Update on actions to support the implementation of the
'Concordat to Support the Career Development of Researchers' 2015-2017

This review of the action plan only looks at actions that were in progress between 2015 - 2017
For actions completed previously see previous action plans.

	Concordat Clause	Action	Lead	Success measure
	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.**			
1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts.	Explore mechanisms to ensure all research staff are in directory of the departmental/School webpages	Digital RSWG DRSC	**Completed and ongoing** It has been agreed that all research staff (and PGRs) can have an online presence (web profile) from January 2018 and a common format for all staff in the Education and Research job family has been developed. As profiles will be set up using information stored on Pure all research staff have received emails to encourage them to complete the relevant sections. We will monitor how many input their data and send further reminders if necessary. DRSC have also encouraged staff to input their information into Pure.

	This approach should be embedded throughout all departmental structures and systems.			
2	Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	Raise awareness of importance of recording sickness/disability status of researchers. Monitor if more staff use iTrent to record this.	HR	**Completed** The University undertook significant work on improving both the recording and management of sickness absence between 2014 and 2015 following the creation of a new Sickness Absence Policy and also a new Disability Leave scheme in 2013. As reported to Council in October 2015, this resulted in a significant increase in the number of recorded days lost through sickness, rising from 15,232 in 2013/14 to 18,945 days in 2014/15 - a 24% increase. From reviewing the data and the (lack of) change in impact it was concluded that this change was the result of improved reporting rather than worsening health. This reporting of sickness included, almost for the first time, the recording of sickness absence by research associates. This monitoring of reported sickness absence has continued since 2015. There were a number of other actions that were taken as part of this work: • There was a more integrated approach to supporting sickness management from the HR, Staff Development and University Health, Safety and Environment - UHSE (now the Safety and Wellbeing team) teams working together. • An additional HR Advisor was introduced

				within the HR team to enable the advisors to provide more advice and support to managers in managing sickness absence in their teams looking at actions that respond to absence and support a sustainable return wherever possible and prevent or reduce absence in future.
				• Additional reports were made available on iTrent to help line managers to better understand their sickness absence and help them to focus their time where it will have the most impact in reducing absence and building effective teams in positive working environments.
				• The University Health, Safety and Environment (UHSE) team (now the Safety and Wellbeing team) reviewed and revised the University's stress management toolkit and the training of managers in using it.
				• An automated email trigger was implemented in 2014-2015 so that a member of the UHSE team received a confidential message when a case of sickness absence due to stress or musculosketal reason was reported through iTrent (the University's HR & Payroll system).
				• From this trigger a member of the UHSE staff was able to contact these staff and their manager promptly, confidentially and directly to offer support and to signpost them to help in managing the stress, building resilience and returning to work sustainably.
				• The UHSE team also reviewed their support to managers and staff in preventing absence due to back pain and to responding

				effectively where it occurs.
3	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 wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good	Raise awareness of best management practice for staff in probation	RSWG	**Completed** New terms of reference for the Departmental Research Staff Co-ordinators have been drawn up and rolled out across the Faculties. They clarify the role of the Co-ordinators including their role in induction, helping find research staff a mentor and monitoring of staff development and Performance Review participation.
			HR	PIs were identified as a key group to develop in the organisation – particularly those new to PI roles. Despite efforts centrally and through your own work in Researcher Development we have not had the numbers of PIs undertaking people management development activities. Further activities will be taken into the 2017-18 action plan

	research management.			
6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	Publish generic job descriptions for researchers online	HR	**Ongoing** Consultation is nearly completed. The job descriptions will be published alongside the other generic job descriptions on the web in the next few weeks.
	PRINCIPLE 3 **Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**			
5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career	Set up working group to be chaired by the PVC (Research) to discuss and develop framework for career progression in research only roles. The group will produce a report with findings and recommendations.	PVC R	**Completed** A career progression pathway –detailing promotion criteria and process- for research staff (grade 7 to 8) has been developed (http://www.bath.ac.uk/hr/working/academic-promotion/research-fellow.html) by a working group including academic and research staff at various stages in their career. The group was chaired by the PVC Research. The promotion process mirrors that of other staff in the

	progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.			Education and Research job family with some changes due to the nature of the research staff contract and funding. It was approved by Council in July 2017. Research Staff will be invited to apply for promotion for the first time as part of the promotion round in August 2017.
6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional	Continue to improve departmental induction processes	RSWG DRSC	**Completed and ongoing** Departmental induction processes were improved with 62% (up by 12% from 2015) now being offered an induction to the department and 76% (up 11 % from 2015) being offered a local induction to their current role.

