

University of Reading Concordat Implementation Strategy 2012

This implementation plan is a follow up to the initial plan written in 2009 in response to the publication of the Concordat to Support the Career Development of Researchers, published in 2008. The initial plan can be found in Appendix 2. This implementation plan sets out the principles of the Concordat, the proposed further action, indicators of success and accountabilities. This plan accompanies the HR Excellence in Research Evaluation Report 2012 (See Appendix 1) which outlines the success made against the original action plan, outlines how it was evaluated and outlines future actions.

Concordat Principle & Framework	Aims & actions for the implementation of this principle (Deadlines in brackets)	Indicators of Success (Deadlines in brackets)	Accountability
<p>Principle 1 Recognition of the importance of recruiting selecting and retaining researchers with the highest potential to achieve excellence in research.</p>	<p>1.1 Increased retention of research staff through enhanced redeployment process. 1.2 More transparent and effective redeployment process (Sept 2013) 1.3 Publicise through email/web page publicity (Sept 2013 and every quarter from then on) 1.4 Establish web page on redeployment (Sept 2013) 1.5 Inclusion in PI training (Sept 2013 onwards) 1.6 Inclusion in RS training (Sept 2013 onwards)</p>	<p>1.1a Create a baseline for understanding RS awareness in CROS 2013 to be measured against in future. (Sept. 2013) Create baseline of redeployment numbers at 2012-2013 to be tracked over time. (Sept. 2013 & annually from then on) 1.2a-1.6a Implementation of actions</p>	<p>1.1a Research Staff Development Manager (RSDM) Human Resources (HR). 1.2a-1.6a RSDM & Human Resources Partners (HRPs)</p>
<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</p>	<p>2.1 Improvement in the performance management of research staff. 2.1.1 Establishment of Good Practice in Leading Research Groups Workshop for Principal Investigators. (July 2013) 2.1.2 Schools to establish plans for developing the leadership skills of PIs. (July 2013) 2.1.3 Further School based training on leadership and management skills for PIs. (Sept 2014)</p>	<p>2.1a Key indicators of performance management of RS (induction, objective setting etc) have improved in CROS 2013 over 2009. PIs rate their ability to performance manage at higher than 50% in the 2013 PIRLS survey. Inclusion of issue in discussions with School Senior Management. (Sept 2013) 2.1.1a Numbers of participants</p>	<p>2.1a RSDM 2.1.1a RSDM 2.1.2a RSDM & University Director of PGR Studies & Researcher Development & Heads of School.</p>

	<p>2.1.4 Integration of Performance Management into the responsibilities of PIs through the revision of the Code of Conduct for Good Research Practice. (Oct 2012)</p> <p>2.2 Increased awareness by RS of opportunity of promotion</p> <p>2.2.1 Revision of current policy on RS promotion.(Sept 2014)</p> <p>2.2.2 Make discussion of promotion part of SDR process for RS. (Sept 2014)</p> <p>2.2.3 Deliver training sessions on promotion for RS at School level. (Sept 2014)</p>	<p>and feedback to leading research groups session. (July 2013)</p> <p>2.1.2a Existence of School leadership development plans and indicators of successful implementation. (Sept 2014)</p> <p>2.1.3a Data on number of sessions and feedback on effectiveness.(Sept 2014)</p> <p>2.1.4a Revision of Code of Conduct for Good Research Practice (Oct 2012)</p> <p>2.2a Implementation of actions and establishment of baseline of data on RS awareness of promotion in CROS 2013 to track in future.(Sept 2014)</p>	<p>2.1.3a RSDM</p> <p>2.1.4a RSDM</p> <p>2.2a RSDM & HRP</p>
<p>Principle 3 Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p>	<p>3.1 Continuing support for RS Committee initiatives</p> <p>3.2 Establishing more active RS communities within Schools</p>	<p>3.2a Increase in active RS Communities in Schools (Sept 2014)</p>	<p>3.2a RSDM in collaboration with Research Staff Committee & School Directors of Research</p>
<p>Principle 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>	<p>4.1 Make training for RS Mentors mandatory as one aspect of merging of Concordat principles into Code of Conduct for Good Research Practice.(Oct 2012)</p> <p>4.1.1 Deliver training/briefing in mentoring on a School by School basis.(Sept 2013)</p> <p>4.2 Integration of Researcher Development Framework into support for Research Staff via:</p> <ul style="list-style-type: none"> All RS to receive a copy on arrival at the 	<p>4.1a Revision of Code of Conduct for Good Research Practice (Oct 2012)</p> <p>4.1.1a Data on number of participants & feedback from training mentors (Sept 2013). Data on coverage and RS awareness of mentoring gained from CROS 2013 (Sept 2013).</p> <p>4.2a Enactment of policy and</p>	<p>4.1a RSDM</p> <p>4.1.1a RSDM</p> <p>4.2a RSDM</p>

