HRER Concordat Implementation Plan, 2018 to 2020

Principle 1 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	Update for 2020
1a Investigate the feasibility of implementing a process for identifying members of the interview panels for researcher vacancies and ensuring they have completed Recruitment and Selection training and are aware of the University's policy on responsible use of metrics, and that the Chair of the panel has completed Unconscious Bias training.	**Driver** Principles 1.1, 1.2, 1.4 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." Although we do not currently record all interview panel members centrally and check if they have completed the training prior to conducting the interview, we work with HR Partners and Heads of School to promote the training and ensure Chairs of panels are aware this needs to have been completed by panel members in advance.	Assistant Director (HR Advisory Services) Learning and Development Manager	Feasibility investigation to have taken place by end February 2019. Any recommendations to be in place by end June 2019. Dates for Recruitment and Selection training scheduled by October each year and widely advertised so that everyone is aware of the need to attend if involved in interview panels.	Recruitment and Selection training began to be reviewed by HR in January 2020. Further progress was halted by COVID-19.

	Success Measures An increased confidence in fairness of recruitment and selection in the CROS survey 2019 to 85%. 100% attendance on training for all interviewing managers Researchers benefit by being recruited from interviews that have been carried out fairly and impartially. Completion of the on-line Unconscious Bias training by panel Chairs.			
1b Develop and implement standard templates for Grade 6 and Grade 7 PDRA posts to ensure consistency in the recruitment process across Schools and to ensure the posts are graded consistently with the pay and grading arrangements at the University.	**Driver** Principles 1.1, 1.2, 1.3, 1.5, 2.2, 2.5, 2.6, 3.7 In the 2017 CROS results, fewer people reported that they were provided with details of the qualifications required of the post than in 2015 (from 89% to 77%) and details of the specialist research skills required of the post holder (from 88% to 85%). **Success Measures** Increase in the CROS 2019 results for the above questions to 85% and then 90% for 2021.	Assistant Director (HR Advisory Services)	Template job descriptions produced by end December 2018 and implemented by end July 2019.	Standard templates were designed in February 2018 and we have made good progress, as part of our preparations for REF, in ensuring that research staff have up to date job descriptions. During the coming year, as part of our work under the new concordat, we will be ensuring that all research staff have up to date Job Descriptions. We did not take part in the CROS and PIRL surveys in 2019 as an alternative survey was run of all fixed term staff across the University. We ensured that many of the questions contained within CROS were asked in this survey, although worded in a way that was applicable to all fixed term contract posts. The survey was

| | | | | carried out in April 2019 and was sent to all fixed term contract research staff. The results of this survey are referenced in various actions, where we would have been drawing on the CROS results.

In this survey, 82% of respondents reported that had a written description of the skills and qualifications required of the post. This is just short of our target of 85%, although an improvement on the 2017 result of 77% for skills. |

<table>
<tr><td colspan="5" align="center">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</td></tr>
<tr><td align="center">Action</td><td align="center">Driver and Success Measures</td><td align="center">Responsible</td><td align="center">Timescale</td><td align="center">Update for 2020</td></tr>
<tr>
<td>2a Review the feedback from research staff who attend Central Induction and a local induction to ensure they understand the context of their role.</td>
<td>Driver
Principle 2.1, 3.6

CROS 2017 results showed some researchers did not feel fully integrated into the departmental and institutional research communities.

Success Measures
Feedback from 100% delegates on this induction rate it as excellent or very good.

Scores for departmental and local induction in the CROS 2019 survey improve to 75% of respondents viewing this element of induction as useful.</td>
<td>Leadership & Research Staff Development Officer, working with L&D Officer to ensure links with Central Induction and with contacts in Schools who organise local induction.</td>
<td>Review feedback from Central Induction and local inductions and CROS survey by end June 2019.
Develop actions by end August 2019.</td>
<td>In the survey carried out in April 2019, 53% of respondents scored the Central Induction as Excellent or Very Good.

From a survey carried out in April 2019, 67% of respondents scored the School Induction as Very Useful or Useful, with 33% reporting they had not been offered this.

In the same survey 63% of respondents scored the Local Induction into their role as Very Useful or Useful with 35% reporting they had not been offered this.

As these results were lower than our target, the Leadership & Research Staff Development Officer worked with School</td>
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	Researchers are better able to settle into their role and focus on achieving their goals.			Executive Support Managers to highlight the importance of the School and local induction. Improvements that have been implemented locally will be monitored against the CEDARS scores in 2021 and further actions identified. The action to develop online Research Staff induction module to supplement University all staff central induction is included in our 2020 – 2021 action plan (EI2).
2b Review the deployment process introduced in 2018 to ensure that people coming to the end of their fixed term contract are aware of new vacancies	**Driver** Principle 2.4, 2.6 Comments from the CROS 2017 survey demonstrated that PDRAs on fixed term contracts feel less valued than permanent members of staff. **Success Measures** Increase in the number of PDRAs registering on the deployment register, demonstrating that the University is keen to retain PDRAs.	Assistant Director HR (HR Advisory Services)	Review the number of PDRAs on the deployment register by end October 2019, and take further action to promote greater awareness as necessary.	All staff who are coming to the end of their fixed term contracts are sent a letter 4 months in advance of the expiry of their contract to remind them that their post is coming to an end and advising them of where they can access information about potential other job opportunities internally. They can set themselves up to receive 'Jobalerts' for example. In addition to this, in Schools which have a high concentration of research staff, for example, School of Mathematical, Physical and Computational Sciences (SMPCS), additional measures are in place to ensure Principal Investigators are aware of fixed term staff who may be coming to the end of their contract and who, therefore, may be available to work on an alternative project.

