

Updated 2015-17 Action Plan to Support the Career Development of Researchers

*Time-bound actions are in blue.

*Recurring actions are in purple.

Acronyms and Abbreviations

ASAP	Athena Swan Action Plan Group	EDT	Equality and Diversity Team	PRM	People Recruitment Manager
CES	Careers and Employability Service	GLaD	Gender Leadership & Development Group	RC	Research Committee
DPR	Development and Performance Review	MCR	Middle Career Researcher (Grade 9)	RCS	Research Concordat Sub-Committee
DCT	Doctoral College Team	OD	Organisation Development	RCWG	Research Concordat Working Group
ECR	Early Career Researcher (Grades 6-8)	PT	People Team	REG	Race Equality Group
EDC	Equality and Diversity Committee	PTR	People Team Research	REU	Research Excellence Unit

Concordat Principle	Action 2015-2017	Update and Additional Actions
A: Recruitment and Selection Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.		
1	Members of the research community understand researchers are chosen for their ability to advance research.	<p>New Web Enhancement Recruitment & Selection: Transition our web presence from previous research structures to new Research Centres and redevelop outward facing researcher development offer further.</p> <p>Success Measure: Website traffic and Number of applications</p> <p>Research Centre Websites: All research centres have their own external pages which are used to further publicise research positions and doctoral studentships.</p> <p>Academic Framework: The new Academic Framework and associated role descriptors provides a clear overview of the responsibilities required for each grade and provides progression pathway from research assistant to professor.</p> <p>Website: The Academic Framework and accompanying role descriptors, policies pertaining to recruitment and selection, equality and diversity, and the Concordat to Support the Career Development of Researchers, and developmental opportunities and benefits are all available on our internal website.</p> <p>Website Data: Given the establishment of the Doctoral College and Centre for Research Capability Development and the development of a new website,</p>

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		<p>collecting web data was postponed. Establishing baseline data on web usage and usefulness has been added to the 2017 action plan.</p> <p>Recruitment Data: From 2015 to 2016 we have seen a 1.6% increase in the number of applications per post. We seek to increase this further over the next 2 years.</p>
2	<p>Employers should strive to attract excellence and respect diversity.</p> <p>Race Equality Chartermark: Participate in trial.</p> <p>Unconscious Bias: Embed unconscious bias training in the Recruitment & Selection training throughout 2015. Success Measure: Enhanced diversity reported in E&D stats.</p>	<p>Race Equality Chartermark: Following participation in the trial, discussions pertaining to data on staff composition, recruitment, performance and development are ongoing at a faculty level to support the development of targeted action plans.</p> <p>Recruitment Panel Chair Training: All panel chairs undertake recruitment and selection training. Unconscious Bias training forms part of our Recruitment & Selection training.</p> <p>Staffing Statistics: There have been percentage increases from 2014-15 to 2015.16 in those declaring a disability, of BME staff, and of LGBTQ staff. Work continues to enhancing the diversity and inclusivity of our staff. A detailed review of staffing and appointment data are undertaken by ASPA and the REG and inform the development of our Equality Objectives. Our staffing statistics by year are published online.</p> <p>Gender Leadership and Development Group: Group established Sept 2016. Aims and objectives in development. RCWG represented.</p> <p>Stonewall: From 2017, we will be a member of the Stonewall Global Diversity Programme to support LGBTQ staff working internationally.</p> <p>Athena Swan: All faculties are committed to the principles set out in the Athena Swan Charter. Our faculty of Engineering, Environment and Computing and faculty of Health and Life Sciences have Athena Swan teams. Our faculty of Business and Law and Faculty of</p>

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		Arts and Humanities will have teams established by April 2017 with action plans forthcoming. RCWG represented.
3 Recruitment and selection procedures are informative, transparent and open to all qualified applicants.	Process for Researcher Progression: A review is to be conducted to consider the process for Researcher progression. Success Measure: Numbers of Researchers progressing between levels increases.	Academic Framework: The new Academic Framework and associated role descriptors provides a clear overview of the responsibilities required for each grade and provides progression pathway from research assistant to professor. Website: The Academic Framework and accompanying role descriptors, policies pertaining to recruitment and selection, equality and diversity, and the Concordat to Support the Career Development of Researchers, and developmental opportunities and benefits are all available on our internal website. Promotion Statistics: The Academic Framework was implemented in Dec 2016. Data on promotion is not yet available.
4 Person and vacancy specs must clearly identify the skills for the post, and these must be relevant to the role	No action.	Person Specifications: All new positions have a clear person specification detailing the essential and desirable requirements. All academic positions are aligned to the new Academic Framework.
5 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	No action.	No action.
6 Recruitment and progression panels should reflect diversity as well as a range of experience and expertise	No action.	No action.
7 Recruitment and progression panels should have received relevant recent training	No action.	No action.
8 Unsuccessful candidates should be given appropriate feedback if requested	No action.	No action.
9 The level of pay or grade for researchers should be determined according to the requirements of the post and be consistent	Equal Pay Audit: Equal pay audit will be conducted in April 2015 and Researchers will again be analysed as a sub-group of staff. Success Measure: Audit completed and published.	Gender Pay Gap: Our 2015 equal pay audit was completed and showed a 12.58% gap between men and women, which is lower than the sector 2015 average of 14.6%.

