

**Principle 1: RECRUITMENT AND SELECTION**

**Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.**

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale	
2. Employers should strive to attract excellence and respect diversity (see Principle 6). 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.	Recruitment processes must reflect the University's standard on diversity and inclusion and appropriate to research recruitment (clear specification, etc)	HRD	HR Resourcing	Recruitment and selection in line with funding council requirements and University commitment to E&D. E&D reports to evidence delivery of action.	Sep-16	Completed - Recruitment and selection policy adhered to and processes reviewed in line with best practice. EDI best practice is included in current policy and process, with posts advertised in transparent manner. The mandatory map for managers requires that they complete recruitment and selection training, stress management and unconscious bias learning. All chairs of panels must complete R+S training and this is monitored by HR colleagues as part of the selection process. In addition all staff, including managers, are required to complete safeguarding training. A full review of the recruitment and selection e-module was completed by Lee Brown, with support from staff development, and the updated module is now available for staff.
	Advice to PIs on naming researchers at the point of application for funding is consistently applied in line with University Recruitment and Selection policies.	Deans	ADR, DOR		Annual Review: Dec 16/ Dec 2017	HR policies are applied as appropriate. ADR in each Faculty currently reviews all funding applications and is working closely with School Directors of Research to establish best practice in all areas of activity.
4. To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	University recruitment processes to be fully applied to all roles	HRD	HR Resourcing	All Chairs of panels to have had appropriate training.	Sep-16	Completed - All chairs of panels must complete R+S training and this is monitored by HR colleagues as part of the selection process.
	All recruitment panel members receive training before taking part in recruitment	HRD	HR Resourcing	Online training registers maintained by SD	Ongoing	Ongoing - The mandatory map for managers requires that they complete recruitment and selection training, stress management and unconscious bias learning. All chairs of panels must complete R+S training and this is monitored by HR colleagues as part of the selection process. In addition all staff, including managers, are required to complete safeguarding training. A full review of the recruitment and selection e-module was completed by HR Resourcing, with support from staff development, and the updated module is now available for staff.
	Review the need for further training on providing tailored feedback to unsuccessful candidates	HRD	HR Resourcing	When requested, unsuccessful candidates are provided with appropriate constructive feedback tailored to the role and aligned to the RDF.	Sep-16	Completed - Internal staff (researchers) are provided with feedback, (where requested), following their interview for a role. This is often co-ordinated via the Resourcing team, who contact the chair of the interview panel to complete this request. Development solutions are promoted on both giving and receiving feedback as part of Staff Development support. In addition, HR advice is available to support managers through this process.

**Principle 2: 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.

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale	Progress to Dec 2017
<p>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. This approach should be embedded throughout all departmental structures and systems.</p>	<p>Faculties to continue to work towards ensuring equality of opportunity across the research employees' experience.</p>	Deans	HoDs, ADRs	Employee Engagement survey will demonstrate improving scores.	Annual review points: Sept 2016; 2017	<p>In the Staff Temperature Check Survey October 2016 60% of staff identified as being primarily on research contracts believed that the University is committed to equality of opportunity for all staff. In the Research Staff survey in November 2017 80% believed that the University is committed to equality and diversity. While the demographic reached and the question may have been slightly different it is encouraging to see an improving trend. 73% of respondents felt staff were treated fairly with regard to access to training and development and 67% with regard to day-to-day treatment.</p> <p>Central processes work to ensure equality of opportunity and the University is working to renew its Athena Swan Bronze Award. Athena Swan plans are also in place at Faculty level. Within Faculties ADRs disseminate information about career breaks, development opportunities etc. Information about ECR status and career breaks is built into Faculty research leave and internal funding processes.</p>
	<p>HR Partners to conduct spot check audits of 10% of researchers' records to ensure that attendance on development courses is not undermined by stability in working contract.</p>	HR Partners		CROS survey questions relating to feeling integrated into own department and feeling recognised for their contribution to increase to an average of 80%.	Dec-17	<p>A spot check of researchers' records suggests that researchers are equally able to take up development opportunities. The number of training events attended varies considerably between researchers. The Researchers survey November 2017 indicated that 64% felt that they were treated fairly with regards to access to training and development opportunities compared to other types of staff.</p> <p>Staff temperature Check Survey in October 2016 identified that 36% of researchers felt valued by the University (compared to 45% for all staff). The Researchers Survey (November 2017) indicated that 70% felt integrated into their department's research community but only 32% into the University's research community. 60% felt valued for their contribution to publications and 47% for their contribution to grant/funding applications. Recent development such as the creation of research institutes and ECR networking events will help researchers to feel part of the wider University community.</p>
	<p>Ensure evidence from training records available for researchers on both Continuing and Fixed Term Contracts.</p>	Head of SD		Annual review will clearly identify research staff	Annual Review points	<p>Participation at centrally organised development events was captured on SIMS until 2017 (with migration to i-Trent early 2017) - this allowed for reports to be produced to analyse participation. Records are now kept on iTrent and researchers can access their personal training records via myHR.</p> <p>HR Services using the new data management system myHR/iTrent can identify research staff on fixed term contracts. Work is continuing to allow for reports to be produced to analyse participation in training events by the new system.</p>