				In these Schools, at the point where research staff receive their 4 month notice letter they are asked if they would like their details to be shared with PIs. SMPCS has also now established a system where staff can formally request to be put onto an open-ended contract. There is a clear process by which these requests are considered, taking account of relevant employment legislation and also the long-term availability of research funding to support ongoing employment. In the last 12 months 7 PDRAs have been moved from fixed term to open ended contracts. We are looking to standardise the approach to considering staff for permanency at or around the 4-year point. From the survey carried out in April 2019, 86% of respondents Strongly Agreed or Agreed that staff on fixed term contracts were fairly treated in comparison with other employees in relation to day to day treatment at work
2c Work with the RDL communities of practice (CoP) to ensure there is continued support for the Concordat.	**Driver** Principle 2.1, 2.2, 2.3, 2.4 Although the result from CROS survey 2017 showed an increase in the results in relation to research	Research Deans – organising theme related Communities of Practice	Support for ECRs is added as a standing item on relevant meetings by end March 2019.	The publication of the new Concordat in September 2019 provided a new impetus and opportunity to promote the Concordat and its benefits.

	staff understanding the relevance of Vitae and the Concordat, there is room for improvement. HRER Award – 2017 = 19%, 2015 = 10% Vitae – 2017 = 37%, 2015 = 29%. **Success Measures** The support and career development of ECRs is a standing item on the agenda for research staff and School meetings, such as RDL CoPs, School Management Board Meetings, Research Strategy Meetings. Increased scores for the questions relating to the relevance of the Concordat, HRER to at least 25% and Vitae to at least 40% in the 2019 survey. Researchers benefit from having a greater understanding of the benefits of the University's commitment to the Concordat and Vitae on their working practices and there is increased awareness of CROS survey at UoR as an opportunity for researchers to give their views on their experience, career aspirations and career development opportunities at the University. This leads to an increase in response rate from 2017.	Research Division Leads – School based Communities of Practice Heads of School – oversight of CoPs in their School and sharing good practice with other Heads of School University Research Committee in relation to commitment to action and wider support Supported by Leadership & Research Staff Development Officer	Progress reports on actions arising from meetings are reported termly (or in line with the meeting schedule). Higher response rate to CROS 2019.	The continued support for the Concordat has been demonstrated by the agreement in 2019 that research staff would automatically become a member of their research division, rather than them needing to opt in. This has resulted in a greater engagement from research staff within the research community such as through participation in School Communities of Practice and working towards a personal research plan. From the survey carried out in April 2019, 62% of respondents said they felt integrated into the department in which they work

| 2d Promote the benefits of the PDR process for ECRs to ensure they are taking place for those who want one. All PDRs to include a discussion about career development opportunities. | **Driver** Principles 2.1, 2.3, 2.6, 3.2, 3.3, 3.4, 3.5, 3.9, 4.10, 4.11, 4.12, 5.6

Results from the CROS survey 2017 show a slight decrease in the scores for the questions relating to the usefulness of the staff appraisal process (falling from just above 80% to just below 80%).

Success Measures All research staff who want one have a PDR, linked to their Personal Research Plan and Career Development Plan, as measured by the staff survey 2019.

Results from the CROS survey 2019 show an increase in the scores for the questions relating to the usefulness of the staff appraisal process to above 80%.

Researchers benefit by knowing what is expected of them, how their progress will be measured and how they contribute to university goals. | Heads of Schools to ensure PDRs take place

Leadership & Research Staff Development Officer

Assistant Director HR (People & Talent) | Heads of School to promote benefits of PDR as part of their termly School Management meetings from Spring 2019. Monitor uptake of PDRs at end of each academic year.

Promote benefits of PDR process to PIs as part of PI training and briefing pack from November 2018. | The importance and benefits of the PDR process were included in the PI Management Responsibilities booklet and the PDRA booklet, which were sent directly to all PIs and PDRAs. Copies are also available on the Research Staff webpages to ensure they can be accessed by all PIs and PDRAs.

It was also included in the planned Essential Guide for PIs training (see 3e)

From the survey carried out in April 2019, 81% of respondents reported that they are encouraged to engage in personal and career development and as a result, 78% reported that they take ownership of their career development.

In Schools where there is a high concentration of ECRs, PDRs are carried out annually and actions arising from PDR discussions are considered by line managers and actioned where appropriate.

Some of the ways in which good practice is implemented in Schools are shown in the following examples:
a) Where there is a local senior contact for PDRAs, the number of PDRs carried out is monitored and PDRAs are encouraged to agree to one. They are also offered the option to have a PDR |

				with someone who is not their PI, so that a full discussion about areas for development and career progression can be discussed. The completed forms are sent to the senior contact to ensure development plans are implemented and to identify any areas of concern.
				b) Within SBS, all new research staff have an initial probation meeting, one again at 3 months and a final sign off meeting at the end of the 6 month probation meeting.
				c) Within SMPCS, the PDR process is managed centrally by the School, with clear tracking of who is reviewing who, and whether or not the reviews have happened. Follow-up with regard to training is handled by the line manager and/or reviewer directly. Matters of concern are, from time to time, escalated to HoDs and HoS.

