Gap Analysis and Action Plan to support the implementation of

The Concordat to Support the Career Development of Researchers

University of Bristol December 2018

A: RECRUITMENT AND SELECTION
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	The University has dedicated staff within Academic Staff Development providing tailored support and development and has demonstrated a commitment to this staff group for many years, including through the work of the Research Staff Reps and Working Party. Early Career research staff are specifically mentioned in the new University Strategy including in the "Our staff and ways of working section". Activity is reported on regularly through internal updates to various committees.	No additional actions identified.*		

| 1.2 | 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. | Use of University role profiles makes researcher role requirements clear.

The University's recruitment and selection process is fully compliant with the UK Chartered Institute of Personnel and Development's (CIPD) best practice and reflects our commitment to equality and diversity: http://www.bristol.ac.uk/jobs/diversity.html

Research vacancies are advertised widely and open for 4 weeks to attract the best possible international field of candidates, including jobs.ac.uk, Times Higher, Guardian Jobs, Research Gate and Nature (where appropriate) as well as subject specific web sites.

The University's new strategy places a focus on our international staff and there is now an International Staff Officer in the Resourcing team in HR who acts as a point of contact for this staff group. There are also webpages to support this group **http://www.bristol.ac.uk/jobs/relocation-support/** | No additional actions identified.* | | |
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1.2		All members of any interview panel at the University must first attend a training session which includes information on Equality and Diversity (including unconscious bias). HR provide half-day recruitment training, tailored training for specific departments and small group or 1:1 refresher sessions.	Continue to run refresher training sessions in Schools to cover all Schools. Success measure is that a session has been run in every school since 2015. This will ensure that experienced panellists have had a reminder of the training and updated their skills and knowledge	Richard Boyce, Resourcing Manager	Dec 2020
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Fixed term contracts policy http://www.bristol.ac.uk/hr/ftc-index/ftc-policy/ goes significantly further than the legislation requires in a number of important respects. This in includes fixed-term funding not being used as a reason to use a fixed-term contract. The majority of our research staff are therefore employed on open-ended contracts.	No additional actions identified.*		
1.4	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	Clear guidance on recruitment which follows these principles: www.bristol.ac.uk/hr/resourcing/

It is mandatory for all staff who sit on interview panels to undergo a half-day training programme which is offered centrally and as refreshers in individual schools.
Gender diversity is promoted on all selection panels. | No additional actions identified.* | | |

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale
	to the researcher in considering their further career development.				
1.5	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	The University's Academic Career Pathways and grading scale ensures this. There is now a totally transparent pay and grading system for all academic staff (inc researchers) and the role profiles and job titles were reviewed and updated in 2015: https://www.bristol.ac.uk/hr/grading/academic/	No additional actions identified.*		

B: RECOGNITION AND VALUE
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.

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale
2.1	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	Researchers on fixed-term contracts are not discriminated against in access to career development activities. There is no evidence to suggest that this is a barrier to career development at the University. However, the new fixed-term contract (FTC) policy position (see 1.3) will gradually remove most research staff from FTCs.	No additional actions identified.*		
2.2	Commitment by everyone involved to improving the stability of employment	Fixed term contracts policy http://www.bristol.ac.uk/hr/ftc-	No additional actions identified.*		

	conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	index/ftc-policy/ goes significantly further than the legislation requires in a number of important respects. This in includes fixed-term funding not being used as a reason to use a fixed-term contract. The majority of our research staff are therefore employed on open-ended contracts.			
2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of 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.	The University delivers a suite of Leadership and management programmes and courses for academics at various levels of their career. Leadership is a core strand of the University's CREATE (Cultivating Research and Teaching Excellence) scheme which is mandatory for all new lecturers. Research Supervision is also a core session which all must attend. All those who act as reviewers in the University's Staff Review (SR&D) process must first receive training.	No additional actions identified.* No additional actions identified.* Continue to monitor whether all reviewers on the MyReview system have been trained. Success measure is 100% of reviewers on the system have been trained.	Simon Swales, Acting Head of Academic Staff Development	Ongoing

