

HRER Concordat Implementation Plan, 2016 to 2018

Progress Report 2018

| Principle 1 | | | | |
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| Recognition of the importance of recruiting selecting and retaining researchers with the highest potential to achieve excellence in research. | | | | |
| Action | Drivers and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
| <p>1a Ensure that all those responsible for recruiting research staff have undertaken unconscious bias training, including processes for capturing new starter, returners and refresher training.</p> <p>For recruitment of ECRs, training for selectors should include consideration of diversity of applicants including age (older applicants), dependants, part-time PhD registration and other factors.</p> | <p>Driver Lower than required responses in the CROS survey 2015 re believing that UoR treats people fairly regardless of protected characteristic in relation to recruitment and selection.</p> <p>Success Measures An increased confidence in fairness of recruitment and selection in the CROS survey 2017 to 85%.</p> <p>100% attendance on training for all interviewing managers.</p> <p>Researchers benefit by being recruited from interviews that have been carried out fairly and impartially.</p> | <p>Learning and Development Manager</p> | <p>All trained by end of 16/17 academic year.</p> <p>A process for capturing new starters, returners and refresher training in place by the end of the academic year 16/17.</p> | <p>Our recruitment and selection policy states that: “All managers are responsible for making selection decisions, ensuring they work within the equality and diversity and legislative framework. It is a University requirement that all members of an interview panel have undertaken Recruitment and Selection training prior to participating and contributing to a selection decision. The Chair must ensure there is a mix of genders on the interview panel, where appropriate and practical to do so.”</p> <p>We receive monthly reports on everyone who has completed the training.</p> <p>In the CROS survey result for 2017, 81% of respondents agreed or strongly agreed that we treat people fairly in relation to recruitment. Although this is just short of the 85% target, it is an improvement on the 2015 and 2013 result of 78% and almost level with the UK aggregate results of 82%. (This is also relevant for 1b, 1c and 1d.)</p> <p>We monitor monthly everyone who has completed the relevant training, including new starters and returners.</p> |

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| <p>1b Via the new Applicant Tracking System (ATS) – select a sample of recent applicants who reached interview stage and survey them regarding their recruitment experience to understand what attracted them to Reading and their views of the recruitment experience overall.</p> | <p>Driver Lower than required responses in the CROS survey 2015 re believing that UoR treats people fairly regardless of protected characteristic in relation to recruitment and selection.</p> <p>Success Measures Feedback from applicants leading to changes where necessary in processes which ultimately leads to increased CROS and PIRLS results re the fairness of recruitment from those who were successful in their application.</p> <p>Researchers benefit by being recruited from interviews that have been carried out fairly and impartially.</p> | <p>Leadership & Research Staff Development Officer</p> | <p>One review undertaken by the end of the 16/17 academic year with an action plan in place based on feedback to begin during the 17/18 academic year.</p> | <p>Due to capacity issues, it was not possible to carry out the review as highlighted in the action however, as mentioned under 1a, in the CROS survey result for 2017, 81% of respondents agreed or strongly agreed that we treat people fairly in relation to recruitment. Although this is just short of the 85% target, it is an improvement on the 2015 and 2013 result of 78% and is only 1% below the UK aggregate results for 2017 of 82%.</p> |
| <p>1c Run a focus group with recent new starters in research roles to understand their experiences and what attracted them to work in Reading, including the experience post recruitment.</p> | <p>Driver Lower than required responses in the CROS survey 2015 re believing that UoR treats people fairly regardless of protected characteristic in relation to recruitment and selection.</p> <p>Success Measures An increased confidence in fairness of recruitment and selection in the CROS survey 2017 to 85%.</p> <p>Researchers benefit by being recruited from interviews that have</p> | <p>Leadership & Research Staff Development Officer</p> | <p>Focus group undertaken before Christmas 2016 with action plan in place as a result of the feedback.</p> | <p>Focus groups completed. There are active mentoring schemes to support new research staff, especially in STEM schools such as School of Mathematics, Physical and Computational Sciences (SMPCS), School of Biological Sciences (SBS) and Meteorology. Within SBS, the mentoring scheme has been advertised directly to research staff and the Head of Department is allocating mentors to those who have requested it. The take-up rates will be analysed as part of the next action plan. This is being widened further as part of</p> |

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| | been carried out fairly and impartially. | | | <p>review of local mentoring schemes.</p> <p>See 1a for relevant CROS survey results.</p> |
| 1d Ensure all accreditations and achievements are included in job adverts on all media that applicants might access (for example, Athena SWAN). | <p>Driver Lower than required responses in the CROS survey 2015 re believing that UoR treats people fairly regardless of protected characteristic in relation to recruitment and selection.</p> <p>Success Measures An increased confidence in fairness of recruitment and selection in the CROS survey 2017 to 85%.</p> <p>Researchers benefit by being recruited from interview practices that have been endorsed by external accreditation e.g. Athena SWAN.</p> | Assistant Director HR (People & Talent) | All logos to be live in appropriate channels by Christmas 2016. | <p>Top level job information includes this statement: "The University is committed to having a diverse and inclusive workforce, is a Stonewall Diversity and Global Diversity Champion, and supports the principles of the Race Equality Charter and Athena SWAN. Applications for job-share, part-time and flexible working arrangements are welcomed and will be considered in line with business needs."</p> <p>Our job vacancy page invites potential applicants "To find out about our staff Cultural Diversity Group and our LGBT Plus, Staff Disability and Women@Reading networks, visit our Staff networks page."</p> <p>The logos of our Chartermark achievements are shown on this page.</p> <p>See 1a for relevant CROS survey results.</p> |
| 1e Undertake an annual review of fixed term contract use, particularly in relation to research staff to understand length of contracts, how they are renewed and how many are fixed for more than 2 years (either from the beginning or via renewal), to then determine an appropriate response once data is collected and understood | <p>Driver Career uncertainty due to fixed term contracts was identified as a major contributor to staff leaving the pipeline in Feb 2016 focus groups and 2015 staff survey comments.</p> <p>Success Measures Baseline data for different fixed term contracts obtained.</p> | Assistant Director HR (HR Advisory) | For November 2016 planning round (as per Athena SWAN guidelines) | <p>An annual review by HR Partners of the data on fixed term contracts was introduced in 2016, along with a discussion about the data with Heads of School and Functions about how they are using fixed term contracts.</p> <p>Once anyone who is on a fixed term contract has completed 4 years continuous service, they are able to request to be made permanent and that request will be duly considered. Formal recording of such requests is not</p> |