A process to monitor the uptake of PDRs across all Schools has not been implemented. Our whole PDR process was due to be reviewed during 2019, although this project was overtaken by higher priority projects. It has been carried over to the action plan for 2020 – 2021. |

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	Update for 2020
3a Work with representatives within Schools to ensure that newly appointed research staff are offered a mentor.	**Driver** Principle 2.1, 2.3, 2.6, 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 4.14 Although mentoring is supported by the University for all new research staff, not all new researchers are aware of it. **Success Measures** At least 60% of new research staff are offered a mentor within six months of appointment. This equates to 5 out of 8 new starters (PDRAs) per month	Leadership & Research Staff Development Officer working with Heads of School or local mentoring contact	Mentoring contact for each School identified by end May 2019. 60% of new research staff are offered a mentor within six months of appointment by end November 2019. This equates to 5 out of 8 new starters (PDRAs) per month	Mentoring contacts were identified. Good practice across Schools has been shared, resulting in new local schemes being set up that encompass a wider range of employees than the University-wide schemes. Bespoke training in the role and good practice in mentoring has been provided within Schools to embed the importance of mentoring and to ensure that PDRAs receive a good experience of mentoring. Early career academic staff are assigned a mentor as part of the new academic probation process introduced in 2017. Several Schools have a senior contact for PDRAs and within these, 100% of new research staff are offered a mentor. Leadership & Research Staff Development Officer has provided briefings on the mentoring process direct to PDRAs at School termly meetings. It has not been possible to gather the current level of mentoring across all Schools because of alternative workloads and priorities due to COVID-19, although this will continue to be monitored over the coming year.

3b Ensure all research staff are aware of the number and range of career development activities for research staff provided by University Careers and Employability.	**Driver** Principle 2.6, 3.2, 3.4, 4.10 Despite career development workshops being available to all research staff, 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, so raising their expectations. **Success Measures** Responses re researchers being treated equally to other staff re promotion and progression increase to over 50% by the 2019 CROS Survey. 75% of respondents to the CROS survey 2019 state that they have a clear career development plan in place. A broader range of development activities in place as evidenced by the researcher development brochure and attendance figures.	Director of Careers & Employability Service and Leadership & Research Staff Development Officer	Activities organised by end May 2019 and promoted at regular intervals during the academic year.	We have traditionally regularly organised career development activities specifically for research staff provided by University Careers and Employability. "I Want That Job" focussed on how to apply for an academic position and the experience that would be sought. It included specific feedback on real application forms completed by the delegates. "Interview Skills" training included the opportunity to experience a mock interview, tailored to a job they wanted to apply for. These courses continued until 2018 when a new Head of Careers and Employability withdrew the free use of Careers staff to run these courses. The matter has not been resolved to date, although this person has now left the University. An action to engage with the new Head of Careers is included in our 2020 – 2021 action plan (PCDI3). We have continued to provide to researchers a 'Moving to a Career in Industry' course run by an external expert, at regular intervals. A free externally-run online course on Career Management for ECRs was circulated direct to all PDRAs in January 2020, encouraging take-up of the opportunity.

3c Undertake a review of the revised development offer for research staff (implemented from October 2016), ensuring the feedback from CROS and PIRLs surveys feedback is considered as part of this.	**Driver** Principle 3.3, 3.4, 3.6, 3.7, 3.9, 5.4, 5.6 A 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 from October 2016. 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. The revised programme should be reviewed at periodic intervals to ensure it continues to meet the needs of ECRs in the evolving research environment. **Success Measures** A revised offer in place for the 2019 / 2020 academic year as shown in the Researcher Development Opportunities brochure Increased numbers of researchers undertaking development – all courses at capacity. From 2016 – 2018, the courses were attended by 640 research staff, across 92 courses. This brings an increased understanding of what's available to	Leadership & Research Staff Development Officer to conduct review and make recommendations for changes Research Staff Committee to input to the review	Review completed by end June 2019. Revisions to programme to be in place for October 2019.	The topics, format, content, duration and frequency of all researcher development opportunities are reviewed annually, based on the feedback from evaluation questionnaires and drawing on the experience of the internal speakers from areas such as Research Development Management and Research Communications. New courses are added accordingly, for example 'Stakeholder Mapping for Research Staff' and 'Engaging with Policymakers' to equip researchers with the skills required to align with the Research Strategy. The courses have been attended by 413 research staff, across 46 courses from September 2018 – February 2020. Research courses were halted in March 2020 due to COVID-19, so data for a full 2 years is not available to compare with previous years. The continued review and promotion of research specific courses is a key priority in our 2020 – 2021 action plan (PCDI1)