<p>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 research management.</p>	<p>To provide leadership and management skills training (including equality and diversity training) for research managers, acknowledging existing areas of good practice. Ensure research managers included in rollout of updated Performance Management process.</p>	Head of SD	ADRs	Review of course provision	Dec-16  Sep-17	<p>The Learning and Development portfolio is reviewed each year in February to ensure it meets current needs. A Mandatory Training Map has been produced for all University Staff to work to, which includes courses in Equality and Diversity (with refresher courses required every three years); this is firmly embedded and monitored. Promotion of the RDF is included in the 'new' training for all Managers with regards to embedding SPDR in their own areas of work.</p> <p>The new Staff Performance and Development Review (SPDR) is designed for all staff to have a robust conversation with their line manager (or PI) regarding appropriate learning and development opportunities. All research managers are expected to participate in SPDR training; so far 330 reviewers, across all staff and including research managers, have attended the SPDR training with 50 reviewers attended briefing sessions.</p>
	<p>Ensure all research managers attend leadership and management skills courses</p>	Deans	ADRs	Create and review attendance records.	Dec-17	<p>Research Managers including Associate Deans (Research) form part of the cohort for the Leadership@hull development programme which includes a specific event around 'Leading People and Driving Performance' led by the HRD</p> <p>Research management skills are discussed within the SPDR process and research managers are encouraged to attend leadership and management development opportunities. Research managers are routinely included in EDI training and Faculty initiatives.</p>
	<p>Review appraisals process to ensure that it helps manage performance and in particular how managers are assessed, developed and rewarded</p>	HRD		Completed review	Jul-16  Dec-16	<p>Completed - A review of the appraisals process was completed in mid 2016. As a result a range of revised materials were produced under a revised heading of Staff Performance and Development Review, with specific reference to Researchers. Materials included: guidance for reviewers and reviewees, FAQs, quick guides, forms and development support ideas.</p> <p>Implement changes: Completed - Training for all manager reviewers commenced in December 2016. Between then and summer 2017 over 300 manager reviewers attended a workshop on staff performance and development review. The workshops included content on how performance can be assessed, development planning and reward of staff performance.</p>
	<p>To review current induction programme and determine whether a specific research induction plan should be created for Researchers. (See also Principle 3&amp;4:10)</p>	Head of SD		Review completed and changes implemented	Sep-16	<p>Induction activity is reviewed after each central event with feedback sought from a wide range of stakeholders about the core agenda and messages to new staff.</p>
<p>4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers 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.</p>	<p>Investigate possible role of Internship schemes in R&amp;E, Faculties and SD to offer a bridge between research projects or to expand career experience</p>	Head of Careers and Employability Service	HR Partner Team, Deans, CSG	Feasibility and sustainability of the scheme has been assessed, reported to UREC via CSG.	Sep-17	<p>Researchers have access to advice and guidance provided by Careers and Employability and to potential funding from the University internship scheme including flexible, summer and graduate internships. This opportunity needs further dissemination to researchers and monitoring of uptake.</p>
	<p>Investigate the potential for University to set up a bridging fund(time limited) to support continuity</p>	PVC R&E	CFO	Fund established	Dec-17	<p>A Careers Adviser is delivering sessions on applying for academic posts and contributes to a careers development workshop for early career academics, run by Learning and Development</p>
<p>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.</p>	<p>University to explore ways to reward and recognise excellence in research without the financial limitations of research project funding.</p>	HR Partner Team	ADRs	Reward mechanisms identified approved by UREC and implemented	Dec-17	<p>In progress (July 2017) - In summer 2017 as part of our Employee Recognition Scheme the University launched its Staff Excellence Awards. The awards were open to all staff and included nominations in Teaching, Research and Scholarship as well as external engagement and several other categories. We received over 168 nominations. Professor Miriam Johnson was nominated by her colleagues for her national and international reputation for research excellence in palliative medicine.</p>
	<p>Ensure appropriate use of Employee Recognition Scheme once launched</p>	Head of PSOD		CROS and PIRLS survey will demonstrate increase in satisfaction.	Sep-17	<p>Employee Recognition Scheme needs to be followed for longer to demonstrate any changes in satisfaction ratings.</p>

