

Principle 1: Environment and culture						
Key Principles and requirement	Issue to be addressed	Success criteria	Responsibility and Action	Time-line	Progress	Status for 10-year Review
1. Ensure that all relevant staff are aware of the Concordat.	Lack of specific induction to the Concordat to Support the Career Development of Research Staff to highlight the benefits, responsibilities and commitments.	Researchers and their managers aware of their responsibilities and commitments to the Concordat to Support the Career Development of Research Staff	<p><b>Research and Knowledge Exchange and Organisational Development:</b> Introduction of specific training/induction to researchers and managers to ensure awareness of their responsibilities under the Concordat.</p>	Jan 2020	<p>All 3 Colleges have received a Concordat briefing (JB circulated to ADRs for School Meetings). Communication featured in Aston Connects e-newsletter.</p>	Complete.
			<p>Create a One-Stop-Shop online to increase awareness and ease access to information <b>during Staff Induction</b> and awareness of access to committee</p>		<p>Concordat overall general awareness improved (from 33% of CROS respondents in 2019 to 46% CEDARS respondents in 2020). Awareness of detail less evident.</p>	Carried forward as ECI1
			<p><b>PVC and College Deans:</b> nominate and assign Concordat Champions. Include as members of the <b>HREiRA Oversight Committee</b></p>	Sept 2019	<p>One-Stop-Shop paused due to budget constraints. Induction process for Researchers and Managers completed.</p> <p>Completed.</p>	<p>No longer applicable.</p> <p>Complete.</p> <p>Complete.</p>

<p>2. Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p>	<p>The university holds an Athena SWAN silver award, which demonstrates our commitment to working towards gender equality.</p> <p>Historically we have produced regular staff equality reports but not been utilised effectively from research perspective.</p> <p>Maintenance of relevant institutional policies and awards.</p>	<p>Athena Swan Gold Award</p> <p>Effectively utilise equality reports to inform commitment to the concordat.</p> <p>Maintain and update policies and engagement with external charters and awards.</p>	<p><b>Equality, Diversity and Inclusion:</b> Maintain and improve upon current Athena SWAN status across the university.</p> <p><b>Human Resources and Equality Diversity and Inclusion.</b> Planned work:</p> <p>Update of Equality and Diversity policy</p> <p>Aston university timelines for engagement with external charters and awards are:</p> <ul style="list-style-type: none"> <li>a) Disability Confident Employer (level 2) – still in place</li> <li>b) Race Equality Charter Bronze</li> <li>c) Engineering and Physical Sciences Athena SWAN Gold</li> <li>d) Internal audit of Stonewall Workplace Equality Index</li> <li>e) Disability Confident Leader (level 3)</li> <li>f) Health and Life Sciences Athena SWAN Silver</li> <li>g) Institutional Athena SWAN Silver/Gold</li> <li>h) Social Sciences and Humanities Athena SWAN Silver</li> </ul>	<p>April 2022</p> <p>Due for review in 2021</p> <p>December 2019</p> <p>July 2020</p> <p>November 2020</p> <p>December 2020</p> <p>July 2022</p> <p>November 2021 – delayed to 2022</p> <p>April 2022</p> <p>November 2022</p> <p>December 2022</p> <p>April 2023</p>	<p>Regular updates from P-VC Equality, Diversity and these are considered by Early Career Researcher Committee.</p> <p>Human Resources reports received for Autumn 2020 and progress report for 2021 meeting of HREiRA Oversight Committee.</p> <p>Race Equality Charter Bronze draft application for review submitted to Advance HE June 2021; final submission by September 2021. Engineering and Physical Sciences Athena Swan Gold application delayed until November 2022. LGBT Charter launched and mapped against Stonewall criteria 2020. Disability Confident Leader (L3) submission planned for 2022. Health and Life Sciences preparing an Athena Swan Silver application for 2022. Social Sciences and Humanities preparing an</p>	<p>Carried forward as EC12</p>