	support personal and career development.			
3d Review the Research Staff Development Strategy (implemented in June 2017) and amend as needed	**Driver** Principles 3.8, 3.9 The Research Staff Development Strategy was approved by University Research Committee in June 2017, reinforcing the University's support of the Concordat. The Strategy should be reviewed to ensure it is still meeting the needs of ECRs for the foreseeable future. **Success Measure** A review of the Strategy highlights any revisions that need to be incorporated and changes are widely communicated. This will be evidenced by an updated Research Staff Development Strategy, approved by University Research Committee	Leadership & Research Staff Development Officer to conduct review and make recommendations for changes Research Staff Committee to input to the review University Research Committee to approve any changes and support the Strategy	Review to be completed by end June 2019.	The strategy was updated in light of the changes to the research and innovation governance structure in 2019 and the new Concordat, ensuring that it remains relevant for the needs of ECRs.
3e Implement Essential Guide for PIs training	**Driver** Principles 3.3, 3.9, 7.1 The role of PIs is critical in supporting ECRs in accordance with the principles of the Concordat. Feedback from focus groups with ECRs following the CROS survey highlighted that not all PIs support the principles to the same extent.	Heads of School encourage PIs to attend the training Leadership & Research Staff Development Officer	Training course piloted by November 2018 and dates for further courses published by end January 2019	This course was developed following consultation with key research representatives from across the University to input to the content and design. The course was run as a pilot in November 2018. The format and design enabled PIs to meet with subject matter experts from across the University to

	This training focuses on the PIs' responsibilities towards supporting their ECRs as well as other essential information about managing their research project. **Success Measures** PIs attend the training courses. Respondents rate their confidence levels across all areas at an average of 80% in the PIRLS survey 2019. Researchers benefit from increased support and encouragement from their PI.			ensure their specific questions were answered in the areas of contracts, procurement, finance, line management and PDRA development. The PIs appreciated the opportunity to meet with key contacts and understand policies and procedures from a broader perspective. The responsibilities of PIs in accordance with the Concordat were a key element of this training. As further dates were being organised at the time that the new Concordat was due to be released (originally in March 2019), the training was put on hold to ensure the updated Concordat would be integrated into the training. The release of the Concordat was postponed until June and then September. Work then commenced to incorporate the new Concordat into the training. This is a key priority in our 2020 - 2021 action plan (EI4)
3f Implement PI and PDRA handbooks into two STEM Schools Implement PI and PDRA handbooks into all Schools	**Driver** Principle 3.3, 3.9, 7.1 The role of PIs is critical in supporting ECRs in accordance with the principles of the Concordat. Feedback from focus groups with ECRs following the CROS survey highlighted that not all PIs support the principles to the same extent.	Leadership & Research Staff Development Officer	Handbook implemented in two STEM schools by end April 2019 and remaining schools by end June 2020	An online booklet called 'PI Management Responsibilities' was designed to support PIs to ensure that all the relevant information they needed to effectively manage their research staff was contained within one point of reference. The booklet was produced with input from a Research Dean, PIs, ECRs and the Research Staff Committee to ensure it

	The handbook for PDRAs explains what they can expect from their PI and what the University expects from them, providing clarity for both aspects. **Success Measures** Research Managers are aware of their role in actively encouraging researchers to undertake CPD and other development activities.			was written in a way that would be easily accessible for PIs. A version aimed at PDRAs was then produced, so they had access to the same information and knew what they should expect from their PI. A checklist was also produced of all the information a PI should provide to a new PDRA as part of their induction into the role. The booklets and checklist were launched to all PIs and PDRAs to ensure consistency of approach across all Schools. Evidence of the success of booklets is shown from the 2019 survey, in which 82% of respondents reported that their PI is committed to supporting them to a great extent.
3g Continue to provide training on promotion and career progression routes for ECRs, such as how to progress in an academic career, how promotions from Research Grade 6 to Research Grade 7 works and opportunities for personal fellowships.	**Driver** Principles 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.10, Feedback from the Research Staff Committee highlights that many Grade 6 ECRs are not familiar with the opportunities for promotion or other career routes. **Success Measures** Monitor the number of attendees on the courses and successful Grade 6 to Grade 7 promotions, applications	Leadership & Research Staff Development Officer	Research staff continue to have access to a course during 2018 - 2010.	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 provided for STEM Schools. A course on how to apply for fellowships is run at regular intervals during the year, available for all early career researchers. There are also examples of local good practice: a) SMPCS run annual career development workshops for

	for fellowships and other career progression opportunities, reducing the number of unsuccessful applications where possible as ECRs are more aware of the process and how to strengthen their application. Research staff benefit from greater awareness of promotions opportunities.			research staff each Autumn term, last one was November 2019. This involves contributions from the Director of WIDE (Wellbeing, inclusion, diversity and Equality) Committee, Heads of Department, a Visiting professor, Research and Enterprise Services representatives, Post doc Research staff who have had recent success in promotion in last few years and HR Partner. In survey run as part of last Athena SWAN submission, 90% of PDRAs surveyed felt supported undertaking career progression activities within the School. They have also extended their mentoring to specifically support those who are going for promotion (this is now a University wide policy now though in line with Personal Titles process), also to support research staff who may be making applications for fellowships or grant applications. b) School of Law - ECR was supported through the CARA scheme which supports academics at risk (this could be refugees or people who aren't safe due to their work/political views so have sought asylum etc). CARA provides the funding and we provided the work.

				Since 2018, there have been a total of 17 ECRs promoted from grade 6 to grade 7 from 19 promotion submissions. There was one female and one male unsuccessful applications. This is an increase on the 14 promotions in 2016 – 2018.