**Principles 3 & 4: SUPPORT AND CAREER DEVELOPMENT**

**Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**

**Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale	
2. A wide variety of career paths is open to researchers, 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 researcher careers and that all career paths are valued equally.	To evaluate the current trial of offering PDRA posts in specialised areas across the institution where clusters of researchers work together on emerging research themes identified as important to the University, with the aim to better balance research groups.	PVC- RE	R&E Deans ADRS	Trial evaluated  PDRA numbers increase  Research outputs increased	Dec-17	To date three appointments have been made to the Energy and Environment Research Institute. Further appointments will take place. Evaluation needs to take place in 2018 and 2019 as these positions become established.  Research outputs are monitored by Faculties via Annual Research Reports, with REF reading groups which score the outputs. Information is recorded in the research data management system 'WORKTRIBE'.
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 understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	Continue to enhance the portfolio of researcher development opportunities.	Head of SD		Year on year increase in range of activity  Data available to analyse impact  Content of portfolio influenced by researchers	Annual review Sept by SD to CSG	Each year the Academic and Research Development portfolio is reviewed in February and the new programme launched in September. Portfolio review ongoing. In 2015-16 there were 37 events in the Academic and Research Portfolio coordinated by Staff Development, attended by 483 staff, compared to 23 events in 2013-14 (an increase the number of events of 61%). 2014-15 was an exceptional year with 85 events, but 43 of these were repeat workshops to introduce staff to Grantfinder and 6 were workshops related to Horizon 2020 funding.  Use of data analytics is now available on the new intranet site (Sharepoint).  Researchers have had the opportunity to give feedback on the kind of development events they would like to see through the Researchers Survey November 2017. Workshops on the RDF have also provided input from researchers on areas for development. Input has been received from ADRS in each Faculty.
	Develop/enhance existing professional skills programme for researchers (not research skills) to allow professional development.	Head of SD		Professional skills programme developed and implemented	Dec-17	
	Launch revised programme	Head of SD	R&E		Sep-16	Revised programme for 2016/17 and 2017/18 launched 1 September 2016 and 2017 respectively.
Evaluate revised programme using interim review and survey.	Head of PSOD	Head of SD			Dec-16	The researcher development portfolio of learning and development activity was subject of a review in 2016. Input was sought from ADRS and the chair of the University Concordats steering group alongside colleagues from the Research office. Current training was reviewed alongside the RDF to ensure all domains were recognised and activity planned to support researchers at various stages of their academic career. The enhanced portfolio of events was made available from September 2017 and effectiveness will be reviewed through the staff survey.