	<p>University (Nov 2012)</p> <ul style="list-style-type: none"> • Integration into Certificate in Research Career Management (Dec 2013) • Integration into RS Development Brochure (October 2013) • Integration into RS web pages (Dec 2012) <p>& for Principal Investigators via: Inclusion in training for PIs and Mentors (Nov 2012 onwards)</p>	establishment of baseline and track development through awareness of RDF question in CROS & PIRLS Surveys (Sept 2013).	
<p>Principle 5</p> <p>Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.</p>	<p>5.1 RS Conference to enable RS to have more assertive dialogue about their development with PIs.(Nov 2012)</p>	5.1a Feedback from RS Conference (Dec 2012)	5.1a RSDM
<p>Principle 6</p> <p>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</p>	<p>6.1 Review of promotion criteria for Research Staff to ensure parity with staff on open ended contracts (Dec 2013).</p> <p>6.2 On-line Equality & Diversity (E&D) training is being made mandatory for all staff.(July 2013)</p> <p>6.3 Staff on promotion panels to undergo training including E&D aspects.(Oct 2012)</p>	<p>6.1a Enactment of any policy changes and establishment of baseline data and tracking of changes. (Sept 2014)</p> <p>6.2a Data on implementation. (Sept 2014)</p> <p>6.3a Data on implementation.(Sept 2014)</p>	<p>6.1a RSDM</p> <p>6.2a Equality Officer</p> <p>6.3a RSDM</p>
<p>Principle 7</p> <p>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.</p>	<p>7.1 Continued participation in CROS, PIRLS and future HRER review processes.</p>	7.1a Implementation of actions. (Sept 2014)	7.1a RSDM

HR Excellence in Research Evaluation Report 2012:

Introduction

The University has made very good progress so far at implementing its Concordat Implementation Strategy.

Key achievements: Annual School reporting on the development of the management skills of Principal Investigators (PIs); Recruitment and Selection Training for over 400 staff since 2009; 155 people attended PI briefings on the Concordat, career coaching and good practice in management (there were 170 PIs at the University in February 2011); Establishment of Research Staff Committee and annual Research Staff Conferences.

Key future objectives: Improvement in the performance management of Research Staff (RS); Enhancement in Mentoring for RS; Integration of Researcher Development Framework into provision for RS; Revision and clarification of policies on redeployment and promotion for RS.

Evaluation

The evaluation of the Concordat Implementation Strategy was conducted by examining the results of a number of surveys that gave data relating to the implementation of the concordat, these were: An on-line survey of the implementation of mentoring for Research Staff, 2009; Staff Survey and PIRLS Survey 2011. A focus group of Research Staff reviewed the implementation of the Concordat and made recommendations for its future implementation. The University's Research Staff Working Group which oversees the implementation of the Concordat at the University was closely involved in the evaluation and drawing up the future strategy.

