

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
<p>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.</p>	<p>Driver Principles 1.1, 1.2, 1.4</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>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.</p>	<p>Assistant Director (HR Advisory)</p> <p>Learning and Development Manager</p>	<p>Feasibility investigation to have taken place by end February 2019.</p> <p>Any recommendations to be in place by end June 2019.</p> <p>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.</p>	

	<p>Success Measures An increased confidence in fairness of recruitment and selection in the CROS survey 2019 to 85%.</p> <p>100% attendance on training for all interviewing managers Researchers benefit by being recruited from interviews that have been carried out fairly and impartially.</p> <p>Completion of the on-line Unconscious Bias training by panel Chairs.</p>			
<p>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.</p>	<p>Driver Principles 1.1, 1.2, 1.3, 1.5, 2.2, 2.5, 2.6, 3.7</p> <p>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%).</p> <p>Success Measures Increase in the CROS 2019 results for the above questions to 85% and then 90% for 2021.</p>	<p>HR Partner</p>	<p>Template job descriptions produced by end December 2018 and implemented by end July 2019.</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 and Success Measures	Responsible	Timescale	Update for 2020
<p>2a Review the feedback from research staff who attend Central Induction and a local induction to ensure they understand the context of their role.</p>	<p>Driver Principle 2.1, 3.6</p> <p>CROS 2017 results showed some researchers did not feel fully integrated into the departmental and institutional research communities.</p> <p>Success Measures 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 2019 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 & Research Staff Development Officer, working with L&D Officer to ensure links with Central Induction and with contacts in Schools who organise local induction.</p>	<p>Review feedback from Central Induction and local inductions and CROS survey by end June 2019. Develop actions by end August 2019.</p>	
<p>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</p>	<p>Driver Principle 2.4, 2.6</p> <p>Comments from the CROS 2017 survey demonstrated that PDRAs on fixed term contracts feel less valued than permanent members of staff.</p>	<p>Assistant Director HR (HR Advisory)</p>	<p>Review the number of PDRAs on the deployment register by end October 2019, and take further action to promote greater awareness as necessary.</p>	

	<p>Success Measures Increase in the number of PDRAs registering on the deployment register, demonstrating that the University is keen to retain PDRAs.</p>			
<p>2c Work with the RDL communities of practice (CoP) to ensure there is continued support for the Concordat.</p>	<p>Driver Principle 2.1, 2.2, 2.3, 2.4</p> <p>Although the result from CROS survey 2017 showed an increase in the results in relation to research 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%.</p> <p>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.</p> <p>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.</p> <p>Researchers benefit from having a greater understanding of the benefits of the University's commitment to the Concordat and</p>	<p>Research Deans – organising theme related Communities of Practice</p> <p>Research Division Leads – School based Communities of Practice</p> <p>Heads of School – oversight of CoPs in their School and sharing good practice with other Heads of School</p> <p>University Research Committee in relation to commitment to action and wider support</p> <p>Supported by Leadership & Research Staff Development Officer</p>	<p>Support for ECRs is added as a standing item on relevant meetings by end March 2019.</p> <p>Progress reports on actions arising from meetings are reported termly (or in line with the meeting schedule).</p> <p>Higher response rate to CROS 2019.</p>	

	<p>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.</p>			
<p>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.</p>	<p>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</p> <p>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%).</p> <p>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.</p> <p>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%.</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>Heads of Schools to ensure PDRs take place</p> <p>Leadership & Research Staff Development Officer</p> <p>Assistant Director HR (People & Talent)</p>	<p>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.</p> <p>Promote benefits of PDR process to PIs as part of PI training and briefing pack from November 2018.</p>	

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.	<p>Driver Principle 2.1, 2.3, 2.6, 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 4.14</p> <p>Although mentoring is supported by the University for all new research staff, not all new researchers are aware of it.</p> <p>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</p>	Leadership & Research Staff Development Officer working with Heads of School or local mentoring contact	<p>Mentoring contact for each School identified by end May 2019.</p> <p>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</p>	
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.	<p>Driver Principle 2.6, 3.2, 3.4, 4.10</p> <p>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.</p> <p>Success Measures Responses re researchers being treated equally to other staff re promotion and progression increase</p>	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.	

