

# University of Kent HR Excellence in Research Progress 2013-2017

Summary of actions since last internal review in 2015, building on the University's commitments to the *Concordat* in 2013

A. Recruitment and Selection			
Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.			
No	Concordat Paragraph	Existing evidence of compliance	Action since 2015 to deliver 2015 HRER commitments
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	<p>The <a href="#">University Strategic Plan</a> statement on research and researchers is now supported by the new 2016-2020 Research &amp; Innovation Strategy. In addition the University's overarching <a href="#">People Strategy</a> encourages the recruitment and development of excellent people.</p> <p>The 2015-2020 People Strategy Objective 1.1 on attracting employees includes 'effective search and assessment in key areas and specialisms (e.g. teaching capability and research credentials)'</p> <p>Research Prizes introduced in 2015 are a high profile platform for achievement, and include categories for both Postgraduate and Starting Research. Winners are publicised as an encouragement to others.</p> <p>Other internal initiatives recognising researchers' contributions, include excellent teacher awards (Students Union) and Graduate School prizes for great Supervision currently under development.</p> <p>Expectations for people to work in line with the University's aim for research are underpinned by Reflect Plan and Develop (RPD, a new framework to allow a more supportive and developmental appraisal system) for researchers, research meetings, Web page evidence, and University statements and publicity on significant research achievements, key new appointees and their research records, academic promotion case studies and other research stories through internal communications.</p>	<p><b>New University Research &amp; Innovation Strategy (development from Summer 2015) to underpin the Principles of the Concordat and HR Excellence in Research at Kent.</b></p> <p>The University's <a href="#">Research &amp; Innovation Strategy</a> (finalised in Summer 2016) now underpins the Principles of the Concordat and HR Excellence in Research at Kent. It includes high expectations for developing people as world class researchers, for 4* research output, for active and extensive personal networks.</p> <p>University Research and Innovation Strategy (2016-20) Objective 1 includes commitment to 'Make sure our hire, promotion, development and reward arrangements for our staff will be reflective both of our aspirations and the world leading activity of our staff.'</p>
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	<p><b>Recruitment:</b> The University in its Institutional plan to recruiting well , to "attract, develop and retain sufficient numbers of good staff to deliver our academic vision" <a href="http://www.kent.ac.uk/hr-managementinformation/recruitment/equality.html">http://www.kent.ac.uk/hr-managementinformation/recruitment/equality.html</a></p> <p>Objective 5 in the Research &amp; Innovation Strategy (2016-20) At University/Faculty/School level we will:</p> <ul style="list-style-type: none"> <li>• Foster equality and diversity as part of a culture of supporting and celebrating our people.</li> <li>• Offer scope for personal growth for all staff.</li> <li>• Respect the Research Council UK's expectations for equality and diversity, including participation in schemes such as Stonewall Diversity Champions.</li> </ul> <p><b>Diversity and Equality:</b> The University of Kent is committed to the prevention of discrimination and the advancement of equality. The 2015-2020 People Strategy (<a href="#">link</a>) includes the guiding principle 'Ensuring an Inclusive approach'. Specifically objective 3.9 'Use accreditation processes such as Athena SWAN, Investors in People (IiP) and HR Excellence in Research, to address equality issues and embed inclusivity'</p> <p>The University of Kent has an Equality Diversity and Inclusivity (EDI) team within HR which has the following objectives include:</p> <ul style="list-style-type: none"> <li>• embedding Equality and Diversity practices into planning processes and functions of the University</li> <li>• promoting best practice in Equality and Diversity</li> <li>• developing and supporting the implementation of policies and procedures that promote EDI</li> <li>• supporting staff, departments and services with initiatives that promote Equality and Diversity</li> <li>• training/ briefing staff on equality and diversity areas</li> <li>• fulfilling our obligations under equalities legislation (<a href="#">Equality &amp; Diversity at Kent</a>)</li> </ul>	<p><b>2015 Action: Ensure that the University People Strategy aligns to the development of research staff, the Concordat and HR Excellence in Research</b></p> <p><b>University People Strategy (<a href="#">here</a>)</b> published in 2015 aligns with the significance of research accorded by the University for the development of research staff, the Concordat and HR Excellence in Research</p> <p><b>2015 Action: RDWG to engage with the extension of Athena SWAN into Social Sciences and Humanities.</b></p> <p><b>2015 Action: Respond the REF Equality Impact Analysis.</b></p> <p>The University's commitment to the Athena SWAN charter is the major response to the <a href="#">REF Equality Impact Analysis</a>. Athena SWAN now extends to gender equality and ethnicity equality (at institutional level) and across all disciplines (Sciences Technology Engineering Mathematics and also Arts, Humanities, Social Sciences, Business and Law). Athena SWAN at Kent has been extended to Social Sciences (School of Psychology October 2015) and Humanities (History finalising its Bronze application), in addition to schools in Sciences.</p>

1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	<p>The University is committed to developing an employment framework that delivers its research, teaching and professional aspirations in an environment that fosters excellence.</p> <p>In support of this, the University values the contribution made by all staff and is committed to equal treatment. It therefore welcomed and adopted the position that fixed-term contracts may be used where there is an objective and justifiable reason to do so.</p> <p>Documents detail the Policy and Procedure for employing staff on fixed term contracts and the subsequent ending of these contracts. Policy relating to fixed term contracts is available here: <a href="https://www.kent.ac.uk/hr-managementinformation/documents/recruitment/procedures/direct%20hires/Resourcing%20-%20Direct%20Fixed%20Term%20Contract%20Recruitment%20Guidelines%20-%20v1.1%20March%202017.pdf">https://www.kent.ac.uk/hr-managementinformation/documents/recruitment/procedures/direct%20hires/Resourcing%20-%20Direct%20Fixed%20Term%20Contract%20Recruitment%20Guidelines%20-%20v1.1%20March%202017.pdf</a></p> <p>The University provides training to Principal Investigators (PIs) on contract management, and they also receive advice from HR Managers on the appropriate use and management of fixed term contracts.</p>	<p><b>2015 Action: Monitoring of contracts profile</b></p> <p>RDWG reviewed contract status of research staff through HR data and through Researcher Survey feedback.</p> <p>17% of staff in 2017 are now on open-ended contracts, up from 15% in 2015 and just 5% in 2013. More staff are retained on longer contracts, shown by 28% now having 3-6 years' service at the University (up from 16% in 2013), despite still only 10% of staff being retained on repeating contracts.</p>