Key Achievements Against Strategy

Aims	Indicators of Success
<p>Aims and actions for implementation of Concordat Principles which apply across the principles.</p> <p>0.1 Meetings with Heads of School and School Directors of Research to discuss all aspects of the University's application of the revised Concordat.</p> <p>0.2 Revision of Local Concordat to take on board changes to national Concordat.</p>	<p>0.1a All eight Science Schools and other subjects at a Faculty level completed.</p> <p>0.2a Passed by University Council in July 2009; launched at Research Staff Conference same year; included in Welcome Packs and at Research Staff Induction on an on-going basis. The implementation of the Concordat is regularly reviewed by the Research Staff Working group. It delivers an annual report to the University Board for Research & Innovation as part of the Research Planning Process.</p>
<p>Principle 1</p> <p>1.1 Recruitment and Selection training for all recruitment panel members on a School basis by Autumn 2010.</p> <p>1.2 Effectiveness and take up of Mentoring Evaluation of School mentoring schemes to take place over Summer 2009.</p>	<p>1.1a Over 400 staff trained in R & S since 2009.</p> <p>1.2a Mentoring scheme evaluated and results showed only 50% of RS respondents were aware of mentoring scheme in School. This issue was raised with School Management in following meetings.(see 0.1 & 01a)</p>
<p>Principle 2</p> <p>2.1 Increased take up of Management Training for PIs to equip them to deliver performance management and career coaching for Research Staff.</p> <p>2.1.1 Briefing concerning the new Concordat and resultant policy changes and training provision for PIs on a School by School basis.</p> <p>2.1.2 Embedding the management of the above issue at School Level by School's reporting on the management development of their PIs annually to the Head of Researcher Development.</p>	<p>2.1a & 2.1.1a: 155 PIs or potential PIs attended briefings on the Concordat since 2009 (there were 170 PIs at the University in February 2011). 49 PIs have completed the "Essential guide to being a Principal Investigator" course since 2009.</p> <p>2.1.2a Schools report annually on how PIs' management skills are developed. These have shown increased engagement with the agenda. http://www.reading.ac.uk/internal/CSTD/professionaldevelopment/ResearchStaff/newstaff/rstaff-policylibrary.aspx The Staff Development Review for PIs now asks them to outline management development they have done in the past year and intend to do in the following year.</p>

<p>Principle 3</p> <p>3.1 Increase in PI participation in management development which will have the knock on effect of changing the culture of training and development for Research Staff. See 2.1a & 2.1.1a</p> <p>3.1.1 Embedding and supporting the management of this issue at a School level. See 2.1.2a</p> <p>3.2 Enabling increased Research Staff engagement in University issues via the establishment of a Research Staff Committee and a Research Staff Association.</p>	<p>3.2a The Research Staff Committee (RSC) is a body that represents RS in the structure of University. It meets regularly and reports to Research Staff Working Group (RSWG) and at the Research Staff Conference. Three members of Research Staff Committee sit on RSWG. The RSC organises the annual conference (two since 2009 with one scheduled for 2012) and over the last year has established a seminar for Research Staff to present their research. One of these was held as part of British Science Week. Research Staff at Reading have their own closed Facebook page and Linked In.</p>
<p>Principle 4</p> <p>4.1 Training and Development Brochure to be published for Research Staff and delivered to every member of RS at the University.</p> <p>4.2 A new insert for RS will go into their dedicated Welcome Pack, to raise the profile of their provision and the Local Concordat.</p> <p>4.3 CCMS has funded a Research Career Profiling project. This will enable the University to clarify the career options for existing Research Staff. Interviews with Research Staff who have finished their contracts are on-going. A second project is in the planning stage where interviewees will be recruited before they leave the University.</p>	<p>4.1a The Research Staff Development Brochure is published annually as a pdf. All RS are sent a link to download a copy. www.reading.ac.uk/internal/CSTD/professionaldevelopment/ResearchStaff/development/rstaff-developmenttraining.aspx</p> <p>4.2a The dedicated insert is at the front of the RS Welcome Pack and includes a range of essential information including the Local Concordat. It is updated annually.</p> <p>4.3a The report of the research career profiling project is a key feature of the careers web page for Research Staff. Research Staff are informed about it at research staff induction. www.reading.ac.uk/careers/researcher/Researchers_Survey_2009.docx</p>
<p>Principle 5</p> <p>5.1 Increase the take up of Staff Development Review (SDR) by Research Staff and positive feedback about its outcomes.</p>	<p>5.1a Due to concerns about RS missing out on SDRs it has been made compulsory for all staff on a short term contract of three years or less to have one annually. This policy change has been publicised in meetings with School Senior Management and in Briefings to PIs.</p>
<p>Principle 6</p> <p>6.2 Continued partnership with UK Resource Centre for Women in Science, Engineering & Technology (SET) on events to support female Research Staff.</p> <p>6.3 Advancement through the Athena Swan Award Scheme e.g. Maths Meteorology and Physics are in the process of applying for the Silver award.</p> <p>6.5 On-line Equal Opportunities and Diversity Training available from June 2009.</p>	<p>6.2a Supported and publicised UKRC events and UKRC have presented a seminar and had a stall at all the Research Staff Conferences.</p> <p>6.3a Overall the University has the Athena Swan bronze award. Out of eight science Schools there are three Schools with silver and two with bronze awards.</p> <p>6.5a Implemented</p>
<p>Principle 7</p> <p>7.1 Give input on the development of the national review process via ReSDAG and respond appropriately when the review is implemented.</p>	<p>7.1a In particular participated in the review seminar at the Vitae Policy Forum 2012.</p>

