2014 Action Plan with progress notes

Concordat Principle & Framework	Aims & actions for the implementation of this principle	Indicators of Success (Deadlines in brackets and bold)	Accountability	Progress as of summer 2016
Principle 1 Recognition of the importance of recruiting selecting and retaining researchers with the highest potential to achieve excellence in research.	1.1 Evaluation of induction process for Research Staff at all levels.	1.1a A report on the evaluation of induction for Research Staff **(December 2015).** A series of practical improvements to induction at all levels with evidence of their implementation **(July 2016).** Improved feedback on induction via internal surveys and CROS **(July 2017).**	Research Staff Development Manager (RSDM) Research Staff Working Group (RSWG)	CROS results from the 2015 survey have been reviewed for feedback in relation to induction. Focus groups to understand in more depth the issues raised in the surveys re induction have been facilitated Improvements identified have been fed into both the People Strategy and work plans for delivery over the 16/17 academic year This is part of a wider review of all induction practices at the university (see new action plan for more detail) Data from CROS shows an increase in satisfaction with departmental and local induction by 6% and 7% respectively Satisfaction with institutional induction decreased by 1%. However, the percentage who found institutional induction to not be useful reduced by 2% and those offered induction but didn't take it up reduced by 50%. Induction for Research Staff was attended by 50 delegates since 2014 (24% of those who started between 2014 and 2016)

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	2.1 Improvement in the performance management of Research Staff. 2.1.2 Supporting and enabling the implementation of School PI development strategies. 2.1.3 Further School based training on leadership and management skills for PIs. 2.2 Increased awareness by RS of opportunity of promotion. 2.2.1 Deliver further training sessions on promotion for RS at School level. 2.2.2 Publicise promotion criteria through emails, social media and web pages.	2.1a Key indicators of performance management of RS (induction, objective setting etc) have improved or maintained high rating in CROS 2015 over 2013. **(July 2015)** 2.1.2a Numbers of academics in Schools actively engaged with development strategies. Evidence of the effectiveness of strategies in achieving objectives **(August 2016)**. 2.1.3a Data on number of sessions, participants and evidence of effectiveness from CROS and PIRLS. **(August 2016)** 2.2a Data on awareness of opportunity for promotion in CROS 2015 goes up.**(July 2015)** 2.21a Data on number of sessions, participants and evidence of effectiveness from CROS and PIRLS **(August 2016)**. 2.2.2 Dates of postings, evidence of effectiveness through CROS results **(August 2016)**.	RSDM, RSWG, Heads of Schools (HoS), Deans of Faculties (DoF)	2.1a CROS and PIRLS results from the 2015 survey have been reviewed for feedback in relation to performance management. Focus groups to understand in more depth the issues raised in the surveys re performance management have been facilitated 2.1.2 It was agreed with the PVC for Research and the Research Deans that strategy development was better placed with Research Themes rather than schools. RDL's have been involved in training on developing strategy 2.2 and 2.2.1 The 'Moving to a lectureship' course was delivered once in 2014/15 and once in 2015/16. This was attended by 22 ECR over 2 sessions (one per year) (6% of all ECR's) School of Maths and Physical Sciences (SMPS) (which has the largest number of researchers) hosts a biennial " Grade 6 promotion workshop" General promotions seminar in SMPS in 2014/15 School of Chemistry, Food & Pharmacy are running the first grade 6 promotion workshop in September 2016 2.1.3a, 2.2a, 2.2.1a, 2.2.2 CROS data shows that satisfaction with appraisal has improved across all measures ranging from