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| <ul style="list-style-type: none"> i. Identify different types of fixed term contracts e.g. teaching fellows, sessional staff, research staff, where these are most prevalent. ii. Understand different approaches across schools to fixed term contracts and changes from fixed term to open-ended contracts. iii. Develop University wide guidelines on approach to fixed term contracts, transitioning staff from fixed term to open-ended contracts and redeployment processes. iv. Monitor whether change in academic structure has had an impact on transition to open-ended contracts. | <p>Guidelines agreed and in place on HR and Diversity websites.</p> <p>Applications for transition to open-ended contracts being received by HR from across the University.</p> <p>Researchers have a clearer understanding of the type of contract they are on and the implications once it comes to an end.</p> | | | <p>comprehensive as many requests are made informally but we are aware of some requests in the past year and are exploring possibilities of monitoring this.</p> <p>The HR Partners have also introduced a process whereby they review how researchers are recruited in relation to when research funding comes in and are proactive about knowing who is coming to the end of a contract who could then move to the new research project.</p> <p>The redeployment process was changed in 2018 to improve the support given to those who are coming to the end of their fixed term contract. They are now placed on a register and receive alerts when new vacancies are added.</p> |
| <p>1f ECR Grade 6 to 7- give research staff in all Schools access to training sessions on career progression routes, delivered by researchers at different career stages, to cover:</p> <ul style="list-style-type: none"> • What you need to do to progress in an academic career. • Routes from fixed term to permanent and how these work. • How promotion from Research Grade 6 to Research Grade 7 works • Opportunities for personal fellowships, researcher CI. | <p>Driver Evidence from 2013 Silver Athena SWAN submission from School of Mathematical and Physical Sciences indicates that this works as a component in retaining staff and growing research careers.</p> <p>Success Measures Increase in Research Staff 6 to 7 promotions by 100% across the University by 2019, with female representation at least matching the baseline cohort, in both SET and non-SET parts of the University.</p> | <p>Leadership & Talent Development Manager and Leadership & Research Staff Development Officer</p> | <p>Research staff will have had access to a course by the end of 2017. This training will be repeated so that all staff have access at least every 2 years.</p> | <p>Training sessions run by a Professor on Moving to a Lectureship and the Promotions Process are run twice a year. In addition, local training has been completed for School of Chemistry, Food and Pharmacy (SCFP), School of Archaeology, Geography and Environmental Sciences (SAGES) and SMPCS.</p> <p>A course on how to apply for fellowships is run at regular intervals during the year, available for all early career researchers.</p> <p>Since 2016, there have been a total of 14 ECRs promoted from grade 6 to grade 7</p> |

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| <ul style="list-style-type: none"> That all the above are possible through full-time or part-time or some blended mix, and in parallel with growing a family. | <p>Research staff benefit from increased promotions opportunities.</p> | | | <p>from 16 promotion submissions. The ones that were not successful were both male ECRs.</p> |
| <p>1g As part of the wider review of induction practices and processes at institution and local level, ensure that the views of research staff are taken on board and addressed, particularly in relation to institutional induction.</p> <p>Build in follow up for research staff post induction.</p> | <p>Driver Decreasing levels of positive response re institutional induction in CROS survey 2015.</p> <p>Focus group feedback also demonstrated a desire from research staff to have follow up work to undertake to embed learning.</p> <p>Success Measures Increase to 75% of respondents who think that institutional induction is useful in CROS survey.</p> <p>100% of feedback forms from research staff re new staff induction rate the course as either excellent or very good.</p> <p>Researchers benefit from a more targeted and timely induction.</p> | <p>L&D Officer and <i>Leadership & Research Staff Development Officer</i> in relation to review and redesign.</p> <p>Input needed from University Research Committee and Research Staff Working Group.</p> | <p>Review to commence Autumn 2016 and be complete by the end of the 16/17 academic year.</p> <p>New institutional induction to be live at the start of the 17/18 academic year (at the latest).</p> | <p>The Research Staff Committee was consulted on initial idea and first draft of Induction Board Game.</p> <p>New institutional induction was introduced in September 2017. Feedback on the new induction has been extremely positive and it has been shortlisted for the Training Journals Best Operational Programme award (result announced in December 2018).</p> <p>46 research staff have attended the new induction since September 2017 and 100% of them rated it as either excellent or very good.</p> <p>The CROS survey result for 2017 showed an increase to 70% (from 62% in 2013 and 69% in 2015) for the question about the usefulness of the local induction.</p> |
| <p>1h Undertake a review of the induction offer for research staff, including all current and proposed approaches and develop a new, enhanced offer.</p> <p>Ensure feedback from CROS focus groups form part of this review.</p> | <p>Driver Duplication of induction modules in the current offer means that the offer is confused and resources are not being used effectively.</p> <p>CROS survey 2015 results, while improving are below what would be</p> | <p>Leadership & Research Staff Development Officer, working with L&D Officer to ensure links with wider induction</p> | <p>New induction offer for research staff live by early 2017.</p> | <p>Review of induction took place during summer 2016 with the revised offer linked to the review and outcome of the institutional induction. Enhancements include improved promotion of the Vitae website, the Concordat and the Researcher Development Framework.</p> |