Principle 4
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	Update for 2020
4a As part of the University-wide support for mentoring, ensure that the offer for researchers is clear and is encouraged within Schools, in particular, i) ensure that research staff have input into their choice of mentor ii) ensure that mentoring links to career development plans iii) Mentors are identified as researchers are recruited, ensure link with school processes iv) ECRs are encouraged to become mentors to support their career development.	**Driver** Principle 2.1, 2.3, 2.6, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.14 Whilst the University is very supportive of mentoring for all staff, including a specific scheme for research staff, it is not as widely known about or used as actively as it could be. This was demonstrated by the scores from CROS 2017 that showed a decrease in the number of people being mentored from 24% in 2015 to 19% in 2017, with 48% of people in 2017 saying that they would like a mentor. **Success Measures** Increase in the percentage of respondents who have a mentor from CROS 2019 to 25% and 30% by 2020.	Leadership & Research Staff Development Officer supported by local contact for mentoring in each School Heads of School to support and encourage mentoring	Establish network of School mentoring contacts by end May 2019. Review implementation of mentoring within Schools and make recommendations for increasing up take by end Sept 2019.	See also 3a for ways in which mentoring is supported and encouraged. Other examples of good practice include: a) Within SBE a mentor is given to each new researcher. The name of the mentor is decided by the School's Research Division Lead after meeting with the new researcher. This is decided by the area of expertise and research area. b) Within SMPCS in line with what is now standard practice in the Personal Titles process for academic staff, cases for rewards such as additional increments and contribution points are considered by a committee and assigned a mentor to ensure the cases are as strong as possible before passing to the next stage.

	Feedback gathered from the School mentoring co-ordinator that the mentoring is useful. Researchers benefit because mentoring can improve confidence, skills and broaden researchers' horizons.			
4b Work with University Research Committee and Heads of School to ensure that all research staff have a career development plan; making use of the Career Development Prompter form and Career Planning form.	**Driver** Principle 3.5, 4.10, 4.11, 4.12, 5.5, 5.6 Only 37% of respondents to the CROS survey 2017 have a clear career development plan, this is a decrease from 51% in the 2015 survey. **Success Measures** Implementation of the Career Development Plan. 50% of respondents to the CROS survey 2019 state that they have a clear career development plan in place and 75% by 2021. Researchers benefit from a realistic career plan with the opportunity to develop skills to achieve it.	Heads of School Research Deans Supported by Leadership & Research Staff Development Officer	Career development plan to be implemented in two STEM schools by end March 2019 and remaining schools by end December 2019.	Career development discussion is an integral part of the PDR process for researchers. Researchers are offered the opportunity to request that the career development discussion is carried out by someone other than their line manager if they choose. This approach ensures that researchers have a dedicated discussion about their career development. All eligible research staff are offered a PDR on an annual basis and this is tracked by the Executive Administration Manager within Schools. See 2d for other examples of the ways in which this action has been achieved. From the survey carried out in April 2019, 81% of respondents reported that they are encouraged to engage in personal and career development and as a result, 78% reported that they take ownership of their career development.

4c Support ECRs to gain a teaching qualification by attending the Academic Practice Programme, where teaching is related to their area of research and / or where ECRs would like opportunities to teach for their own development.	**Driver** Principles 4.11, 4.12 Feedback from members of the Research Staff Committee has shown that where ECRs carry out teaching related activities, either related to their area of research and / or where they would like opportunities to teach for their own development, not everyone is aware of the opportunity to gain a teaching qualification from an in-house course. **Success Measures** Number of ECRs who have attended the Academic Practice Programme. Feedback from Research Staff Committee members is that ECRs have greater awareness that participation in the APP is available for those seeking a teaching qualification.	Research Staff Committee	APP widely promoted by end July 2019. Increase in ECR participation on the course by June 2020.	PDRAs have access to the Academic Practice Programme to gain teaching experience and pedagogy knowledge plus associate fellow status of the HEA. For example, SBS has 2 PDRAs who passed through the programme. They receive mentoring through the School and gained teaching experience All Research staff are encouraged to contribute (in an appropriate fashion) to teaching and to general school life.
4d The Chair of the Research Staff Committee to continue to attend the monthly University Research Committee (URC) and termly University Board for Research and Innovation (UBRI) meetings.	**Driver** Principle 4.13, 7.1 The involvement of the Chair of the Research Staff Committee at these meetings demonstrates the commitment from the senior research community to the principles of the Concordat and provides the opportunity to input to research policy and practice and to	Chair of URC and UBRI Chair of Research Staff Committee	Meetings attended on monthly / termly basis.	The University's research and innovation governance structure was reviewed in 2019 to ensure that it was aligned to the research strategy. The revised structure allows for increased transparency and improved communication. The Chair of the University's Research Staff Committee is automatically a member of the University Board for Research & Innovation (the highest level committee in the new structure) and the new

	represent the views of ECRs at a senior level. **Success Measures** Meetings attended. Actions and progress reported to the Research Staff Committee.			Researcher Development and Postgraduate Research Studies Committee, with expanded terms of reference. The implementation of the HRER action plan is a regular item on this committee, which is chaired by Professor Dianne Berry, Dean of Postgraduate Research Studies and former Pro-Vice-Chancellor for Research, as senior lead for the concordat. The Chair of the Research Staff Committee stepped down in autumn 2019 and the post remains vacant, despite several attempts to recruit a replacement.

