

HR Excellence in Research Review (2018-2020): Final Two Years *(Updated August 2018)*

A. Recruitment & Selection (R&S)					
Principle 1. Recognition of the importance of recruiting, selecting and retaining RS with the highest potential to achieve excellence in research					
Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
1.2 Employers should strive to attract excellence and respect diversity. Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	1.2.1	<i>*Some of these future plans are activities that are not measurable, where this is the case, an asterisk will be placed by its identifier.</i> *i) HR will advertise RS vacancies on Facebook, Twitter and LinkedIn and confirm that social media has been used, together with linked examples. HR will also ensure that each Faculty has in place formal processes for advertising and promoting AT and other short-term opportunities by December 2019.	*	September 2020	HR Manager
		*ii) HR will increase its use of social media to make job opportunities as widely accessible as possible; to target under-represented groups, and wherever possible, to encourage applications from applicants considering moving into research, for example, Research Technicians. HR will also promote School RS information pages to Faculty Technicians.	*	September 2020	HR Manager

		*iii) HR will ensure that employment opportunities for fixed term teaching and other roles in academic departments are promoted as widely as possible.	*	September 2020	HR Manager
		iv) To increase CROS R&S transparency for 2019. HR will improve the application process by providing details of transferrable/personal/management skills required in the role explicitly in RS	CROS (2019) R&S transparency to ~80%	May 2019	HR Manager
		v) University will promote opportunities for research active Technical staff to gain professional recognition through the Science Council's Professional Registers, demonstrating transferability of RS' skills across academia and industry and provide a framework to support career development.	5% annual increase in the numbers of Technicians achieving professional registration by Sept. 2020	September 2020	TC Project Officer (to be confirmed)
	1.2.3	Athena SWAN Awards for all Schools.	For all 19 Schools to have attained Athena SWAN Awards	Sept 2020	Head of E&D
	1.2.4	UEA policy to recommend online training for all staff involved in R&S is undertaken/refreshed (i.e. by biennial update).	Increase in number of staff undertaking relevant training: 2016-2017 Recruitment/interview (355) Appraisal (304), to ~ Recruitment /Interview (~400), Appraisal (325) (2019-2020)	July 2020	HR Manager
1.3 <i>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</i>	1.3.1	1.31 To increase the proportion of CROS respondents reporting to being employed on open-ended (permanent) contracts. <i>*Advice during September 2018 review will be sought from Vitae whether this SMART objective should be</i>	To be confirmed	July 2019 (annual review)	HR Manager

		removed due to the impact of Brexit and national decline of these figures.			
--	--	--	--	--	--

B. Recognition and Value (R&V)

Principle 2. RS 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.

Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
2.1 Employers are encouraged to value and afford equal treatment to all RS, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of RS is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems	2.1.1	CSED/CCEN liaising with PVC R&I will organise, deliver and evaluate an annual 'RS Summit' – this will be an opportunity for formal recognition of RS contributions to the institution (including highlighting research, knowledge transfer and wider contributions), and act as a vehicle to raise awareness amongst and gather feedback from RS around the HR Excellence in Research Award initiatives (including a relaunch of the Code of Practice for Management of RS).	Positive feedback from attendees RS Summit and contributions to RS Blackboard site CROS (2019) target of RS agreeing that they are recognised & valued for contributions across all areas to 70% +.	May 2019	CSED/CCEN and PVC R&I
	2.1.2	CSED will collaborate with BIU to analyse CROS (2019) survey to assess what issues impact upon the recognition and value of RS. The aim is to increase the percentage of CROS (2019) respondents reporting that they feel integrated into the institution research community. (It is envisioned that the new RS Summit from January 2019 and RS Blackboard site will facilitate this).	To increase from 69% (CROS 2017) to ~75% for 2019 CROS.	May 2019	CSED/CCEN/ BIU and PVC R&I
	2.2.3	All Managers should have completed Appraiser Training (via HR communications with HoS).	Increase from 304 (CROS 2017) to	May 2019	HR Manager

