

## HRER Concordat Implementation Plan, 2016 to 2018

<b>Principle 1</b>				
<b>Recognition of the importance of recruiting selecting and retaining researchers with the highest potential to achieve excellence in research.</b>				
<b>Action</b>	<b>Driver</b>	<b>Success Measures</b>	<b>Responsible</b>	<b>Timescale</b>
<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 ECR's, training for selectors should include consideration of diversity of applicants including age (older applicants), dependants, part-time PhD registration and other factors</p>	<p>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>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 - Stephanie Hayward</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>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>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>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>L&amp;D Officer (Leadership &amp; Research Staff Development) - Lynn Moore</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>1c Run a focus group with recent new starters in research roles to understand their experiences and</p>	<p>Lower than required responses in the CROS survey 2015 re believing that UoR treats people fairly regardless of</p>	<p>An increased confidence in fairness of recruitment and selection in the CROS survey</p>	<p>L&amp;D Officer (Leadership &amp; Research Staff</p>	<p>Focus group undertaken before Christmas 2016 with action plan in place as a</p>

<p>what attracted them to work in Reading, including the experience post recruitment</p>	<p>protected characteristic in relation to recruitment and selection</p>	<p>2017 to 85%</p> <p>Researchers benefit by being recruited from interviews that have been carried out fairly and impartially</p>	<p>Development) - Lynn Moore</p>	<p>result of the feedback</p>
<p>1d Ensure all accreditations and achievements are included in job adverts on all media that applicants might access (for example, Athena Swan)</p>	<p>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>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>	<p>Assistant Director HR (People &amp; Talent) – Alison Hackett</p>	<p>All logos to be live in appropriate channels by Christmas 2016</p>
<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> <p>i. Identify different types of fixed term contracts e.g. teaching fellows, sessional staff, research staff, where these are most prevalent</p> <p>ii. Understand different</p>	<p>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>Baseline data for different fixed term contracts obtained</p> <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>Assistant Director HR (HR Advisory) - Claire Rolstone</p>	<p>For November 2016 planning round (as per Athena Swan guidelines)</p>

<p>approaches across schools to fixed term contracts and changes from fixed term to open-ended contracts</p> <p>iii. Develop University wide guidelines on approach to fixed term contracts, transitioning staff from fixed term to open-ended contracts and redeployment processes</p> <p>iv. Monitor whether change in academic structure has had an impact on transition to open-ended contracts</p>				
<p>1f ECR Grade 6 to 7- give research staff in all Schools access to training sessions on career progression routes, delivered by a researchers at different career stages, to cover:</p> <ul style="list-style-type: none"> <li>• What you need to do to progress in an academic career</li> <li>• Routes from fixed term to permanent and how these work</li> <li>• How promotion from Research Grade 6 to Research Grade 7 works</li> <li>• Opportunities for personal fellowships, researcher CI.</li> <li>• That all the above are possible through full-time or part-time or some blended mix, and in parallel with growing a family</li> </ul>	<p>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>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>Research staff benefit from increased promotions opportunities</p>	<p>Leadership &amp; Talent Development Manager - Susan Thornton and L&amp;D Officer (Leadership &amp; Researcher Staff Development) - Lynn Moore</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>1g As part of the wider review of</p>	<p>Decreasing levels of positive response</p>	<p>Increase to 75% of</p>	<p>L&amp;D Officer - Hannah</p>	<p>Review to commence</p>

<p>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>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>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>Henretty and L&amp;D Officer (Leadership &amp; Research Staff Development Officer) - Lynn Moore in relation to review and redesign</p> <p>Input needed from University Research Committee and Research Staff Working Group</p>	<p>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>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>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 expected</p>	<p>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>	<p>(Leadership &amp; Research Staff Development Officer) - Lynn Moore, working with L&amp;D Officer - Hannah Henretty to ensure links with wider induction review</p>	<p>New induction offer for research staff live by early 2017</p>

**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	Success Measures	Responsible	Timescale
<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>Results from CROS survey 2015 shows decreasing results around feeling valued in relation to their contribution (reductions of between 7 and 18%)</p>	<p>Increased response rates to the values and recognition questions in the CROS survey 2017 of 10% on average across all questions</p> <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>(Leadership &amp; Research Staff Development Officer) - Lynn Moore 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>2b Work with the RDL communities of practice to understand views and needs around the concordat and vitae</p> <p>Develop action plans as a result</p>	<p>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>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 &amp; Research Staff Development Officer) - Lynn Moore 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>2c As part of the wider work to review PDR, ensure researcher needs are taken into account,</p>	<p>Results from CROS survey 2015 shows decreasing results around feeling valued in relation to their contribution</p>	<p>All research staff have a PDR as measured by the staff survey 2017</p>	<p>(Leadership &amp; Research Staff Development Officer)</p>	<p>Review during 16/7 ready for go live 17/18</p>