Next Steps, Focus and Success Measures

Actions	Indicators of Success
<p>Principle 1</p> <p>Increased retention of research staff through enhanced redeployment process</p> <p>1.1 More transparent and effective redeployment process</p> <p>1.2 Publicise through email/web page publicity</p> <p>1.3 Establish web page on redeployment</p> <p>1.4 Inclusion in PI training</p> <p>1.5 Inclusion in RS training</p>	<p>1.1a Create a baseline for understanding RS awareness in CROS 2013 to be measured against in future. Create baseline of redeployment numbers at 2012-2013 to be tracked over time.</p> <p>1.2a-1.6a Implementation of actions.</p>
<p>Principle 2</p> <p>2.1 Improvement in the performance management of research staff.</p> <p>2.1.1 Establishment of Good Practice in Leading Research Groups Workshop for Principal Investigators.</p> <p>2.1.2 Schools to establish plans for developing the leadership skills of PIs.</p> <p>2.1.3 Further School based training on leadership and management skills for PIs.</p> <p>2.1.4 Integration of Performance Management into the responsibilities of PIs through the revision of the Code of Conduct for Good Research Practice.</p> <p>2.2 Increased awareness by RS of opportunity of promotion</p> <p>2.2.1 Revision of current policy on promotion.</p> <p>2.2.2 Make discussion of promotion part of SDR process for RS.</p> <p>2.2.3 Deliver training sessions on promotion for RS at School level.</p>	<p>2.1a Key indicators of performance management of RS (induction, objective setting etc) have improved in CROS 2013 over 2009. PIs rate their ability to performance manage at higher than 50% in the 2013 PIRLS survey. Inclusion of issue in discussions with School Senior Management.</p> <p>2.1.1a Numbers of participants and feedback to leading research groups session</p> <p>2.1.2a Existence of School leadership development plans and indicators of successful implementation.</p> <p>2.1.3a Data on number of sessions and feedback on effectiveness.</p> <p>2.1.4a Revision of Code of Conduct for Good Research Practice</p> <p>2.2a Implementation of actions and establishment of baseline of data on RS awareness of promotion in CROS 2013 to track in future.</p>
<p>Principle 3</p> <p>3.1 Continuing support for RS Committee initiatives</p> <p>3.2 Establishing more active RS communities within Schools</p>	<p>3.2a Increase in active RS Communities in Schools</p>
<p>Principle 4</p> <p>4.1 Make training for RS Mentors mandatory as one aspect of merging of Concordat principles into Code of Conduct for Good Research Practice.</p> <p>4.1.1 Deliver training/briefing in mentoring on a School by School basis.</p> <p>4.2 Integration of Researcher Development Framework into support for Research Staff via:</p> <ul style="list-style-type: none"> • All RS to receive a copy on arrival at the University • Integration into Certificate in Research Career Management • Integration into RS Development Brochure • Integration into RS web pages <p>& for Principal Investigators via:</p> <ul style="list-style-type: none"> • Inclusion in training for PIs and Mentors 	<p>4.1a Revision of Code of Conduct for Good Research Practice</p> <p>4.1.1a Data on number of participants & feedback from training mentors. Data on coverage and RS awareness of mentoring gained from CROS 2013.</p> <p>4.2a Enactment of policy and establishment of baseline and track development through awareness of RDF question in CROS & PIRLS Surveys.</p>
<p>Principle 5</p> <p>5.1 RS Conference to enable RS to have more assertive dialogue about their development with PIs.</p>	<p>5.1a Feedback from RS Conference</p>
<p>Principle 6</p> <p>6.1 Review of promotion criteria for Research Staff to ensure parity with staff on open ended contracts.</p> <p>6.2 On-line Equality & Diversity (E&D) training is now being made mandatory for all staff.</p> <p>6.3 Staff on promotion panels to undergo training including E&D aspects.</p>	<p>6.1a Enactment of any policy changes and establishment of baseline data and tracking of changes.</p> <p>6.2a Data on implementation of policy.</p> <p>6.3a Data on implementation of policy.</p>