			~325 by CROS (2019)		
<i>2.3 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 RS 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 research management.</i>	2.3	HR will Review Code of Practice for Management of RS & Guidelines for Research Managers (covering induction, appraisal, training, career development). Re-launch in Schools and raise awareness/good understanding (CROS 2017, 84.3%) with RS and PIs with support from RS Co-ordinators and PVC R&I during the Academic Year 2018/2019.	5% increase in awareness/good understanding of RS of Code of Practice for Management of Research Staff (CROS, 2019)	September 2019	HR Manager
<i>2.4 Organisational systems must be capable of supporting continuity of employment for RS, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying RS within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</i>	2.4	A 'Bridging Funding support document' will be written by the Head of E&D to produce guidance on principles for the use of bridging funding.	Head of E&D to produce guidance on principles of the use of bridging funding.	January 2020	Head of E&D
<i>2.6 RS needs to be offered opportunities to develop their own careers as well as having access to</i>	2.6.1	Revised appraisal guidelines direct the managers of research staff to ensure appraisals include discussion of career intentions, and how training	Increase number of CROS respondents	June 2020	HR Manager

<p><i>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 RS are outlined in organisational HR strategies.</i></p>		<p>and development opportunities in the current role could help to meet these intentions. HoS to ensure appraisals are being undertaken in accordance with new guidelines and that all line managers of research staff have undertaken / refreshed appraisal training as appropriate.</p>	<p>reporting that appraisal has been 'useful' in 'helping to focus on career aspirations and how these are met by the current role' from 66% (CROS 2017) to the four year target of ~70%</p>		
--	--	---	--	--	--

C. Support and Career Development					
Principle 3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.					
Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
<p><i>3.1 It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all RS will be able to obtain such a position. It is, therefore, imperative that RS positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and</i></p>	3.1.1	<p>To establish institution-wide mentoring provision for academic and research staff including the development of universal mentoring guidance information. Mentoring opportunities and training for mentors/ mentees will be promoted to all staff groups including RS via AS self-assessment teams, digital screens, school and institution-level e-bulletins.</p>	<p>Uptake of mentoring provision by RS will be recorded by school AS committees. Satisfaction with provision will be determined via AS surveys at School and university level.</p>	<p>Longer lead time of July 2022 (due to the complexities involved in the mentoring processes and its analysis)</p>	<p>Head of E&D (via Athena SWAN Action Plan)</p>
	3.1.2	<p>Raise awareness of Career Service support for research staff via:</p> <ul style="list-style-type: none"> i) Increase presence at Faculty / University new staff inductions ii) Involvement with joint RSC / Athena Swan-led school-level events/ focus groups iii) Presentation at annual research staff summit 	<p>Increase in RS engagement with CCEN services by at least 5% (CROS 2019 % respondents reporting to attend any CCEN courses, events or appointments in last 12 months and in</p>	<p>August 2020</p>	<p>CCEN</p>

<p><i>competitive with, other employment sectors.</i></p>		<p>iv) Development of RS specific marketing material including case-studies of research staff engagement with CCEN v) Ensure CCEN service information for research staff is included in appraisal checklist and induction material used by Managers of Research Staff vi) Pilot RS-led events as part of 'New Horizons' programme vii) Develop on-line career management content for research staff to increase accessibility.</p>	<p>accordance with CCEN CRM CareerHub data). Target ~15% RS engagement with one-to-one careers guidance</p>		
<p><i>3.2 A wide variety of career paths is open to RS, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to RS careers and that all career paths are valued equally.</i></p>	<p>3.2.1 3.2.2</p>	<p>From 2018 to 2019 Academic Year, HR will launch indicative job descriptions for use in appraisal discussions and more broadly to inform and facilitate career development discussions. As part of our Athena SWAN activities, exit questionnaires will be issued, collated, logged, linked to equality data and analysed for common themes.</p>	<p>Indicative job descriptions document produced To increase the proportion of RS completing exit questionnaires to at least 25% of leavers.</p>	<p>December 2019 December 2019</p>	<p>HR Manager HR Manager/School Athena SWAN Committees</p>
<p><i>3.3 Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and</i></p>	<p>3.3.1</p>	<p>CSED /CCEN to update and expand its RS training programme (RSConnect) in response to RS consultation and feedback (including qualitative data from focus groups, CROS questions related to T&D, and workshop evaluations).</p>	<p>Increase overall RS training satisfaction score for CSED delivered programme to at least 3.9 out of 5. To increase percentage of CROS 2019 respondents rating CCEN workshops as 'useful' to 90%+ across all career-related topics.</p>	<p>September 2019</p>	<p>SDO-R CSED & CCEN</p>