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| | <p>expected.</p> <p>Success Measures New induction offer for research staff in place and available by early 2017.</p> <p>Feedback from 100% delegates on this induction rate it as excellent or very good.</p> <p>Scores for departmental and local induction in the CROS 2017 survey improve to 75% of respondents viewing this element of induction as useful.</p> <p>Researchers are better able to settle into their role and focus on achieving their goals.</p> | review. | | The CROS survey result for 2017 showed an increase to 70% (from 62% in 2013 and 69% in 2015) for the question about the usefulness of the local induction. |
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Principle 2

Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research

| Action | Driver and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
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| <p>2a Undertake focus groups with researchers to understand views around how they are valued and recognised.</p> <p>Develop action plans as a result.</p> | <p>Driver Results from CROS survey 2015 shows decreasing results around feeling valued in relation to their contribution (reductions of between 7 and 18%).</p> <p>Success Measures Increased response rates to the values and recognition questions in the CROS survey 2017 of 10% on average across all questions.</p> | <p>Leadership & Research Staff Development Officer re facilitation of focus groups and action identification.</p> <p>University Research Committee in relation to commitment to action and wider support.</p> | <p>Focus groups in Autumn 2016.</p> <p>Actions identified in Autumn 2016 and undertaken by summer 2018.</p> | <p>Focus groups took place in March 2017. Actions arising from the feedback have either been added to the HRER action plan or the Athena SWAN action plan for the School. Comments included “I feel more valued from my mentor than my PI” and “My PI tells me that I do a good job, but can’t offer any security beyond this contract”.</p> <p>Research staff also attended the focus groups held after the all-staff survey to provide input to University-wide projects</p> |

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| | <p>Baseline figures in the 2017 full staff engagement survey are obtained for research staff enabling targets for improvement in future years.</p> <p>Researchers benefit from improved university practices in relation to valuing staff.</p> | | | <p>set up as a result of the feedback.</p> <p>Many of the scores on the staff survey from research staff are higher than the overall University scores.</p> <p>Evidence shows that Schools do use the rewards systems such as lump sums and celebrating success awards to reward research staff. For example, during 2016/2017, 10.5% of research staff received a lump sum or celebrating success award and 9.2% did during 2017/2018.</p> |
| <p>2b Work with the Research Division Leads communities of practice to understand views and needs around the Concordat and Vitae.</p> <p>Develop action plans as a result.</p> | <p>Driver Result from CROS survey 2015 shows decreasing results in relation to research staff understanding the relevance of Vitae and the Concordat (between 1 and 7%).</p> <p>Success Measures Increased response rates to the values and recognition questions in the CROS survey 2017.</p> <p>All questions in this section to get to a score of 50% stating that they have some understanding.</p> <p>Researchers benefit from having a greater understanding of the benefits of the Concordat and Vitae on their working practices.</p> | <p>Leadership & Research Staff Development Officer re conversations with communities of practice and action identification.</p> <p>University Research Committee in relation to commitment to action and wider support.</p> | <p>Communities of practice in Autumn 2016.</p> <p>Actions identified in Autumn 2016 and undertaken by summer 2018.</p> | <p>Actions from focus groups were discussed at University Research Committee to agree priorities and ownership. Recommendations from focus groups have been incorporated into this action plan.</p> <p>Research Division Leads Communities of Practice were attended by the Learning and Development Officer between January and May 2017 and feedback from these sessions has informed the researcher development programme.</p> <p>The 2017 CROS survey results showed an increase in research staff having an understanding of the HRER Award and Vitae: HRER Award – 2017 = 19%, 2015 = 10% Vitae – 2017 = 37%, 2015 = 29%.</p> |
| <p>2c As part of the wider work to review Personal Development Reviews (PDRs), ensure researcher</p> | <p>Driver Results from CROS survey 2015 shows decreasing results around</p> | <p>Leadership & Research Staff Development Officer</p> | <p>Review during 16/17 ready to go live 17/18</p> | <p>As a result of the all-staff survey in 2017, work on PDRs has been at a more local level rather than University-wide as other</p> |

