Progress on Action Plan
to support the implementation of the
'Concordat to Support the Career Development of Researchers'*
2019-2021

PRINCIPLE 2 **Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.**						
	Principle	**Action**	**Success measure(s)**	**Progress**	**Lead**	**Achieved by**
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.	2.1.1 All RS are given the opportunity to have their photo on staff photo boards in departments/divisions	Each department/division that has a staff photo board includes up to date photos of those research staff who would like their photo on it.	CEDARS 2021: 82% RS Agree/strongly agree that they are integrated in the Departmental, University and wider research community.	HoD DRSC	Completed
3	Research managers should be required to participate in active performance management, including career development guidance, and	2.3.1 Support PIs in their management practice by creating a number of short bestpractice signposting documents including: - Recruitment/Interviews - Induction - Management	Signposting documents have been developed and are widely accessible on webpage Signposting documents have been circulated to PIs (via	New information on recruitment/interviews, mental health & wellbeing, and a new Management Curriculum has been widely publicised to all managers and targeted emails to managers of researchers have highlighted		Completed

supervision of those who work in theirteams. Employers should ensure that research managers are made aware of, and understand their responsibilities forthe 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.	- Mental Health support - Setting/Managing Expectations - Career Conversations - Getting experience and recognition for Teaching & Supervision	HoDs) and RS aswell as through all available communication channels (website, twitter, newsletters/staff digest)	these changes. CEDARS 2021: 68% RS report that their manager clearly articulates the expectations of the role, 62% agree their manager gives clear, constructive, timely feedback; 60% agree their manager supports them to develop their research identity and in their broader career aspirations. Additionally, >90% managers are confidence in acknowledging good performance & providing feedback; however, 46% are not confident in dealing with poor performance		
			(EI7) NEW ACTION: we will be sending out termly *Managing Researchers* emails that including signposting for managers to the appropriate pages on the website	RrDM LODM RCDA	October 2021
			(EI4) NEW ACTION: create communities of practice within departments/faculties to build confidence in managing performance and teams.	RrDM LODM	Spring 2022

6	Researchers need tobe 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.	2.6.1 Advertise fellowship writing support provided by RIS	RS included on all relevant emails by RIS	Fellowship writing support included in *Research Staff News* fortnightly newsletter. RS included on all Funding@Bath and Events@Bath emails.	HRGD	Completed
		2.6.2 Consider implementation of additional initiatives to support RS developing Fellowship applications e.g. cohort based programmes	Decision made on support going forward and if needed responsibilities for implementation allocated	Cohort-based fellowship programmes created for Royal Society URF and RAEng in 2020-21. >20 RS attended these events, which resulted in 8 fellowship applications.	ADRs PVCR ASDM RDM	
		2.6.3 Run annual workshop on how to write grant proposals to give RS opportunity to	Course is fully booked, evaluated after delivery and content changed if needed for next delivery	RS are now invited to attend annual workshops that are run twice for new academic probationers: 1. Introduction to Research Funding 2. Getting started with Grant Writing

28 RS attended courses in 2020, with 67% positive feedback. Courses will continue be revised based on feedback and run again in 2021-22. | HRGD | |
| | **PRINCIPLE 3** **Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.** | | | | | |

| 1 | It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK areattractive in themselves (and not, for example,solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors. | 3.1.1 Redeveloping the University Code of Practice for Employment of Research Staff (CoP) to make it more user friendly and to ensure that it aligns with theupdated Concordat to Support the Career Development for Researchers. The CoP will be co-developed with the RSWG and ADRs | CoP has been updated

CROS 2021 50% of RS & managers of RS are aware that CoP exists | **(PCDI1 Ongoing)** The CoP has been updated but will not be submitted for approval by URKEC until later this year.

We focused our institutional questions on the impact of COVID on RS in CEDARS 2021 to look at how best to support them during the pandemic. This led to increased careers and wellbeing support during 2021.

CEDARS 2023 will include a question about CoP, including Managers of RS knowing that it exists as well as RS.

(PCDI1) NEW ACTION: Update the CoP to include specific language about expectations for engagement with 10 days professional development

(EI4) NEW ACTION: create communities of practice within departments/faculties to build confidence in managing performance and teams. | RrDM RSWG DHR | December 2021

Winter 2021

Summer 2023 |
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5	Researchers benefit from clear systems that help them to plantheir career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processesfor promotion and reward are transparent and clearly stated and that all researchers are aware of local andnational career development strategies.	3.5.1 Develop decision tree style guidance to help staff understand whether or not they are eligible to apply for certain funding in a certain role 3.5.2 Publish case studies of RS who have applied for funding while at theUniversity of Bath	Guidance developed and published on webpage Guidance advertised via all appropriate channels. Case studies published on webpage 80% of RS who take part in consultation to explore if 3.5.1 and 3.5.2 provide increased clarity on the process of determining eligibility agree that it does	**(PCDI4) Ongoing** New guidance is being piloted in one department with the support of the RS network, with it being scheduled to be submitted for endorsement by URKEC in Spring 2022	RIS PVCR HRGD HRII	Spring 2022 Summer 2022
6	Employers should provide a planned induction programmefor 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 thetraining and development of researchers and encourage them to maintain or starttheir continuous professional development.	3.5.6 Share examples of good practice on how to have an induction to department/division for all staff	Examples shared via email with DRSC, HoDs and DCs % of RS who been offered a departmental induction increased from 56% to 70% as measured by CROS 2023 (starters after introductionof good practice documents)	CEDARS 2021 shows that 76% research staff are offered induction at department level; 66% found it useful.	ASDM RSWG	Completed