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 to the researcher in considering their further career development	<p>An appropriate gender balance and where possible in recruitment committees. At the very least (in Sciences), <a href="#">Athena SWAN</a> has driven training in E&amp;D for recruitment committee members in all schools. In addition to a requirement to follow established HR recruitment procedures, all recruiters are offered training in recruitment best practice and as a minimum at least one member of any recruitment panel must be fully trained.</p> <p>Feedback is offered, on request, to any applicants who have been selected for interview but were ultimately unsuccessful in their application.</p> <p>Links to promotion, role profiles and grading information on HR webpages is now explicitly linked in the <a href="#">Careers and Employability entry on the Researcher Development portal</a></p> <p>The HR Resourcing team offer training to any managers with upcoming recruitment requirements to ensure alignment with policy.</p>	<p><b>2015 Actions: promotions guidance to be rolled out more widely; Share best practice on promotion support across all Schools through the 'Researcher Development' site (on-line portal)</b></p> <p>There is input at school level from School promotions panels who are required to monitor that people are getting promotion opportunities.</p> <p>Gender balanced panels and trained panel members are a feature of the recruitment approach for all researchers (<a href="#">Recruitment Procedures</a>). We avoid male-only selection/promotion panels across the University to ensure a welcoming environment for interviewees. Mixed selection panels also ensure that decision-making is representative of a wider and more diverse set of interests and expectations. Given that some disciplines have less senior women (either unavailable or potentially overburdened by repeated panel attendance) it is imperative that any male-only panels are aware of mitigating any unconscious bias that may affect female candidates. There are only three instances in the last three years of 100% male panels and they appointed a female candidate in one of those instances.</p>
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	<p>The University has embraced the principles of the Framework Agreement and has rolled out a comprehensive role evaluation scheme (moving from HERA to HAY evaluation). (<a href="#">Salary Awards process</a>)</p> <p>In consultation with our trade unions, HR has devised a new grading structure, developed a range of role profiles and has established distinctive career paths to provide staff with greater clarity about expectations. All staff have been assimilated to the new single pay spine on the basis of closest comparable pay points.</p>	<p><b>2015 No Further Actions Included.</b></p> <p>The Researcher Development portal has links to <a href="#">promotions &amp; salary review process</a></p> <p>The HR webpages link to national role profiles (research)</p>

<b>B. Recognition and Value</b>			
<b>Concordat 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.</b>			
<b>No</b>	<b>Concordat Paragraph</b>	<b>Existing evidence of compliance</b>	<b>Action since 2015</b> (see 2015-17 HRER plan)
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	<p>Contract research staff, like all Kent Staff, have full access to benefits and policy of provision (after general eligibility requirements are met).</p> <p>Kent follows RCUK compliance requirements so grant applications have researcher development provision built in and researcher contracts include proportion of time for personal development.</p> <p>Kent relaunched appraisal with its ‘Reflect Plan Develop’ (RPD) review process in 2013. This has been improved with a review in 2015. Researcher managers are encouraged to engage in an RPD review dialogue with research staff. The Kent system is supported by Personal Development Planning tools and increased awareness of development opportunities through the Researcher Development portal.</p> <p>The University’s Research Strategy requires all researchers to hold regular individual research planning meetings to discuss and refine their short and longer-term research plans with senior colleagues in their area and this process aligns with the RPD (appraisal) process.</p>	<p>The University particularly promotes relevant and accessible development for contract researchers through its <a href="#">Researcher Development portal</a> introduced in October 2015. This site includes signposting and <a href="#">news-feeds</a> to all internal and external opportunities including training, enterprise, <a href="#">careers and employability</a>. A twitter feed @UoKResDev has also been created to publicise opportunities</p> <p>This on line provision enables and encourages access by all researchers regardless of site/location, contract type, or hours of work. The University also offers provision on its main sites at Canterbury and Medway, through networks such as the Athena SWAN events, Kent Enterprise &amp; Innovation Network (KEIN) and Early Career researcher events.</p> <p><b>2015 Actions: To offer RPD training specifically for researchers ; To increase awareness and use of RPD by 2016 researcher survey (&amp; researcher groups)</b></p> <p>See 4.10 for actions on RDP appraisal</p>
2.2	Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (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	<p>The University currently monitors the number of fixed term contract staff.</p> <p>Provisions for staff on fixed-term contracts follows current legislation with protections for staff employed on a fixed-term contract or sequences of fixed contracts (over a period of four or more years).</p> <p>The <a href="#">2013 Researcher Development survey</a> showed the same profile of contract arrangements reflected in figures from the HR database.</p> <p>Data from the HR database shows that 82% of researchers were employed on fixed term contracts. In a positive trend, there had been an increase in the number of open ended contracts to 14% with 4% on open ended funding limited.</p>	<p><b>2015 Action Regular monitoring of HR data and Researcher Survey responses</b></p> <p>There is a university policy requiring managers to meet staff coming to the end of contracts with a <a href="#">management process</a> provided by the university for this which Schools engage with it. This requires Schools to discuss next steps with research staff coming to end of contract</p> <p>RDWG review this on a biennial basis.</p> <p>The 2017 researcher development survey respondents broadly reflected the demographic of fixed term contracts (77% fixed term, 8% open ended and 12% open ended funding limited).</p>