			Ascertain how effective the staff review process is by: 1. Surveying all school managers to find out how they structure the review process and how effective they feel it is locally. 2. Having analysed any themes that emerge, pilot appropriate improvement initiatives. 3. After 6 months ask school managers again how effective they think the review process is. Success measure is that after appropriate improvements 80% of school managers that we have worked with feel staff review is effective within their schools.	Simon Swales, Acting Head of Academic Staff Development	July 2019
2.4	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	University's e-recruit system enables staff to register in a University-wide redeployment pool. All vacancies advertised at the University must first go to the redeployment pool for matching and matched staff are given	No additional actions identified.*		

	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.	one week to apply for the role before it is advertised more widely. Bridging funding is at the discretion of the Dean of each faculty.			
2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	Clear guidelines on Career Pathways and Promotions Procedures and Criteria for researchers are published on the University website. http://www.bristol.ac.uk/hr/grading/academic/movement/	Review the Academic Career Pathways and Progression and Promotion procedures.	Judith Squires, Deputy Vice-Chancellor	August 2019
			Academic Staff Development will represent research staff interests within the review of Academic Career Pathways and grading structures (including Progression and Promotion) in consultation with the Research Staff Working Party. This will be achieved by: 1. Representing how research staff will use the new promotion framework, ensuring that any criteria staff	Simon Swales, Acting Head of Academic Staff Development	December 2019

			are assessed against for promotion accurately reflects what research staff do. 2. Conduct consultation with research staff asking them to review the new criteria and assess themselves against the level they are currently working at and the next level up. Success measure is that 80% of those consulted with feel the new criteria is an accurate representation of their current role. Also that 80% feel the next level up is attainable and that there is the support available to help them achieve it.		
		HR managers deliver regular briefings on progression and promotion processes within Schools. Guidance is provided on how to ensure future research staff progression is enabled through the funding applied for in grants: https://www.bristol.ac.uk/staffdevelop	No additional actions identified.*		

		ment/academic/researchstaffhub/academic-career/progression/			
2.6	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.	See 2.5 There is a new University strategy which references early career researchers and incorporates a section on "Our staff and ways of working".	No additional actions identified.*		

C: SUPPORT AND CAREER DEVELOPMENT
Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
3.1	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 are	Role profiles now enable research staff to clearly identify themselves as part of a complete academic community at the University of Bristol. Staff Review and Development process facilitates career development	See 1.5 See 2.3		

	attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.	discussions between research staff and their managers.			
		Research staff have access to significant training in transferable skills provided by Academic Staff Development (ASD) through 'Bristol Clear'. Details are on the ASD website and linked to the RDF. Research staff are alerted to upcoming opportunities via email, twitter and other communications.	Launch new development programme of events targeted at those with a personal fellowship to include a welcome event, topic-based sessions and a "fellows day" to build this cohort. Success measure is to have 100 fellows attend across these events in the first year and that 90% of attendees rate them as very or quite effective.	Mike Gulliver, Research Staff Development Officer	July 2019
		The Vice Chancellor's Fellowship scheme was launched in 2017 and each cohort is provided with tailored development and 1:1 coaching support: www.bristol.ac.uk/vc-fellows/	No additional actions identified.*		
3.2	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	Academic Career Pathways set out how it is possible to move between academic roles: https://www.bristol.ac.uk/hr/grading/academic/	No additional actions identified.*		
		Training is provided on successfully transitioning to alternative careers, e.g. Regular career seminar series and a	No additional actions identified.*		

	approach to researcher careers and that all career paths are valued equally.	webpage to help researchers consider other career options: www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/			
		All reviewers for SR&D are required to undertake training, part of which focuses on careers outside academia and the support available to research staff who want to discuss this option.	See 2.3		
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and 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	Training is provided on successfully transitioning to alternative careers, e.g. Regular career seminar series and a webpage to help researchers consider other career options: www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/ We place an emphasis on transferable skills in RS training provision: http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/ Career coaching and 1:1 Careers guidance appointments are available to all research staff: www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rs-coaching/	No additional actions identified.* No additional actions identified.* No additional actions identified.*		