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	with pay or grading in the organisation as a whole		<p>Equality Objectives: Our equality objectives for the period 2016-20 have been agreed. Actions relating specifically to staff are:</p> <ul style="list-style-type: none"> • Increase the percentage of women at Grades 9 and 10 to 50% and 38% • Increase the percentage of Black and Minority Ethnic (BME) staff at Grades 9 and 10 to 20% and 13% • Increase the percentage of Female and BME Professors to 38% and 20% • Increase the percentage of staff who have disclosed a disability to 6% to highlight confidence in our organisation as a supportive employer.
<p>B: Recognition and Value 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>			
1	Value and afford equal treatment to all researchers.	<p>New Web Enhancement: Refer to A 1. Above</p> <p>University Single Equality Scheme: To review and update.</p> <p>Researcher Development Programmes: Run and review new programmes. Impact, commercialisation and public engagement to be embedded in middle-career researcher and research leader programmes also. Success Measure: Programmes developed and implemented. Evaluation data demonstrates success. Number of researchers participating in programmes.</p>	<p>Corporate Plan 2021: Valuing diversity, fairness and equality of opportunity and supporting staff to develop their knowledge, skills and capabilities for their own professional fulfilment is a key part of our 2021 Corporate Plan.</p> <p>Research Centre Websites: All research centres have their own external pages which are used to further publicise research positions and doctoral studentships.</p> <p>Development Programmes: Two ECR and two MCR cohort-based development programmes ran from 2015-2017. Small pots of funding to support initiatives and projects were available as part of the 2015 and 2016 programmes.</p> <ul style="list-style-type: none"> • 30 research-engaged staff participated in the 2014/15 ECR programme (16 males and 14 female). • 26 research-engaged staff participated in the 2014/15 MCR programme (15 male and 11 female) • 35 research-engaged staff participated in the 2015/16 ECR programme (15 male and 20 female) • 23 research-engaged staff participated in the 2015/16 MCR programme (12 male and 11 female)

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		<ul style="list-style-type: none"> 24 research-engaged staff participated in the Research Communication 2016 Programme (12 male and 12 female). <p>Positive qualitative feedback was received. For the 2015/16 programmes, when attendees were asked whether they would recommend this event to a colleague (with 1= Strongly Disagree and 5 = Strongly Agree), the average response was 4.5.</p>
2	The development of researchers should not be undermined by the instability of employment contracts. Everyone involved should be committed to improving the stability of employment conditions for researchers.	No action
3	Commitment 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	<p>Promotion: All researchers, regardless of contractual status, can apply for promotion using the new Academic Framework, which is available on our internal website.</p> <p>Development Initiatives: All staff regardless of their contractual status can now apply to the revised researcher development programmes. This includes those working in professional services looking to pursue a research career. All researchers are also able to attend professional development training, undertake the PGCert in Higher Education Professional Practice, apply to institutional funding and support schemes, and have access to QR funding schemes to designed to pump-prime new areas of research, invest in research equipment, or develop research impact.</p> <p>New Web Enhancement: Policies and Procedures: All relevant policies will be migrated to the new public website as soon as this is released by ITS. Success Measure: Policies and procedures published on web pages.</p> <p>Policies and Schemes: We have a Flexible Working Policy, Location Independent Working Policy, Career Break Scheme, Policy for Managing Workplace Stress, as well as policies on Maternity, Paternity, Parental, Shared Parental, and Adoption Leave. Staff also have access to a workplace nursery and Childcare Voucher Scheme. All schemes are available on our external website.</p> <p>Research Centre People Plans: All research centres now have a people plan to monitor the sustainability of all research positions and to reduce the number of fixed term contracts. These are reviewed on an annual basis.</p>

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		<p>Reduction in Fixed-Term Positions: From 2015-16, 158 people on fixed-term contracts were converted to staff contracts, 89% of which were on research or academic positions.</p>
<p>4 Research managers should be required to participate in active performance management. This includes career development guidance and supervision of their teams.</p>	<p>Development & Performance Review (DPR): All Research staff will continue to participate in active performance management and career guidance through the DPR process. These plans will be in line with the tailored roles determined by the Academic Role Profile Framework (refer to B.5. below). Success Measure: New Academic Role profile framework and progression criteria implemented.</p>	<p>DPR Process and Review: All staff are required to undergo an annual development and performance review. Procedures and processes are available to all staff on our internal website. In 2015, 94% of staff DPRs were completed. In 2016, 97% of DPRs were completed.</p> <p>Academic Framework: The new Academic Framework and associated role descriptors has been implemented. The framework provides a clear overview of the responsibilities required for each grade and provides progression pathway from research assistant to professor.</p>
<p>5 Research managers should be aware of, and understand, their responsibilities for the management of researchers. Training should be provided, including equality and diversity training, to achieve the above.</p>	<p>No action.</p>	<p>Developmental Initiatives: Since 2015, 2 x 12-month middle career researcher (MCR) development programmes and a pilot doctoral supervision programme in Engineering, Environment and Computing (EEC) have taken place.</p> <ul style="list-style-type: none"> • 106 EEC academics attended the 2015/16 Effective Supervision Development Sessions. • 26 research-engaged staff attended the 2014/15 MCR programme. • 23 research-engaged staff attended the 2015/16 MCR programme. <p>The programmes provided advice, guidance and development on coaching, mentoring, leadership, and equality and diversity in research. These programmes have now been revised following feedback to more clearly meet the needs of researchers and to increase researcher engagement with these programmes. New programmes commenced in Autumn 2016 are 2-3 months and focus on tangible research outcomes.</p>