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	<p>The Graduate School, Human Resources, UELT and Research Services at Kent together offer a comprehensive programme of training to support research managers and individual researchers.</p> <p>A new Research Manager Training course was launched in early 2017, complementing the University’s established <a href="#">leadership courses</a> (New Senior Leaders, LASR, Developing Leadership Skills, the External Aurora programme for female leaders, and the new Foundations of Management programme), which are also accessible to Research leaders</p> <p>Research managers can also attend focused sessions on project management, supervisory management, recruitment and selection, and equality and diversity training.</p>	<p><b>2015 Action: Offer RPD training specifically for researchers</b></p> <p>HR now offer <a href="#">RPD training sessions specifically for researchers</a> (as 2.1 above) including specific sessions for research managers who conduct the RPDs (appraisals).</p> <p>The 2017 survey shows that 69% of researchers who have had an RPD (appraisal) felt that the discussion was helpful. 43% have had career development discussion with their manager. Just 7% of researchers felt their manager was NOT supportive of their development.</p>

2.3 cont.	equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management	<p>All researchers can access a separate programme of early career researchers (ECR) events (<a href="#">link</a>) specifically for to help them develop their careers in academia. Researchers are particularly signposted via the University's <a href="#">Researcher Development portal</a>.</p> <p>Appraisal training is available to all RPD reviewers, to enable them to be constructive and supportive in agreeing relevant staff development activities. Focused RPD training for Research Staff and Research Managers has been conducted by HR in 2015, 2016 and 2017.</p> <p>In addition both Human Resources and Research Services provide 1-1 advice, when requested.</p> <p>Researchers also have access to <a href="#">Researcher Development Programme</a> training provisions from the <a href="#">Graduate School</a></p>	<p>Research managers can access a new 1-day Research Leaders Training to be launched in 2017, or an extended programme 'Foundations of Management Training'. <a href="#">Additional leadership programmes</a> include the Developing Leadership Skills programme and Leadership Skills for Areas of Significant Responsibility. An increasing number of PIs, research fellows and researchers have attended these events since 2015.</p> <p>6 female researchers have been funded by the University to attend the Aurora programme run (Leadership Foundation for HE)</p> <p><b>2015 Action: Assess website analytics, participation numbers and researcher surveys ; Best-practice Schools-based careers guidance to be shared via web resource</b></p> <p>The Researcher Development Portal has had 24,000 page visits in the past 12 months).</p> <p>Learning and Development (L&amp;D) re-launched the University staff mentoring scheme in March 2017 <a href="https://www.kent.ac.uk/hr-learninganddevelopment/mentoring/">https://www.kent.ac.uk/hr-learninganddevelopment/mentoring/</a> which is available for all staff. Wider awareness of mentoring is now possible.</p>
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 within organisations where resources allow. Funders are expected to make it a priority to consider how policies, guidance and funding can be enhanced to help employers to achieve this objective	<p>The University is committed to the on-going employment of all of its employees as far as is reasonably practicable. However, it is recognised that circumstances may arise where changes either in organisational requirements or in the personal circumstances of staff may necessitate the redeployment of staff to other roles within the University (<a href="#">Redeployment Policy</a>)</p> <p>In addition, within the limits of the University's devolved budgeting system, Kent is exploring the potential for 'bridge funding'. It already does this on a small scale; for example, using the PVC Fund to provide match funding for ECRs who apply to Leverhulme Early Career Fellowships.</p> <p>Researcher surveys show only 10% of contract staff continued with repeat fixed term contracts. More staff have been retained on longer contracts (28% with 3-6 years in 2017, just 16% in 2013)</p>	<p><b>2015 Actions: Continue to encourage use of RDF through website, networks and RPD; Promote continuity of employment support through website and researcher networks.</b></p> <p>The University explicitly encourage <a href="#">use of RDF through Researcher Development website</a>, networks and RPD training as well as through programmes offered by the Graduate School Assess: 2017 Survey &amp; researcher groups (HR database)</p>
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, recognising the flexibility that institutions have in implementing the Framework	<p>All categories of staff, including career researchers are progressed automatically in compliance with the Framework Agreement (<a href="#">Further information at UCEA website</a>)</p> <p>The <a href="#">Early Career Researcher Network</a> (ECRN) now has a regular Career Development session led by Academics and Professional Services staff in its annual programme, and notes from these are made available for anyone who is unable to attend (such as <a href="#">here</a> and <a href="#">here</a>) Sessions on Recognition and Promotion are included. Notes from the session are made available to members of the network</p>	<p><b>2015 Action: To also be part of the Researcher Development website.</b></p> <p>Pay progression is now explained (with signposting to HR pages on for Pay and Promotion via the <a href="#">Researcher Development portal</a>).</p> <p><b>2015 Action: identify options for specialist researcher careers advice</b></p>
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	<p>The 2017 survey showed that nearly 31% of researchers had progressed in scale or grade just up from 26% in 2013. Nearly half of our researchers are new to the University (1 year or less).</p> <p>Internally, the University website regularly advertises posts and the skills required. However Researchers need briefing on how this information can be accessed and for this to feature in induction and RPD processes.</p> <p>However 75% of staff do not know what career progression or promotion opportunities exist, and only 23% of staff know how to access the promotion process.</p>	<p><b>2015 Action: Researcher Development website launch; link researcher development on-line resources in new University employment contracts for researchers, information for new staff, induction &amp; RPD</b></p> <p>Researcher Development website launch makes career progression advice visible including signposting <a href="#">links to internal (Kent staff vacancies) and external opportunities</a></p> <p>Further work on communicating the promotion process and opportunities is clearly an area to address</p>

<b>C. Support and Career Development</b>			
<b>Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b>			
<b>no</b>	<b>Concordat Paragraph</b>	<b>Existing evidence of compliance</b>	<b>Action since 2015 (see 2015-17 HRER plan)</b>