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| <p>needs are taken into account, particularly in relation to the emerging work to link PDRs to Personal Research Plans (PRPs).</p> <p>A researcher development strategy is needed which links to the University's 2020 Research Strategy and makes clear what is expected of research staff, this must then be linked to their PDR process.</p> <p>Early career grade 6 to 7 - Introduce, a pro forma to be used for early career Grade 6 Research Staff Performance Development Reviews (PDRs), alongside existing PDR guidance, to aid identification of concrete activities to be undertaken to support career development and transition to the next academic level.</p> <p>This pro forma should be adapted to each School, to reflect local School- and subject-specific opportunities.</p> | <p>feeling valued in relation to their contribution (reductions of between 7 and 18%).</p> <p>Responses re PDR leading to training and CPD and changing working practices, while increasing are not as high as they should be.</p> <p>Focus groups highlighted a desire from research staff to know what is expected of them at Reading and how this differs to working elsewhere, and to have clarity about how they as researchers enable Reading to deliver its research ambitions.</p> <p>As part of its Silver AS action plan one of our SET Schools has introduced such a pro forma. This School has subsequently seen substantially larger and gender-balanced rates of RS promotion.</p> <p>Success Measures All research staff have a PDR as measured by the staff survey 2017 Increased response rates to the values and recognition questions in the CROS survey 2017 of 10% on average across all questions.</p> <p>Researcher development strategy in place to take us to 2020.</p> <p>Researchers benefit by knowing what is expected of them, how their</p> | <p>Assistant Director HR (People & Talent)</p> | <p>Introduction of this pro forma in two of our STEM Schools by December 2017. Gathering of feedback on its use in Summer 2018, Use in all STEM Schools by December 2018.</p> | <p>projects have taken greater priority for the University as a whole (e.g. change management and employee engagement), in the light of staff feedback.</p> <p>Researcher Development Strategy was approved by URC in June 2017, outlining the importance of HRER to the University's Research Strategy.</p> <p>Role profiles for research staff have been developed to clearly highlight what is expected of them.</p> <p>A handbook for PIs has been developed to explain what is expected of a PI in managing ECRs and supporting them in their career development.</p> <p>Career Development pro forma has been designed and has been approved by URC. It will be implemented in one SET school as a pilot from autumn 2018.</p> <p>In two STEM schools, a senior person (Research Division Lead and Head of School) have volunteered themselves to be the lead person for ECRs within their school. Termly meetings take place to discuss areas of mutual concern. These senior people are liaising with PIs / line managers in the Schools to ensure ECRs are receiving a PDR and new research staff have been allocated a mentor.</p> <p>These schools are the starting point and we will be encouraging others to learn</p> |
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| | progress will be measured and how they contribute to University goals. | | | <p>from them with a view to doing something similar across more schools over time.</p> <p>81% of respondents to the 2017 CROS agreed that they have the opportunity in their Performance and Development Review (PDR) to reflect on their professional performance.</p> |
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Principle 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

| Action | Driver and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
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| 3a Increase in the number and range of career development activities for Research Staff provided by the University Careers, Placement and Experience Centre (CPEC). | <p>Driver This action is carried over from the 2014 action plan as we only got as far as agreement in principle due to resource issues.</p> <p>Success Measures Responses re researchers being treated equally to other staff re promotion and progression increase from 55% to 65% by the 2017 CROS Survey and to 75% by the 2019 CROS survey.</p> <p>Responses re researchers having a clear career development plan increase to 75% by the 2017 CROS survey and 100% by the 2019 CROS survey.</p> <p>A broader range of development activities in place as evidenced by the researcher development brochure and attendance figures.</p> | Director of Careers & Employability Service and Leadership & Research Staff Development Officer | Activities identified in Autumn 2016 and then rolled out throughout 2017. | <p>As part of the Researcher Development Programme, advertised directly to all research staff, there are sessions on Managing your Career, Moving to a Lectureship and Interview Skills.</p> <p>Despite these courses being on offer, the 2017 CROS result for researchers being treated equally to other staff re promotion and progression has dropped from 55% in 2015 to 48% in 2017. This may be because the issue has been better brought to the attention of researchers and put on the agenda (i.e. there is greater awareness of this as an issue). There is an opportunity to explore this further from the next CROS survey in 2019 and from the next all staff survey during autumn 2019.</p> |

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| | Researchers have more opportunities to develop skills for a broader range of career options. | | | |
| 3b Profile career destinations of Research staff, ensuring D&I aspects are fully included as per the Athena SWAN action plan and linked to the 'Faces at Reading' element of the People Strategy. | <p>Driver This action was re-scoped from the original 2014 action as URC felt that it was not focused appropriately</p> <p>Success Measures Greater spread of responses in the CROS survey 2017 re where researchers aspire to work.</p> <p>Delivery of Faces at Reading.</p> <p>Researchers can see the wide range of career options.</p> | <p>Deans for D&I</p> <p>PVC Research and Innovation</p> <p>Leadership & Research Staff Development Officer</p> <p>Assistant Director HR (HR Operations)</p> | April 2017 | <p>4 of around 30 Faces are in diverse research roles (PDRA, Research Development Manager, Senior Research Fellow, Research Scientist)</p> <p>More detailed profiling work to be done to advertise diverse career destinations to researchers.</p> <p>There are some good role model examples around the University, for example a job share for the PVC (Research and Innovation) post, between a male and female, 40% of whose time is specifically allocated to personal research and a job share for Head of School, between two females.</p> <p>In addition there is a job share between our Diversity and Inclusion Deans, one of whom works part-time.</p> |
| 3c Review the use of the travel fund which is targeted at ECR's to understand how many use this and how it is used. Undertake a survey of those who use the fund to do this and then develop appropriate actions and promote the fund more widely. | <p>Driver The travel fund is a way to fund grade 6 researchers to attend conferences/meetings related to their independent research (a requirement for promotion to grade 7), although given the travel fund will only fund 60% of the expenses there is a shortfall in funding.</p> <p>Success Measures Survey undertaken and actions identified and in place.</p> | Leadership & Research Staff Development Officer | Survey during 16/17 with actions identified and undertaken in 17/18. | Travel fund is £55k. It is spent each year and is used by PDRAs, PDRFs and Research Fellows. Therefore, we are happy that the fund is known about and being used appropriately. |