			<ul style="list-style-type: none"> <li>i) Internal audit of Stonewall Workplace Equality Index</li> <li>j) Aston Business School Athena SWAN Bronze</li> <li>k) Race Equality Charter Silver</li> <li>l) Engineering and Physical Sciences Athena SWAN Gold</li> <li>m) Internal audit of Stonewall Workplace Equality Index</li> <li>n) Health and Life Sciences Athena SWAN Silver/Gold</li> <li>o) Institutional Athena SWAN Gold</li> <li>p) Race Equality Charter Gold</li> </ul>	<p>July 2023</p> <p>November 2024</p> <p>December 2024</p> <p>November 2025</p> <p>April 2026</p> <p>July 2026</p>	<p>Athena Swan Silver submission for 2023.</p> <p>Aston Business School are preparing an Athena Swan Bronze application for December 2021.</p> <p>Race Equality Charter Silver post Bronze Award.</p> <p>All managers must complete EDI training (20% of managers completed EDI training in 2019-2020).</p>	
<p>3. Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.</p>	<p>Strategy needs updating.</p>	<p>Develop a long-term Diversity and Inclusion Strategy.</p>	<p><b>Human Resources and Equality, Diversity and Inclusion:</b> Are developing Diversity and Inclusion Strategy for 2019-2026 and will be made available and promoted to all Aston staff. The overarching aim of this strategy is to consolidate the many aspects of diversity and inclusion activity that are taking place across the University. This includes work around equality charters and awards, policy and training, creation of an inclusive campus, and inclusive learning environments.</p>	<p>Completed.</p>	<p>Strategy completed and published on university <a href="#">website</a>.</p> <p>Wellbeing toolkit is available <a href="#">online</a>.</p> <p>HR report received.</p>	<p>Complete.</p>
	<p>Specific workplace stress and mental health programme.</p>	<p>Availability of a wellbeing programme promoting good mental health and wellbeing.</p>	<p>As part of the wellbeing programme a new initiative will be launched focussing specifically on workplace stress and mental health. The campaign will be based around the Health and Safety Executive</p>	<p>September 2022</p>	<p>Actions identified from CEDARS 2020: HREIRA Oversight Committee to ensure commitment to fair workloads for ECRs continues to be monitored through regular communication to Deans of College and presentation of data at main University Research Committee.</p> <p>Organisational Development offer manager training on promoting wellbeing and building resilience.</p>	<p>Carried forward as EI5.</p> <p>Complete.</p>

			(HSE) stress management standards and take best practice from the soon to be published Universities Safety and Health Associations guidance on stress in the workplace. To support this campaign there will be a number of awareness and learning interventions to support the guidance.		Access to student facing services suitable for Early Career Researchers (e.g. Big White Wall) have been advertised to that group.	Carried forward as EC13.
4. Ensure that managers of researchers are effectively trained in equality, diversity and inclusion, and promoting wellbeing and good mental health.	Equality & Diversity training is mandatory for all staff at Aston. However, more work needed to promote the relevance of this work.	Increase uptake of the available training.	<b>Organisational Development:</b> Aston will be launching a comprehensive intranet site containing e-learning, infographics and video guides and will be promoted to all staff.	April 2020	Completed and published on university website.  20% of managers completed EDI training in 2019-2020; and 10% of managers completed Well-Being and Mental Health training 2012-2021.	Complete.
5. Ensure researchers and their managers understand and act in accordance with the highest standards of research integrity.	Research integrity, ethics and governance is not well promoted across the University.	Introduction of the new ethics processes and research integrity training.	<b>Aston University Research Integrity Office:</b> Dedicated training and resources to address research integrity and ethics in research. FAQs/good research practice examples.  Research Integrity and Ethics surgeries across the University	October 2019	Aston is a signatory to the Concordat on research integrity.  Ass. Pro-Vice Chancellor for Research Integrity and Ethics convened a task and finish group that reported in July 2020. From this, appointment of Research Integrity and Governance Manager in March 2021.  Surgeries were established but were paused due to staff changes and COVID. They are the responsibility of the newly appointed Research Integrity and Governance Manager and will begin again during the academic year 2021-22.	Complete.  Paused.