				a 15% to a 31% improvement. Overall satisfaction increased by 27%. CROS data shows that being treated fairly in relation to opportunities for promotion and progression in relation to other staff have increased by 10% (now 55), in relation to protected characteristic this has increased by 5% (to 76%)
Principle 3 Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.	3.1 Increase in the number and range of Career development activities for Research Staff provided by the University Careers, Placement and Experience Centre (CPEC). 3.2 In collaboration with CPEC conduct research and write a follow up report to Profiling the Careers of Research Staff at the University of Reading to feed into Vitae's What do Research Staff Do Next project.	3.1a Data on increased engagement between RS and CPEC. 3.2a Research project designed **(December 2014)** and conducted **(July 2016)**, report written and results used to inform Research Staff at Reading, Vitae and other stakeholders of the perspectives of ex-Research Staff **(December 2016)**.	RSDM, RSWG, CPEC Director	3.1 has agreement in principle but needs to be scoped further The scope of 3.2 has changed as a result of a conversation at the Universities Research Committee This now means that the project brief needs to be rewritten and incorporated into our new action plan The PVC for Research has requested senior members of academic staff to provide case studies of current and previous researchers in relation to their career progression and direction. These case studies will form part of the wider 'faces at reading' work and will also link in with the Athena Swan action plan in relation to gender diversity and career progression. We now have over 40 case studies to promote and learn from
Principle 4 The importance of researchers' personal and career development, and lifelong learning, is clearly	4.1 Continue to deliver training/briefing in mentoring on a School by School basis. 4.2 Trial and evaluate the use of the RDF Planner to Research Staff.	4.1a Data to show that PIs across all School's and Faculties have received training. On-going central training provision to support new Principal Investigators **(July 2015)**.	RSDM, RSWG, HoS, DoF	4.1 PIRLS data shows that: - While the numbers days training that PI's undertake has increased, the % doing training is decreasing - The % of PI's who find appraisal useful for leading to training and

recognised and promoted at all stages of their career.		4.2 Data to show number of Research Staff trained in the use of RDF planner and evaluation report **(December 2015)**.		other development has increased by 12% - The % of PI's who feel that they have fair access to training regardless of protected characteristic has decreased by 3% - There are mixed results in relation to confidence in relation to leading researchers and the development needed - Confidence in leading people has increased by 3%, confidence in motivating individuals has increased by 1% and confidence in personal effectiveness has increased by 4% - In all other areas confidence has dropped by between 2% and 7% (7% being related to managing performance and recruitment and selection Strategic planning sessions held for RDL's – 30 attended 360 and MBTI for Deans
Principle 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.	5.1 Introduction of FEAR course for Research Staff to address the issue of assertiveness further. 5.2 Introduction of Intrapreneurship course for Research Staff to encourage an active and dynamic approach to career management within HE. 5.3 Re-introduction of three day Leadership and Management Development course for Research Staff	5.1a-5.4a Data and feedback from training sessions **(August 2015 and 2016)**	RSDM, RSWG	5.1 to 5.4 Feedback on the courses is: <u>Face your Fears (22 ECR delegates) (6% of all ECR's)</u> - 100% rated the course as either excellent or very good - Feedback was that it was time well spent, thought provoking, brilliant and very interesting <u>Intrapreneurship (22 ECR delegates) (6% of all ECR's)</u>

	5.4 Introduction of Research Impact course to enable Research Staff to consider this issue from early on in their career.			<u>- 100% rated the course as either excellent or very good - Feedback was that it was time well spent, thought provoking, brilliant and very interesting</u> <u>Research Impact (47 ECR delegates) (14% of all ECRs)</u> - 100% rated the course as either excellent or very good - Feedback was that it was time well spent, thought provoking, brilliant and very interesting The University Research Committee decided that we should not introduce the 3 day leadership programme. This is because plans are now emerging for institution wide leadership and development programmes which will be open to research staff
Principle 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.	6.1 Promoting the Springboard development sessions amongst female Research Staff. 6.2 Including talks by a senior female researcher on promotion for women in academia within the School briefings on promotion for Research Staff.	6.1a Data on the number of female RS attending **(August 2016)**. 6.2 Enactment of policy and data on number of sessions held **(August 2016)**.	RSDM, RSWG	6.1 5 ECR's have participated in Springboard since 2014, this is 3.5% of all delegates and 1.4% of all ECR's 6.2 Grade 6 promotion workshop delivered bi-annually in SMPS in 14/15 SCFP are running a Grade 6 promotion workshop on September 16
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.	7.1 Continue to engage with the development of the review process through Vitae. 7.2 Continue to review progress biannually through CROS and PIRLs and through other forms of evaluation.	7.1a Participation in HRER seminars at Vitae's Researcher Development Conference, Policy Forum and one-off events **(August 2016)**. 7.2 Implementation of policy **(August 2016)**.	RSDM, RSWG	7.1 a ST booked on Vitae course in July 7.1a ST and LM booked on Vitae conference in September 7.2 CROS and PIRLS data being considered in a review of research staff development and also drawing other links such as Athena Swan