<p>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 development</p>	<p>Please see Principle 2:3</p> <p>Explore barriers to participation in development events and opportunities</p> <p>Assess research environment and develop improvement plans</p> <p>Include professional development in appraisal system – see action 2.3</p>	<p>CSG to commission</p> <p>Deans</p> <p>HRD</p>	<p>ADRs</p>	<p>Evidence collected and reported to CSG via ADRs</p> <p>Greater take up of development opportunities</p> <p>Revise appraisal process</p>	<p>Sep-16</p> <p>Dec-17</p> <p>Jul-16</p>	<p>The Research Staff Survey (November 2017) indicated that 60-65% of respondents felt that they were treated fairly in comparison with other members of staff with regard to access to training and development opportunities and opportunities to attend conferences and external meetings. This will be followed up in 2018 with a focus group to explore barriers to participation.</p> <p>In 2015-16 there were 37 events in the Academic and Research Portfolio coordinated by Staff Development, attended by 483 staff.</p> <p>Completed - Training for all manager reviewers commenced in December 2016. Between then and summer 2017 over 300 manager reviewers attended a workshop on staff performance and development review. The workshops included content on how performance can be assessed, development planning and reward of staff performance. Researcher development materials promoted as part of workshops and included on dedicated development intranet pages.</p>
<p>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 advisor to other researchers and students.</p>	<p>Continue to promote RDF to researchers and their research leaders as a useful tool to plan and action development as a researcher. Integrate with new "on-boarding" processes. Include appropriate content within updated performance management training.</p> <p>Include in the annual appraisal process</p>	<p>Head of SD</p> <p>HODs</p>	<p>ADRs</p>	<p>RDF used to identify skills sets required by individual researchers and consideration given to the opportunities that can be made available to support acquisition of those skills</p> <p>Take up and renewal of RDF licenses</p> <p>Feedback from annual appraisal process</p>	<p>Annual review Dec 2016.</p> <p>Annual review of RDF licences in Jan</p> <p>Dec 2016, 2017</p>	<p>On going promotional work through Learning and Development - including direct marketing, flyers at relevant events including the induction 'stand' for researchers, intranet pages. Learning and Development have re-introduced a workshop on the RDF into the portfolio of events for researchers. In addition, Learning and Development have facilitated workshops on the RDF in the Faculty of Arts, Cultures and Environment.</p> <p>Renewed 150 licences for the RDF planner in January 2017. Number of RDF planner users has increased from 124 in September 2016 to 137 in December 2017.</p> <p>New Staff Performance and Development Review process will facilitate discussions around learning and development for individuals. In FHSC the appraisal process is used to identify research teams that less experienced staff can join and take on some project work under supervision.</p>
<p>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.</p>	<p>As part of the revised training programme for researchers, review the current mentoring arrangements to ensure research specific requirements are catered for.</p> <p>To work with the Director of Research to identify career pathways for Researchers and actions to implement.</p> <p>Creation of career development frameworks for researchers</p>	<p>CSG</p> <p>DoR</p> <p>HR business partner</p>	<p>SD</p> <p>HR Partner Team, ADRs, Deans</p>	<p>Researchers have access to a flexible and appropriate mentoring scheme that enables with career development.</p> <p>Potential career pathways are clearly articulated</p> <p>Career development frameworks created and made available</p>	<p>Dec-16</p> <p>Dec-16</p> <p>Dec-16</p>	<p>A new research mentoring programme has been developed in the Faculty of Arts, Cultures and Environment, which has been shared with other Faculties. Almost 85% of identified staff were in research mentoring relationships by November 2017. Feedback from the Research Staff Survey indicated that 16% of researchers across the University had experience of being mentored and 60% would like to receive mentoring.</p> <p>In the Human Resources 'People plan' for 2016/17 work around career pathways is linked to the wider performance management framework. The framework for Teaching &amp; Scholarship career pathways has been completed. The next phase of their project will include both Research, Teaching and Research and Professional Services staff.</p> <p>Career development framework for teaching and scholarship completed, frameworks for teaching and research and research staff under development as part of the HR 'People Plan'</p>