	<p>to over 50% by the 2019 CROS Survey.</p> <p>75% of respondents to the CROS survey 2019 state that they have a clear career development plan in place.</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>			
<p>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.</p>	<p>Driver Principle 3.3, 3.4, 3.6, 3.7, 3.9, 5.4, 5.6</p> <p>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.</p> <p>The revised programme should be reviewed at periodic intervals to ensure it continues to meet the needs of ECRs in the evolving research environment.</p>	<p>Leadership & Research Staff Development Officer to conduct review and make recommendations for changes</p> <p>Research Staff Committee to input to the review</p>	<p>Review completed by end June 2019.</p> <p>Revisions to programme to be in place for October 2019.</p>	

	<p>Success Measures A revised offer in place for the 2019 / 2020 academic year as shown in the Researcher Development Opportunities brochure</p> <p>Increased numbers of researchers undertaking development – all courses at capacity. From 2016 – 2018, the courses were attended by 640 research staff, across 92 courses.</p> <p>This brings an increased understanding of what’s available to support personal and career development.</p>			
<p>3d Review the Research Staff Development Strategy (implemented in June 2017) and amend as needed</p>	<p>Driver Principles 3.8, 3.9</p> <p>The Research Staff Development Strategy was approved by University Research Committee in June 2017, reinforcing the University's support of the Concordat.</p> <p>The Strategy should be reviewed to ensure it is still meeting the needs of ECRs for the foreseeable future.</p> <p>Success Measure A review of the Strategy highlights any revisions that need to be incorporated and changes are widely communicated. This will be</p>	<p>Leadership & Research Staff Development Officer to conduct review and make recommendations for changes</p> <p>Research Staff Committee to input to the review</p> <p>University Research Committee to approve any changes and support the Strategy</p>	<p>Review to be completed by end June 2019.</p>	

	evidenced by an updated Research Staff Development Strategy, approved by University Research Committee			
3e Implement Essential Guide for PIs training	<p>Driver Principles 3.3, 3.9, 7.1</p> <p>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.</p> <p>This training focuses on the PIs' responsibilities towards supporting their ECRs as well as other essential information about managing their research project.</p> <p>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.</p> <p>Researchers benefit from increased support and encouragement from their PI.</p>	<p>Heads of School encourage PIs to attend the training</p> <p>Leadership & Research Staff Development Officer</p>	<p>Training course piloted by November 2018 and dates for further courses published by end January 2019</p>	
3f Implement PI and PDRA handbooks into two STEM Schools Implement PI and PDRA handbooks into all Schools	<p>Driver Principle 3.3, 3.9, 7.1</p> <p>The role of PIs is critical in supporting ECRs in accordance with the principles of the Concordat.</p>	<p>Leadership & Research Staff Development Officer</p>	<p>Handbook implemented in two STEM schools by end April 2019 and remaining schools by end June 2020</p>	

	<p>Feedback from focus groups with ECRs following the CROS survey highlighted that not all PIs support the principles to the same extent. The handbook for PDRAs explains what they can expect from their PI and what the University expects from them, providing clarity for both aspects.</p> <p>Success Measures Research Managers are aware of their role in actively encouraging researchers to undertake CPD and other development activities.</p>			
<p>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.</p>	<p>Driver Principles 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.10,</p> <p>Feedback from the Research Staff Committee highlights that many Grade 6 ECRs are not familiar with the opportunities for promotion or other career routes.</p> <p>Success Measures Monitor the number of attendees on the courses and successful Grade 6 to Grade 7 promotions, applications 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.</p> <p>Research staff benefit from greater</p>	<p>Leadership & Research Staff Development Officer</p>	<p>Research staff continue to have access to a course during 2018 - 2010.</p>	

	awareness of promotions opportunities.			
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
<p>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,</p> <ul style="list-style-type: none"> 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. 	<p>Driver Principle 2.1, 2.3, 2.6, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.14</p> <p>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.</p> <p>Success Measures Increase in the percentage of respondents who have a mentor from CROS 2019 to 25% and 30% by 2020.</p> <p>Feedback gathered from the School mentoring co-ordinator that the mentoring is useful.</p> <p>Researchers benefit because mentoring can improve confidence, skills and broaden researchers' horizons.</p>	<p>Leadership & Research Staff Development Officer supported by local contact for mentoring in each School</p> <p>Heads of School to support and encourage mentoring</p>	<p>Establish network of School mentoring contacts by end May 2019.</p> <p>Review implementation of mentoring within Schools and make recommendations for increasing up take by end Sept 2019.</p>	