<p><i>understanding to carry out a funded project, researchers also need support to develop the communication and other professional development skills that they will need to be both effective researchers and highly skilled professionals in whatever field they choose to enter.</i></p>					
<p><i>3.4 All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</i></p>	<p>3.4.1</p> <p>3.4.2</p>	<p>UEA will Establish a PI -driven approach for local induction that will be rolled out with support from RSCs. A check list will be provided to PIs as part of the RS appointment acceptance process which guides PIs on the areas that they need to cover inclusive of how to provide appropriate referral to Careers services and training and development opportunities.</p> <p>CCEN will review the content and format of its on-line resources for researchers and pilot the development of on-line courses. CCEN will review the support it provides to RS seeking placement / consultancy opportunities, and encourage more research staff to engage with its ‘i-Teams’ programme (provides opportunity to work with non-academic partners & business partners to identify commercial markets for university IP). (see also 3.1.2 above)</p>	<p>PI Checklist document produced</p> <p>Positive uptake and evaluation of new provision by RS recorded by CCEN CRM and qualitative feedback sheets.</p>	<p>September 2020</p> <p>September 2020</p>	<p>Head of E&D</p> <p>CCEN</p>
<p><i>3.5 RS benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist RS to make</i></p>	<p>3.5.1</p>	<p>School –level Athena SWAN submissions will include a focus on appraisals. School Athena Swan committees will liaise with HoS to ensure RS appraisals take place, and that appraisers (i.e. line-</p>	<p>To increase proportion of CROS 2019 respondents reporting to have participated in an appraisal process to at</p>	<p>May 2019</p>	<p>Head of E&D</p>

<p><i>informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all RS are aware of local and national career development strategies.</i></p>	<p>3.5.2</p>	<p>managers of RS) adhere to revised appraisal guidelines regarding content and format.</p> <p>AS action plan indicates roll out / adoption of appraisal checklist (piloted in Science Schools) as standard practice across all Faculties by July 2019.</p>	<p>least 80% (CROS 2017 at 70%).</p> <p>To increase proportion of CROS 2019 respondents reporting to have rated appraisal as 'useful' overall to 80%, with a further increase in respondents reporting appraisal has been 'useful' for helping to focus on career aspirations and how they are met in the role to 70% (CROS 2017 at 66%).</p> <p>Positive feedback from RS gathered by School-level AS-committees.</p>	<p>July 2019</p>	<p>Head of E&D</p>
<p><i>3.6 Employers should provide a planned induction programme for RS, 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</i></p>	<p>3.6.1</p> <p>3.6.2</p>	<p>As part of our University Athena SWAN Action Plan, Schools will establish a RS information page as part of each School website and ensure that this forms part of the local induction checklist with RS shown where the page is and what range of information is included. Employment entitlements are also to be clarified in guidance provided for RS on fixed term contracts.</p> <p>The University aims to increase access/usage of RS to complete mandatory training modules on Health & Safety, 'Diversity in the Workplace', Staff</p>	<p>RS information page produced and linked to each School website</p> <p>5% increase F-2-F inductions for new RS</p>	<p>September 2019</p> <p>October 2019</p>	<p>AS School-level committees</p> <p>CSED</p>