<p>particulary in relation to the emerging work to link PDR to PRP</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 (Personal Development Review) 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>(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>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 progress will be measured and how they contribute to university goals</p>	<p>– Lynn Moore</p> <p>Assistant Director HR (People &amp; Talent) – Alison Hackett</p>	<p>Introduction of this pro forma in two of our SET Schools by December 2017. Gathering of feedback on its use in Summer 2018, Use in all SET Schools by December 2018.</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	Success Measures	Responsible	Timescale
<p>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>	<p>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>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</p>	<p>Director of Careers &amp; Employability Service - Lorna Froud and - (Leadership &amp; Research Staff Development Officer) Lynn Moore</p>	<p>Activities identified in Autumn 2016 and then rolled out throughout 2017</p>

		<p>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> <p>Researchers have more opportunities to develop skills for a broader range of career options</p>		
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	This action was re-scoped from the original 2014 action as URC felt that it was not focused appropriately	<p>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&amp;I – Professor Ellie Highwood and Professor Simon Chandler Wilde</p> <p>PVC Research and Innovation – Steve Mithen</p> <p>(Leadership &amp; Research Staff Development Officer) - Lynn Moore</p> <p>Assistant Director HR (HR Operations) - Cherry Bennet</p>	April 2017
3c Review the use of the travel fund	The travel fund is a way to fund grade 6 researchers to attend	Survey undertaken and	(Leadership &	Survey during 16/17 with

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	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	actions identified and in place  Researchers have increased access to conferences	Research Staff Development Officer) - Lynn Moore	actions identified and undertaken in 17/18
3d Undertake focus groups to understand if there are ways in which we can improve flexible working for research staff	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 staff to balance family and work commitments and lead to greater productivity	Actions identified and in place to enable flexible working  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)  There are working practices to suit different lifestyles of researchers	(Leadership & Research Staff Development Officer) - Lynn Moore	Focus groups during Autumn 2016 with actions developed for delivery up to 2018
3e PI's to deliver training via Communities of Practice to other PI's and RDLs re managing flexible working	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	Numbers of PI's and RDL's delivering development  Feedback from courses  Researchers gain knowledge and best practices from experienced colleagues	(Leadership & Research Staff Development Officer) - Lynn Moore  Research Deans  Research Divisional Lead's  Principle Investigators'  Heads of School	2016 to 2017
3f Progression from PhD - Data on	Gender balance of researchers has not	Availability of data on PhD	Head of doctoral	Start collection before end of



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	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.	student parent population for the institution (not previously available).	Research Officer - (Jonathan Lloyd)	2017/18 academic year. Ongoing from that point.
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	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	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  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	Chief Financial Officer - Ms Carol Wright)  ii. (Leadership & Research Staff Development Officer) Lynn Moore  Research staff forum (Current chair Adrian Champion)  Heads of School	i. Identify any relevant funding pots and process by October 2017.  ii. Applications to external organisations logged during 2016/17 year and regularly thereafter.

**Principle 4**

**The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**

<b>Action</b>	<b>Driver</b>	<b>Success Measures</b>	<b>Responsible</b>	<b>Timescale</b>
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, i) ensure that research staff have input into	This action is linked to our wider Athena swan actions and is based on feedback from Athena Swan surveys and other anecdotal evidence that our mentoring and coaching offer is not broad enough and does not necessarily reach staff who need it	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	(Leadership & Research Staff Development Officer) Lynn Moore	Review undertaken during 2016/2017 academic year with changes in place in time for the 2017/2018 academic year

<p>ii) their choice of mentor and ensure that mentoring links to career development plans (see 4c below).</p> <p>iii) Mentors are identified as researchers are recruited, ensure link with school processes</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>individual</p> <p>Researchers benefit because mentoring can improve confidence, skills and broaden researchers' horizons</p>		
<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>	<p>While responses on the PIRLS survey 2015 are improving, they are not at the anticipated level for PDR to be embedded and valuable</p>	<p>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>(Leadership &amp; Research Staff Development Officer) Lynn Moore</p>	<p>2017/2018 academic year</p>
<p>4c Work with URC, RSWG and CoP to ensure that all research staff have a career development plan</p>	<p>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>75% of respondents to the CROS survey 2017 state that they have a clear career development plan in place,</p>	<p>Research Divisional Leads Research Deans</p>	<p>Initial conversations in autumn 2016 Actions begin early 2017 –</p>