<p>9. Research managers should actively encourage researchers to undertake Continuing Professional Development (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 researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>Researchers are able to access support to discuss CPD activity and have access to formal development as required.</p> <p>(See also Principle 3&amp;4:6)</p> <p>Revised training programme for researchers to have clearly articulated learning pathways and to clarify training that is:</p> <ul style="list-style-type: none"> <li>- Must have/do</li> <li>- Optional</li> <li>- Enhanced</li> </ul>	<p>Deans</p> <p>Head of SD</p>	<p>ADRs;Pis, HoDs</p>	<p>Improved responses in both CROS and PIRLS surveys, e.g. number of days used for CPD activity</p> <p>Scope of content demonstrably increased by 50%</p> <p>Evaluation of relevance 75% positive on feedback forms</p>	<p>Sep-17</p> <p>Sep-17</p>	<p>Staff are encouraged to access development activity through their Staff Performance and Development Review (SPDR) meetings. These dialogues will be supported by School Directors of Research and ADR where appropriate. Researchers can apply for Faculty funding as part of an established CPD process for support related to research development (conferences etc).</p> <p>The Research Staff Survey indicated that 70% of respondents had spent at least one day on training and CPD in the past 12 months (CROS/PIRLS not run in 2017). We need to explore barriers to participation further. (Note that 73% of respondents in the Research Staff Survey agreed/agreed strongly that staff are treated fairly irrespective of personal characteristics with regard to access to training and development)</p> <p>Faculties have introduced a more rigorous peer review provision whereby Research Directors in Schools are expected to oversee more sustained peer review and support of grant applications; the ADR also reads all grant applications and, where time allow, intervenes to improve the bids. Research Directors are also asked to provide research mentoring for colleagues.</p> <p>Mandatory training map for all members of staff available (May 2017). Work in progress with R+E colleagues with advice from Associate Deans (Research) - identified priorities for support / opportunities for additional activity and signposting for existing portfolio events. In 2015-16 there were 37 events in the Academic and Research Portfolio coordinated by Staff Development, compared to 23 events in 2013-14 (an increase the number of events of 61%). 2014-15 was an exceptional year with 85 events, but 43 of these were repeat workshops to introduce staff to Grantfinder and 6 were workshops related to Horizon 2020 funding.</p> <p>Feedback is sought from participants at all events with amalgamated comments seen by facilitators. Feedback is used as part of the continual review of provision. 73% (in 2015-16) and 81% (in 2016-17) of attendees who completed an evaluation form, agreed strongly that the event had met its objectives.</p>
<p>10. Researchers 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 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 success in their preferred career.</p>	<p>Enhance performance management and appraisal process so that it will be flexible enough to accommodate specific needs of researchers to enable a meaningful process (see also action 2.3)</p>	<p>HRD</p>	<p>Deans,ADRs, HoDs, Pis and SD</p>	<p>Increased satisfaction with the value of appraisal in results of CROS and PIRLS survey e.g. to 70% as useful overall for both groups</p>	<p>Sep-17</p>	<p>56% of respondents to the Research Staff Survey (Nov 2017) had had an appraisal in the last 12 months. 5% of respondents had not had an appraisal because they had only recently been appointed. 53% of those who had an appraisal found it useful/very useful overall but 60% found it useful/very useful in reviewing their personal progress. With the roll-out of the new Staff Performance and Development Review we would expect to see an increase in satisfaction with the appraisal process in future.</p>
<p>12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.</p>	<p>New learning and teaching provision to be evaluated and extended as required.</p>	<p>Director of LEAP</p>	<p>SD</p>	<p>Take up and value evaluated successfully, reported to CSG</p>	<p>Dec-16</p>	<p>Events for PGRs and postdocs. Evaluation: participant feedback is, in the main, good and negative comments were sparse. Workshop format both in terms of content and delivery is considered appropriate with participants positive about the active learning approach adopted. The training and support provision those with teaching duties has been reviewed during 2016-17, taking into account PGR feedback, feedback from ADs Education and looking across the sector and sector agencies for examples of best practice. Following this review, the provision will be extended to include: online introductory training on teaching and learning accessible before PGRs commence their studies (to ease pressure of their workload if they are required to teach in their initial weeks at Hull); a credit-bearing module providing access to teaching opportunities to those who currently don't have them and also providing a route to Associate Fellowship of the HEA; specific workshops and ongoing support for lab demonstrators in Physics and Chemistry; the development of webpages for just-in-time access to resources.</p>
<p>14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p>(See Principle 3&amp;4:8)</p>					<p>Learning and Development offers workshops on coaching and mentoring. One-to-One coaching is also available. Staff have the opportunity to participate in the Yorkshire Accord Coaching &amp; Mentoring Scheme. A new research mentoring scheme has been developed in the Faculty of Arts, Cultures and Education and has been shared with other faculties, who will implement their own mentoring schemes.</p>