					New portal to support simultaneous governance and ethical review of all research projects is in its testing phase. Work with Birmingham Healthcare Community Trust to develop a new website to walk new researchers through the process of developing and conducting trusted research in the NHS (an early outcome of the task and finish group).	Carried over as ECI5.
6. Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices.	Lack of analysis to assess the effectiveness of the existing resources to managers and research leaders.  Assess the new Early Career Researcher handbook	Gather feedback from managers and research leaders to inform and shape current resources.  Update the handbook based on feedback from ECRs.	<b>HREIRA Oversight Committee:</b> Online resources to be reviewed in the context of the PIRLS 2021 survey results to ensure they are meeting the needs of the research managers using them and introduce a mechanism to analyse current feedback gathered directly from modules attendees. future PIRLS survey question to be reviewed to measure the success of any improvements introduced  <b>Aston Graduate School:</b> review feedback from ECRs through the ECR committee and the next CROS survey.	Ongoing  Next survey 2021	PIRLS now combined with CROS to become CEDARS. New institutional questions added. Feedback gathered from all training events. Access to training opportunities rated highly by senior staff (78%) and Early Career Researchers (84.2% of those in post 2-4 years).  CEDARS results discussed at Early Career Researcher meeting Oct 2020, where concerns were raised about availability of information during induction. Progress on this to be followed-up in further CEDAR surveys to capture experiences of staff	Carried forward as ECI6.

	Lack of informed and coordinated liaison within Aston involving multiple stakeholders.	Informed and coordinated liaison within Aston.	P-VC Research Establishment of the HREiRA Oversight Committee chaired by Aston Graduate School academic lead, operational lead within GS and school links represented by the Champions (senior academics), Human Resources representation and Research Knowledge and Exchange.	Completed September 2019	inducted using the new resources.  New Early Career Researcher Induction Handbook <a href="#">completed</a> and available. All other relevant <a href="#">sources</a> have been made available online to all staff.	Complete.
<b>Principle 2: Employment</b>						
Key Principles and requirement	Issue to be addressed	Success criteria	Responsibility and Action	Time-line	Progress	Status for 10-year Review
1. Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Lack of comprehensive training resources available to staff.	Launch of a comprehensive intranet training site available to all staff.	<b>Organisational Development:</b> Launch a comprehensive intranet site containing e- learning, infographics and video guides to Recruitment and selection available to all staff.	April 2020	Completed.	Completed.
	Evaluate and monitor the effectiveness of existing resources to managers and research leaders.  Lack of steps to monitor training uptake.	Updating the resources for managers and research leaders, and continued monitoring plan.	<b>HREiRA Oversight Committee:</b> Assessing and updating resources based on feedback through the 2020 PIRLS survey by including an additional question in to measure whether the resources are useful and how often they are used (to include free text field for comment).  <b>Human Resources and Organisational Development:</b>	PIRLS 2020 survey and review  September 2022	Human Resource Excellence in Research Oversight Committee reviewed CEDARS results autumn 2020. Action plan generated.  Access to training opportunities rated highly (78%) by senior staff.	Carried forward as EI2  Completed.