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			Doctoral Supervision Online Training: From Dec 2015, researchers have had access to online training on doctoral supervision which covers areas such as selecting doctoral candidates, managing process, and issues in supervision.
6	Consideration given to how research managers' performance in these areas is developed, assessed and rewarded, and that impact is monitored	No action.	Academic Framework: The new Academic Framework and associated role descriptors provides a clear overview of the responsibilities required for each grade and provides progression pathway from research assistant to professor. The management and leadership of researchers is an activity explicitly recognised in the new Academic Framework and can contribute to both reward, recognition and promotion.
7	Organisational systems capable of supporting continuity of employment for researchers e.g. providing bridging funds or redeployment	Resource Information Management (RIM) System: Implemented for researchers and research managers to monitor research activity and areas of interest. Success Measure: RIM system implemented and success demonstrated through evaluation.	RIM system: This is currently in the final stages of implementation and is scheduled for release in Spring 2017.
8	Transparent pay progression in accordance with agreed procedures	Academic Role Profile Framework: Progress implementation of the framework according to plan.	Academic Framework: The new Academic Framework and associated role descriptors provides a clear overview of the responsibilities required for each grade and provides progression pathway from research assistant to professor.
9	Researchers offered opportunities to develop their own careers	Academic Role Profile Framework: Progress implementation of the framework according to plan.	Academic Framework: The new Academic Framework provides researchers with a framework in which to plan their career pathway and to support the identification of development needs. Development Programmes: Two ECR and two MCR cohort-based development programmes ran from 2015-2017. Small pots of funding to support initiatives and projects were available as part of the 2015 and 2016 programmes.

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		<ul style="list-style-type: none"> • 30 research-engaged staff participated in the 2014/15 ECR programme (16 males and 14 female). • 26 research-engaged staff participated in the 2014/15 MCR programme (15 male and 11 female) • 35 research-engaged staff participated in the 2015/16 ECR programme (15 male and 20 female) • 23 research-engaged staff participated in the 2015/16 MCR programme (12 male and 11 female) • 24 research-engaged staff participated in the Research Communication 2016 Programme (12 male and 12 female). <p>Positive qualitative feedback was received. For the 2015/16 programmes, when attendees were asked whether they would recommend this event to a colleague (with 1= Strongly Disagree and 5 = Strongly Agree), the average response was 4.5.</p> <p>Online Learning: Researchers have access to Vitae's training material and resources as well as a suite of online learning training provided by Epigeum and Lynda.com. All materials are signposted from the Research Capability webpages.</p> <p>Pump-Prime Funds: All researchers from 2015-17 had the opportunity to apply for pump-prime funding to support their research and development. Over the last two years, three funding rounds have taken place (Round 1: £400K.19; Round 2: £371K; Round 3: £557K). Across three rounds 46% were awarded to Females (where 43% were applicants) and 54% to Males (where 57% were applicants). Future funding is to be specifically ring-fenced for ECRs.</p>
10	Researchers have access to additional pay progression with transparent promotion procedures	No action.
11	Clear career frameworks for early stage researchers outlined in organisational HR strategies	No action.

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		<p>and provides progression pathway from research assistant to professor. The Framework supports ECRs to plan their career pathway and with identifying development needs.</p> <p>Doctoral Researchers: All doctoral students undertake development needs analysis and career planning, based on the Researcher Development Framework and career destination data.</p>
<p>C: Support and Career Development Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>		
<p>1 Broad minded approach to researcher careers in terms of mobility across career paths, with all career paths valued equally</p>	<p>ECR Mentoring: Continue to promote and train mentors for the ECR mentoring scheme. Success Measure: Number of active participants. Scheme evaluation data collected and analysed.</p> <p>Academic Role Profile Framework: Refer to B.5 above</p>	<p>Mentoring Pilot: The approach to mentoring has been revised and redeveloped following the appointment of an ECR and MCR Programme Manager. The focus is now being on providing guidance on finding a range of mentors to suit specific career needs and in developing mentoring relationships. The success of this initiative will be monitored from 2017 using CROS.</p> <p>Peer Mentoring Circles: As part of all new development initiatives, peer mentoring circles are used to support learning and continued professional development.</p> <p>Website: Advice on finding a mentor and the nature of mentoring relationship is available on our Research Capability Website.</p> <p>Academic Framework: The new Academic Framework supports researchers to consider their career development at Coventry University and offers a range of different pathways.</p> <p>Careers and Employability Service: Our careers team provides 1-2-1 guidance for both doctoral researchers and members of staff. Currently</p>