	development.			
7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	Provide training opportunities through GW4 to foster collaboration skills in early career researchers	RDU	**Completed** A GW4 Crucible programme (http://gw4.ac.uk/developing-our-staff/gw4-crucible/), building on previous SouthWest Crucible programmes, for 30 talented future research leaders across the GW4 Universities was run in 2017. At the end of the programme participants can bid for funding for small collaborative research projects to practice some of the skills learned on the programme. The programme received excellent feedback: 'The Crucible has provided a fresh perspective on work and career, and introduced me to lots of new and interesting tools and techniques. … In fact the whole programme was useful and had made be reflect considerably on what I am doing and where I am heading.' Some specific examples of outcomes for Bath participants so far: • One member of research staff that took part has since been offered a lectureship position at Bath. • Two participants have published articles in The Conversation • 4/5 Bath participants have been awarded seed funding for collaborative projects Further GW4 Crucible programmes are planned for the future with the next one starting in early 2018.
8	Employers also should provide a specific career development	Consider further Prize fellow appointments after success of first round	PVC-R	**Completed** The University has appointed 18 50th Anniversary Prize Fellows (starting in 2016/17).

strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.				These positions aim to enable early career academics to get a flying start to their research careers. Prize Fellows start with two years research time and development activities as part of a cohort, and then move on to the usual probationary requirements for academic staff.
	Raise awareness of PI's of the opportunity to include in their funding proposals the appropriate funding to support the promotion of research staff working on the grant.	RIS		The RIS team (especially pre-award) routinely remind academics when costing funding proposals that this is a possibility.
	Provide support for research staff who would like to write grants and/or apply for fellowships	RIS		RIS have started to run two-day grant/fellowship writing retreats in the academic year 2016/17. Participants for these events are selected after application to take part. 11/68 participants were research staff.
		RDU		In addition, the Faculty of Science and Engineering & Design have run structured 6 months long programmes for 8 early career research staff each to support staff in developing a proposal for funding/a fellowship. As a result, participants generally feel they are better prepared to write a fellowship/grant proposal and have made progress in writing one or have submitted one. Participants also valued the 1-1 coaching they received as part of the programmes.
	Offer regular (at least monthly) grant writing club for staff	RIS		The Research Innovation Service offers monthly 'Shut up & Write' sessions. These grant writing sessions, with staff to provide feedback and support present, are advertised regularly to research staff via email and twitter and usually at least 1 out of around 6 participants is a member

				of research staff.
	PRINCIPLE 4 **The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**			
10	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for	Continue to raise awareness of the benefits of the Staff Development Performance Review (SDPR) and encourage research staff to take part in it. Increase participation to 75% by 2017.	SD, ASD, depts.	Emails were send to all research staff by the careers advisor and staff development manager to remind them of the benefits of the SDPR process. SDPR training is offered and the benefits of SDPR are raised in all relevant workshops. Line managers and staff get automated emails to remind them that an SDPR is due Despite these measurements participation, as measured by CROS, has gone down. This might partly be due to when CROS is run and how long staff who have participated in CROS have been at the University. WE will investigate numbers further when the current SDPR round is completed. Perceived usefulness has stayed the same since in CROS 2017 compared to 2015. I addition one department is currently trying a system where SDPRs with research staff are automatically scheduled. It is not yet known if this led to an improvement in an engagement as the current SDPR round is still ongoing.
		Continue to provide training for reviewers and reviewees	SD	We have continued to provide best practice training for the Staff Development and Performance Review for reviewers and reviewees with 71 staff attending training in the past 2 years.