		Ensure that those involved in the recruitment process are appropriately trained.	Annual checks will be introduced to monitor the uptake of the training to ensure that those involved in the recruitment process are appropriately trained.		<p>Reports from Human Resources and Organisational Development for annual Autumn review by HREIRA Oversight Committee. Outstanding compulsory training is followed up by Deans of College.</p> <p>Recruitment training now mandatory. 984 current staff had attended Recruitment and Selection training up to July 2021.</p> <p>Action point from CEDARS 2020: completion of recruitment training to be monitored by Organisational Development, reporting to Human Resources Excellence in Research Oversight Group.</p>	<p>Completed.</p> <p>Carried forward as E11.</p>
2. Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	<p>To promote ECR training programme across the university and use the Researcher Development Framework to develop it.</p> <p>Researcher and Early Career Researcher Induction</p>	<p>Ongoing: development and introduction of new training modules and sessions.</p> <p>Run a successful Early Career Researcher induction in addition to the ECR conference</p>	<p><b>Organisational Development and Research and Knowledge Exchange:</b> Working to develop and add new training modules and sessions.</p> <p><b>Aston Graduate School, Organisational Development and Research Knowledge and Exchange:</b> Revise Early Career Researcher induction to address their specific needs.</p>	<p>Ongoing</p> <p>Sept. 2020</p>	<p>Sept 2020 Conference cancelled due to COVID-19. Online update of activity and access to past events organised instead. Conference planning for 2022 underway, including</p>	<p>Complete.</p> <p>Carried forward as PCDR5.</p>

	<p>Increase, visually and user friendly, access to all new starters with all the information they need on the research induction.</p> <p>Research staff are encouraged to take opportunities to engage with the working life at Aston and broader research communities. Opportunities are not well assessed or promoted.</p>	<p>Evaluation of the intervention, its effectiveness and advantages.</p> <p>Greater visibility and user-friendliness.</p> <p>Research staff are able to progress to professorial level on either our Research and Teaching or Research promotion pathways. These pathways are available to staff in all schools.</p>	<p><b>Associate Dean Research Aston Business School:</b> Pilot use of Microsoft Sway in ABS to create more engaging and user-friendly information for researchers, including induction.</p> <p><b>Concordat Champions</b> Need to identify, assess and further promote available opportunities for participation in researcher based committees, societies. Use the feedback results from the next PIRLS and CROS surveys will help identify these and plans will be drawn from this.</p> <p>Organising seminars, helping with PhD/PGT/UG supervision, delivering some lectures/seminars, organising internal research conferences, liaising with industrial contacts for talks/visits/UG projects and external conferences.</p>	<p>Sept 2020.</p> <p>Ongoing: next review April 2021</p> <p>Sept 2020</p> <p>April 2020</p>	<p>exploring possible links with annual PGR conference.</p> <p>Mark Dolphin (OD) completed induction review with ECR working group July 2020. Future evaluation of value of new induction resources. Induction flow charts for managers included in Human Resources online guidance for recruitment. Link induction flow charts for managers in HR guidance for recruitment.</p> <p>Completed.</p> <p>55.4% of CEDARS respondents reported the opportunity to participate in research based committees, but one third disagreed. Action from CEDARS 2020: identify and advertise opportunities to participate in decision-making.</p>	<p>Carried forward as EI2.</p> <p>Complete.</p> <p>Carried forward as EI7 and ECR5.</p>
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	<p>The Early Career Researcher Handbook was last updated in 2017.</p> <p>In CROS 2017 30% of those that responded felt that they were not integrated into their School research environment.</p>	<p>Handbook to be updated as an online resource with reference to the Researcher Development Framework and the new Aston ECR training provision.</p> <p>Better integration for ECRs into the School research communities</p>	<p><b>HREIRA Oversight Committee:</b> Launch updated handbook at start of Academic Year 2020/21.</p> <p><b>HREIRA Oversight Committee:</b> working with the Concordat Champions to identify and agree mechanisms for better integration of ECRs into School and Departmental research communities.</p> <p>Work with Schools on workspace design that is more conducive to people feeling integrated within the wider team.</p>	<p>December 2020</p> <p>Ongoing: next review April 2020</p>	<p><u>Completed.</u></p> <p>CEDARS 2020 action point: Address concerns about availability of induction information. Follow up in further CEDARs surveys, as above.</p> <p>Communication mechanisms with Early Career Researchers now in place. Human Resources sends updates of all new starters within the description of ECR to RDA monthly. ECR email address and circulation list in place.</p> <p>Investigate automation of inclusion of new staff into email distribution lists to ensure access to advertised opportunities.</p> <p>In process as part of new dynamic working plans.</p>	<p>Complete.</p> <p>Complete.</p> <p>Carried forward as E12.</p>
<p>3. Provide clear and transparent merit-based recognition, reward and promotion pathways</p>	<p>The annual academic promotions cycle includes a promotion path for those on the research career path. Applications for research</p>	<p>Meeting the needs of individuals and Aston University in terms of the academic promotions.</p>	<p><b>Human Resources:</b> ongoing review to ensure it meets individual and organisational needs.</p>	<p>Ongoing: next review April 2020</p>	<p>Update received on transparency of promotion procedure and faithful application of criteria is evidenced by College</p>	<p>Complete.</p>