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| | Researchers have increased access to conferences. | | | |
| 3d Undertake focus groups to understand if there are ways in which we can improve flexible working for research staff. | <p>Driver Flexible working for research staff can be more difficult to achieve due to the nature of the role. However, anecdotal evidence shows that enabling staff to work flexibly can help them to balance family and work commitments and lead to greater productivity.</p> <p>Success Measures Actions identified and in place to enable flexible working.</p> <p>Increased numbers of researchers agreeing that they are enabled to work flexibly in the annual staff engagement survey (baseline figures will be obtained in 2017 and then we can identify targets for improvement).</p> <p>There are working practices to suit different lifestyles of researchers.</p> | Leadership & Research Staff Development Officer | Focus groups during Autumn 2016 with actions developed for delivery up to 2018. | <p>Focus groups undertaken. Some people felt that their PI would not adequately consider a request for flexible working, although it should be noted that they had not actually put in a request. This contrasted with the staff survey which showed a score of 3.44 (out of 5) from research staff for the question “I believe that if I requested flexible working arrangements, my request would be considered fairly” compared with a University score of 3.21.</p> <p>We have examples of job sharing, part-time working, and flexibility in working from home some days, even at senior levels, demonstrating a commitment by the University to encourage and support flexible working:</p> <ul style="list-style-type: none"> - PVC for Research and Innovation (shared between one male and one female and includes dedicated research time) - Head of School (shared between two females) - D&I Dean (shared between one male and one female, one of whom works part-time). <p>These arrangements allow the post-holders to dedicate time to their research, indicating the University valuing people’s research alongside their management-type career development.</p> <p>Any issues around flexible working are</p> |

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| | | | | <p>highlighted through the Research Staff Committee and raised at URC.</p> <p>The handbook for PIs highlights good management practice in relation to ECRs and includes the importance of enabling flexible working.</p> |
| <p>3e Selected PIs to deliver training via Communities of Practice to other PI's and RDLs re managing flexible working.</p> | <p>Driver Feedback from research staff is that they value the input from more experienced researchers in their development as they can share real experience and insight.</p> <p>Success Measures Numbers of PI's and RDL's delivering development.</p> <p>Feedback from courses.</p> <p>Researchers gain knowledge and best practices from experienced colleagues.</p> | <p>Leadership & Research Staff Development Officer</p> <p>Research Deans</p> <p>Research Divisional Lead's</p> <p>Principle Investigators'</p> <p>Heads of School</p> | <p>2016 to 2017</p> | <p>Training for PIs has been developed by the Leadership & Research Staff Development Officer and is in the process of being implemented.</p> <p>The training is supported by a handbook for PIs outlining their responsibilities to the management and support of their ECRs. The material has been developed by the Leadership & Research Staff Development Officer with input from URC, a Research Dean, PIs, ECRs and the Research Staff Committee.</p> <p>The importance of flexible working is included in the training and document.</p> |
| <p>3f Progression from PhD - Data on Students with dependants Start collecting data on whether UoR PhD students have children or other dependants. This could be collected at application stage and annually upon re-enrolment.</p> | <p>Driver Gender balance of researchers has not changed since 2011. Focus groups and other sources reveal structural difficulties for PhD student parents to establish academic careers – this action permits the institution to gather basic data on its student parent population as a first step.</p> | <p>Head of Doctoral Research Officer</p> | <p>Start collection before end of 2017/18 academic year. Ongoing from that point.</p> | <p>In June 2017 it was agreed that we would ask students at enrolment if they have dependents, this is all students not just PhD. This was implemented in October 2017, as part of the enrolment process. September 2018 – the data have been collected for the academic year 2017/2018, although the analysis and implications will be completed to feed into the institutional Athena SWAN award in November 2019.</p> |

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| | <p>Success Measures Availability of data on PhD student parent population for the institution (not previously available).</p> | | | <p>The gender balance for PDRAs has changed. Since 2011, it has been predominately male, with 53% male to 47% female. This changed in 2017 with 49% male and 51% female and increased in 2018 with 47% male and 53% female.</p> |
| <p>3g Combining family and career: Childcare & Conferences i. Policy work identifying whether specific School or University-controlled funds can be used to support funding to cover <i>additional</i> childcare costs specifically caused by PGR students and research staff attending conferences. ii. Encourage students and research staff to apply to other organisations e.g. LMS and IOP for funding to cover similar costs.</p> | <p>Driver Focus groups show that actions needed to build up an academic CV, such as international conference attendance, can be more expensive for those with dependants, often women. This action tackles the additional expense involved. This is common practice in other organisations, and already promoted by a number of international SET societies.</p> <p>Success Measures i. Decision is taken on whether UoR can offer such funding to PGR students and or staff. ii. Schemes advertised on Diversity & Inclusion website, Research funded staff forum.</p> <p>Cases made (successful and otherwise) to UoR or other organisations per academic year Researchers benefit from more access to conferences to broaden their knowledge and networks.</p> | <p>Chief Financial Officer ii. Leadership & Research Staff Development Officer Research staff forum Heads of School</p> | <p>i. Identify any relevant funding pots and process by October 2017. ii. Applications to external organisations logged during 2016/17 year and regularly thereafter.</p> | <p>i) Closed – HMRC prevents this ii) It has been reported that applications have been made to other organisations. However, it has not been possible to set up a central log as the administrative resource required would be too high.</p> |