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	Update for 2020
5a Implement the Career Planning form and Research Staff Development Prompter for ECRs across all Schools, to aid their identification of concrete activities to be undertaken to support career development.	**Driver** Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 The results in the CROS survey for the question "Do you have a clear development plan?" fell from 51% agreeing in 2015 to 37% in 2017. For the question "Do you take ownership of your career development?" they fell from 96% agreeing in 2015 to 89% in 2017. This indicates a reduced level of awareness of the importance of having a career development plan and taking ownership of it.	Leadership & Research Staff Development Officer Heads of School PIs	Forms implemented in all Schools by end June 2019. Awareness raised of development opportunities available, including non-research specific such as leadership and management skills.	See 4b for a progress update on this action.

	Success Measure Support from Heads of School and PIs to encourage use of the forms and career development conversations during the PDR. Increase in the 2019 CROS result for the career development questions to be above 50% and 90% respectively.			
5b Establish a network for research staff to come together to discuss development needs and to share best practice and experience.	**Driver** Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Networks have been established within SBS, SAGES and Meteorology. We have communities of practice for Research Division Leads but no forum for ECR staff to meet to discuss issues and share best practice across different disciplines. **Success Measures** Increased membership of the Research Staff Committee (membership in September 2018 is 5 ECRs). Established networks in place, with the People Development Team linked in to enable identification of development needs and delivery of appropriate development. Researchers learn from each other. Awareness is raised of CROS survey at UoR as an opportunity for researchers to give their views on	Research Deans , Heads of School and RDLs to encourage networks Research Staff Committee Supported by Leadership & Research Staff Development Officer	Networks established during 2018 / 2019 academic year. Higher response rate to CROS 2019.	Networks have been established across the University. Some examples of these networks and their impact include: 1)Within SBE, all academic staff, contract research staff and PhD students are principal members of one of the three research groups with the School. All staff can be associate members of all the research groups if they so wish. Each of the research groups have periodic meetings to discuss research matters, such as bidding, paper writing, developing new areas of research interest, etc. In addition, the weekly Wednesday Lunchtime Seminars in term time provides a forum for staff, researchers and PhD students to present and discuss their work. 2) Within SBS, the School's Director of Postdoc Researchers is responsible for overseeing the wellbeing and training of this group of staff. Examples of strategies SBS have introduce to support our PDRAs include:

	their experience, career aspirations and career development opportunities at the University. This leads to an increase in response rate from 2017.			a) PDRAs can apply for SBS Seed Fund money (up to £5,000) to fund their own ideas, in order to get preliminary data for grants, test ideas, get experience at grant writing and communicating ideas; b) PDRAs have the opportunity to apply for and host UROP students; c) SBS held a summer seminar series to enable PDRAs to get both presenting and organisation experience; d) PDRAs have an open invite to the Research Nosh/Research Lunch (these are internal grant writing meetings) to test grant ideas and/or see how other colleagues develop their grant proposals; e) PDRAs have access to University travel grants to help with the costs of attending conferences. f) PDRAs are invited to sit on school committees (DIW committee, Outreach committee and The HLS Space Committee, the Athena Swan SAT; g) PDRAs have open invitations to school division meetings; h) Termly post-doc meetings/forums are organised to discuss issues plus hear from invited speakers covering HR, research development support, H&S, career development, outreach opportunities. 3) The Food and Nutritional Sciences Department has established a Staff Development and Wellbeing Committee, which includes on its membership two PDRAs as well as PhD researchers. The chair of the committee is a member of

				the Department Management Group. The remit of this Committee covers the development needs of staff and has been updating our mentoring approach and identifying training and development needs for all categories of staff. PDRAs and ERCs are a particular focus for this and from this we identified the need for a Departmental PDRA Forum to allow the feed-through of the specific needs of this group and to create a means of sharing experiences peer-to-peer. The Staff Development and Wellbeing Committee controls the agenda of termly (have been more frequent during lockdown) all staff meetings focused on development and wellbeing.
5c Organise a biennial research staff conference, with specific topics of interest to ECRs as well as for all researchers	**Driver** Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 It is desirable to encourage ECRs to network across the University, to learn from each other and external experts to support their personal and career development. **Success Measures** Research Staff Conference organised biennially and well attended by ECRs, as well as researchers at all stages of their career.	Research Staff Committee Supported by Leadership & Research Staff Development Officer	November 2018 and during 2020	The most recent Research Staff Conference was held in February 2019 (it was postponed from November 2018 to avoid a clash with another research conference). The topic for the morning was the world of media (open to all research staff), with internal and external experts, such as professional journalists and science communicators giving practical insights into dealing with journalists. The afternoon focussed on career development for PDRAs. Reported actions following attendance included opening an Instagram account and contributing to The Conversation to enhance their public profile.