		http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rsappointments/ Monthly drop-in careers afternoons were launched in 2018 with the launch of Bristol Clear.	Monitor engagement with this new initiative. Success measure is that attendance increases over the first year to reach an average of 8 people per session.	Mike Gulliver, Research Staff Development Officer	December 2019
3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	See 3.2 and 3.3	No additional actions identified.*		
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.	Staff Review and Development process facilitates career development discussions between research staff and their managers. Information about career development is communicated to all research staff via dedicated website and regular emails. Development targeted at research staff is mapped to the RDF. http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/	No additional actions identified.* Restructure and refresh research staff hub website to reflect new Bristol Clear branding and strategy - to include Bristol Clear regular blog and new career resources.	Mike Gulliver, Research Staff Development Officer	August 2019

		Promotion and progression criteria clearly explained on HR website: https://www.bristol.ac.uk/hr/grading/academic/	No additional actions identified.*		
3.6	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.	All new research staff are invited to the main University Staff Welcome Fair: https://www.bristol.ac.uk/staffdevelopment/professional-services/new-staff-resources/getting-started/staff-welcome-fair/	No additional actions identified.*		
		We have comprehensive new staff information pages: https://www.bristol.ac.uk/staffdevelopment/new-staff/ We also have information for international staff: https://www.bristol.ac.uk/jobs/relocation-support/	No additional actions identified.*		
		Induction to the local work environment and role takes place within departments and teams.	Review engagement of research staff in local induction events in partnership with the reps. Develop a local induction event for research staff in each faculty. Success measure is to run one per faculty over the following year and that 90% of attendees rate them as very or quite effective.	Mike Gulliver, Research Staff Development Officer	Apr 2020

			Academic Staff Development provides lists of all new research staff in each school to RS reps every month to enable them to make contact. People management for academics is a key strategic area for Academic Staff Development and it includes an emphasis on supporting the career development of your staff.	No additional actions identified.*		
3.7		Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	Role profiles articulate skills and responsibilities needed at different stages of researcher career pathway: http://www.bristol.ac.uk/hr/grading/academic/ There is a clear policy to support research staff who teach with associated essential development sessions: http://www.bristol.ac.uk/academic-quality/facultyadvice/policy/	Work with Research Staff Working Party to monitor the implementation of this policy. To do this we will start by: 1. Surveying every School Manager to ascertain whether there have been local processes put it place to support the implementation of the policy. 2. Surveying research staff to discover what opportunities they have to get involved in teaching activities and	Simon Swales, Acting Head of Academic Staff Development	December 2019

			if they have been supported to attend the training. 3. Analysing the two perspectives and identifying any themes. 4. Identify actions to bridge any gaps, especially between managers and staff expectations.		
3.8	Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	Access to career development activities is open to all research staff, detailed on ASD website and advertised via regular e-mails and Twitter. Bristol Clear has launched a mentoring scheme in 2018 and 1:1 careers coaching and guidance is available to all research staff: https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/mentoring/#d.en.395510 https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rsappointments/	Promote the new Bristol Clear mentoring scheme and increase engagement gradually by faculty. For the first cohort we will target the School of Computer Science, Electrical and Electronic Engineering, and Engineering Maths (SCEEM) as they currently have the lowest uptake of Staff Review and Development and the School for Policy Studies as the school in SSL with the most ECRs. Success measures are that	Claire Wrixon, Research Staff Development Manager	Review in July 2019

			we have 15 matches per cycle and 100% of participants have attended training and that 100% of pairs met at least once.		
3.9	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.	Staff Review and Development process facilitates career development discussions between research staff and their managers. All reviewers must attend training before reviewing staff. The training includes raising awareness of development and career opportunities open to research staff.	See 2.3		
3.10	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	Staff Review and Development process via online MyReview system facilitates career development discussions between research staff and their managers. Monitored by Staff survey and CROS shows good feedback around impact from RS.	See 2.3		