| 8 | Employers also should provide a specific 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. | 3.8.1 Update careers conversation guide to include advise on how to have honest conversations about what is required for next steps, job prospects in academia | Guide has been updated and circulated to PIs

News item on webpage about guide

70% of PIs consulted feel the guide provided useful advice on how to conduct a careers conversation.

% of RS who have knowledge of future career options available to them has risen from 51% to 60% as measured by CROS 2021 | CEDARS 2021: 74% RS have knowledge of future career options available to them (up from 51%). However, over half of RS believe that COVID19 has had at least some impact on their short and long term career prospects; therefore, in addition to the ongoing offer of 1:1 careers guidance appointments, the RCDA has been running monthly 'drop-in' sessions for research staff throughout 2020-21, particularly focusing on careers planning during/after COVID19. These have received excellent feedback. Further, 61% of research staff are now registered with the Careers Service system.

(PCDI2) NEW ACTION: Update careers conversation guide to include advise on how to have honest conversations about what is required for next steps, job prospects in academia | RCDA

RCDA DDWD | Completed

Winter 2021 |
| | **PRINCIPLE 4**
 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career. | | | | | |

10	Researchers shouldbe empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is importantthat researchers haveaccess to honest and transparent advice on their prospects for success in their preferred career.	4.10.1 Remind RS, HoD, PIs that SDPRs can be with staff member other than PI	SDPR/careers conversation training and relevant guidance developed in 2.3.1 includes information on this	'Career conversations' guidance created and shared widely *via* internally comms. Now used in the Faculty of Science and over half the departments in Faculty Engineering and Design, with some departments offering RS annual appraisals with an non-PI academic	LODM	Completed
		4.10.2 Explore development of a database to collect information from exit interviews where research staff go when leaving the University	Decision made if database development would be of benefit	Exit surveys are sent to all staff who are leaving, in addition to be offered an exit interview. The response rate of these is very low; therefore, work on promoting career planning earlier for RS rather than at the exit point are being developed. Further, case studies of careers beyond academia have been developed in Faculty of Engineering and Design, with plans to roll this out across the university.	RCDA	Completed
				(PCDI5) NEW ACTION: Create opportunities to connect research staff with mentors beyond academia, either through existing mentoring/connection schemes or creating a new scheme	RrDM ART	Winder 2022

11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	4.11.1 Share examples of good practice in departments on systems to provide teaching experience with DoT 4.11.2 Set up a system in department/division (as a result of 4.11.1) that gives RS the opportunity to get teaching experience (if contract allows). This should include: • advertising opportunities in departments/divisions • recognise contribution by treating RS as part of teaching team 4.11.3 • Develop process of capturing RS who supervise UG/Masters project students	Examples of good practice have been developed Share good practice at DoS/T event so DOS/T are aware and can adapt for their department/ division Survey of RS and HoD shows that 50% of departments/divisions have set up a system to advertise teaching opportunities At least 60% of those who teach feel they are treated as part of the teaching team of the course they are involved in as measured by CROS 2021. 50% of Departments (where it is relevant) have numbers on how many RS support UG/Masters projects	Examples of good practice have been shared to support departments in creating systems to support RS who wish to teach. 70% departments have a system to advertise teaching opportunities to RS. CEDARS 2021: 48% RS who teach feel valued for their contribution to teaching and lecturing. **(PCDI3) NEW ACTION:** Complete First Steps into Teaching online module for PGRs and PDRAs who teach and promote this in all departments as recommended training for non-academic staff who teach at the university. This will also include a way to capture RS who teach and/or supervise. CEDARS 2023: >70% RS who teach feel valued for their contribution to teaching and lecturing.	RSWG ASDM DoT DoS CLT RrDM HoD	Completed Completed Winter 2023
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.	4.12.1 Encourage RS (who teach) to attend centrally offered teaching training and training offered in departments. 4.12.2	Survey of RS shows that at least 60% of those who teach were encouraged to attend training (as measured by CROS 2021) Doctoral Supervision training has been developed	Teaching moved online over the last 12-18 months; therefore, focus has been on supporting those who teach in the new ways of working. Bath Blend was launched in September 2020 to support an online/blended teaching approach, and all staff	PI DoT ASDM	Completed