				85% of attendees rated the conference as excellent / good. A conference was not possible in 2020 due to COVID-19.
5d Encourage research staff to undertake follow up actions in the workplace to embed learning from the development sessions.	**Driver** Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Providing evidence of how learning has been applied can be used to support job applications. **Success Measures** Completion of feedback questionnaires. Follow up feedback throughout the 12 months after attending at the course demonstrates ongoing learning.	Heads of School and PIs / line managers to encourage and support the embedding of learning Supported by Leadership & Research Staff Development Officer and wider People Development team	Monitoring of feedback 2018 to 2020	Examples of how learning is encouraged to be applied and embedded include: a) In FNS, the Department has worked over the past 12 months to bring research staff more into the core of the running of the Department. So, the Department has PDRA membership of our Research and Innovation Committee and on its Joint Technical and Academic Group to involve them in shaping the strategy and operational management of the Department. The Department encourages PDRAs to take part in opportunities such as the BBRSC YES competition to develop themselves beyond research and have a policy of supporting research staff in pursuing teaching qualifications and experience. b) In SPCLS, the School's ECR Advisor has organised several training sessions on topics that the ECRs themselves requested (e.g. on outreach, impact, online

				presence and promotion of their research, what does the REF mean for them), which have been well-received by those in attendance. They have a weekly coffee morning and a dedicated Teams group to share different types of information relevant to them and ways they have applied their learning.

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	Update for 2020
6a Continue to profile the 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	**Driver** Principles 1.4, 3.2, 4.10, 5.4, 6.1, 6.2, 6.3, 6.7, 6.8 4 of around 30 Faces are in diverse research roles (PDRA, Research Development Manager, Senior Research Fellow, Research Scientist) to provide examples of role models. We should continue to promote these examples and update as appropriate. **Success Measures** Greater spread of responses in the CROS survey 2019 relating to where researchers aspire to work. Review of Faces at Reading to ensure they are still current.	Deans for D&I PVC Research and Innovation Assistant Director HR	Review by end October 2019	A course on how to apply for fellowships is run at regular intervals during the year, available for all early career researchers. Since 2018, there have been a total of 17 ECRs promoted from grade 6 to grade 7 (9 female and 8 male) from 19 promotion submissions. There was one female and one male unsuccessful applications. This compares with 14 promotions in 2016 – 2018. We are looking to broaden the range of research careers that are profiled, as well as profiling lecturers who have been researchers. The work on this was halted with the departure of the Head of Careers and Employability and will be resumed with the new appointee.

	Researchers can see the wide range of career options.			
6b Continue to monitor the gender balance with ECRs to ensure there are no structural difficulties for PhD student parents to establish research careers. Following a system change in October 2017 we are able to gather data on the number of students with dependants.	**Driver** Principles 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.10 The gender balance of PDRAs changed in 2017, to be predominately female for the first time since 2011. It was agreed as part of our 2016 – 2018 HRER action plan to start collecting data on whether UoR PhD students have children or other dependants to see if there are structural difficulties for PhD student parents to establish research careers. **Success Measures** The percentage of male and female ECRs remains balanced.	Head of Doctoral Research Officer Leadership & Research Staff Development Officer D&I Deans	Analysis of PhD students with dependants and implications completed to feed into the institutional Athena SWAN award in November 2019. Annual monitoring from November 2020.	Between 2011 and 2016, the gender balance for PDRAs was 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. The gender balance for 2020 has remained the same as for 2018 i.e. 47% male and 53% female.
6c PIs to share good practice via Communities of Practice and relevant meetings to other PIs and RDLs re managing flexible working.	**Driver** Principle 3.2, 6.4, 6.5, 6.7 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. **Success Measures** Support for flexible working is a regular item on the agenda for research staff and School meetings, such as RDL CoPs, School	Research Deans Research Divisional Leads Principal Investigators Heads of School Leadership & Research Staff Development Officer	2018 to 2020	PIs attend termly Communities of Practice within their research theme to share good practice, including in the management of flexible working. Improvements in this area are demonstrated from the survey carried out in April 2019, as 82% of respondents agreed or strongly agreed that they were fairly treated in comparison with permanent employees in relation to flexible working requests.

	Management Board Meetings, Research Strategy Meetings. Researchers gain knowledge and best practices from experienced colleagues.			
6d As per our Athena SWAN action plan, ensure the review of workload models considers feedback from CROS survey 2017 re work life balance.	**Driver** Principle 6.8, 6.10 Responses from the CROS survey 2017 showed a drop in the score for "I am satisfied with my work life balance" from 79% in 2015 to 63% in 2017. Implementation of the PI handbook and training should have a positive impact on the working experience of ECRs. **Success Measures** 80% of respondents in the CROS survey 2021 are happy with work life balance. Researchers are aware of the benefits of maintaining a healthy work life balance.	Deans for Diversity & Inclusion	Analysis of CROS survey results by end June 2021	The implementation of the PI handbook (see 3f) has resulted in 72% of respondents in the 2019 survey reporting that they have a good work life balance, demonstrating an increase over the score of 63% in 2017. The University was awarded the Athena SWAN silver award in 2020. We also hold Athena SWAN awards in all our science, technology, engineering, maths and medicine (STEMM) schools, the majority at Silver level
6e Ensure research staff are aware of the package of support in relation to wellbeing.	**Driver** Principle 6.8 Responses from the CROS survey 2017 showed a drop in the score for "I am satisfied with my work life	HR Partner	Promotion throughout 2018 / 2019 Raising awareness of the wellbeing project	Launched Wellbeing Peer Support Network in January 2020 – trained University staff who are a first point of contact if you are experiencing a mental health issue, poor wellbeing or emotional distress.