	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.	Information about career development is communicated to all Research staff via dedicated website and regular e-mails.			
3.11	Employers will wish to ensure that development 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 duly disadvantaged when moving from one employer to another.	All research staff have access to training on topics relevant to academic practice including: - teaching and learning (accredited) - people management - grant writing all designed to prepare RS for academic practice.	See 3.7		
3.12	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.	See 3.11 and 3.7			
3.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	The University's Research staff reps committee and Research staff working party offers significant involvement in University policy making. Reps are encouraged to attend appropriate departmental staff meetings.	No additional actions identified.*		

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale
3.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Bristol Clear has launched a mentoring scheme in 2018: https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/mentoring/#d.en.395510	See 3.8		

D: RESEARCHERS' RESPONSIBILITIES
Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	Role profiles and University Research governance and integrity policy articulate the responsibilities and expectations of research staff: http://www.bris.ac.uk/red/support/governance/	No additional actions identified.*		
5.2	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.	Research and Enterprise Development office http://www.bris.ac.uk/red/ and Centre for Public Engagement: http://www.bristol.ac.uk/public-engagement/ provide support for the commercialisation of research and its impact on wider society.	No additional actions identified.*		
5.3	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	University Research governance and integrity policy lays out these responsibilities: http://www.bris.ac.uk/red/support/governance/	No additional actions identified.*		

			Webpages on research integrity: http://www.bristol.ac.uk/red/research-governance/researchintegrity.html and new training sessions have recently been developed (for both researchers and research team leaders).	No additional actions identified.*		
5.4	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.		Role profiles and academic career pathways make this clear.	No additional actions identified.*		
5.5	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 to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.		This is very much the ethos of our provision. We provide information and opportunities via website, e-mail etc. but the emphasis is on RS to take the initiative.	No additional actions identified.*		

5.6	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.	Staff Review and Development process facilitates career development discussions between research staff and their managers. We run development sessions on 'Getting the most out of your Staff Review' to help research staff to take ownership of the process too.	No additional actions identified.*		

E: DIVERSITY AND EQUALITY
Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	E&D is embedded in the culture and committee structure of the University and the principles are upheld in all our policies. E&D team develops and monitors policy and practice across the University within the context of the legislation. All relevant policies and action plans are in place and the impact of new policies on different equality groups is monitored.	No additional actions identified.*		

6.2	As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	This legal requirement is policy at the University. All staff who sit on interview panels are required to attend recruitment and selection training which includes specific emphasis on E&D and unconscious bias. In March 2014 the University joined the Stonewall Diversity Champions programme, Britain's leading employers' programme for ensuring all lesbian, gay, bi and trans staff are accepted without exception in the workplace. On 24th June 2014 there was a launch event to celebrate the University joining the programme. From July 2016 we have taken part in and sponsored the annual Bristol Pride celebrations and in November 2016 we won Best Employer at the Bristol Pride Awards.	No additional actions identified.*		
6.3	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	The EDI Steering Group was established to drive through activity that will help diversify our staff and student communities and create a more inclusive culture. This Group is chaired by our PVC for Research.	No additional actions identified.*		

| | progression in research careers which may disproportionately impact on some groups more than others. | The career pathways of women in academic roles (incl. research roles) are monitored and reported on annually as part of our E&D Annual Monitoring Report Each Faculty now has an Equality Committee that explores diversity-related issues locally.

The University's Returning Carers' Scheme supports individuals in re-establishing their independent research careers on their return from extended leave for reasons connected to caring (such as maternity or adoption leave): http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html

See 3.8.

University SWAN network set up for Schools to share practice (via meetings, Yammer and email discussions). The network attends an annual event with other SWAN leads from the Universities of GW4 to hear presentations, ask questions and learn from others experiences.