Action Plan for the Implementation of the 2008 Concordat

Introduction

This report outlines the Research Staff Working Group's response to implementing the new Concordat launched in 2008. These are actions aimed at improving the support for Research Staff at the University in relation to the principles of the new Concordat. This is the follow-up to an initial mapping document that was produced for Staffing Committee in Autumn 2008.

Content

Overleaf is a grid which outlines the Concordat's principles, the University's current provision and proposed actions to enhance its practice in relation to Research Staff. The key aims and actions suggested are:

Actions for the implementation of the Concordat which apply across its principles

- Brief the Heads of School, School Directors of Research and key School personnel on the implications of the Concordat.
- Revision of Local Concordat in line with the National Concordat. To be launched at Research Staff Conference at Reading in November 2009 (contingent on Council adopting it in July 09).

Training for Recruitment and Promotion Panels

- Recruitment & Selection training for all potential recruitment panel members by School for Autumn 2010. Potential participants in recruitment panels will be identified and trained on arrival at the University.

Effectiveness and take up of Mentoring

- Evaluation of School mentoring schemes to take place over Summer 2009.

Increased take up of Management Training for Principal Investigators to equip them to deliver Principle 2 Point 3 of National Concordat (See overleaf)

- Briefing PIs on a School basis about the new Concordat, policy changes & training provision.

Embedding the management of the above issue at School Level

- In the annual research planning process Schools will report on training and development for PIs and Research Staff and also their strategy for the two groups' future development.

Increase implementation of SDR for Research Staff and positive feedback about its outcomes.

- Evaluation of Maths Meteorology and Physics scheme of upgrading the SDR experience for Research Staff. If successful, roll out to other Schools.

Change in the culture of training and development for Research Staff.

- Enabling increased Research Staff engagement in University issues via: the establishment of a Research Staff Committee and Association; the development of a Research Staff Conference at Reading; and the launch of a networking website for Research Staff.

Increase Research Staff awareness of development opportunities and career options.

- For 09-10 there will be a training and development brochure published for Research Staff and delivered to every member of RS at the University.
- A newly designed insert for RS will go into their dedicated Welcome Pack, to raise the profile of their provision and the Local Concordat.
- Research Career Profiling project. This will enable the University to clarify the career options for existing Research Staff. Results of this due September 09.
- Termly email 3 point newsletter to include amongst other things, reminders about using Careers Advisory Service for exploring different career options.

Equal Opportunities and Diversity for Research Staff

- Recruitment and Selection training for all recruitment panel members to be rolled out by Autumn 2010.
- Continued partnership with UK Resource Centre for Women in Science, Engineering & Technology (SET) on events to support female Research Staff.
- Advancement through the Athena Swan Award Scheme. Maths Meteorology and Physics and Construction Management and Engineering have just made their application for the Silver Award.
- Address the needs of new international Research Staff via a page on RS web site to be built Summer 09.
- On-line Equal Opportunities and Diversity Training available from June 2009.

Evaluation of the impact of Research Staff Development at the University

- Devise and implement an overall system of evaluating the impact of the University's development work with Research Staff by end of academic year 09-10.