<p>that recognise the full range of researcher's' contributions, and the diversity of personal circumstances.</p>	<p>posts up to Professorial equivalent level are considered. The criteria for researcher promotions are set out in the Procedure for Academic Promotions, which is available on the staff intranet. This is subject to ongoing review to ensure it meets individual and organisational needs.</p> <p>We currently have no method of monitoring progression rates for research staff into all types of role including academic roles.</p>	<p>Have a clear plan to monitor progression rates.</p>	<p><b>HR:</b> monitor progression rates e.g. email surveys, exit questionnaires, postal surveys, and social media</p>	<p>September 2020</p>	<p>promotions meetings, review at Executive Academic Group and Executive, followed by analysis of equality and diversity data to show application and outcomes by gender and ethnicity. HR hold these data. They are not presented here due to potential for identification of individuals.</p> <p>We still have no method of monitoring progression rates for research staff into all types of role, especially non-academic. Develop mechanism with Human Resources to capture alternative Early Career Researcher career paths.</p>	<p>Carried forward as EI6.</p>
<p>4. Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.</p>	<p>Unclear how useful the existing resources are to managers and research leaders.</p> <p>Aston Mentoring Scheme strand dedicated to Early Career Researchers.</p>	<p>Determine the usefulness of the existing resources are to managers and research leaders.</p> <p>Implement a strand of the Aston Mentoring Scheme dedicated to ECR mentoring</p>	<p><b>HREiRA Oversight Committee:</b> Analyse and review current resources using feedback from future PIRLS survey results to ensure they are meeting the needs of the research managers. Also use them and introduce a mechanism to analyse current feedback gathered directly from modules attendees.</p> <p><b>HREiRA Oversight Committee:</b> Adapt promotion criteria to recognise mentorship scheme.</p>	<p>Sept 2021</p> <p>Sept. 2021</p>	<p>Organisational Development now provide extensive resources and training for managers.</p> <p>Amending promotion criteria not necessary because it already recognises citizenship activities including mentoring. We are nevertheless exploring</p>	<p>Complete.</p> <p>Complete.</p>

	<p>There is a need to recruit more mentors with professional services and industry backgrounds.</p>	<p>Increase the number of mentors from professional services and industry.</p>	<p><b>Organisational Development and Research and Knowledge Exchange:</b> Raise awareness of existing Organisational Development mentoring courses. Increase the number of mentors from professional services and industry. We are planning a significant piece of work between now and the end of the 2020 to recruit academic colleagues to mentor ECRs – the plan will be to ensure every ECR has a mentor and so the goal is around 150 academic mentors.</p> <p>Target senior researchers to develop their coaching skills to help build a coaching culture within the research community. Monitor and track progress.</p>	<p>by Dec 2020</p>	<p>ways of normalising mentoring and how to evidence this. CEDARS 2020 confirmed underdeveloped ECR mentoring.</p> <p>Some progress and further work undertaken on coaching development too. Software now in place to match mentors and mentees through online system.</p> <p>Reports regularly received and outstanding training followed up by Deans.</p>	<p>Carried forward as ECR1.</p> <p>Carried forward as PCDM2</p> <p>Complete.</p>
	<p>Promote and encourage uptake of the available resources.</p>	<p>Increase in the demand and sign up for the relevant training resources</p>	<p><b>HREiRA Oversight Committee:</b> HR' Systems team to provide regular reports to the oversight groups and increase the promotion of available resources for managers.</p>	<p>First report Sept 2020</p> <p>Sept 2021</p>	<p>Development of additional new Early Career Researcher-specific training was limited due to staffing issues in 2019-20. We bought in some external training as a temporary stop-gap.</p>	<p>Complete.</p>
	<p>The current ECR development programme has not been evaluated.</p>	<p>The current ECR development programme should fulfil the needs of ECRs.</p>	<p><b>HREiRA Oversight Committee:</b> Evaluate and provide a comprehensive training programme to cover each domain in line with needs</p>		<p>New Researcher Development Adviser appointed in 2020 and will review the programme.</p> <p>Organisational Development and the Researcher</p>	<p>Complete.</p>