	balance" from 79% in 2015 to 63% in 2017. **Success Measures** 80% of respondents in the CROS survey 2019 are happy with work life balance, maintained in CROS survey 2020. Researchers are aware of the benefits of maintaining a healthy work life balance.		for all staff and outcomes as they are achieved.	Of the 29 volunteers, 9 are based in Schools. Launched 5 Steps to Mental Wellbeing, including Wellbeing map of campus, including opportunities associated with Connect with Others, Be mindful, Keep Learning and Be Active. Wellbeing webpages updated with extensive range of resources related to COVID-19. All resources were advertised to all staff through Staff Portal, with updated webpages highlighted by Vice-Chancellor during All Staff Briefings In 2 Sciences Schools (SMPCS and SAGES) stress risk assessments have been undertaken in the last 12 months leading to surveys, focus groups and action plans being developed to address staff concerns in relation to the causes of stress identified which will be monitored by the Schools' Equality and Diversity Committees and management teams.
6f As part of action 6a, ensure that a diverse range of researchers continue to be profiled.	**Driver** Principles 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.10 Athena SWAN requirement around demonstrating diversity in careers.	Assistant Director HR (Advisory)	Monitor at the end of each academic year and identify actions as appropriate.	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

Institutional targets to achieve a diverse workforce. **Success Measures** Achievement of institutional targets. Achievement of Athena SWAN accreditation. Researchers benefit by knowing this career choice is open to all as endorsed by external accreditation e.g. Athena SWAN.			and a job share for Head of School, between two females. In addition, there is a job share with the Pro Vice-Chancellor (Education and Student Experience) post between a male and female.

<table>
<tr><td colspan="5" align="center">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.</td></tr>
<tr><td align="center">Action</td><td align="center">Driver and Success Measures</td><td align="center">Responsible</td><td align="center">Timescale</td><td align="center">Update for 2020</td></tr>
<tr>
<td>7a Ensure that researcher development and the progress on implementation of the HRER action plan continues to be a regular item at University Research Committee (URC).</td>
<td>Driver
Principles 7.1, 7.2

A need to have a broad 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.

Success Measures
HRER and research staff development a regular item at URC. The Chair of the Research Staff Committee continues to represent ECRs at URC monthly meetings and UBRI termly meetings.</td>
<td>PVC Research & Innovation

Chair Research Staff Committee</td>
<td>2018 to 2020</td>
<td>The University's research and innovation governance structure was reviewed in 2019 to ensure that it was aligned to the research strategy. The revised structure allows for increased transparency and improved communication. A key element is that academic staff (including research staff) can apply for dedicated positions on all research-related committees and thereby contribute to decision making. In addition to this, the Chair of the university's Research Staff Committee is automatically a member of the University Board for Research & Innovation (the highest-level committee in the structure), as is an early career lecturer. As part of</td>
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	Researchers know they are valued at all levels in the university.			these changes in governance structure, the University Postgraduate Research Studies Committee was replaced by a new Researcher Development and Postgraduate Research Studies Committee, with expanded terms of reference. The implementation of the HRER action plan is a regular item on this committee, which is chaired by Professor Dianne Berry, Dean of Postgraduate Research Studies and former Pro-Vice-Chancellor for Research, as senior lead for the concordat.
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.	**Driver** Principles 7.1, 7.2, 7.4, 7.5 An ongoing need to understand the specific needs of research staff in relation to the Concordat and wider research staff issues. **Success Measures** Surveys undertaken every two years and focus groups held as a result Communication of the results to the research community. Researchers know they are listened to and their areas of concern are addressed where possible.	PVC Research & Innovation Leadership & Research Staff Development Officer	Implement CROS and PIRLS surveys in May 2019.	We did not take part in the CROS and PIRL surveys in 2019 as an alternative survey was run of all fixed term staff across the University. We ensured that many of the questions contained within CROS were asked in this survey, although worded in a way that was applicable to all fixed term contract posts. The survey was carried in April 2019 and was sent to all fixed term contract research staff. The results of this survey are referenced in various actions, where we would have been drawing on the CROS results. There is an action in our action plan for 2020 – 2021 to take part in the 2021 CEDARS
7c Via the all-staff engagement survey in 2019 and beyond, ensure the employee experience of researchers at the University of	**Driver** Principles 7.1, 7.2, 7.4, 7.5	Heads of School and Research Deans	October 2019 and beyond.	All research staff continue to be invited and encouraged to respond to the all-staff survey.

Reading is understood and appropriate actions developed.	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. **Success Measures** Use the results from the 2017 survey as a baseline and compare with 2019 survey results. Targets in place for improvement and supporting action plans in place. Researchers know their views are valued and are acted upon.	Assistant Director HR (People & Talent) Leadership & Research Staff Development Officer		The most recent survey was in 2020 and related exclusively to our experience of COVID-19 and the support provided by the University. The results are currently being analysed and an action plan will follow

Glossary

HoD	Head of Department
HoS	Head of School
FNS	Food and Nutritional Sciences
SAGES	School of Archaeology, Geography and Environmental Sciences
SBE	School of the Built Environment
SBS	School of Biological Sciences
SMPCS	School of Mathematical, Physical and Computational Sciences
SPCLS	School of Psychology and Clinical Language Sciences