Principle 5: RESEARCHERS' RESPONSIBILITIES						
Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.						
Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale	
1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	<p>Continue to implement the action plan for the Concordat to Support Research Integrity</p> <p>Researchers output to be monitored on an annual basis to ensure that output does not diminish over time</p>	<p>CSG</p> <p>Deans</p>	<p>Deans; R&amp;E; GS; ADRs to communicate action plan to faculties</p> <p>ADR</p>	<p>Local areas report on progress to UREC via CSG</p> <p>University able to evidence compliance to HEFCE</p> <p>Individuals research outputs are maintained over sustained periods</p>	<p>Sep-16</p> <p>On going</p> <p>Start 2016 and then ongoing</p>	<p>ADRs report back in response to regular monitoring of the plan. They also report directly to CSG, which now reports to URC</p> <p>New online Research Integrity module to be launched in early 2018, mandatory for all research active staff and advisory for associated professional services staff.</p> <p>Research outputs are monitored by Faculties via Annual Research Reports, with REF reading groups which score the outputs. Information is recorded in the research data management system 'WORKTRIBE'. Training opportunities offered within Faculties e.g. 'Quality papers'. Focus on quality rather than quantity.</p> <p>Research performance monitored via Staff Performance and Development Review process. School level research targets set for individual research performance.</p>
2. Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole	<p>Promote and communicate opportunities for developing awareness of commercialising research and knowledge transfer</p> <p>Researchers encouraged to consider impact when preparing grant applications</p> <p>Training on making grant applications included as part of revised training programme for researchers</p>	<p>PVC-RE</p> <p>ADR</p> <p>Head of SD</p>	<p>ADRs, SD, HR to promote through their existing processes and programmes</p> <p>HoD</p> <p>R&amp;E</p>	<p>Increased awareness and opportunities to take part as measured in CROS survey to achieve 75% for awareness and 65% for taking part.</p> <p>No of applications including effective reference to impact</p>	<p>Sep-17</p> <p>Dec-16</p> <p>Sep-16</p>	<p>The Research Staff Survey (November 2017) did not directly measure awareness and participation but 47% of those that thought that knowledge transfer and commercialisation activities were relevant to them felt that their contribution in this area was recognised and valued. Just under 20% of the total respondents felt that this area was not relevant to them.</p> <p>Faculties have a database of existing impact case studies. Impact is also part of the grant application internal peer review process. Workshops on research impact have been held by Learning and Development and also tailored workshops within faculties</p> <p>As part of the research funding application process via WORKTRIBE detailed records of applications including success rate are kept. E.g. in the Faculty of Science and Engineering 66% of all applications referred to impact.</p> <p>Training in the context of grant applications is provided as part of the L&amp;D portfolio. In addition the PoWER programme, and associated group coaching, provides a form for colleagues to explore the landscape and work strategically within the funding requirements of the external bodies.</p>