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 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	<p>The present offer of training through the Graduate School, the Unit for Enhancement of Learning and Teaching and Human Resources (learning &amp; Development) and Research Services covers a range of development opportunities relevant to researchers.</p> <p>RDWG instigated a new on-line Researcher Development portal which replaces the Human Resources Researcher Development and Support Pathfinder devised in 2012. The launch of the Portal in January 2016 was a significant new development. This enables research staff to see the broad range of provision that is available to them and their colleagues.</p> <p>Researcher Development surveys in 2013, 2015 and 2017 revealed that around 30% of researchers felt that fixed term contracts were a barrier to accessing personal development. There has been a 5 percentage point reduction in numbers of staff perceiving this barrier in the last two years.</p> <p>Kent recognises that researchers need to be more aware of, and make more use of, available opportunities as well as providing new opportunities to meet needs of the researcher community.</p> <p>The on-line portal, RPD (Appraisal) training and ECR events continue to promote awareness of RDF and Vitae 40% of staff are aware of the Vitae Researcher Development Framework (2017 survey). 31% of people (2017 survey) reported pay scale, grade or role change whilst a researcher at Kent.</p>	<p><b>2015 Action: Roll out and development of on-line resource centre</b></p> <p>Google analytics for the <a href="#">Researcher Development website</a> show that 2,211 users have visited the site with 34,180 page views. 51% of researchers (2017 survey) are aware of the website.</p> <p>Uptake of the Researcher Development Portal resources through web analytics is indicated by the site attracting over 24,000 page views in the past 12 months (to April 2017), with 65.5% of visitors returning to the site and between 100 and 300 sessions a month. 51% of researchers are aware of the site (2017 Survey)</p> <p><b>2015 Action: Extend pilot programmes (for example 'careers outside academia', mentoring and researcher participation in University management and leadership programmes.)</b></p> <p>The Careers and Employability service will be running a pilot career management session for staff in June 2017. If successful, further sessions will be run including a session tailored for researchers.</p>
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 approach to researcher careers and that all career paths are valued equally	<p>The new Researcher Development portal signposts support, materials and policy, including Vitae advice that researchers can use to develop their careers in whichever direction they choose.</p> <p>In addition, it offers an 'open learning programme' (details <a href="#">here</a>) which researchers can access for transferrable skills necessary for moves between different roles and paths.</p> <p>The University has a strong system of mentoring within Schools, as well as a careers advisory service, to nurture the development of researchers towards appropriate career paths.</p> <p>Uptake of the Researcher Development Portal is indicated by the site attracting over 24,000 page views in the past 12 months (to April 2017), with 65.5% of visitors returning to the site and between 100 and 300 sessions a month. 51% of researchers are aware of the site (2017 Survey)</p>	<p><b>2015 Action: Extend mentoring pilot beyond Science Faculty; Assess through participation, researcher groups and survey</b></p> <p>Career paths in alternative forms promoted through the Researcher Development portal, as well as through ECR events which discuss multiple career paths and through Careers Advice.</p> <p>Research mentoring is well established in the Sciences faculty and has also spread out across Humanities and Social Sciences, although in some areas researchers and mentors need a better understanding of the role, expectations and requirements of mentorship.</p>
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills 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	<p>Kent's Reflect-Plan-Develop appraisal process, launched in March 2013 provides a tool for researchers and research managers to discuss career plans and the identification of required development needs as well as focusing on shorter term deliverables.</p> <p>All research staff are emailed regularly to highlight relevant development opportunities.</p> <p>One to one career advice is available to all researchers with career advisers.</p> <p>The University's LASR leadership programme will become an increasingly important route for Research Team Leaders to develop transferrable skills in members of their teams.</p> <p>The management development offer has been extended with the Developing Leadership Skills Programme, the Foundations of Management Programme, both for all staff including researchers.</p> <p>Only 42% of researchers (2017 survey) were aware that they could access the Graduate School's Researcher Development programmes. However there is high awareness of the Early Career Researcher events (78%), Grants Factory (68%), and Kent Innovation &amp; Enterprise Network (55%).</p>	<p><b>2015 Actions Website launch following beta-testing in June 2015; Continue to increase awareness (assess) ; Measure impact through participation, annual survey of researchers and researcher meetings</b></p> <p><a href="#">Researcher Development online Portal</a> presents a full range of Researcher Development events, provision, information and initiatives (51% of researchers are aware of it in the 2017 researcher survey).</p> <p>The 2017 survey indicated increased engagement with the University's Induction event with 80% of respondents saying they had been invited. 67% of respondents were offered a local induction into their School</p> <p><b>2015 Action Evaluate proposal for a researcher welcome event (alongside continued researcher participation in the University induction events).</b></p>

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	<p>See information in 3.2 and 3.3</p> <p>Research Staff are encouraged to engage with career development opportunities, which are signposted to them at the induction fair, through probation paperwork, by RDWG Faculty Reps and within the Researcher Development portal. Researchers are offered a mentor to support them in their development, and a system of annual appraisals allows them to discuss appropriate training and development opportunities.</p> <p>75% of researchers indicated that they have access to a professional/academic mentor (2017 survey), up from approximately 50% in both 2013 and 2015)</p>	<p><b>2015 Actions: Evaluate options for specialist careers adviser surgeries; 'Careers outside academia' roll out</b></p> <p>Links to careers resources are available via the Researcher Development website. Data from <a href="#">the Careers and Employability Service</a> indicates that researcher access the service attending drop in sessions and booking 1 to 1 appointments with Careers Advisers. It is hoped that a career management session for researchers will be run later in 2017.</p> <p>School-based careers support is taken up by 43% of staff (45% in 2015).</p> <p><b>2015 Action: Increase take-up of mentoring.</b></p> <p>Alongside professional mentors, researchers are now offered mentoring through the <a href="#">University's KEW-NET mentoring scheme</a> support <b>beyond immediate discipline</b> to broaden awareness of other fields (transferability)</p> <p>The 2017 survey showed an increase in respondents who had access to an academic or professional mentor to 76% from 50% in 2013 and 2015 surveys.</p>