<p>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.</p>	<p>Driver Principle 3.5, 4.10, 4.11, 4.12, 5.5, 5.6</p> <p>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.</p> <p>Success Measures Implementation of the Career Development Plan.</p> <p>50% of respondents to the CROS survey 2019 state that they have a clear career development plan in place and 75% by 2021.</p> <p>Researchers benefit from a realistic career plan with the opportunity to develop skills to achieve it.</p>	<p>Heads of School Research Deans</p> <p>Supported by Leadership & Research Staff Development Officer</p>	<p>Career development plan to be implemented in two STEM schools by end March 2019 and remaining schools by end December 2019.</p>	
<p>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.</p>	<p>Driver Principles 4.11, 4.12</p> <p>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.</p>	<p>Research Staff Committee</p>	<p>APP widely promoted by end July 2019.</p> <p>Increase in ECR participation on the course by June 2020.</p>	

	<p>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.</p>			
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.	<p>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 represent the views of ECRs at a senior level.</p> <p>Success Measures Meetings attended. Actions and progress reported to the Research Staff Committee.</p>	<p>Chair of URC and UBRI</p> <p>Chair of Research Staff Committee</p>	Meetings attended on monthly / termly basis.	
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.	<p>Driver Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> <p>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</p>	<p>Leadership & Research Staff Development Officer</p> <p>Heads of School</p> <p>PIs</p>	<p>Forms implemented in all Schools by end June 2019.</p> <p>Awareness raised of development opportunities</p>	

	<p>the question “Do you take ownership of your career development?” they fell from 96% agreeing in 2015 to 89% in 2017.</p> <p>This indicates a reduced level of awareness of the importance of having a career development plan and taking ownership of it.</p> <p>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.</p>		<p>available, including non-research specific such as leadership and management skills.</p>	
<p>5b Establish a network for research staff to come together to discuss development needs and to share best practice and experience.</p>	<p>Driver Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> <p>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.</p> <p>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</p>	<p>Research Deans , Heads of School and RDLs to encourage networks</p> <p>Research Staff Committee</p> <p>Supported by Leadership & Research Staff Development Officer</p>	<p>Networks established during 2018 / 2019 academic year.</p> <p>Higher response rate to CROS 2019.</p>	

	<p>appropriate development.</p> <p>Researchers learn from each other.</p> <p>Awareness is raised 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.</p>			
5c Organise a biennial research staff conference, with specific topics of interest to ECRs as well as for all researchers	<p>Driver Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> <p>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.</p> <p>Success Measures Research Staff Conference organised biennially and well attended by ECRs, as well as researchers at all stages of their career.</p>	<p>Research Staff Committee</p> <p>Supported by Leadership & Research Staff Development Officer</p>	November 2018 and during 2020	
5d Encourage research staff to undertake follow up actions in the workplace to embed learning from the development sessions.	<p>Driver Principles 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> <p>Providing evidence of how learning has been applied can be used to support job applications.</p> <p>Success Measures Completion of feedback questionnaires. Follow up feedback</p>	<p>Heads of School and PIs / line managers to encourage and support the embedding of learning</p> <p>Supported by Leadership & Research Staff</p>	Monitoring of feedback 2018 to 2020	

	throughout the 12 months after attending at the course demonstrates ongoing learning.	Development Officer and wider People Development team		
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	<p>Driver Principles 1.4, 3.2, 4.10, 5.4, 6.1, 6.2, 6.3, 6.7, 6.8</p> <p>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.</p> <p>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.</p> <p>Researchers can see the wide range of career options.</p>	Deans for D&I PVC Research and Innovation Assistant Director HR	Review by end October 2019	
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	<p>Driver Principles 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.10</p> <p>The gender balance of PDRAs changed in 2017, to be predominately female for the first</p>	Head of Doctoral Research Officer Leadership & Research Staff Development Officer	Analysis of PhD students with dependants and implications completed to feed into the institutional Athena SWAN award	