<p>3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge</p>	<p>CSG to identify clear measures to evaluate the effectiveness of implementation of Concordat to Support Research Integrity</p> <p>Clear dissemination of good practice policies on website</p>	<p>CSG</p> <p>CSG</p>	<p>ADRs</p> <p>Marcomms</p>	<p>Measures and training required under Concordat are delivered</p> <p>University website contains up to date and relevant material</p>	<p>Annual Review 2016</p>	<p>Research Staff Survey November 2017: 44% of respondents had undertaken training or CPD in ethical research conduct and 31% would like to. New online Research Integrity Module, mandatory for research-active staff, will be launched in early 2018 - figures for those completing the training will be recorded in iTrent.</p> <p>University Website is currently being revised and updated. Relevant material will be available to staff via the Intranet (Sharepoint)</p>
<p>5. Researchers 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</p>	<p>Communicate the expectations of the University that researchers should be proactive in engaging with their career development through message on webpage by PVC-RE and clear links to information on sources of support</p>	<p>PVC-RE</p>	<p>CSG; ADRs, Marcomms</p>	<p>Effectiveness of message evaluated using data analytics and results of the Employee Engagement Survey</p>	<p>Jun-16</p>	<p>MarComms currently revising website: Intranet pages for researchers are under development</p>
<p>6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</p>	<p>Use of RDF as a method of recording CPD is promoted as part of revised performance management process.</p> <p>Enhance the appraisal system to act as a trigger for career development discussion and recording of the conversations using the RDF.</p>	<p>CSG</p> <p>HRD</p>	<p>ADRs/SD</p>	<p>Take up RDF licences. CSG to support this programme and review uptake data with data from SD as administrators of the RDF</p> <p>Higher take up of RDF licenses (as reported to CSG twice annually)</p>	<p>Annual Review of RDF licences Jan 2017; 2018.</p> <p>May and Dec 2016; 2017; 2018</p>	<p>Renewed 150 licences in January 2017 which are shared approximately 50:50 with the Graduate School. To be renewed in January 2018. Review of licence use to be undertaken in early 2018.</p> <p>New SPDR (appraisal) system in place. Number of RDF planner users has increased from 124 in September 2016 to 137 in December 2017.</p>



Principle 6: DIVERSITY AND EQUALITY						
Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers						
Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale	
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.	Impact assess university wide initiatives and incentives for identifying, retaining and developing researchers for report to UREC via CSG.	Head of ED&I	Deans	Review completed, evaluation made and actioned	To meet Athena Swan review timescales	See below under 'Ensure alignment with Athena Swan action plan'
	Ensure synergy with Athena Swan to complement the work being done across the University.	Head of ED&I	HR; ADRs, Faculty AS champions	Measure as part of relevant surveys e.g. CROS and PIRLS	Annual review	The EDI office has a role in supporting the research community and ensuring its research staff are treated fairly against a backdrop of high intensity and demanding work schedules. However this does not absolve management from taking direct responsibility for managing their research staff. The Athena SWAN SAT will look to investigate the right level of support is in place to support female research staff, however it is the faculty or research institute's responsibility to lead on staff morale, equality and ensuring every effort is made to embed a culture of equality and fairness within the department. The EDI office will continue to support this task.
4. Employers should ensure that the working conditions for researchers 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 researchers to combine family and work, children and career.	Continued development of positive research environments where flexibility is encouraged and awareness of individual challenges can be accommodated.	Deans	ADRs	Positive data from Employee Engagement Survey suggesting more flexible responses are made (e.g. fewer individuals identify problems >10% of sample). Research staff clearly identified in survey responses.	Sep-16	The new workload model allows line managers to adjust the composition and volume of tasks. Flexible working been made available to a number of staff. HR records the number of requests for flexible working agreed in full. Since the 17th November 2015 there are seven flexible working requests (agreed in full) recorded in the system for individuals who held/or hold research only contracts.
	Ensure alignment with Athena Swan action plan	Head of ED&I		Data from CROS and PIRLS 2017 suggest increasingly positive and increasingly similar attitudes to their employment experience  Actively promote externally funded returning-to-work fellowship programmes  Aligned delivery programmes	Sep-17  Sep-16  Jul-16	Faculties are applying University flexible working policies, provide equitable development opportunities and provision for early career colleagues. 68% of respondents in the Research Staff Survey (November 2017) felt that they were treated fairly in comparison to other staff with regard to requests for flexible working.  Faculty of Science and Engineering has actively promoted Daphne Jackson Fellowships (subject to funding)  The University Athena SWAN submission is a thorough review of the University's gender equality principles. The University submission is currently due for sending to the ECU in April 2018 and this will cover all aspects of research support from a gender perspective. The Athena SWAN action plan has been re-drafted to take account of the prevailing themes and trends in the gender equality agenda as it affects all staff levels on campus. The new plan is continuously reviewed by the SAT and head of SAT to ensure it remains fit for purpose and supportive of the University's research community. The action plan recognises the work place conditions and circumstances that may impact on our research staff and adjusts the plan accordingly to meet expectations. HR policies are periodically reviewed to ensure they remain current with expectations and in line with Athena SWAN principles. Athena SWAN tests the principles of gender advancement and equality are embedded in the research area.
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.	The University has been awarded the Athena Swan Bronze Award. The University signed up to University wide applications for departments or schools	HoDs		Number and success of departmental or school applications	Ongoing annual review beginning Sept 2016	University is applying to renew its Bronze status. Individual Schools are preparing bids. See above.