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	<p>Within Kent's Reflect-Plan-Develop (RPD) appraisal process staff can utilise a Personal Development Planning tool. This directs an individual to have a discussion with their manager/supervisor or professional mentor.</p> <p>The RPD (appraisal) process has been designed to ensure that it is clear and transparent, and provides a context for constructive dialogue. Career development discussion is encouraged and reviewers are trained to be aware of the institutional context and the fit with faculty and school research plans.</p> <p>The University has revised its approach to remuneration, pay progression and promotion for academics to include research staff. This included consideration of other forms of recognition and acknowledgement, including prizes.</p>	<p><b>2015 Actions: RPD training for Researchers &amp; monitoring of uptake</b></p> <p>RDWG have encouraged and monitored researchers' participation in RPD with the 2017 survey showing that 45% of researchers had had an RPD appraisal (increased from 40% in 2015) with 69% of these saying they had found the discussion beneficial. The use of personal development planning was reported as being used by 53% in 2017)</p> <p><a href="#">RPD training for researchers</a> now encourages discussions about career options. This is supported by mentoring in schools. 43% of respondents in the 2017 survey indicated that a career development discussion had taken place with their manager or a mentor.</p>
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	<p>All new staff at Kent are invited to the Staff Induction and Information Fair to become aware of these policies and opportunities. Areas such as Health and Safety and HR policies, trade Union contacts and other staff societies are presented. Staff can access representatives of various University services (Unions, Kent Innovation and Enterprise, UELT, Information Services, Sport Centre, Pensions and Payroll Language Services (CEWL) Mediation Service etc). An induction pack issued at the event includes the document 'Useful Information for New Staff'.</p> <p>In 2013 the Researcher Development survey revealed that 43% of staff took up the offer of induction. By the 2017 survey this has risen to 67% (local induction) and 80% attending central induction events.</p> <p>Research managers are encouraged to use the 'Induction checklist for Academics and Researchers' which refers to various policies and sources of information for staff.</p> <p>Research managers use local induction to familiarise staff with the content, workings and activities of the School and the Faculty and the general work environment.</p> <p>All staff joining in the previous 12-15 months are invited to an Annual Induction by the Executive Group which provides new starters with an overview including University strategy and its plans for the future.</p> <p>Professorial promotions now require individuals to demonstrate how they support and develop staff capabilities in teaching and research.</p>	<p><b>2015 Actions: Evaluate proposal for a researcher welcome event (alongside researcher attendance at University induction events)</b></p> <p>67% of people in the 2017 survey got a local induction into their role, of which 75% were happy with the inductions</p> <p>80% had a central University induction of which 78% were satisfied with the process.</p> <p>Awareness of the Researcher Development Portal needs to be better built into researchers' induction from the outset.</p> <p><b>2015 Actions: Further analysis of REF outcomes in relation to Section c. People / development.</b></p> <p>Faculty REF meetings in 2017 (which prepare the agenda for preparations ahead of the next REF) have addressed the Researcher concordat which has been discussed in meetings with all schools stressing the importance of the adoption of the key principles as part of a strong research environment.</p>

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	<p>The University's previous Research pathfinder to signpost relevant developmental options has now been replaced by the superior Researcher Development online portal.</p> <p>The 2013 researcher Development survey (Q15) revealed that that less than 20% of researchers were aware of the Vitae Researcher Development Framework. This has doubled to 40% by 2017.</p> <p>Nevertheless, demand for development is high. The 2013 Researcher Development survey identified that over 50% of staff would like development in career management, communication/dissemination, public engagement, leadership, knowledge exchange, research impact, and supervision of students .</p> <p>75% of researchers in the 2017 survey say they would like training on career management. 50% of people get career advice within their school but 55% get it from the Careers Service. Only 35% of people seek advice external to the University.</p> <p>51% of researchers are aware of the Public Engagement fund and 48% are aware of the Researcher Development Fund (2017 survey).</p>	<p><b>2015 Action: Continue roll out and development of the Researcher Development website and associated programmes</b></p> <p>Roll out of the new Researcher Development website now signposts the offer of RDF framework, and prompts researchers with the range of <a href="#">development opportunities</a> available</p> <p><b>2015 Action: Increase awareness and take-up of <a href="#">Public Engagement with Research Fund</a> and <a href="#">Researcher Development Fund</a> which can give people new responsibility for project activity and funding.</b></p> <p>Faculty of Social Sciences seed fund includes provision for ECRs and from next year it has ring fenced money for ECRs and will be open to those on fixed term contracts if applied for with a permanent staff member as CO-PI. We also provide PhD funding aimed at helping ECRs attract research students</p>
3.8	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	<p>51% of staff have a professional mentor (2013 researcher Development survey, Q16)</p> <p>63% of people do not know if Kent offers opportunities for career mobility, such as for people to switch between researcher and non-research roles (2017 survey). 75% of staff are not clear about what opportunities exist for career progression at Kent, although of one third of these people have been at the University for less than 1 year.</p> <p>Kent has a current focus on improving the position of women in terms of recruitment, retention, progression, mentoring, engagement and well-being. Through the Science Faculty Athena SWAN initiative. It is expected that Athena SWAN good practice can be transferred to other faculties beyond 2013.</p> <p>Most research staff (76%) have a specific academic/professional mentor who they can seek advice (survey 2017).</p>	<p><b>2015 Actions: Evaluate options for specialist careers adviser surgeries; Researcher Development website to share careers best practice</b></p> <p>Through the <a href="#">Researcher Development Portal</a> and events, people are encouraged to consider career development issues by peers, seniors, careers service professionals or external visiting speakers.</p> <p><b>2015 Action: develop RPD Training for Researchers</b></p> <p>RPD training specifically for researchers is now available with bespoke sessions run in schools during 2016 and 2017 as well as open training sessions for researchers. These focus the researcher on getting the most out of appraisal, thinking about the full range of competencies relevant to their development (e.g. signposting the Vitae RDF). (Numbers of attendees + list of sessions)</p>