<p><i>training and development of RS and encourage them to maintain or start their continuous professional development.</i></p>		<p>Appraisal Processes and Staff Induction and 5% increase of F-2-F inductions for new RS.</p>			
<p><i>3.7 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 practice 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 adviser to other researchers and students.</i></p>	<p>3.7.1</p>	<p>All Schools to ensure that RS have the opportunity to participate fully in local developmental activities e.g. participation in key meetings, representation in decision making processes (e.g. School board), teaching and supervision of students , mentoring of other staff members etc. RS rights to flexible working and career development opportunities will be promoted via School Athena SWAN committees and development of RS specific webpages.</p>	<p>5% Increase in proportion of CROS 2019 respondents indicating they ‘have done’ appropriate career development activities e.g. manage a budget (2017=52%), teach or lecture (2017=64%), participate in public engagement activities (2017=54%), write a grant or funding proposal (2017=64%).</p>	<p>July 2019</p>	<p>School AS committees/HoS</p>
<p><i>3.8 Employers also should provide a specific research career development 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.</i></p>	<p>3.8.1</p>	<p>To establish institution-wide mentoring provision for academic and research staff including the development of universal mentoring guidance information. Mentoring opportunities and training for mentors/ mentees will be promoted to all staff groups including RS via AS self-assessment teams, digital screens, school and institution-level e-bulletins.</p>	<p>Uptake of mentoring provision by RS will be recorded by school AS committees. Satisfaction with provision will be determined via AS surveys at School and university level.</p>	<p>Longer lead time of July 2022 (due to the complexities involved in the mentoring processes and its analysis)</p>	<p>Head of E&D</p>

<p>3.9. <i>Research managers should actively encourage RS to undertake CPD activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of RS in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of RS is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</i></p>		<p>HR Manager to liaise with HoS to ensure appraisers of research staff continue to consistently apply revised appraisal guidelines.</p>	<p>To increase to 60%+ CROS 2019 respondents reporting that appraisal has been 'useful in leading to training or other CPD opportunities'</p>	<p>July 2019</p>	<p>HR Manager</p>
---	--	--	---	------------------	-------------------

Principle 4. The importance of RS's personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.					
Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
<p>4.1 <i>RS should be empowered by having 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</i></p>	<p>4.1.1 4.1.2</p>	<p>As part of our University Athena SWAN Action Plan we will ensure the uptake of training for appraisers (with a view to increase the recorded percentile by at least 5% by 2019). We will also ensure that there is a consistent use of appraisals on an annual basis and roll out, alongside the use of appraisal checklists.</p>	<p>Increase in uptake of appraisals to at least 80% and rating appraisal as 'useful' overall to >70%</p>	<p>May 2019</p>	<p>HR Manager</p>

<i>times. Employers should introduce appraisal systems for all RS for assessing their professional performance on a regular basis and in a transparent manner. It is important that RS have access to honest and transparent advice on their prospects for success in their preferred career.</i>					
<i>4.4 Employers and RS can often benefit if RS have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.</i>		See 3.7.1 above.			
<i>4.5 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i>		See 3.8.1 above.			

D. RS' Responsibilities					
Principle 5. Individual RS share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.					
Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
<i>5.2 RS should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy</i>	5.2.1	RIN to work with ADs-Innovation to review content and enhance promotion of University's annual 'Impact week' to target RS, including increasing	Increase RS attendance to minimum 20% cohort and record positive feedback	Spring 2019	RIN