| Principle 4 | | | | |
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| The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career. | | | | |
| Action | Driver and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
| <p>4a As part of the institution wide review of our coaching and mentoring, ensure that the offer for researchers is clear and based on feedback from research staff. In particular,</p> <ul style="list-style-type: none"> i) ensure that research staff have input into their choice of mentor and ii) ensure that mentoring links to career development plans (see 4c below). iii) Mentors are identified when researchers are recruited, ensure link with School processes. | <p>Driver This action is linked to our wider Athena SWAN actions and is based on feedback from Athena SWAN surveys as well as anecdotal evidence that our mentoring and coaching offer is not broad enough and does not necessarily reach staff who need it.</p> <p>Feedback from CROS focus groups also demonstrated that there is a concern amongst research staff that the developmental offer is not aligned to their needs as well as it could be.</p> <p>Success Measures People Development are able to report on the numbers of research staff with mentoring arrangements in place and have a mechanism for assessing feedback and usefulness of this to the individual.</p> <p>Researchers benefit because mentoring can improve confidence, skills and broaden researchers' horizons.</p> | Leadership & Research Staff Development Officer | Review undertaken during 2016/2017 academic year with changes in place in time for the 2017/2018 academic year. | <p>Mentoring policy updated before deadline.</p> <p>Mentoring policy has been promoted through termly ECR meetings within Schools, through the Research Staff Committee and via the monthly newsletter to all staff.</p> |
| 4b As part of the review of PDR, ensure views from PIRLS survey 2017 are taken into account in relation to usefulness and emerging work on linking PDR to PRPs. | <p>Driver While responses on the PIRLS survey 2015 are improving, they are not at the anticipated level for PDR to be embedded and valuable.</p> | Leadership & Research Staff Development Officer | 2017/2018 academic year | Because of feedback arising from the 2017 all-staff survey, which showed that other work needed to take priority (e.g. change management and employee engagement), the University has decided |

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| | <p>Success Measures Scores across all elements of this section of the PIRLS survey 2017 increase to an average of 75%.</p> <p>Responses to the question in the PIRLS survey re PDR leading to changes in work practices increases from 25% to 50% agreeing that it does lead to changes by PIRLS survey 2019.</p> <p>Base line figures in the 2017 full staff engagement survey are obtained in relation to the view of research staff on PDR and targets put in place for future improvement.</p> <p>Researchers benefit from being clear about the PRP and PDR processes and how they link together.</p> | | | <p>not to undertake a full review of the PDR process in 2017/18.</p> <p>However, individual Schools have recognised the importance of PDRs and have developed local action plans where appropriate, taking account of feedback from staff within the School. Examples include a senior research leader within SBS who has ensured that PDRs are carried out for those ECRs who have said that they want one, and APD conducting PDRs routinely for all research staff along with all other staff in the School.</p> |
| <p>4c Work with URC, RSWG and CoP to ensure that all research staff have a career development plan.</p> | <p>Driver Only 51% of respondents to the CROS survey 2015 have a clear career development plan, this is a 1% reduction on the 2013 survey.</p> <p>Success Measures 75% of respondents to the CROS survey 2017 state that they have a clear career development plan in place, increasing to 100% by the 2019 CROS survey.</p> <p>Researchers benefit from a realistic career plan with the opportunity to</p> | <p>Research Divisional Leads</p> <p>Research Deans</p> <p>Supported by Leadership & Research Staff Development Officer</p> | <p>Initial conversations in autumn 2016.</p> <p>Actions begin early 2017 – tbc dependent on outcomes of conversations.</p> | <p>Briefing pack to be issued to all new PDRAs.</p> <p>A briefing pack has been developed outlining what ECRs can expect from their PI in terms of management and support. The briefing pack will also be made available to ECRs/PDRAs so that they have a clear understanding of PI responsibilities.</p> <p>The document has been developed with the input from URC, a Research Dean, PIs, ECRs and the Research Staff Committee.</p> <p>The importance of career planning is</p> |

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| | develop skills to achieve it. | | | included in the document, as well as template documents, making reference to the Researcher Development Framework. |
| <p>4d Undertake a full review of the whole development offer for research staff (at all levels), ensuring the feedback from CROS and PIRLS surveys feedback is considered as part of this.</p> <p>i) Review titles and content of courses and who delivers them in order attract research staff to undertaking the development.</p> <p>ii) Review how we promote courses to research staff.</p> <p>iii) Ensure that there is follow on from all development for research staff to undertake to embed learning.</p> <p>iv) Delivery of a Research Staff Development Strategy.</p> | <p>Driver The current offer includes a considerable amount of duplication and low levels of take up for some elements.</p> <p>CROS survey 2015 showed that there was a need to focus development in some key areas as there was a reducing number of researchers participating in these.</p> <p>Feedback from focus groups showed that our current offer does not appeal to researchers as the way in which we promote them in relation to titles, delivery and communications is not effective.</p> <p>Focus group feedback also demonstrated a desire from research staff to have follow up work to undertake to embed learning.</p> <p>Success Measures A new offer in place for the 17/18 academic year.</p> <p>Mechanisms, processes and practices established for annual review by Christmas 2016.</p> | <p>Leadership & Research Staff Development Officer and</p> <p>Leadership & Talent Development Manager</p> | <p>Mechanisms established by December 2016.</p> <p>New offer in place for 2017/2018 academic year.</p> | <p>Full review took place in 2016, with the revised programme offering more specific courses of a shorter duration to make it a lot more convenient to attend.</p> <p>The way the courses were advertised was also revised, making it a lot easier for ECRs to see what development opportunities were specifically aimed at them.</p> <p>Very good feedback from revised development programme, in place for academic year 2016/17: 80% said they will use what they learnt 84% said it was time well spent 91% said the time was just right 94% rate the overall quality and impact of the course as excellent or very good.</p> <p>Feedback includes: “Very specific and focussed with a lot of examples” “Very helpful” “Very useful, many practical tips, clear and enjoyable”</p> <p>The courses have been attended by 640 research staff, across 92 courses from 2016 - 2018.</p> <p>Development Strategy approved by URC June 2017.</p> |