					Development Adviser have made significant progress on this point. Developed a Blackboard course on ECR career development tailored for Aston Early Career Researchers. Future evaluation of training through CEDARS 2021.	Carried forward as PCDI6.
5. Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	The annual academic promotions cycle includes a promotion path for those on the research career path. Applications for research posts up to Professorial equivalent level are considered. The criteria for researcher promotions are set out in the Procedure for Academic Promotions which is available on the staff intranet.	Ensure current processes meet individual and organisational needs and “ <i>excellent people management</i> ” is more recognised as part of the review process.	<b>HREIRA Oversight Committee:</b> This will be subject to ongoing review to ensure that it meets individual and organisational needs.	Sept. 2020	Executive Deans receive regular reports on training completion and follow-up non-completion.  HR produce reports of uptake of training by managers (e.g. 20% of managers completed EDI training and 10% completed Wellbeing and Positive Mental Health training 2019-2021, as noted above).  HR Excellence Oversight Group will continue to monitor University’s commitment to fair workloads for ECRs, and to address progress through regular communication to Deans of Colleges and Heads of Schools, and presentation of data to main University Research Committee.	Complete.  Carried forward as ECI3.

<p>6. Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.</p>	<p>Aston University is committed to work with funders across the academic landscape to find achievable ways to improve employment conditions for researchers through their policies and guidance.</p> <p>We do not have a process to guarantee redeployment of researchers.</p>	<p>Improve job security for researchers.</p> <p>Establish a formal process and report regularly on redeployment and researcher retention (including improvements on the process)</p>	<p><b>HREIRA Oversight Committee:</b> Work internally with Aston's Research Committee, HR, Exec. Deans and externally with funders and other academic and industry sector to establish plans to deliver this.</p> <p><b>HREIRA Oversight Committee:</b> Work with Human Resources monitoring this information including the gathering of data to produce regular reports (annual).</p>	<p>Sept. 2020</p> <p>Sept. 2020</p>	<p>We have redeployment process in place for Post-Doctoral Research Fellows, and successful redeployment has taken place into Research and Knowledge Exchange, and within Engineering and Physical Sciences.</p> <p>Reports received from HR systems. In the period 2019-2021, from staff on Research-only contract 9 (4.4%) transferred to Teaching and Research or Teaching Only contracts. Another 24 (11.8%) were redeployed.</p>	<p>Complete.</p> <p>Complete.</p>
<p>7. Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.</p>	<p>CROS survey results are not consistently fed back to the Aston's Early Career Researcher Committee.</p>	<p>Establish a formal and systematic process to feedback CROS survey results to ECR Committee</p>	<p><b>HREIRA Oversight Committee:</b> To produce the data report and feedback after receipt of CROS results.</p>	<p>Ongoing with CROS First deadline after receipt of CROS 2021 results.</p>	<p>Now CEDARS. Reported back in Autumn 2020 to ECR, HREIRA and main University Research committees.</p>	<p>Complete.</p>
<p><b>Principle 3: Professional and Career Development</b></p>						
<p><b>Key Principles and requirement</b></p>	<p><b>Issue to be addressed</b></p>	<p><b>Success criteria</b></p>	<p><b>Responsibility and Action</b></p>	<p>Timeline</p>		