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		<p>Vitae's Researcher Development Framework: All researcher development initiatives are aligned to Vitae's Researcher Development Framework. As members of Vitae, all staff members have access to the Vitae website and all the career planning resources as well as researcher career narratives.</p>
<p>2 Training, skills and competencies to carry out a funded project</p>	<p>Coventry Essentials: Continue to offer a suite of on-line training packages which include Data Protection Act, Equality & Diversity, Bribery Act and Health & Safety. Success Measure: Number of staff who have completed Coventry Essentials. Evaluation data collected and analysed.</p>	<p>Coventry Essentials: All staff are now required to complete Coventry Essentials modules.</p> <p>Development Initiatives: Following 2 pilot ECR and MCR programmes, a new series of programmes was launched in Autumn 2016. These output-focused 2-3 month intensive programmes cover areas such as Research Funding and Policy, Research Communication, Research Impact and Engagement, Research Careers and Leadership and Doctoral Supervision.</p> <p>Research Office: The research office now offers a range of seminars and briefings on research funding, research finance, and research management, as well as courses to support the development of bids to specific funding schemes.</p>
<p>3 Development of transferable skills through embedded training - both for skills needed to undertake project and also in communication and other professional skills</p>		<p>Online Training: Staff also now have access to a range of online training from Epigeum and Lynda.com to support professional skills development.</p>
<p>4 Access to professional, independent advice on career management, particularly the prospect of employment beyond their immediate discipline base</p>	<p>Epigeum: Continue to promote Epigeum and monitor usage/effectiveness of the training. Success Measure: Number of staff who have completed course. Evaluation data collected and analysed.</p>	<p>Online Training: Our subscription packages have now been expanded providing a wealth of online content. A process for monitoring and increasing usage has been put in place for 2017. In particular, staff now have access to modules courses on planning in the arts, social sciences, and sciences, as well as courses on Entrepreneurship. This is supplemented by courses on career planning available by Lynda.com.</p>

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			<p>Careers and Employability Service: Our careers team, provide 1-2-1 guidance for both doctoral researchers and members of staff. Since 2015, 54 staff and PhD have engaged with this service. The new action plan seeks to increase the number of engagements.</p> <p>Development Initiatives: The 2015-16 cohort programmes provided training on Vitae's Researcher Development Framework, developmental needs analysis and career pathways. Participants were also provided with guidance on seeking out mentors to support their development. This programme has been revised and the above embedded into the Research Careers and Leadership Programme.</p>
5	Possibility of offering training and placements to broaden awareness of other sectors	No action.	<p>Enterprise and Innovation: Enterprise and Innovation team provide advice, training, and guidance to research centres and their staff on all aspects of strategic partnerships, knowledge transfer, and intellectual property and commercialisation. New annual funding support includes:</p> <ul style="list-style-type: none"> • Doctoral researchers to undertake an industry placement up to 6 months • Researchers to undertake secondments at an international institution. • Arts, Humanities, and Social Science Researchers to undertake knowledge engagement projects. • Grants to support staff and students to bring ideas for novel products and services to market. <p>CU Social Enterprises also supports the creation and development of social enterprise initiatives.</p>
6	Clear systems that help researchers to plan their career development	Academic Role Profile Framework: Refer to B.5 above	<p>Academic Framework: The new Academic Framework, which is aligned to the RDF, provides a framework for career development. The framework is online and is embedded into academic promotion and reward processes.</p>

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		RIM system: This is currently in the final stages of implementation and is scheduled for released in Spring 2017.
7 Assist researchers to make informed choices about their career progression by ensuring policies and processes for promotion and reward are transparent and clearly stated	No action.	Academic Framework: The new Academic Framework, which is aligned to the RDF, provides a framework for career development. The framework is online and is embedded into academic promotion and reward processes.
8 Researchers are aware of local and national career development strategies	No action.	Development initiatives: The 2015-16 Early and Middle Career Researcher cohort programmes provided training on the policy context for research. Local and national policies and career development strategies are embedded across all our revised development programmes. Programmes are evaluated and updated on an annual basis.
9 Planned induction programme for researchers	<p>Induction: Develop a bespoke induction for Researchers. Success Measure: Number of staff who have attended training. Evaluation data collected and analysed.</p> <p>Doctoral Supervision Training: Continue to promote and monitor usage/effectiveness. Success Measure: Number of staff who have attended training. Evaluation data collected and analysed.</p> <p>Introduction to Teaching in Higher Education & Post Graduate Certificate in Academic Practice: Continue to promote to researchers and evaluate effectiveness. Success Measure: Number of staff who have attended training. Evaluation data collected and analysed.</p> <p>CU CPD Framework: Established and offering recognition at all 4 levels of the UK PSF (professional standards framework). Continue to promote. Success Measure: Number of staff who have attended</p>	<p>Researcher Induction: An analysis of the needs of new research staff was undertaken with Associate Deans for Research and University Research Centre Directors in 2016. It was decided that the Academic Framework should be released before an induction programme is put in place. This has been addressed in the 2017 action plan, with an evaluation mechanism put in place.</p> <p>Doctoral Supervision: A doctoral supervision developmental programme was trialled in Engineering, Environment and Computing (EEC). 106 EEC academics attended the 2015/16 Effective Supervision Development Sessions, which was supplemented by online training on research supervision. Feedback from the programme has been analysed and a revised programme will be released in 2017.</p> <p>Introduction to Teaching in Higher Education & Post Graduate Certificate in Academic Practice: 118 (2014/15) and 104 (2015/16) members of staff have completed the Introduction to Teaching in Higher</p>