		<p>increasing to 100% by the 2019 CROS survey</p> <p>Researchers benefit from a realistic career plan with the opportunity to develop skills to achieve it</p>	<p>Supported by (Leadership &amp; Research Staff Development Officer) - Lynn Moore</p>	<p>tbc dependent on outcomes of conversations</p>
<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>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>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>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>(Leadership &amp; Research Staff Development Officer) - Lynn Moore and Leadership &amp; Talent Development Manager - Susan Thornton</p>	<p>Mechanisms established by December 2016</p> <p>New offer in place for 2017/2018 academic year</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>Reducing confidence amongst respondents to PIRLS survey 2015 in relation to a number of leadership aspects</p>	<p>Responses in the PIRLS 2017 survey show and increase and by the PIRLS survey 2019 respondents rate their confidence levels across all areas at an average of 80%</p>	<p>Leadership and Talent Development Manager - Susan Thornton and (Leadership &amp; 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</p>

		Research staff take up of leadership and management development courses  Researchers benefit from increased skill levels, aiding promotion	- Lynn Moore	year
4f Look at timeframes to promotion for research staff and focus specifically on understanding the reasons why some researchers are not getting promoted  Implement appropriate actions as a result of this review	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	An increase in promotion rates from Grade 6 to Grade 7  Researchers understand what is expected of them to gain promotion and have the opportunity to bridge any gaps	(Leadership & Research Staff Development Officer) - Lynn Moore	2017 to 2018

**Principle 5**

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

<b>Action</b>	<b>Driver</b>	<b>Success Measures</b>	<b>Responsible</b>	<b>Timescale</b>
5a Establish a network for research staff to come together to discuss development needs and to share best practice and experience  Consider how this could link with our bi-annual research staff conference, the next one being in February 2017	We have communities of practice for RDL's but no forum for ECR staff to meet to discuss issues and share best practice  Feedback from focus groups has demonstrated that this would be well received by ECR's	Established networks in place, with the People Development Team linked in to enable identification of development needs and delivery of appropriate development  Increase in response rates to section 4 of the CROS survey, in particular question 18  Researchers learn from each other	(Leadership & Research Staff Development Officer) - Lynn Moore	Networks established during 16/17 academic year
5b as per previous actions relating to development and induction, build into the development offer the requirement for research staff to undertake follow up actions in the	Feedback from focus groups demonstrated a demand to enable learning to continue after the session itself is completed	Follow up feedback throughout the 12 months post attending at the course demonstrates ongoing learning	(Leadership & Research Staff Development Officer) - Lynn Moore and wider People	2017 to 2018

workplace to embed learning from the development sessions		Evidence of learning can be used to support job applications	Development team	
<b>Principle 6</b>				
<b>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>				
Action	Driver	Success Measures	Responsible	Timescale
6a As per our Athena Swan action plan, ensure the review of workload models considers feedback from CROS survey 2015 re work life balance	Responses from the CROS survey 2015 are reducing in relation to satisfaction with work life balance	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 Professor Ellie Highwood and Professor Simon Chandler Wilde	December 2017
6b Ensure research staff are aware of the package of support in relation to wellbeing	Responses in the CROS survey 2015 are not as high as anticipated (66%)	75% of respondents in the CROS survey 2017 believe that the institution promotes wellbeing  Researchers are aware of the benefits of maintaining a healthy work life balance	HR Partner - Alan Twyford	Promotion throughout 16/17 in line with the HR strategy and work plan
6c As part of action 3b, ensure that a diverse range of researchers are profiled	Athena Swan requirement around demonstrating diversity in careers  Institutional targets to achieve a diverse workforce	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	Assistant Director HR (HR Operations) - Cherry Bennet	2016/2017 academic year
6d Undertake focus groups with PI's	Decrease in scores across all E&D	An increase across all scores	Deans for D&I –	Focus groups in Autumn

to understand concerns re equality and diversity issues raised in PIRLS 2015	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	in the PIRLS 2017 survey to a minimum of 90% for each question  All researcher know they will be treated fairly	Professor Ellie Highwood and Professor Simon Chandler Wilde	2016  Actions fed to appropriate action plan
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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.**

<b>Action</b>	<b>Driver</b>	<b>Success Measures</b>	<b>Responsible</b>	<b>Timescale</b>
7a Ensure that researcher development and the progress on implementation of the HRER action plan is a regular item at University Research Committee (URC)	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	HRER and research staff development a regular item at URC  Researchers know they are valued at all levels in the university	PVC Research & Innovation – Professor Steve Mithen	2016 to 2018
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	An ongoing need to understand the specific needs of research staff in relation to the concordat and wider research staff issues	Surveys undertaken bi-annually 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 – Professor - Steve Mithen  (Leadership & Research Staff Development Officer) - Lynn Moore	2017 and beyond
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	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	Results from the 2017 survey to obtain a baseline  Targets in place for improvement and supporting action plans in place  Researchers know their	Assistant Director HR (People & Talent) - Alison Hackett and  (Leadership & Research Staff Development Officer) - Lynn Moore	2017 to 2019

		views are valued and are acted upon		
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