Athena SWAN newsletter: http://www.bris.ac.uk/equalityanddive | | | |
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rsity/act/protected/gender/swancharter/athenaswannewletter_html
The newsletter was replaced with the Yammer and Twitter account where we can provide real time news and updates.

The EDI team has established a framework for outreach activity under our Women in STEMM initiative. See https://www.bristol.ac.uk/biochemistry/public/news/2017/women-in-stemm-day-2017.html and https://www.bristol.ac.uk/chemistry/swan/women-in-stemm/

HerStories (http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/events_html) talks were launched in 2016.

Ada Lovelace day:
We have undertaken outreach events for ALD in 2015 (http://www.bristol.ac.uk/news/2015/november/ada-outreach.html) and expanded it to Women in Science and Engineering in 2016.

Bristol Doctoral College hosts a blog by one of our postdoc researchers annually for ALD see:

		https://bdc.bris.ac.uk/tag/ada-lovelace-day/ During 2016 we launched new guidance surrounding trans staff and students and commenced a programme of sessions to raise awareness and increase understanding of issues facing trans staff and students working with GIRES (Gender Identity Research and Education Society) and more recently Gendered intelligence. See www.bristol.ac.uk/inclusion/events-and-campaigns/inclusion-matters-events/trans-awareness-the-basics.html			
6.4	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	See 6.3 and 6.5 for more details on flexible working and initiatives that are available to our staff who may have caring responsibilities. We have the "Work and Family" web resource that brings together key policy and information parents and carers: www.bristol.ac.uk/inclusion/support-and-guidance/work-and-family/	No additional actions identified.*		

| | | female and male researchers to combine family and work, children and career. | We have a Parents' and Carers' Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/

We have a Parents' and Carers' Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/ The introduction of Academic Career pathways and role profiles ensure that career progression is based on role and competence rather than "time served".

In October 2017 the University signed the Time to Change pledge as a visible sign of our commitment to mental wellbeing. See www.bristol.ac.uk/news/2017/october/time-to-change.html

We have improved guidance and policy for mangers supporting staff with mental health difficulties and introduced the Wellness Action Plan initiative to the University to facilitate conversations around mental health in the workplace. See https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-mental-health-and-wellbeing/ | | | |

6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently	The University has a comprehensive flexible working policy: http://www.bris.ac.uk/personnel/policies/flexwork.html	No additional actions identified.*		
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	The process in place is that the individual department concerned should talk to the funder directly. If the funder will not support the leave, HR become involved and the University will cover the period of leave.	No additional actions identified.*		
6.7	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group	Our staff profile is monitored by age, gender, ethnicity, sexual orientation, religion and disability and reported on annually to the HR Committee and to the Board. These reports are published on the E&D website: https://www.bristol.ac.uk/inclusion/governance-and-reporting/ The importance of gender balance on recruitment and selection panels is included in recruitment and selection training and policy: http://www.bris.ac.uk/personnel/recruitment/	Our University Strategy 2016-23 sets a target to increase the proportion of female professors to 33% by 2022-2023 and we are also committed to eliminating the gender pay gap in the professoriate (+/- 3%) by 2023. No additional actions identified.*	Judith Squires, Deputy Vice-Chancellor	December 2023

to any given level should reflect the percentage in the available pool at the level immediately below.	We provide briefing sheets on mitigating unconscious bias to recruiting managers at shortlisting and interview stage and have a range of resources available online https://www.bristol.ac.uk/inclusion/training/unconscious-bias/			
	We have a particular focus on supporting the career development of female academic staff, in order to enable women to progress into key leadership positions and to improve the diversity of the workforce, and this includes an ongoing commitment to monitoring the proportion of female senior academic staff within the organisation.	Initiatives to achieve this include: 1. Evaluating the effectiveness of our current flexible working policies by working with our equality and diversity committees within each faculty. In collaboration with them surveying staff to ask their view about the effectiveness of our policies and then developing an action plan to make any necessary improvements. 2. See 1.2 as refresher training in recruitment practice should support more robust appointment practice.	Simon Swales, Acting Head of Academic Staff Development	July 2019