3.9	Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity within the project. It should be stressed that developmental activity can often have a direct impact on project success, by distributing work, utilising individual strengths and talents, and increasing effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that training of researchers is a significant contribution to research and encourage employers and mentors to adopt these practices	<p>Over the past four years we have seen increases in uptake of CPD provisions with in 2017 21% uptake of communication/ dissemination training, 19% uptake in public engagement training, and 22% in supervision training (all up from less than 15% uptake of these topics in 2013). In addition the uptake of leadership training has doubled to 19%. Several areas are unchanged, however the uptake of personal effectiveness training is low (7%). Since 2013 <a href="#">Researcher Development Survey</a> revealed that 38% of staff were trained in research skills and techniques, this fell to 12% in 2015 but now stands at 28%.</p> <p>Annual reviews offer a process for developing a discussion on development with a professional mentor/supervisor. 45% of staff have had an appraisal (2013 survey), although over a third of staff are still within their first year at the University, so may not have reached the appraisal cycle.</p> <p>Kent's new <a href="#">Reflect-Plan-Develop</a> appraisal system launched in March 2013 puts a greater emphasis on development activity and encourages self-reflection on training and skills plans. First appraisals under this scheme run in the March to July period to fit with research planning</p>	<p><b>2015 Action: Increase take-up of these programmes is encouraged through RPD and Researcher Development website</b></p> <p>Several new topics have appeared in training since 2015 including <a href="#">Grant Writing workshops</a>, and <a href="#">managing budgets and resources</a>.</p> <p>Structured CPD routes (such as the Vitae RDF) are signposted through the researcher development on-line resource portal</p> <p><a href="#">Researcher Development Fund</a> launched in 2015 (for travel and fees associated with attending external training). 16 grants have been made from the fund.</p> <p>2017 survey results show that 48% of researchers are aware of the researcher development fund (for travel and fees associated with attending external training) and 51% are aware of the Public Engagement with Research Fund.</p>

<b>C. Support and Career Development (continued...)</b>																																	
<b>Concordat Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</b>																																	
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4.10	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career options as well as taking responsibility for their choices. Employers should introduce appraisal for all researchers for assessing their professional performance in a regular and transparent manner. It is important that researchers have honest advice on prospects in their preferred career	<p>The annual RPD offers an informed dialogue on the researcher's contribution, and career plans.</p> <p>The 2017 survey reveals much improved uptake of career advice from mentors; 50% of people aware of what is available in Schools, 56% the Careers Service offer, and 35% external advice (Vitae, jobs.ac.uk, professional blogs, training organisations, peers, and previous mentors). 28% have used Vitae as a careers advice resource. In 2013 only one third of research staff had a career development discussion with their mentor. Now, in 2017, 46% of research staff feel they have been given useful advice about career options (only 26% disagree). Work to address this features in the Action Plan for 2017-21.</p> <p>The Early Career Researcher network offers materials of general interest to researchers across Kent</p> <p>Best practice in career development and pathways can be shared across all Schools – through Researcher Development events (Grad School), the Researcher Development Portal and ECRN. The ECR has run four sessions on researcher development (one in Medway three in Canterbury) involving senior researchers from Social Sciences, Sciences. Professors from Humanities and Sciences have presented on work/life balance and career paths.</p>	<p><b>2015 Actions: increase awareness and best practice shared across all Schools – through Researcher Development website and ECRN</b></p> <p>Researchers' awareness has increased through researcher groups, the on-line resource portal and ECR network events and workshops.</p> <p>Following the 2015 action plan RDWG have encouraged and monitored researchers' participation in RPD (appraisal), enabling learning and discussions to focus on issues particular to research, and the nuances of work in different disciplines. The 2017 survey reveals that 45% of researchers have had an appraisal of which 69% found it useful. This is an increase in appraisal uptake by 5% points from 2015. Whilst improvement is possible, the good news is that the vast majority (69%) felt that the discussion was helpful.</p> <p><b>[From 2.1 and 3.5 2015 Actions: Offer RPD training for researchers</b></p>																														
4.11	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	<p>An <a href="#">accredited 'teaching for researchers' qualification</a> has been developed at Kent offering a training opportunity to researchers to develop teaching related skills. Other accredited learning and teaching courses can be attended depending on teaching commitments/load.</p> <p>The 2013 survey of Researcher Development identified a number of issues in terms of demand, access and uptake of teaching qualifications. Other areas include enterprise training. Courses are currently available which Postdocs can attend.</p> <p><a href="#">PGCHE and Associate Fellowship Scheme programmes at Kent</a> allows completion of the probationary requirements for academic teaching and research staff where they are doing direct teaching or Learning support (technical or demonstrator roles).</p>	<p><b>2015 Action: Provision of teaching and academic development</b></p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Training Undertaken (2017)</th> <th>Of Interest (2017)</th> </tr> </thead> <tbody> <tr> <td>Communication/dissemination</td> <td>21%</td> <td>50%</td> </tr> <tr> <td>Research ethics</td> <td>10%</td> <td>38%</td> </tr> <tr> <td>Knowledge transfer</td> <td>11%</td> <td>58%</td> </tr> <tr> <td>Commercialisation/enterprise</td> <td>5%</td> <td>43%</td> </tr> <tr> <td>Research Impact</td> <td>20%</td> <td>59%</td> </tr> <tr> <td>Research skills &amp; techniques</td> <td>28%</td> <td>43%</td> </tr> <tr> <td>Supervision of postgrad students</td> <td>22%</td> <td>44%</td> </tr> <tr> <td>Teaching or lecturing</td> <td>20%</td> <td>38%</td> </tr> <tr> <td>Grant writing</td> <td>22%</td> <td>58%</td> </tr> </tbody> </table>	Topic	Training Undertaken (2017)	Of Interest (2017)	Communication/dissemination	21%	50%	Research ethics	10%	38%	Knowledge transfer	11%	58%	Commercialisation/enterprise	5%	43%	Research Impact	20%	59%	Research skills & techniques	28%	43%	Supervision of postgrad students	22%	44%	Teaching or lecturing	20%	38%	Grant writing	22%	58%