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| | <p>Increased numbers of researchers undertaking development – all courses at capacity.</p> <p>This brings an increased understanding of what’s available to support personal and career development.</p> | | | |
| <p>4e As part of the establishment of an institutional leadership and management development programme, ensure the feedback from the PIRLS 2015 survey is included and development covers the areas identified.</p> | <p>Driver Reducing confidence amongst respondents to PIRLS survey 2015 in relation to a number of leadership aspects.</p> <p>Success Measures Responses in the PIRLS 2017 survey show an increase and by the PIRLS survey 2019 respondents rate their confidence levels across all areas at an average of 80%.</p> <p>Research staff take up of leadership and management development courses.</p> <p>Researchers benefit from increased skill levels, aiding promotion.</p> | <p>Leadership and Talent Development Manager and Leadership & Research Staff Development Officer</p> | <p>Initial conversations to take place in Autumn 2016.</p> <p>Early enhancements are rolled out in early 2017 with the broader programme in place by the 17/18 academic year.</p> | <p>Revisions made to leadership and management development programme, incorporating feedback from PIRLS 2015 and also from RDL Communities of Practice consultation January to May 2017.</p> <p>Revisions will be ongoing as more feedback received from all staff, including from staff survey and research staff specifically, as well as course evaluations.</p> |
| <p>4f Look at timeframes to promotion for research staff and focus specifically on understanding the reasons why some researchers are not getting promoted.</p> <p>Implement appropriate actions as a result of this review.</p> | <p>Driver Feedback from a member of the Research Staff Working Group that a number of universities are now taking this approach in addition to understanding why people get promoted so that all perspectives are covered.</p> | <p>Leadership & Research Staff Development Officer</p> | <p>2017 to 2018</p> | <p>Promotions are granted where eligible, even if the grant fund doesn’t have provision - the School pays for the salary increase.</p> <p>Training and development is available for research staff to enable them to gain a greater understanding of what they need to demonstrate when applying for</p> |

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| | <p>Success Measures An increase in promotion rates from Grade 6 to Grade 7.</p> <p>Researchers understand what is expected of them to gain promotion and have the opportunity to bridge any gaps.</p> | | | <p>promotion.</p> <p>Since 2016, from 16 promotion submissions, 14 ECRs have been promoted from grade 6 to grade 7.</p> |
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Principle 5

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

| Action | Driver and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
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| <p>5a Establish a network for research staff to come together to discuss development needs and to share best practice and experience.</p> <p>Consider how this could link with our biennial research staff conference, the next one being in February 2017.</p> | <p>Driver We have communities of practice for RDL's but no forum for ECR staff to meet to discuss issues and share best practice</p> <p>Feedback from focus groups has demonstrated that this would be well received by ECR's.</p> <p>Success Measures Established networks in place, with the People Development Team linked in to enable identification of development needs and delivery of appropriate development.</p> <p>Increase in response rates to section 4 of the CROS survey, in particular question 18.</p> <p>Researchers learn from each other.</p> | <p>Leadership & Research Staff Development Officer</p> | <p>Networks established during 16/17 academic year</p> | <p>Networks established within SBS, SAGES and Meteorology.</p> <p>Role of Research Staff Committee (RSC) - work is being undertaken to explore the Research Staff Committee taking a greater role in supporting ECRs and their development needs.</p> <p>Conference postponed from February 2017 to avoid conflict with another UoR research conference, also no RSC Chair (leads on conference organisation). RSC has now organised a conference for 7th November 2018, with a theme of Confidence in Facing the Media, supported by People Development, and links can then be made.</p> |
| <p>5b as per previous actions relating to development and induction, build into the development offer the</p> | <p>Driver Feedback from focus groups demonstrated a demand to enable</p> | <p>Leadership & Research Staff Development Officer</p> | <p>2017 to 2018</p> | <p>Importance of embedding learning has been included in briefing pack for PIs.</p> |