Concordat Principles, Current University Provision and Aims and Actions for Further Implementation

<p>Actions for implementation of Concordat Principles which apply across the principles.</p> <ul style="list-style-type: none"> • Briefing for Heads of School and School Directors of Research on all aspects of the University’s application of the revised Concordat. • Revision of Local Concordat to take on board changes to National Concordat. This is planned to be launched at Research Staff Conference at Reading in November 2009. 		
Concordat Principle & Framework	University’s provision	Aims and actions for the implementation of this principle
<p>Principle 1</p> <p>Recognition of the importance of recruiting selecting and retaining researchers with the highest potential to achieve excellence in research.</p>	<ul style="list-style-type: none"> • All chairs of interview panels receive training in recruitment and selection. • Mentoring policy for new Research Staff. <ul style="list-style-type: none"> ○ Centrally administered mentoring scheme. ○ School provision of mentoring for Research Staff. • CSTD New Staff Induction. • CSTD Research Staff Induction. • Email to new Research Staff and Principal Investigators to support role induction. • Induction section on Research Staff website. 	<p>Training for Recruitment and Promotion Panels</p> <ul style="list-style-type: none"> • Roll out Recruitment and Selection training for all recruitment panel members on a School basis by Autumn 2010. New Academic staff to be automatically enrolled on Recruitment and Selection Training in future. <p>Effectiveness and take up of Mentoring</p> <ul style="list-style-type: none"> • Evaluation of School mentoring schemes to take place over Summer 2009.

<p>Principle 2</p> <p>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.</p> <p>Point 3.</p> <p>Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will</p>	<ul style="list-style-type: none"> • Pay levels for RS have been put on the same level as equivalent staff through the implementation of the Framework Agreement and Equal Value Audit. • Human Resources strategy point 39: “We will instigate particular measures to develop our ability to manage and develop Research Staff and RCUK Fellows, to enhance our reputation for research quality”. • Implementation of the Fixed Term Employees Regulations. • The Local Concordat for Research Staff. • The provision of a dedicated “one stop shop” web-site for Research Staff. http://www.reading.ac.uk/internal/researchstaff/rstaff-home.asp <p>CSTD provision for developing Principal Investigators as leaders and managers</p> <ul style="list-style-type: none"> • There are two Institute of Leadership and Management accredited programmes plus five one off courses. • There are a further two courses aimed at the specific needs of PIs: Leading Research Groups and the Essential Guide for New Principal Investigators. • CSTD also provide School based briefings for Principal Investigators on management and policy issues relating to Research Staff. • Publication and distribution of <i>Good practice for the management of Research Staff</i> to all Principal Investigators in 2007. 	<p>Increased take up of Management Training for Principal Investigators to equip them to deliver Point 3.</p> <ul style="list-style-type: none"> • Briefing concerning the new Concordat and resultant policy changes and training provision for PIs on a School by School basis. <p>Embedding the management of the above issue at School Level</p> <ul style="list-style-type: none"> • PVC for Research Dianne Berry has now requested Schools to include the following in their annual research planning process: <u>“Implementing the Research Concordat</u> <p>Please report on the extent to which the School’s PIs and research staff have participated in staff training and development activities over the past year, including SDRs.</p> <p>Indicate how you develop the leadership and management skills of your PIs and the research, career and personal management skills of your research staff.”</p> <ul style="list-style-type: none"> • CSTD in conjunction with Finance and HR Systems have developed a way of reporting training records for staff in Schools which
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<p>wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management</p>	<ul style="list-style-type: none"> • Under development: a “one stop shop” web-site for principal investigators to enhance their skills as research managers and leaders and develop their own careers. 	<p>indicates those who have and have not attended training. They will provide this information to Schools annually.</p>
<p>Principle 3</p> <p>Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p>	<ul style="list-style-type: none"> • Twenty specific courses for Research Staff including courses on leadership and management, communication and entrepreneurship as part of the wider provision of 350 courses available to staff this year. • There are a wide range of development opportunities for Research Staff outlined on the Research Staff web-site. 	<p>Change in the culture of training and development for Research Staff.</p> <ul style="list-style-type: none"> • Increase in PI participation in management development (see above) which will have the knock on effect of changing the culture of training and development for Research Staff. • Embedding and supporting the management of this issue at a School level. • Enabling increased Research Staff engagement in University issues via the establishment of a Research Staff Committee and a Research Staff Association. A Research Staff Committee has been formed and has met three times. It is made up of school representatives. Currently its focus is the organisation of the Research Staff Conference and devising how a Research Staff Association would work. A networking site for Research Staff has also been established at http://uorresearch.ning.com/
<p>Principle 4</p>	<ul style="list-style-type: none"> • An accredited course in research career management is offered to Research Staff. 	<p>Increased awareness of training and</p>