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4.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of career development, suitable training and support is provided	<p><a href="#">UFLT provide several opportunities</a> for research staff dependent upon the teaching load (hours) commitment. ATAP, short courses and full PGCHE are available according to eligibility</p> <p>Consistent with previous years, in 2017, 30% of research staff agree/strongly agree that the University valued teaching and lecturing. In 2013 40% had teaching training (Q12) and 33% want training in the future, rising to 38% showing this interest in 2017.</p>	<p><b>2015 Action: Explore the relevance and access to teaching and demonstration development through research groups and survey</b></p> <p>The 2017 survey reveals that 20% of researchers are consistently taking teacher training (as in 2015), One fifth or people have been involved in teaching (a requirement of taking the training).</p>																														
4.13	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 management committees	<p>The University committee responsible for the strategic policy and direction of research is the Research and Innovation Board. Key within its remit is the development and wellbeing of the research community, of which researchers are an integral and crucial part. As such they are represented by a Contract Staff Representative, who is chosen in consultation with all contract staff at the University.</p> <p>In addition, the <a href="#">Early Career Researcher Network</a> provides a forum for both researchers and lecturers to discuss issues affecting them, which can then be fed back to senior staff and research managers.</p>	<p>Contract Researcher representatives of RDWG now attend their school Research Committees. Senior Researchers in RDWG are members of Faculty Research and Innovation Committees and Kent's RIB.</p> <p><b>2015 Action: ECR network to highlight priority issues for researchers</b></p> <p>One area for consideration revealed by the 2017 survey is that only 33% of researchers feel consulted on general workplace issues (such as new employment policies, changes to working practices or strategies)</p>																														
4.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement	<p>The Research &amp; Innovation Strategy requires researchers to develop clear short and longer-term career plans which form the basis of discussion at regular individual research planning meetings and RPDs.</p> <p>The 2013 and 2015 surveys revealed that 50-51% of staff had access to a professional mentor in Kent and this has increased significantly to 76% in 2017(either on a formal or informal basis). Researchers use academic/professional mentors for career advice.</p>	<p><b>2015 Action: Extend mentoring/access to University mentor scheme</b></p> <p>Mentoring has now been extended for researchers through access to the University on-line mentoring scheme (<a href="#">KEW-NET</a>) launched in March 2017. This system allows engagement with colleagues and alumni on a voluntary, confidential basis as an alternative to in-school provision.</p>																														

<b>D. Researchers' Responsibilities</b>			
<b>Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</b>			
<b>no</b>	<b>Concordat Paragraph</b>	<b>Existing evidence of compliance</b>	<b>Action since 2015 (see 2015-17 HRER plan)</b>
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers	Most researchers at Kent wish to continue to develop careers in academia. Interestingly 42% in an academic role, and 22% in a research role and 12% in research in another e=sector. This compares with 2013 where 60% wished to proceed in an academic role and nearly 30% as a researcher in HE.  In 2013 few researchers had personal development plans. This is now encouraged through the RPD appraisal and in 2017, 53% of people reported they had one.	<b>2015 Action: Encourage involvement in Networks, RPD &amp; development</b> Following the 2015 action plan RDWG has encouraged and monitored researchers' participation in networks as follows (survey data): 26% of staff attending Faculty events in 2017 (up from 18% in 2015) 58% of staff attending school events in 2017 (up from 47% in 2015) <b>2015 Actions: Share best-practice on academic career support provision across Schools and Careers &amp; employability support</b>
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	The University has a centre for Enterprise (Kent Innovation and Enterprise) focused on engaging the University with the requirements of business, industry and public sector organisations. KIE run initiatives including 'Ideas Factory' to enable researchers including post docs to buy time to further ideas with industrial/commercial potential.  Enterprise & Impact training was piloted in autumn 2012 and repeated in April 2013. This has now been developed into <a href="#">regular network sessions</a> since 2015.  The University has a Knowledge Exchange (KE) Strategy which establishes the principle that research staff should engage in KE activity. KE activity is also embedded in the <a href="#">University's institutional plan</a> .	<b>2015 Actions Use KEIN as a model for semi-structured and 'bite size' development events for researchers; extend awareness of these development opportunities (and more) through t online portal</b> <a href="#">Kent Enterprise and Impact Network</a> (established since 2015) is one new 'bite size' development event for researchers, run termly (June 2016 – Canterbury; November 2016 – Canterbury; February 2017 - Medway) attracting an average of 15 participants on each occasion.  Enterprise & Impact training continues on an annual basis offering training for 16 people per cohort. <a href="#">Grants Factory</a> events encourage work with partners outside academia, most recently in December 2016
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	Although Kent has clear processes for maintaining ethical standards in all research activity, the understanding held by PIs needs to be more widely disseminated across research staff. Research ethics feature in the Researcher staff checklist.  Ethics briefings are given to research staff by Kent <a href="#">Research Services</a> staff on request, although this can be better disseminated through a researcher network.	<b>No action set in 2015</b> The Faculty Support Office monitors internal peer-review for ethical research undertakings. Directors of Research and Directors of Graduate Studies (Research Programmes) have oversight of Ethics compliance. An electronic ethics review system is currently being developed to simplify, streamline and standardise the process of ethical approval.
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	Research job descriptions describe the skills that should be developed at each grade of research staff employment.  The 2013 Researcher Development survey revealed a low awareness of the Vitae RDF and effort should be made to enable researchers to engage with this tool.	<b>2015 Action: Roll out of on-line resource centre</b> The <a href="#">Researcher Development portal</a> and Twitter feed now signposts relevant development events, networking and resources, taking 24,000 page views in the past year. Researchers are exploring (2017 survey) topics of communication (up to 21% of researchers), management (up to 19%), public engagement (up to 19%), research impact (up to 20%) and grant writing (up to 22%) all at higher levels than in 2015 and 2013.