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		<p>training. Evaluation data collected and analysed.</p> <p>Leadership Foundation: Researchers are currently enrolled on the Research Team Leadership Programme. Success Measure: Number of staff who have attended training. Evaluation data collected and analysed.</p>	<p>Education. 50 (2014/15) and 76 (2015/16) have completed the PGCert.</p> <p>CU CPD Framework/HEA Fellowship Pathway: Since 2015, we have had 5 members of staff recognised As Associate Fellows, 50 recognised as Fellows, 172 as Senior Fellows, and 4 Principal Fellows.</p> <p>Research Leadership: Following feedback from 4 participants of the Leadership Foundation Research Team Leadership programme, it was decided an in-house programme would be more suitable for our needs. This is now in development and will begin in 2018.</p>
10	Research managers provide effective research environments for training and development of researchers, encouraging CPD	No action.	No action.
11	Articulation of skills that should be developed to support career progression and encouragement of researchers to develop those skills	ECR Mentoring – Refer to C.2 above.	<p>Mentoring Pilot: The approach to mentoring has been redeveloped following the appointment of an ECR and MCR Programme Manager, with the focus now being on providing guidance on finding a range of mentors and developing mentoring relationships.</p> <p>Peer Mentoring Circles: As part of all new development initiatives, peer mentoring circles are used to support learning and continued professional development.</p> <p>Development Initiatives: The 2015-16 cohort programmes provided training on Vitae's Researcher Development Framework, developmental needs analysis and career pathways.</p>
12	Development of a specific career development strategy for researchers at all stages of their career	Athena Swan: Achieved bronze standard. Awaiting outcome of national policy.	Athena Swan: We currently hold an Athena Swan Bronze Award and submitted for our renewal in November 2016. The award is reflective of our commitment to the ten principles outlined in the Charter .

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		<p>All faculties are committed to the principles set out in the Athena Swan Charter. Our faculty of Engineering, Environment and Computing and faculty of Health and Life Sciences have Athena Swan teams. Our faculty of Business and Law and Faculty of Arts and Humanities will have Self-Assessment Teams established by April 2017 with action plans forthcoming.</p>
<p>13 Availability of mentors in providing support and guidance for CPD and PD</p>	<p>Researcher Development Programmes: Refer to B.1 above</p>	<p>Development Initiatives: Researchers have the opportunity to participate in a range of development programmes that provide deep learning and that support researchers to reflect and evaluate on their career development. Small pots of funding to support initiatives and projects were available as part of the 2015 and 2016 programmes.</p> <ul style="list-style-type: none"> • 30 research-engaged staff participated in the 2014/15 ECR programme (16 males and 14 female). • 26 research-engaged staff participated in the 2014/15 MCR programme (15 male and 11 female) • 35 research-engaged staff participated in the 2015/16 ECR programme (15 male and 20 female) • 23 research-engaged staff participated in the 2015/16 MCR programme (12 male and 11 female) • 24 research-engaged staff participated in the Research Communication 2016 Programme (12 male and 12 female). <p>Positive qualitative feedback was received. For the 2015/16 programmes, when attendees were asked whether they would recommend this event to a colleague (with 1= Strongly Disagree and 5 = Strongly Agree), the average response was 4.5.</p> <p>Online Learning: Researchers have access to Vitae's training material and resources as well as a suite of online learning training provided by Epigeum and Lynda.com. All materials are signposted from the Research Capability webpages.</p>

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			<p>Pump-Prime Funds: All researchers from 2015-17 had the opportunity to apply for pump-prime funding to support their research and development. Over the last two years, three funding rounds have taken place (Round 1: £400K.19; Round 2: £371K; Round 3: £557K). Across three rounds 46% were awarded to Females (where 43% were applicants) and 54% to Males (where 57% were applicants). Future funding is to be specifically ring-fenced for ECRs.</p> <p>Mentoring Advice and Guidance: Participants on the 2015-16 development programmes were provided with guidance on seeking out mentors to support their development. This programme has been revised and the above embedded into all developmental initiatives and is supported advice available on our website.</p>
14	Researchers should be actively encouraged to undertake CPD and its impact recorded	Researcher Development Programmes: Refer to B.1 above	<p>Development and Performance Review: All staff undertake an annual performance and development review and are asked to reflect on objectives and development from the previous year and to plan, with the support of their manager, objectives and developmental projects for forthcoming year.</p> <p>Development Initiatives: Following 2 pilot ECR and MCR programmes, a new series of programmes was launched in Autumn 2016. These output-focussed 2-3 month intensive programmes cover areas such as Research Funding and Policy, Research Communication, Research Impact and Engagement, Research Careers and Leadership and Doctoral Supervision.</p>
15	Transparent and regular appraisal systems for researchers		Development and Performance Review: Development activities and discussions are promoted as part of the DPR process as well as within management practice.
16	Developmental activities include preparation for academic practice and	Post Graduate Certificate in Academic Practice: Refer to C.6 above.	Introduction to Teaching in Higher Education & Post Graduate Certificate in Academic Practice: 118 (2014/15) and 104 (2015/16) members of staff have

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		<p>completed the Introduction to Teaching in Higher Education. 50 (2014/15) and 76 (2015/16) have completed the PGCert.</p> <p>CU CPD Framework/HEA Fellowship Pathway: Since 2015, we have had 5 members of staff recognised As Associate Fellows, 50 recognised as Fellows, 172 as Senior Fellows, and 4 Principal Fellows.</p>
17	<p>Input to policy and practice through appropriate representation at staff meetings and through committees</p> <p>Technology Enablers for Research: Develop a set of technology solutions to support research groups and researchers.</p>	<p>Technology Enablers for Research: It was decided an alternative and embedded approach was needed. The new RIM system will now allow better monitoring and management of research. Digital skills have also been embedded across all researcher development initiatives.</p> <p>Research Concordat Sub-Committee: The revised committee includes an early career researcher, middle career researcher, a senior researcher, and a participant on the staff doctoral programme. Academic and research only staff are both represented.</p> <p>Research Concordat Working Group: The new working group includes a doctoral researcher, early career researcher, middle career researcher, and a senior researcher.</p>
18	<p>Mentoring arrangements supported by employers as a key mechanism for career development and enhancement</p> <p>ECR Mentoring – Refer to C.2 above.</p> <p>Global Researchers Scheme: A commitment has been made to invest in a Global Researchers Scheme. This will be progressed during 2015. Success Measure: Establish a digital platform for Research activity by April/May 2015.</p>	<p>Mentoring Pilot: Participants on the 2015-16 development programmes were provided with guidance on seeking out mentors to support their development. This programme has been revised and the above embedded into the Research Careers and Leadership Programme.</p> <p>Peer Mentoring Circles: As part of all new development initiatives, peer mentoring circles are used to support learning and continued professional development.</p>