<p>1. Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro-rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.</p>	<p>Engagement in a minimum of 10 days professional development pro rata per year, is not consistent.</p> <p>Early Career Researchers feel that they would benefit from a scheme where they are able to participate as a mentor to junior colleagues.</p>	<p>Ensure ECRs have workload allowances to reflect their status and they get their 10 days of professional development per annum guaranteed across all schools and departments</p> <p>Implement a strand of the Aston Mentoring Scheme dedicated to ECR mentoring</p>	<p><b>Concordat Champions:</b> to work with Deans, Heads of Departments, and researcher managers to implement this. This will be communicated to the senior management teams in Schools. Heads of Departments will be ensuring and monitoring that this happens.</p> <p><b>HREiRA Oversight Committee:</b> Adapt promotion criteria to recognise mentorship scheme.</p> <p>Introduce buddying initiative and assess requirements and needs after one year</p>	<p>June 2020</p> <p>Sept 2021</p>	<p>All ECRs have been informed that they have 10 days of professional development and this has been communicated via Research and Knowledge Exchange to Principal Investigators too.</p> <p>Monitoring this remains a challenge. Only 15% of CEDARS respondents report 10 or more days/year used for PD, although ECRs reported more than established researchers which is a positive trend. Action identified by CEDARS 2020: information to ECRs and their managers of the allowance of 10 days per year for flexible CPD and this information will be repeated annually and reported uptake monitored via CEDAR.</p> <p>Comments as above re. promotions criteria.</p> <p>Buddying initiative currently an informal system but mentoring and coaching development is taking priority this year.</p>	<p>Complete.</p> <p>Carried forward as PCD11.</p> <p>Carried over as ECR1.</p>
<p>2. Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.</p>	<p>The current online system (My Development Conversation (MDC)) is not inclusive of all.</p> <p>Not sufficient dissemination and encouragement for ECRs to develop and own a clear Career Development Plan</p>	<p>MDC online system to include staff on probation and short term contracts.</p> <p>Raise ECRs' awareness on how to develop and own a clear Career Development Plan</p>	<p><b>Organisational Development:</b> will implement this for researchers from day one.</p> <p><b>Organisational Development and Research Knowledge and Exchange:</b> A training package on the Career Development Strategy and how to develop a Career Development Plan will be</p>	<p>Dec 2019</p> <p>April 2020</p>	<p>Completed.</p> <p>Completed.</p>	<p>Complete.</p> <p>Complete.</p>

	Assess the effectiveness of available resources, including the training package	Increase in numbers of ECRs feeling that they have a clear Career Development Plan.	delivered in partnership with OD as part of the new ECR training programme.  <b>Organisational Development:</b> to gather feedback received following session and <b>HREiRA Oversight Committee</b> through CROS 2021.	CEDARS 2021	HREiRA Oversight Committee received report from HR about ECR MDC (Autumn 2020).  51% of CEDARS respondents reported the 'My Development Conversation' process to be useful or very useful in comparison to only 33.7% in CROS 2019.	Carried over as PCDI4.
3. Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Aston University Careers and Employability Centre not well promoted within Aston.	Increase awareness of Aston University Careers and Employability Centre.	<b>Aston Graduate School:</b> to promote and make more available Aston University Careers and Employability Centre for doctoral and post-doctoral researchers, and include information about in the induction materials.	April 2020	While PGR students are well served, careers staff currently do not have capacity to take on ECR community needs. They have agreed to signpost relevant online resources, which can also be highlighted via Early Career Researcher web pages.  Online package available through Organisational Development will be first step for ECR tailored career support. usefulness and impact of online careers resource – uptake, feedback/ratings.	Paused  Carried forward as PCDI3.