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<p>The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>	<p>This introduces Research Staff to reflective practice and uses a Professional Development Record (PDR) to map their skills and enable them to think about their career direction. The PDR is available on the RS web-site to download for all Research Staff to use.</p> <ul style="list-style-type: none"> • Courses for RS range in level, from those aimed at new RS such as Peer Reviewing Papers, through to high level courses on Leadership and Management. 	<p>development opportunities for Research Staff. A clearer understanding of possible career options.</p> <ul style="list-style-type: none"> • Further advertising of courses has been commissioned. This year there will be a Training and Development Brochure published for Research Staff and delivered to every member of RS at the University. • A new insert for RS will go into their dedicated Welcome Pack, to raise the profile of their provision and the Local Concordat. • CCMS has funded a Research Career Profiling project. This will enable the University to clarify the career options for existing Research Staff. Interviews with Research Staff who have finished their contracts are ongoing. A second project is in the planning stage where interviewees will be recruited before they leave the University.
<p>Principle 5</p> <p>Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.</p>	<ul style="list-style-type: none"> • Communicating to RS their own responsibility for their development is one of the key aims of the Certificate in Research Career Management. • Research staff are prompted about this in the Local Concordat which is included in their Welcome Folder when they arrive at the University. • The Local Concordat is one of the items discussed at Research Staff Induction. • The Staff Development Review should encourage RS to discuss these issues. 	<p>Increase the take up of SDR by Research Staff and positive feedback about its outcomes.</p> <ul style="list-style-type: none"> • Evaluation of Maths Meteorology and Physics scheme of upgrading the SDR experience for Research Staff. If successful, roll out to other Schools.

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	<ul style="list-style-type: none"> • According to the 2005 Careers in Research On-line Survey the level of participation in the University's SDR was 64.5%. This made it the highest take up rate when compared to a range of institutions from the 94 and Russell groups. • The new policy initiative on supporting Research Staff in Maths Meteorology and Physics addresses this issue through SDR. 	
<p>Principle 6</p> <p>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</p>	<ul style="list-style-type: none"> • Training of chairs of interview panels. • The University policies on Equal Opportunities & Diversity apply to Research Staff. • The Athena Swan Bronze Award. • The introduction of a Career Development Planning workshop for women Research Staff. 	<p>Increase in training opportunities in diversity and equality for staff working with Research Staff. Information and development opportunities to address specific issues in this area.</p> <ul style="list-style-type: none"> • Recruitment and Selection training recruitment panel members to be rolled out by Autumn 2010. • Continued partnership with UK Resource Centre for Women in Science, Engineering & Technology (SET) on events to support female Research Staff. • Advancement through the Athena Swan Award Scheme e.g. Maths Meteorology and Physics are in the process of applying for the Silver award. • Addressing the needs of new international Research Staff via a specific page on RS web site to be built Summer 09. • On-line Equal Opportunities and Diversity Training available from June 2009.
<p>Principle 7</p> <p>The sector and all stakeholders</p>	<ul style="list-style-type: none"> • The University participates in the Careers in Research On-line Survey and is contributing to the process of developing the contents of 	<p>Evaluation of the impact of Research Staff Development at the University.</p>

Appendix 2

<p>will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.</p>	<p>the next version via the Research Staff Development Advisory Group (ReSDAG) of Vitae where the University is represented.¹</p>	<ul style="list-style-type: none">• The University has just participated in the Careers in Research On-line Survey 2009. The results will be evaluated and followed up.• The University's Career Profiling Survey will enable evaluation of the impact of the policies to support the career and personal development of Research Staff.• Give input on the development of the national review process via ReSDAG and respond appropriately when the review is implemented.• Devise and implement an overall system of evaluating the impact of the University's development work with Research Staff by end of academic year 09-10.
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¹ Justin Hutchence represents the University and the Vitae South East Hub on Research Staff matters.