	success in their preferred career.	Roll out guidance for SDPRs	CAS	The Careers Advisor for researchers has developed guidance for PI's on how to structure careers conversations with research staff. This guide is accessible on the CAS webpage and has been circulated to DRSC to send to PI's. It will in future be used in SDPR training for PI's.
11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	The re-development of the Bath Course for Enhancing Academic practice in 2015/16 will include opportunities for research staff to access training and HEA fellowship recognition	ASD	**Completed and ongoing** This opportunity is open to research staff who do sufficient teaching to fulfil the requirements for the Bath Course in Enhancing Academic Practice. As this is currently not the case for most research staff we encourage research staff who teach to go through the Bath Scheme to gain HEA fellowship. In 2014/15 1 (1 AFHEA) member of research staff went through the Bath Scheme. This increased to 4 (1 FHEA / 3 AFHEA) in 2015/16 and to 6 (2 FHEA / 4 AFHEA) in 2016/17. Our 2017-2020 action plan includes development of a programme specifically for research staff in addition to the 1 day 'Introduction to teaching' we currently offer (see 4.12).
12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and	Support and development for Research Staff who teach will be considered as part of the University's QA Code of Practice review in 2015/16	PVC L&T, CLT	**Completed** QA9 (Quality Assurance Code of Practice for Professional Development and Recognition for all staff and students who teach) was updated to explicitly include support and development for research staff who teach. The Centre for Learning and Teaching has introduced a 1 day 'Introduction to teaching' workshop for research staff. The workshop was

				first run in 2015/16 and repeated in 2016/17. 100% of those that gave feedback were satisfied with the course and would recommend it. The course was well attended with 16/20 places taken up over the two years.
		Provide opportunities for research staff who would like to teach	CLT	12% more staff state in CROS 2017 that they have undertaken teaching or lecturing responsibilities compared to CROS 2015.
		Support, formal recognition and development for research staff who supervise doctoral students will be considered as part of the University's QA Code of Practice review in 2015/16	PVC R CLT	Research staff can now officially be members of the supervisory team for doctoral students (see QA7, section 8.3.8) and thus receive formal recognition for their contribution. CROS 2017 indicates that 47% of research staff are already aware of this. We will continue to promote this opportunity to research staff. We also raise this in the training for all academics in probation and at other relevant events.
13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.	Consider how to increase transparency of decision making processes to staff who aren't in the relevant committees	depts	**Completed** Departments now routinely advertise roles within the Departments to all staff so those interested can apply. To improve this further an action in our Athena Swan Action Plan is to increase the transparency of how staff for internal committees are selected by running twice yearly departmental information sessions.
14	Mentoring			**Completed**

		Develop and launch individual mentoring scheme for all staff in Education and research job family	RDU E&D SD	A mentoring scheme for all staff in the Education and Research job family has been developed and was launched in 2015/16 (http://www.bath.ac.uk/hr/learning/individuals/coaching-mentoring/mentoring-education-research-job-family/index.html). In CROS 2017 24.5% of respondents indicate that they have been mentored which is a 6% increase from CROS 2015.
	PRINCIPLE 6 **Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**			
3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	Improve and disseminate guidance on maternity/paternity/adoption leave for staff on externally funded contracts. Keep guidance under review	HR	**Completed** In early 2015 we updated our all of our guidance on maternity / paternity and adoption leave for all staff as part of the introduction of Shared Parental Leave – which came into effect from April 2015. There was dissemination of guidance to all staff including staff on externally funded contracts as part of this initiative.

10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	University resubmission for Bronze application	E&D	The University has been re-awarded Athena Bronze status in June 2017
		Continue to support departments in developing their Athena Swan submissions	E&D	9 University Departments (compared to 2 in 2015) now hold a departmental Athena Swan Bronze award. 5 of these departments are now working towards a Silver Award. All remaining departments (including non-STEM ones) are working towards a Bronze Award submission.
		Run an event for women in STEM to celebrate female researchers as part of the Universities 50 year celebrations	E&D	As part of the 50th Anniversary a 1 day event to celebrate women STEM was held. The event was developed by a group including senior academics, the SU president and staff from E&D and RDU. It was a successful event, attended by around 150 staff, depending on the session up to 55% were male, and PGRs from across the University, with internal and external speakers. Of those participants that completed the feedback 100% rated the range of speakers and sessions as either good or excellent. 75% rated the speakers' knowledge and expertise as excellent and 25% as good.

ASD: Academic Staff Development
CAS: Careers Advisory Service
CLT: Centre for Learning and Teaching
Depts.: departments
DRSC: Departmental Research Staff Coordinator
E&D: Equalities & Diversity
HoD: Head(s) of Department
HR: Human Resources
PVC L&T: Pro Vice Chancellor Learning & Teaching
PVC R: Pro Vice Chancellor Research

RDU: Researcher Development Unit
RIS: Research and Innovation Service
RS: Research Staff
RSWG: Research Staff Working Group
SD: Staff Development Unit
UHSE: University Health, Safety and Environment