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| requirement for research staff to undertake follow up actions in the workplace to embed learning from the development sessions. | learning to continue after the session itself is completed. Success Measures Follow up feedback throughout the 12 months post attending at the course demonstrates ongoing learning. Evidence of learning can be used to support job applications. | and wider People Development team | | |
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Principle 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

| Action | Driver and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
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| 6a As per our Athena SWAN action plan, ensure the review of workload models considers feedback from CROS survey 2015 re work life balance. | Driver Responses from the CROS survey 2015 are reducing in relation to satisfaction with work life balance. Success Measures 90% of respondents in the CROS survey 2017 are happy with work life balance, maintained in CROS survey 2019. Researchers are aware of the benefits of maintaining a healthy work life balance. | Deans for Diversity & Inclusion | December 2017 | Many of scores on staff survey from research staff are higher than overall University scores, including 'I have a good work life balance' (research staff = 2.94, compared with all UoR staff = 2.93) This contrasts with the CROS 2017 survey that showed a drop in the score for "I am satisfied with my work life balance" from 79% in 2015 to 63% in 2017. |
| 6b Ensure research staff are aware of the package of support in relation to wellbeing. | Driver Responses in the CROS survey 2015 are not as high as anticipated (66%). Success Measures 75% of respondents in the CROS survey 2017 believe that the institution promotes wellbeing. Researchers are aware of the | HR Partner | Promotion throughout 16/17 in line with the HR strategy and work plan. | Promotion of wellbeing support was made throughout 2016/ 2017 and 2017/ 2018 in line with the HR strategy and work plan, through the staff portal. Many of scores on staff survey from research staff are higher than overall University scores, including 'I have a good work life balance', and 'I believe that if I requested flexible working arrangements, my request would be considered fairly'. |

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| | benefits of maintaining a healthy work life balance. | | | <p>However, the scores show room for improvement and so this could be explored.</p> <p>Staff survey focus groups on wellbeing were open to researchers to attend to input.</p> <p>The strike action earlier this year resulted in savings from the salary budget. The University decided to invest this money in wellbeing initiatives and asked for suggestions from all staff (including ECRs) as to how the money could be spent. A number of ideas have recently been approved and will be implemented, for the benefit of all staff across the University.</p> |
| 6c As part of action 3b, ensure that a diverse range of researchers are profiled | <p>Driver Athena SWAN requirement around demonstrating diversity in careers.</p> <p>Institutional targets to achieve a diverse workforce.</p> <p>Success Measures Achievement of institutional targets.</p> <p>Achievement of Athena SWAN accreditation.</p> <p>Researchers benefit by knowing this career choice is open to all as endorsed by external accreditation e.g. Athena SWAN.</p> | Assistant Director HR (HR Operations) | 2016/2017 academic year | See 3b. |
| 6d Undertake focus groups with PIs to understand concerns re equality | Driver Decrease in scores across almost all | Deans for Diversity & Inclusion | Focus groups in Autumn 2016 | In 2017 UoR PIRLS scores on E&D questions in relation to being treated |

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| <p>and diversity issues raised in PIRLS 2015.</p> | <p>E&D questions in the PIRLS 2015 survey (between 2 and 14%) – the biggest drops being in relation to being treated fairly in relation to religion/belief and race and nationality.</p> <p>Success Measures An increase across all scores in the PIRLS 2017 survey to a minimum of 90% for each question.</p> <p>All researchers know they will be treated fairly.</p> | | <p>Actions fed to appropriate action plan.</p> | <p>fairly in relation to religion/ belief and nationality showed an increase from 2015. 92% of respondents agree the University is committed to E&D, which compares favourably with the UK aggregate score of 86%.</p> <p>Many of the scores on the staff survey from research staff are higher than overall university scores, including 'I have a good work life balance', and 'I believe that if I requested flexible working arrangements, my request would be considered fairly'. However, the scores show room for improvement and so this could be explored.</p> <p>Further action needs to be undertaken to keep scores improving and reach the 90% target. Actions have been fed into the appropriate D&I action plans.</p> |
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Principle 7

The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

| Action | Driver and Success Measures | Responsible | Timescale | Progress as of summer 2018 |
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| <p>7a Ensure that researcher development and the progress on implementation of the HRER action plan is a regular item at University Research Committee (URC).</p> | <p>Driver A need to broaden ownership of the HRER action plan and to have discussion with a wider group of staff related to the provision of development for research staff.</p> <p>Success Measures HRER and research staff development a regular item at URC.</p> | <p>PVC Research & Innovation</p> | <p>2016 to 2018</p> | <p>PVC Research & Innovation has taken ownership of the HRER action plan by including an update on every monthly URC meeting. A Research Dean has also been appointed as project sponsor and meets monthly with the Leadership & Research Staff Development Officer to lead support of the action plan at a senior level.</p> |

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| | Researchers know they are valued at all levels in the university. | | | |
| 7b Continue to engage with CROS and PIRLS surveys and enhance the amount of engagement with researchers post survey to better understand the views raised. | <p>Driver An ongoing need to understand the specific needs of research staff in relation to the Concordat and wider research staff issues.</p> <p>Success Measures Surveys undertaken bi-annually and focus groups held as a result.</p> <p>Communication of the results to the research community.</p> <p>Researchers know they are listened to and their areas of concern are addressed where possible.</p> | PVC Research & Innovation Leadership & Research Staff Development Officer | 2017 and beyond | Surveys undertaken bi-annually and focus groups held as a result. Link also to staff survey focus groups to draw out any research-specific comments. |
| 7c Via the all staff engagement survey in 2017 and beyond, ensure the employment experience of researchers at the University of Reading is understood and appropriate actions developed. | <p>Driver An ongoing need to understand the view of research staff in relation to all things related to being an employee at the University of Reading and identifying links to career and development issues.</p> <p>Success Measures Results from the 2017 survey to obtain a baseline.</p> <p>Targets in place for improvement and supporting action plans in place.</p> <p>Researchers know their views are valued and are acted upon.</p> | Assistant Director HR (People & Talent) Leadership & Research Staff Development Officer | 2017 to 2019 | Researchers are inputting into staff survey action planning via various projects within the People Plan that arose from the staff survey results. |