<p>4. Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.</p>	<p>Alternative and unusual career pathways inside and outside academia not sufficiently promoted.</p>	<p>Increase awareness of alternative and unusual career pathways inside and outside academia.</p>	<p><b>Aston Graduate School:</b> Lunchtime seminar series for Early Career Researchers will include sessions on alternative career paths outside academia.</p>	<p>April 2020</p>	<p>Lunchtime seminars re-starting after suspension due to COVID.  Package to support continuing professional development via Organisational Development includes resources for developing careers outside academia.</p>	<p>Complete.</p>
<p>5. Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.</p>	<p>Researcher Managers limited experience in career planning.  Awareness, and knowledge / experience on how to influence policy is not well promoted.</p>	<p>Session on Career Development Planning, clearer pathways, resources for Principal Investigators to deliver and facilitate this to support ECR.  Increased online visibility of ECRs and awareness, and knowledge/experience gain on how to influence policy, Knowledge Transfer, and Knowledge Exchange.</p>	<p><b>Research and Knowledge Exchange:</b> Coordinate with Aston University Careers and Employability Centre to provide tailored training for PIs on careers guidance and information for all research staff.  <b>HREiRA Oversight Committee:</b> working with the schools and ECR committee on ways to increase online visibility of ECRs, which in turn will increase the potential for KE. Dedicated webpages through RKE for resources and advice in addition to the KT session and more KE sessions to be organised throughout the year.</p>	<p>April 2020  April 2021</p>	<p>See above This kind of training opportunity is integrated into Blackboard course now in place.  Knowledge Exchange strategy being developed Winter 2020-21. KE action to increase awareness of and uptake of KE support, measured through attendance and feedback on training sessions.</p>	<p>Paused.  Complete.  Complete.</p>
<p>6. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.</p>	<p>Lack of clear analysis of exit surveys and how they feed into the promotion of alternative career paths.</p>	<p>Analysis to feed into Early Career Researcher conference and lunchtime seminars.</p>	<p><b>Human Resources</b> to conduct analysis on alternative career paths from exit surveys and feedback to the <b>HREiRA Oversight Committee Group</b> which in turn feedback to <b>ECR Committee</b> and <b>University Research Committee</b> on annual bases.</p>	<p>Ongoing: First report June 2020</p>	<p>Completed.  New action: develop mechanism with HR to capture alternative ECR career paths.</p>	<p>Complete.  Carried over as PCD15.</p>



	<p>Currently rely on feedback from PIRLS and CROS surveys to review.</p>	<p>Identifying trends from past and future CROS and PIRLS survey</p>	<p><b>HREiRA Oversight Committee:</b> Longitudinal analysis of CROS and PIRLS survey results to be conducted and reported accordingly.</p>	<p>First deadline after receipt of CROS and PIRLS 2021 results</p>	<p>72% of CEDARS 2020 respondents participated in career development review, compared to only 50% of CROS 2019. However, there is still room for improvement in uptake in ECRs, especially those in first 2 years of research post (uptake 17% in this group). 81% of CEDARS 2020 respondents agreed they had access to training and development opportunities, and we saw a reduction in those who disagreed strongly with this (from 8.3% in 2019 to 2.7% in 2020). Early Career Researchers in first 2 years of research were the group most likely to agree strongly with this (67%). New Action: Evaluate the impact of the new ECR specific training programme on ECR community.</p>	<p>Carried over as PCD14.</p>
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<b>ACRONYMS</b>					
CPD - Continuing Professional Development	HERA - Higher Education Role Analysis	PIRLS - Principal investigator and Research Leaders Survey	CEDARS: Culture, Employment and Development in Academic Research Survey		
CROS - Careers in Researchers Online Survey	HR - Human Resources	PRP - Performance Related Pay			
Champions - Concordat Champions are senior members of the 'HR Excellence Award' oversight group	OD - Organisational Development	PVC – Pro-Vice Chancellor			
ED - Equality and Diversity	PDR - Performance Development Review	RC – Research Committee			
HEA - Higher Education Academy	PI - Principal Investigator	RKE – Research and Knowledge Exchange (formerly known as Research and Enterprise Office)			