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		<p>Website: Advice on finding a mentor and the nature of mentoring relationship is available on our Research Capability Website.</p> <p>Global Researchers Programme: The programme now has now undergone a 2 year pilot and has a dedicated website. There were 73 PhD and MRES participants on the 2015/16 programme and 62 on the 2016/17 programme.</p>
<p>D: Researcher Responsibilities Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</p>		
<p>1 Researchers should develop increased capacity for independent, honest and critical thought.</p>	<p>Researcher Development Programmes: Refer to B.1. above</p>	<p>Academic Framework: The new Academic Framework highlights explicitly the skills and competencies required for progression.</p> <p>Research Centres: Our new Research Centres support the development of research teams and individuals. Researchers are encouraged to publish, apply for funding, host academic events, undertake impact and engagement activities, and to widen their methodological and disciplinary expertise.</p> <p>Development Initiatives: Following 2 pilot ECR and MCR programmes, a new series of programmes was launched in Autumn 2016. These output-focussed 2-3 month intensive programmes cover areas such as Research Funding and Policy, Research Communication, Research Impact and Engagement, Research Careers and Leadership and Doctoral Supervision.</p> <p>Online Learning: Researchers have access to Vitae's training material and resources as well as a suite of online learning training provided by Epigeum and Lynda.com. All materials are signposted from the Research Capability webpages.</p>

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		<p>Pump-Prime Funds: Depending upon institutional strategic priorities, early-career researchers (defined as those within 5 years of their first substantive academic post, i.e. senior lecturer or research fellow) have the opportunity to apply for pump-prime funding to support their research and development. Over the last two years, three funding rounds have taken place (Round 1: £400K.19; Round 2: £371K; Round 3: £557K). Across three rounds 46% were awarded to Females (where 43% were applicants) and 54% to Males (where 57% were applicants).</p>
2	No action.	<p>Development Initiatives: Following 2 pilot ECR and MCR programmes, a new series of programmes was launched in Autumn 2016. These output-focussed 2-3 month intensive programmes cover areas such as Research Funding and Policy, Research Communication, Research Impact and Engagement, Research Careers and Leadership and Doctoral Supervision.</p> <p>Enterprise and Innovation: Enterprise and Innovation team provide advice, training, and guidance to research centres and their staff on all aspects of strategic partnerships, knowledge transfer, and intellectual property and commercialisation. Annual funding support:</p> <ul style="list-style-type: none"> • Doctoral researchers to undertake an industry placement up to 6 months • Researchers to undertake secondments at an international institution. • Arts, Humanities, and Social Science Researchers to undertake knowledge engagement projects. • Grants to support staff and students bring ideas for novel products and services to market. <p>CU Social Enterprises also supports the creation and development of social enterprise initiatives.</p>

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3	Researchers should conduct and disseminate research in an honest and ethical manner	<p>Epigeum - Refer to C.4 above</p> <p>Online Ethics: Bespoke online ethics programme under development.</p>	<p>Development Initiatives Ethics: A responsible approach to research and innovation is embedded across all our development programmes, with a specific session dedicated to ethics in our research funding and policy programme and session dedicated to integrity in our research careers and leadership programme.</p> <p>Online Training: As of December 2016, all staff have access to ethics and integrity training via our VLE. Usage will be monitored on an annual basis and reported to the Research Concordat Sub-Committee.</p>
4	Researchers should 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	<p>Academic Role Profile Framework: Refer to B.5 above.</p>	<p>Academic Framework: The new Academic Framework and accompanying role descriptors provide a clear and transparent progression pathway for all academic staff.</p> <p>Development Initiatives: All developmental programmes support attendees with the identification, articulation, and evidencing of skills and competencies.</p> <p>Vitae Resources: As members of Vitae, all staff have access to Vitae's Resources and the RDF cards which outline developmental phases across 63 attributes.</p> <p>Careers and Employability Service: Our careers team, provide 1-2-1 guidance for both doctoral researchers and members of staff.</p>
5	Researchers should recognise that their primary responsibility for managing and pursuing their career is theirs and seek out opportunities for learning and development	<p>Researcher Development Programmes: Refer to B.1. above</p>	<p>Development and Performance Review: As part of their annual development and performance reviews, staff are asked to discuss their development over the past year with their manager and to identify future development needs. This process is supported by training on the review process and by the researcher development programmes.</p> <p>Development Initiatives: All developmental programmes support attendees with the identification, articulation, and evidencing of skills and competencies.</p>