<i>making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</i>		research-staff led contributions to programme (i.e. talk / workshop).			
<i>5.4 RS should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</i>	5.4	Careers Service to ensure that one-to-one guidance and events for RS where appropriate explore skills and achievements required for RS to 'move on from a research position'.	Increase in % RS reaching end of fixed-term contract engaging with CCEN provision to 15%.	May 2019	CCEN
<i>5.5 RS should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip RS with the tools to manage their own careers. Research managers should encourage RS under their supervision to attend appropriate training and career development courses and events.</i>	5.5.1	As part of the University Athena SWAN Action Plan the UEA will ensure the consistent use of appraisals on an annual basis. Training for appraisers recommended to be updated on a three yearly basis.	CROS 2019 -Increase in uptake of appraisals to at least 80% and rating appraisal as 'useful' overall to >70%	May 2019	HR Manager and PVCs
	5.5.2	The University will actively promote Vitae Career Development Framework via revised induction information and RS information pages.	5 % increase in proportion of CROS 2019 respondents reporting an 'understanding' of Vitae Researcher Development Framework (RDF)	May 2019	RSCs and SDO-R

E. Diversity and Equality					
Principle 6. Diversity and Equality must be promoted in all aspects of the recruitment and career management of RS					
Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
6.1 The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	6.1.1	Exit questionnaires used at all levels to determine whether there are underlying issues relating to trends in turnover.	Exit questionnaires issued for all RS and logged, linked to E&D data	January 2019	HR Manager
	6.1.2	Data will be collated and included in the annual report to the EDC and positive action taken to address any discrepancies by September 2019.	Annual report to EDC produced	September 2019	Head of E&D
	6.1.3	School-level Athena SWAN committees and Faculty AS co-ordinators (where in post) to enhance promotion of E&D related activities via school webpages, school e-bulletins and digital screens. University-wide E&D activities to be promoted via institution staff-bulletin – the Lasdun.	RS agreeing UEA is committed to E&D >92% by 2019	May 2019	Head of E&D
	6.1.4	Monitor retention of all staff in post after return from parental leave at 6, 12 and 18 months.	Data collated and included in annual report to EDC	March 2019	Head of E&D

6.2 <i>As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of RS. The Concordat encourages the recruitment and retention of RS from the widest pool of available talent, including those from diverse backgrounds</i>	6.2.1	Promote opportunities for research active Technical staff to gain professional recognition through the Science Council's Professional Registers, demonstrating transferability of RS skills across academia and industry and provide a framework to support career development.	5% annual increase in the numbers of Technicians achieving professional registration	September 2019	TC Project Officer (to be confirmed)
	6.2.2	HR will extend positive action in recruitment to attract more women to areas in which continuous under-representation is occurring. HR will communicate to all Managers/Heads of Schools to consider each post, review recruitment materials as above, use positive action statements where female RS are under-represented in the recruiting School. Faculties will be encouraged to fund 2 places per annum for women (out of 8 places in total) on the Aurora programme. All schools within the Faculty encourage women and those from minority backgrounds to submit applications for selection via a fair and transparent process.	Positive action targets met by September 2020	September 2020	HR Manager
6.3 <i>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</i>	6.3.1	School-level email communications with RS to advertise and clarify process annual performance awards, and to advertise opportunities for promotion outside the role (e.g. fellowship / lectureship vacancies). PIs to ensure appraisal career conversations also refers to career progression opportunities within / beyond the role as appropriate	To increase proportion of CROS 2019 respondents reporting that they feel fairly treated in terms of career progression and promotion to ~80% (CROS 2017=70%)	May 2019	HR Manager/ Head of E&D
	6.3.2	CCEN to run workshops for RSs around 'Developing career resilience and enhancing your mental	Attendance numbers and feedback from participants (new event)	July 2019	CCEN

