decisions.
- f. **Adequately resource central support services.** The pandemic exposed the risks of support services being unable to rapidly adapt to the additional workload resulting from extreme events.
- g. **Resource areas that make the biggest meaningful difference to upholding University values.** For example, supporting line management to protect the mental wellbeing of staff.

A number of opportunities have been identified throughout the pandemic for enhancing research culture and quality:

- **Research community and collaboration.** Although the lack of in-person interaction presented missed opportunities, many researchers noted that the move online provided alternative ways to interact. We can do a lot more research collaboration online than we thought and often better, in a more interactive and equitable fashion.
- **Research opportunity.** Covid-19 presented multiple new research themes, the application of existing expertise and the opening up of new research networks.
- **International collaboration.** We have learnt new ways of conducting international collaboration – bringing more people online and reducing our travel and carbon footprint.
- **Grand challenges.** Covid-19 has reinforced the awareness that grand challenges are interconnected.

3.2 Recommendations for Research Leaders

A core aim of this report is to make clear recommendations to research leadership teams to mitigate the ongoing impacts of Covid-19 on research and researchers, and to empower the research community. The recommendations are also designed to protect a positive research culture and environment regardless of future disruption. This positive research culture is strongly linked to the quality of research undertaken at the University.

Based on the information contained in this report, we propose the following recommendations to support colleagues as they work through the next phase of the pandemic and beyond. Although some of these are being enacted already, these actions should be regularly reviewed to ensure the delivery of maximal benefits.

Access to the research environment

	Action	Responsibility
A1	Provide agile protocols to ensure that buildings and facilities remain operational at a base level, prioritising access for researchers most in need of workspace (e.g., PGRs)	Facilities Directorate H&S
A2	Provide clear and timely communications regarding access to research facilities.	RIS Pro-Deans R&I Internal Communications
A3	Ensure researchers continuing to work from home have adequate equipment provided in a timely manner.	FWoW
A4	Liaise with comparable HEIs to share best practice in accessing the research environment and in prioritising activities.	DVC R&I RIS

Research funding

	Action	Responsibility
B1	Facilitate flexibility to redirect funding based on need (e.g., continuity of employment rather than equipment) and lack of opportunity from elsewhere.	Pro-Deans R&I RIS
B2	Ensure that internal research funding (e.g., Faculty Research Leave, School level pump-priming) takes into account the need to mitigate the impact of the pandemic on colleagues' research, making appropriate adaptations to eligibility and the nature of activity supported.	Institute Directors Pro-Deans R&I School Executive Teams
B3	Consider researchers' capacity when setting internal timescales for grant applications; develop systems for accommodating longer lead times.	RIS
B4	Continue to work with student finance and LUU to ensure all PGRs in need can access hardship funds.	Doctoral College Ops CDT/DTP Managers
B5	Analyse pandemic-related fluctuations in grant applications, taking protected characteristics into account.	E&I Delivery Group RIB
B6	Communicate institutional policies on how external or government schemes (e.g., furlough) will be managed.	HR Internal Communications

Health and wellbeing

	Action	Responsibility
C1	Retain flexibility in how staff effort is rewarded and recognised, e.g., options to 'cash in' or carry over annual leave rather than take compulsory leave at a specified time. Consult staff on best practice in reward and recognition.	HR
C2	Include mental health and wellbeing as standing items on Faculty Health and Safety Committee agendas.	Executive Deans
C3	Faculties and Services to liaise with Counselling Services regarding ways to support their provision, e.g., the need for suitable space to attend online counselling and workshops.	FWoW Executive Deans
C4	Consult with Heads of School and Services on how best to support mental health and wellbeing in their area.	Faculty HR Managers Faculty Ops Managers

Career development

	Action	Responsibility
D1	Analyse data on the relationship between protected characteristics on career progression, grant application / success rates, and publications during and after the pandemic period.	E&I Delivery Group
D2	Ensure that School-level career development discussions with individual colleagues (in SRDS, AAMs, RNAs, mentoring meetings and other appropriate contexts) support all researchers to reflect on and record the immediate, medium and longer term impacts of Covid-19 on their career development, and enable them to develop plans for research after the pandemic. Clarify how this information will be used, e.g., to inform School/Service and Faculty level training and development priorities, and to identify appropriate individual development opportunities.	Executive Deans Heads of School Faculty HR Managers SRDS Reviewers
D3	Provide enhanced support for promotion applications for academic colleagues, prioritising groups who have been disproportionately affected by the pandemic.	Executive Deans HR
D4	Provide information about how Covid-19 impacts will be considered in various contexts including (but not limited to): promotions, research opportunities, research expectations, doctoral assessment.	Executive Deans Pro-Deans R&I PGR Directors
D5	Recruit additional Associate Faculty to help with teaching delivery to enable staff to include sufficient time (through AAMs/SRDS) to revitalise their research.	UEG
D6	Review the effectiveness of current approaches to flexible working; critical for balancing care responsibilities and productivity.	Faculty HR Managers
D7	Incorporate into promotions guidance the value of collegiality and narratives of achievements in relation to opportunity during Covid-19.	HR

Communications and consultation

	Action	Responsibility
E1	Ensure open, coordinated, and timely communications, particularly in relation to difficulties and timescales i.e., re-opening of buildings.	Executive Deans Internal Communications
E2	Ensure that research teams have access to clear information about policies and schemes designed to provide financial, health, and other support.	EDI Leads
E3	Decide which decisions can be devolved to faculties (can be quicker) and which should be made centrally (more consistent).	TWoW
E4	Facilitate communications between faculties to share best practice and channel information from relevant services (e.g., H&S, Estates).	Executive Deans Pro-Deans R&I Internal Communications
E5	Continue to consult with research teams on the ongoing effects of the pandemic. Provide timely updates on ongoing work to mitigate the effects of the pandemic. Ensure that the members of staff tasked with these projects are recognised.	Pro-Deans R&I Dean Research Culture

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