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6	Employers should equip research staff with tools to manage their own careers	Researcher Development Programmes: Refer to B.1. above	<p>Academic Framework: The new Academic Framework and accompanying role descriptors provide a clear and transparent progression pathway for all academic staff.</p> <p>Vitae Resources: As members of Vitae, all staff have access to Vitae's Resources and the RDF cards which outline developmental phases across 63 attributes.</p> <p>Research Information Management System: The Research Management System will go live in Spring 2017. This system will support researchers with managing their research outputs and performance.</p>
7	Research managers should encourage CPD	No action.	Development Initiatives: As part of the MCR programme, participants were provided with guidance on coaching, mentoring, and supporting colleagues with their development.
8	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated	No action.	Researcher Representation: Researchers at all career levels are represented on Research Committee, the Research Concordat Sub-Committee, the Research Concordat Working Group, and Research Degrees Sub-Committee ensuring researchers voices feed into policy, procedures, and developments pertaining to research and research careers.
9	Researchers encouraged to record their CPD for presentation to future employers and record via PDPs	No action.	Development Initiatives: The 2015-16 cohort programmes provided training on Vitae's Researcher Development Framework, developmental needs analysis and career pathways. As part of the programme, participants were supported in developing their own mechanisms for recording evidence of career development.
E: Diversity and Equality			
Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.			
1	Organisation takes positive steps to promote equality and to develop specific schemes and action plans to address	E&D Committee: Action plan in place. Overseen by E&D Committee. Success Measure: Review demonstrates action plan complete.	Equality Objectives: The Single Equality Scheme has replaced by Equality Objectives and Action Plan. Our equality objectives for the period 2016-20 have been agreed. Objectives relating specifically to staff are:

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<p>specific issues of under-representation or lack of progression</p>		<ul style="list-style-type: none"> • Increase the percentage of women at Grades 9 and 10 to 50% and 38% • Increase the percentage of Black and Minority Ethnic (BME) staff at Grades 9 and 10 to 20% and 13% • Increase the percentage of Female and BME Professors to 38% and 20% • Increase the percentage of staff who have disclosed a disability to 6% to highlight confidence in our organisation as a supportive employer. <p>The action plan is due for release in February 2017.</p> <p>Athena Swan: We currently hold an Athena Swan Bronze Award and submitted for our renewal in November 2016. The award is reflective of our commitment to the <u>ten principles outlined in the Charter</u>. All faculties are in the process of establishing Athena Swan teams and action plans.</p> <p>Race Equality Group: Our Race Equality Group are working towards the standards set out in the Race Equality Charter. Currently we are preparing Faculty level presentations in relation to Staff Composition, Recruitment, Performance and Development. It is anticipated that these presentations will facilitate the development of targeted action plans for each faculty. Researcher based data will be included within these presentations where appropriate.</p> <p>Staff Networks: Research staff can participate in our Gender Network, LGBTQ Network, BME Network, Disability Network, Parental Network, and Carers Network. All networks are attended by a representative of our EDT.</p> <p>Development Initiatives: Equality and Diversity is embedded across all our development programmes.</p>
<p>2 Recruitment and retention of researchers from the widest pool</p>	<p>Equality Marks - Ongoing review of activity and processes as a Stonewall Diversity Champion and "Two Ticks". Success Measure: Review</p>	<p>Disability Confident Employer: As a Disability Confident employer we are committed to: challenging attitudes towards disability; increasing understanding of</p>

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	<p>demonstrates action plan complete.</p>	<p>disability; removing barriers to disabled people and those with long term health conditions in employment; and ensuring that disabled people have the opportunities to fulfil their potential and realise their aspirations. This scheme replaces the Two Ticks scheme.</p> <p>Stonewall Diversity Champions Programme: As members of this programme we continue to work with Stonewall on an annual basis to foster an inclusive work environment for LGBT members of staff.</p> <p>Athena Swan: We currently hold an Athena Swan Bronze Award and submitted for our renewal in November 2016. The award is reflective of our commitment to the ten principles outlined in the Charter. All faculties are in the process of establishing Athena Swan teams and action plans.</p> <p>Race Equality Group: Our Race Equality Group are working towards the standards set out in the Race Equality Charter. Currently we are preparing Faculty level presentations in relation to Staff Composition, Recruitment, Performance and Development. It is anticipated that thee presentations will facilitate the development of targeted action plans for each faculty. Researcher based data will be included within these presentations where appropriate.</p> <p>Staff Networks: Research staff can participate in our Gender Network, LGBTQ Network, BME Network, Disability Network, Parental Network, and Carers Network. All networks are attended by a representative of our EDT.</p> <p>Development Initiatives: Equality and Diversity is embedded across all our development programmes and is addressed in detail in our Research Careers and Leadership programmes.</p>