		Develop online doctoral supervision training for staff	40% of RS who supervise Doctoral students are aware of Doctoral Supervision training as measured by CROS 2021	(including RS) were encouraged to attend if they had any teaching responsibilities.		
				From September 2020, all academic and professional services staff (and RS) could access a new curriculum to support the development of their teaching and researcher skills. This is promoted through fortnightly emails to RS.	ASDM	Completed
				Doctoral supervision training resources have been updated online to a more accessible format and new training has been created for 2021-22 academic year. This is promoted through fortnightly emails to RS. CEDARS 2021: 35% RS who are managers of researchers have undertaken supervising doctoral students training (57% would like to).	ASDM	Completed
				The resources and training will continue to be promoted through internal comms, with the aim that >50% RS report having undertaken training in CEDARS 2023.	RrDM	Summer 2023
13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or	4.13.1 RS representative on the Universities Self-Assessment Team (USAT) forAthena SWAN in preparation for Silver submission	USAT membership includes RS representative RS have been invited to have representatives at all relevant committees	USAT membership includes RS representative 83% RS feel integrated in the Departmental, University and wider research community, and are connected to a broad	EDO DRSC HoD DC	Completed

	management committees.	4.13.2 Faculties/School/Departments/divisions to recruit RS representatives on allrelevant committees (e.g. Research, ED&I, Athena Swan) 4.13.3 Raise awareness that RS are welcome at departmental/division meetings: • Invite all RS (or have RS representative) • Include RS in all emails about departmental/division meetings. • Set up mechanism so RS have a standing item on RS matters onthe agenda • PIs to actively encourage RS to attend all department/division meetings	CROS 2021 indicates that RS in 50% of departments are invited to attend departmental/division meetings 60% of RS feel part of departmental community (as measured in CROS 2021 compared to 50% in CROS 2019)	network of fellow researchers There is RS representation on relevant departmental committees, including research, health and safety, and EDI, in 13 out 16 departments. Additionally, there is RS representation on the Athena Swan University Self-Assessment Team and Climate Action Framework Research Sub-Group	
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	4.14.1 All research staff to be offered a mentor when starting a new role at Bath	50% of RS are aware of mentoring support available as measured by CROS 2021	Survey of HoDs and DRSC shows that 70% RS are offered a mentor when they join a department. We focused our institutional questions on the impact of COVID on RS in CEDARS 2021 to look at how best to support them during the pandemic. CEDARS 2023 will include a question about mentoring to assess this impact. **(PCDI5) NEW ACTION:**	DRSC MC RrDM, ART	Completed

			Create opportunities to connect research staff with mentors beyond academia, either through existing mentoring/connection schemes or creating a new scheme		Winter 2022
PRINCIPLE 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelonglearning.					
4 Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	5.4.1 Departments/Divisions to support RS in establishment of RS networks (if appropriate Faculty/School wide) for example by: • HoD/DRSC chairing a first RS meeting HoD providing a small catering budget for network	Survey across University shows that we have 5 networks	All faculties are represented at the RSWG by at least two RS members, and three out of the top four departments with the highest numbers of RS are now represented. RS networks have continued or been created in Departments of Biology & Biochemistry and Chemistry, Department for Health, and across the Faculty of Engineering and Design. These networks have hosted online social activities and career-focused events throughout 2020-21.	DRSC HoD	Completed
PRINCIPLE 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.					

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.	6.10.1 Continue to support departments to achieve the Athena SWAN Bronze Award	100% academic departments have a minimum of Bronze award by 2020.	The number of our departmental Athena SWAN awards has increased to 17 (95%), with an increase from 2 to 6 silver awards, making us one of the most highly awarded HEIs in the country regarding the Gender Equality Charter Mark	FC, DSAT	Completed
		6.10.2 Continue to work towards University of Bath submission for Athena SWANSilver Award	Application submitted	Institutional Silver award was successful (August 2021)	USAT	Completed

* This Action plan was developed against the Concordat that was published in 2008. New Actions are summarised based on the 2021-23 Action Plan and mapped to the revised Researcher Development Concordat (2019).

ADR: Associate Dean Research
ART: Alumni Relations Office
ASDM: Academic Staff Development Manager
CoP: Code of Practice
CROS: Careers in Research Online Survey
DDWD: Deputy Director of Workforce Development
DRSC: Departmental Research Staff Coordinator
DC: Departmental Coordinator
DoS: Director of Studies
DoT: Director of Teaching
DSAT: Department Self-Assessment Team
EDO: Equality and Diversity Officer
FC: Faculty Champion
HoC: Head of Communications
HoD: Head of Department
HRGD: Head of Research Grant Development
HRII: Head of Research Information & Impact
LODM: Learning & Organisational Development Manager
MC: Mentoring Co-ordinator

PI: Principal Investigator/Line manager of research staff
PVCR: Pro-Vice Chancellor Research
RCDA: Researcher Career Development Adviser
RDM: Research Development Manager
RIS: Research and Innovation Services
RS: Research Staff
RrDM: Researcher Development Manager
SDPR: Staff Development & Performance Review
SHWM: Staff Health & Wellbeing Manager
URC: University Research Committee (now the University Research and Knowledge Exchange Committee [URKEC])
USAT: University Self-Assessment Team

Last updated: September 2021