<i>some groups more than others.</i>		wellbeing' (aligning with PGR Mental Health & Wellbeing 'Courage' Project).			
<i>6.4 Employers should ensure that the working conditions for RS provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male RS to combine family and work, children and career.</i>	6.4	PVCs to ensure working practices which are supportive of those with parental/caring responsibilities are in place and being used consistently across faculties. Yearly reminders to be undertaken via email communications to HoS.	Increase in CROS (2019) of RS agreement that flexible working practices are supportive at the University.	Consistency to be attained across Faculties by end of 2019	Head of E&D (via Athena SWAN Action Plan)
<i>6.10 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.</i>	6.10.1	From January 2018, UEA is establishing online 'career stories' of successful women at each level of career in areas of female under-representation (as a priority) and promote this resource, particularly to those in early career stages. E&D will be monitoring the expansion of online 'career stories' and their perceived usefulness to RS.	Increased number of online 'career stories' from 3 to at least 7	January 2019 (by annual review)	Head of E&D

F. Implementation and Review					
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					
Clause	Action No.	Action	Success Measure for Final Two Years	Deadline	Responsibility
<i>The implementation of the Concordat's principles will lead to a greater integration of RS into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</i>	7.1.1	PVC-RI will liaise with Chair Athena SWAN Central Strategy Group (ASCSG) to ensure effective monitoring of progress against HR Excellence in Research Award and Athena SWAN agenda. Items for progression will be reported upwards by PVC-RI to University Research Executive.	Successful retention of HR Excellence in Research Award following 8 year external evaluation process in 2020.	September 2020 (Annual internal reporting timeframe to be added)	PVC R&I and ASCSG
	7.1.2	Following a review by the PVC R&I, the RSAN has now been replaced by the annual RS Summit (commencing January 2019); together with the RS Blackboard discussion portal for RS. RS Feedback will be analysed and sent to the PVC R&I in addition to biennial CROS and PIRLS findings, Athena SWAN focus groups / surveys led by the Athena SWAN Central Strategic Group. The PVC R&I meets with central service stakeholders (HR, E&D, CSED, CCEN) 3 times p.a. to review progress and action points are reported to Research Executive.	Aim for at least 30% RS to attend pilot summit and positive evaluation.	May 2019	PVC R&I
	7.1.3	CSED/CCEN to liaise with Business Intelligence Unit (BIU) to organise, deliver and evaluate CROS/PIRLS 2019	At least 35% response rate for CROS (2019)	May/June 2019 with analysis completed by Dec 2019	CCEN/CSED/BIU
	7.1.4	Annual RS Co-ordinator (RSC) reports monitoring progress against 'Code of Practice for the Management of RS' at school level to be reviewed annually by Faculty Research Executive and key issues to be raised with PVC R&I.	All RSC to submit completed reporting template	September 2019	RSCs

<p>7.5 Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their RS. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>7.5.1</p>	<p>Consultation across all staff groups. E&D Office to work with Survey Office to establish annual survey to measure distance travelled/impact of initiatives. An annual Athena SWAN Survey will be established for all staff groups (including professional and support staff) with a minimum of 65% initial response rate increasing by 2% each year. The E&D Office will work with the Survey Office to establish the annual survey that measures distance travelled and the impact of initiatives.</p>	<p>Minimum of 65% initial response rate increasing by 2% each year</p>	<p>September 2019 (annual surveys)</p>	<p>Head of E&D (via Athena SWAN Action Plan)</p>
---	--------------	--	--	--	--

NB: *Some of these 'future plans' are activities that are not measurable, where this is the case, an asterisk will be placed by its identifier.

Key to Acronyms

- AD = Associate Dean
- ARM = Admissions, Recruitment & Marketing
- AS = Athena SWAN
- ASCSG= Athena SWAN Central Strategic Group
- CCEN= Careers Service
- CSED= Centre for Staff & Educational Development
- DOS= Dean of Students (now replaced by Student Support Services)
- E&D= Equality and Diversity
- ET= Executive Team
- HR= Human Resources
- PI= Principal Investigator (on a research project/grant)

PVC R&I=	Pro Vice Chancellor Research & Innovation
RIN=	Research & Innovation Services
RSAN=	RS Advisory Network
RSC=	RS Co-ordinator
RSWG=	RS Working Group
SDO-R=	Staff Development Officer-Research