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		<p>Monitoring: All statistics pertaining to staff and student profiles are publicised on our external website and can be accessed here.</p> <p>Research Excellence Framework: A policy is in place pert Managers are supported by PTR to give feedback from the outcomes of REF selection processes. The EDT undertake an audit of all REF selection processes.</p> <p>People Plan 2016: Our recently published People Plan directly addresses the retention of staff and the People Team taking a proactive approach to retention.</p>
3	<p>Address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately affect some groups</p> <p>Equality Audit: Governors & Equality and Diversity Committee continue to receive updates . Equality and Diversity data is harvested annually and posted on to website with a general overview. Success Measure: Review demonstrates action plan complete.</p>	<p>Equality Objectives The audit has now taken place and has led to the establishment of our equality objectives for the period 2016-20 have been agreed. Actions relating specifically to staff are:</p> <ul style="list-style-type: none"> • Increase the percentage of women at Grades 9 and 10 to 50% and 38% • Increase the percentage of Black and Minority Ethnic (BME) staff at Grades 9 and 10 to 20% and 13% • Increase the percentage of Female and BME Professors to 38% and 20% • Increase the percentage of staff who have disclosed a disability to 6% to highlight confidence in our organisation as a supportive employer. <p>Staffing Statistics: We continue to work towards enhancing the diversity of our staff. A detailed review of staffing and appointment data are undertaken by ASPA and the REG and inform the development of our Equality Objectives. Our staffing statistics are published online.</p>
4	<p>Ensure that working conditions for researchers provide the flexibility necessary for successful research performance</p> <p>New Web Enhancement: Policies and Procedures. Refer to B.2 above.</p>	<p>Policies and Schemes: We have a Flexible Working Policy, Location Independent Working Policy, Career Break Scheme, Policy for Managing Workplace Stress, as well as policies on Maternity, Paternity, Parental, Shared Parental, and Adoption Leave. Staff also have</p>

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			access to a workplace nursery and Childcare Voucher Scheme. All schemes are available on our external website.
5	Respond flexibly to requests for changes to working patterns and resist instant refusals based on 'we don't do it this way here'	No action.	No action.
6	Transparent equal opportunity policy at recruitment and at all subsequent career stages	New Web Enhancement: Policies and Procedures. Refer to B.2 above.	Policies and Schemes: We have a Flexible Working Policy, Location Independent Working Policy, Career Break Scheme, Policy for Managing Workplace Stress, as well as policies on Maternity, Paternity, Parental, Shared Parental, and Adoption Leave. Staff also have access to a workplace nursery and Childcare Voucher Scheme. All schemes are available on our external website. Monitoring: All statistics pertaining to staff and student profiles are publicised on our external website and can be accessed here .
7	Diversity reflected in selection and evaluation committees	No action.	No action.
8	Account taken of researchers' personal circumstances; change policies or practices that directly or indirectly disadvantage such group	No action.	No action.
9	Measures exist for discrimination, bullying or harassment to be reported without adversely affecting careers of innocent parties	No action.	No action.
10	Consideration of participation in schemes such as Athena Swan Charter, the Juno project, and other initiatives	Athena Swan – Refer to C.8 above	Athena Swan: We currently hold an Athena Swan Bronze Award and submitted for our renewal in November 2016. The award is reflective of our commitment to the ten principles outlined in the Charter . All faculties are committed to the principles set out in the Athena Swan Charter. Our faculty of Engineering,

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			Environment and Computing and faculty of Health and Life Sciences have Athena Swan teams. Our faculty of Business and Law and Faculty of Arts and Humanities will have Self-Assessment Teams established by April 2017 with action plans forthcoming.
F: Implementation and Review 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.			
1	Undertake annual review of progress in implementing the principles of the Concordat	Concordat Sub-Committee: to be refocused in 2015 in line with new Strategy. Success Measure: Terms of Reference written and approved sub-committee	Research Concordat Sub-Committee: The new terms of reference for the Research Concordat Sub-Committee were approved in Autumn 2016. To ensure diverse representation and robust decision making processes, the Sub-Committee is supported by the Research Concordat Working Group. The Sub-Committee and Working Group formally review the progress of the Concordat Action Plan and its integration into mainstream management and career development processes.
2	Use of the Careers in Research Online Survey	CROS & PIRLS: surveys to be undertaken in 2015. Success Measure: Surveys undertaken and results analysed/published and an action plan developed.	CROS & PIRLS: We participated in both 2015 surveys, with 19 responding to PIRLS and 45 researchers responding to CROS. Outcomes of CROS and PIRLS were used in the design and development of the ECR and MCR development programmes.
3	Monitor equality and diversity indicators for researchers	Concordat Sub-Committee: see F.1 above	Research Concordat Sub-Committee: The new terms of reference for the Research Concordat Sub-Committee were approved Autumn 2016. To ensure diverse representation and robust decision making processes, the Sub-Committee is supported by the Research Concordat Working Group. The Sub-Committee and Working Group formally review the progress of the Concordat Action Plan and its integration into mainstream management and career development processes.
4	Share good practice with other HEIs	Vitae Events - Ongoing attendance at Vitae events. L&D Adviser to attend 'Preparing for Leadership' course (Vitae Midlands Hub) as an observer with a	Through the employment of a Research Capability Team, the University now regularly engages with the research capability sector at national and international

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	view to hosting similar events.	<p>levels. Members of the Doctoral College Team currently hold the following roles:</p> <ul style="list-style-type: none"> • Member of BBSRC Skills and Careers Strategy Panel • Peer Reviewer for Vitae UK HR Excellence in Research Award • Elected Member of the UK Council for Graduate Education Executive Committee • Chair of the UK Council for Graduate Education National Working Group on Diversity and Sustainability of Organisational Structures for Doctoral provision • Chair of the University Alliance, National Doctoral Training Alliance Training Group. • Member of the University Alliance, National Doctoral Training Alliance Training Group. • Vitae Midlands Regional Representative • CROS and PIRLS Working Group Member • External Advisor to Goldsmiths' Ethics Committee <p>Members of the Doctoral College Team are also active researchers and present and publish on research capability internationally.</p>