			3. See 2.3 as improvements in the staff review process should support women with evaluating their progress and skill gaps. 4. See 2.5 as a clearer framework for promotion and what is required to progress should support women to make more informed decisions around applying for promotions and what is required to be successful.		
6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups	Reasonable adjustments are made on an individual basis for disabled staff and accessibility is considered when planning any training courses. The University provides specific advice and guidance for international staff through a website and international advisers. University policies and practices are subject to 'equality analysis' where relevant to ensure that they do not directly or indirectly discriminate against specific groups. See https://www.bristol.ac.uk/inclusion/go	No additional actions identified.*		

		vernance-and-reporting/equality-analysis/			
6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	The Acceptable Behaviour policy provides a framework within which instances of unacceptable behaviour can be addressed and resolved: https://www.bristol.ac.uk/inclusion/support-and-guidance/acceptable-behaviour/ The University has an in-house counselling service and a network of Acceptable Workplace Behaviours advisers https://www.bristol.ac.uk/inclusion/support-and-guidance/acceptable-behaviour/acceptable-workplace-behaviour-advisers/	No additional actions identified.*		
6.10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	The University is an active member of the Athena SWAN charter. The University holds a Bronze renewal award whilst 14 schools have awards (10 Bronze and 4 Silver).	Bring together a University Self-Assessment Team to write an application for a Silver Institutional Award.	Tracy Brunnock, EDI Manager	August 2020
			All STEMM schools will have applied for an award.	Vikki Layton, Equality and Diversity Officer	April 2019

| | | | Actively encourage non-STEMM schools to engage with the Charter. Success measure is that every school has submitted an application. | Vikki Layton, Equality and Diversity Officer | April 2022 |
| | | The School of Physics holds a Practitioner level Juno award. | | | |

E: Implementation and Review Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.					
	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
7.1	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.	The University's Concordat Implementation Group consists of the HR director, Deputy HR director, Chair of the Research Staff Working Party, PVC Research (Prof. Nishan Canagarajah) and Head of Academic Staff Development. This group will regularly review progress against the action plan.	Ongoing monitoring.	Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research)	Ongoing but review Dec 2020.
7.2	The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate	Monitoring of Concordat implementation is overseen by the Group mentioned in 7.1 which gathers relevant information from a number of sources including:	Carry out CROS 2019 survey and publish report and incorporate resulting actions into Concordat action plan.	Mike Gulliver, Research Staff	Dec 2019

	representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report. d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS). e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).	- Consultation with the Research Staff Representatives committee and Research Staff Working Party - CROS survey - Internal Staff Survey		Development Manager	
			Use 2018 Staff Survey results to inform Bristol Clear strategy.	Mike Gulliver, Research Staff Development Officer	April 2019
7.3	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research	n/a	n/a		

	Organisations that they fund will adopt the principles of the revised Concordat.				
7.4	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 continues to share practice in this area with other Universities, including through attendance and involvement in Vitae events.

The University is a partner in the GW4 alliance with Bath, Cardiff and Exeter universities. The Developing People strand of GW4 activity is looking at how we can coordinate programmes across the institutions for added value.

We have offered places on a number of our programmes to local universities. | | | |
| | | Apart from through GW4, Academic Staff Development have run several joint events with other institutions, for example:

- SouthWest Crucible with UWE and University of Bath (2013 and 2014).
- RENKEI Researcher Development School with Newcastle and Kyoto Universities (2013): http://www.renkei-researcher-schools.org/ | | | |

7.5	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 sources3 and on the sharing of good practice between institutions and to provide evidence of its impact.	CROS data provides some of this data.			

*Where no additional actions have been identified at the current time, we will continue to maintain activity, monitor and review on regular basis to ensure ongoing effectiveness. We will therefore be able to identify any further actions through this review process.