<p>October 2017 we are able to gather data on the number of students with dependants.</p>	<p>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.</p> <p>Success Measures The percentage of male and female ECRs remains balanced.</p>	<p>D&I Deans</p>	<p>in November 2019.</p> <p>Annual monitoring from November 2020.</p>	
<p>6c PIs to share good practice via Communities of Practice and relevant meetings to other PIs and RDLs re managing flexible working.</p>	<p>Driver Principle 3.2, 6.4, 6.5, 6.7</p> <p>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 Support for flexible working is a regular item on the agenda for research staff and School meetings, such as RDL CoPs, School Management Board Meetings, Research Strategy Meetings.</p> <p>Researchers gain knowledge and best practices from experienced colleagues.</p>	<p>Research Deans</p> <p>Research Divisional Leads</p> <p>Principle Investigators</p> <p>Heads of School</p> <p>Leadership & Research Staff Development Officer</p>	<p>2018 to 2020</p>	
<p>6d As per our Athena SWAN action plan, ensure the review of workload models considers feedback from CROS survey 2017 re work life</p>	<p>Driver Principle 6.8, 6.10</p> <p>Responses from the CROS survey</p>	<p>Deans for Diversity & Inclusion</p>	<p>Analysis of CROS survey results by end June 2021</p>	

<p>balance.</p>	<p>2017 showed a drop in the score for “I am satisfied with my work life balance” from 79% in 2015 to 63% in 2017.</p> <p>Implementation of the PI handbook and training should have a positive impact on the working experience of ECRs.</p> <p>Success Measures 80% of respondents in the CROS survey 2021 are happy with work life balance.</p> <p>Researchers are aware of the benefits of maintaining a healthy work life balance.</p>			
<p>6e Ensure research staff are aware of the package of support in relation to wellbeing.</p>	<p>Driver Principle 6.8</p> <p>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.</p> <p>Success Measures 80% of respondents in the CROS survey 2019 are happy with work life balance, maintained in CROS survey 2020.</p> <p>Researchers are aware of the benefits of maintaining a healthy work life balance.</p>	<p>HR Partner</p>	<p>Promotion throughout 2018 / 2019</p> <p>Raising awareness of the wellbeing project for all staff and outcomes as they are achieved.</p>	

<p>6f As part of action 6a, ensure that a diverse range of researchers continue to be profiled.</p>	<p>Driver Principles 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.10</p> <p>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>	<p>Assistant Director HR (Advisory)</p>	<p>Monitor at the end of each academic year and identify actions as appropriate.</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	Update for 2020
<p>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).</p>	<p>Driver Principles 7.1, 7.2</p> <p>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.</p> <p>Success Measures HRER and research staff development a regular item at URC. The Chair of the Research Staff</p>	<p>PVC Research & Innovation</p> <p>Chair Research Staff Committee</p>	<p>2018 to 2020</p>	

	<p>Committee continues to represent ECRs at URC monthly meetings and UBRI termly meetings.</p> <p>Researchers know they are valued at all levels in the university.</p>			
<p>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>	<p>Driver Principles 7.1, 7.2, 7.4, 7.5</p> <p>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 every two years and focus groups held as a result</p> <p>Communication of the results to the research community. Researchers know they are listened to and their areas of concern are addressed where possible.</p>	<p>PVC Research & Innovation</p> <p>Leadership & Research Staff Development Officer</p>	<p>Implement CROS and PIRLS surveys in May 2019.</p>	
<p>7c Via the all-staff engagement survey in 2019 and beyond, ensure the employee experience of researchers at the University of Reading is understood and appropriate actions developed.</p>	<p>Driver Principles 7.1, 7.2, 7.4, 7.5</p> <p>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 Use the results from the 2017 survey as a baseline and compare with 2019</p>	<p>Heads of School and Research Deans</p> <p>Assistant Director HR (People & Talent)</p> <p>Leadership & Research Staff Development Officer</p>	<p>October 2019 and beyond.</p>	

	<p>survey results.</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>			
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