Principle 7: MONITORING AND EVALUATION						
The sector and stakeholders will undertake regular and collective review of progress in strengthening the attractiveness and sustainability of research careers in the UK.						
Sub principle	Action	Lead	Supported by	Success Criteria	Timescale	
1. The implementation of the Concordat's principles will lead to greater integration of researchers 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.	Develop an explicit communication strategy to ensure greater awareness of the Concordat Agenda	CSG	Concordat lead; Marcomms to advise	Website populated with information that is relevant, accessible and up-to-date  Use data analytics to evaluate access and use of site	Jun-17	Externally-facing website is being revised and updated. Intranet pages for researchers under development.  Use of data analytics is now available on the new intranet site (Sharepoint).
4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.  The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.	The University to maintain its membership of the Vitae organisation.	PVC-R&E	CSG	Membership retained and use of Vitae website promoted during Induction and the revised training programme	Annual review Sept 2016,17	On going: noted the University has confirmed membership of Vitae for 2016/17 and 17/18 - with three leads including PVC R+E
	To maintain a regional and national presence at Vitae events and networks	Head of SD	GS	Events and networks attended and learning is shared.		Member of Learning and Development team with responsibility for researcher development attended Vitae 2017 conference and is part of the Network of Expert Researcher Developers (NERDs).
	To maintain good practice sharing opportunities through the Network of Expert Researcher Developers (NERDS)	Head of SD	GS			Members of Learning and Development Team and the Graduate School attend NERDs meetings. University of Hull hosted NERDs meeting in November 2017.
	To continue to promote and support the use of the RDF to research students and staff and include in on boarding material for both staff and students.	SD	HR ADR CSG GS	On boarding material for staff and students include information on the RDF and its use in career planning/development.	Annual Review Dec 2016; 2017	All pgr students are introduced to the RDF as part of the Postgraduate Training Scheme. The RDF is also used within the Academic and Research Development portfolio for staff: Literature available at induction (exhibition), as part of the SPDR toolkit of resources, on the Staff Development intranet pages and promoted to research active staff at events. Licences for the planner are managed through the Learning and Development Team.
5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. 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.	Continue to take part in the national CROS and PIRLS surveys	CSG to commission		Surveys conducted and outcomes presented to UREC and used to inform future planning.	Review Sept 2017	The University decided not to participate in CROS/PIRLS 2017 to avoid survey fatigue. Participation will resume in 2019. Internal survey of research only staff took place in November 2017.
	Develop the use of focus groups to add additional insights to survey data across the University and through networks with other HEIs	DoR	ADRS	Researchers are consulted on pertinent and relevant issues relating to research across the University and beyond.	As required for specific purposes	Specific questions for researchers and Principal Investigators will be included in the Staff Temperature Check Survey in October 2016 and to be included in Staff Survey in Spring 2018.
	Equality and Diversity data presented to UREC for profiling of researchers and impact/risk assessment.	Head of ED&I	UREC	Where ED&I data highlights trends which require further investigation, action is then taken to address the relevant issues.	Annual review	Faculties hold regular 'Faculty Forums' where research staff can discuss issues related to the Faculty and University in terms of research.  The University monitors staff equality data annually and periodically if there is a need to do so. Staff and student data are used to build the case for Athena SWAN, equality and identifying inequality and diversity issues that the University may need to address. The Head of EDI uses data to monitor EDI activity across campus and this is not confined to any particular career group or faculty. Information may be passed back to faculties and schools for line managers to take further action with the EDI office to address areas of under representation or inequality.
Integration of activities with Athena Swan	Head of ED&I		Limited additional datasets	Annual review	EDI data reviewed and published in October 2017. The data is used to monitor trends and where some trends indicate areas from action these areas are then followed up.	