5.5	Researchers should recognise responsibility for managing and pursuing their career. They should identify training needs and seek out learning and development. Employers have a responsibility to provide advice and structures. Managers should encourage training and development	Development opportunities are provided by Research Services, <a href="#">Graduate School Learning &amp; Development</a> and <a href="#">Unit for Enhancement of Learning &amp; Teaching</a> (UFLT)  Researchers' knowledge of available development has increased significantly (2017 survey), with 54% awareness of UFLT teaching (27% attended), 64% awareness of Graduate School training (27% attended), 71% aware of HR Learning & Development training (44% attended), 35% aware of Information Services support (18% attended).	<b>2015 Action: Assess web analytics, participation, feedback to RDWG Faculty representatives, researcher groups and researcher survey</b> Uptake of the Researcher Development Portal resources is indicated by over 24,000 page views in the past 12 months (to April 2017), with 65.5% of visitors returning to the site and 100- 300 sessions a month. 51% of researchers are aware of the site (2017 Survey)
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed 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	All researchers are encouraged to develop a Personal Development Plan with in Kent's revised <a href="#">Reflect-Plan-Develop Scheme</a> . In Faculties, RPD discussions are aligned with faculty research planning processes from 2013 onwards.  In RPD briefings in 2013 Research managers are signposted to the Kent researcher development opportunities to discuss with research staff.  Researchers and research managers can now access RPD training tailored to their needs, which show the Researcher Development portal as a resource.	<b>2015 Action: RPD will signpost the 'Researcher Development' portal.</b> 53% of researchers have a PDP (2017 survey). RPD training in 2016/17 include bespoke sessions for. <ul style="list-style-type: none"><li>• Kent Business School</li><li>• School of Social Policy Sociology and Social Research</li><li>• Centre for Health Service Studies</li><li>• Open session for Researchers (November 2016)</li><li>• Politics and International Relations (April 2017)</li></ul>

<b>E. Diversity and Equality</b>			
<b>Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>			
<b>no</b>	<b>Concordat Paragraph</b>	<b>Existing evidence of compliance</b>	<b>Action since 2015</b> (see 2015-17 HRER plan)
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	Kent has a comprehensive Equality, Diversity and Inclusion Policy ( <a href="#">link</a> ) and has published an EDI work plan which sits within the Equality, Diversity and Inclusivity <a href="#">reports</a> . The University's executive group members are <a href="#">champions</a> for each protected characteristic.  HR has a range of policies relating to staff (HR A- Z of policies) and promotes networks for: women; EDI (involving all departments); disability; LGBT; Harassment contacts  Kent's Athena SWAN programme sets the institution's agenda for gender balance and intersectionality including both academic and professional support staff roles. (ECU: " <i>In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.</i> ")  Kent was awarded 'University of the Year' at the inaugural National Student Pride awards in 2013. Kent was winner due to its support for both LGBT staff and students.	<b>2015 Action: Monitor protected characteristics data</b>  The <a href="#">People Strategy</a> (2015-2020) includes objective 4.7 Through Valuing Everyone and related initiatives, build shared understanding, awareness and capability across the University to embed our values of equality, fairness, collaboration and respect, cope with change and develop resilience.  Schools are required (with support from HR) to monitor protected characteristics data and this features in on-going <a href="#">Athena SWAN</a> commitments.
6.2	The Concordat encourages the recruitment and retention from the widest pool of available talent, including those from diverse backgrounds	Kent has reviewed gender representation for all grades of researcher staff (i.e. grades 6, 7, 8, 9) in all of its faculties as a part of research that is required for the Athena SWAN Award.	<b>2015 Action: Monitor protected characteristics data; Respond to findings of Pay Audit; Implement Impact Analysis Action Plan</b> The <a href="#">2015 Equal Pay Audit</a> found no gender pay gaps (with the exception of management and professorial level). The audit emphasised continued transparency in pay policy and progression of policies under the Athena SWAN charter. Implement Impact Analysis Action Plan
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 progression in research careers which may disproportionately impact on some groups more than others.	Kent has taken action to overcome gender imbalances and to enable progression through the Athena SWAN initiative, extending beyond Sciences and out to all faculties.  Barriers to progression, such as inability to engage with teaching training and qualifications are being examined by HR, UELT and the Graduate School. A short course teaching module is now available alongside ATAP and PGCHE  Local groups now established as discussion networks (e.g. Biosciences, Business School). Researchers can apply for funding for external CPD, with agreement from their Head of School. Internal courses are accessible to all research staff as are <a href="#">well-being events</a> .  REF training has been conducted for Equality, Diversity and Inclusion to remove obstacles to research staff.	<b>2015 Action: Respond to findings of Pay Audit; Monitor Eastern ARC Fellows career development planning</b>  The <a href="#">2015 Equal Pay Audit</a> found no gender pay gaps by grade (with the exception of management and professorial level), nor by full or part time, nor by ethnicity and disability.  The new <a href="#">on-line resource portal</a> makes it easier to share good practice and access support in setting up local groups.  <b>Action 2015: Engage with researchers to take ownership for UKRSA</b> 2015 reviews showed low interest by Kent Researchers in participating in UKRSA
6.4	Employers should ensure that working conditions for researchers provide the flexibility and recognise that the "early career" period may be prolonged by career breaks ( <i>inc. parental leave, part-time work, or atypical routes into research</i> ) and risk attrition from the research path. Working conditions should allow researchers to combine family and work	Kent has a set of family friendly policies which can be accessed by all eligible staff including researchers.  Inductions events invite all staff to become aware of these policies and opportunities and the documents 'Useful Information for New Staff' and the 'Induction checklist for Academics and Researchers' makes reference to these.  Management training includes EDI elements (in the new Foundations of Management modules) and participation in on-line modules is also encouraged.	<b>Action 2015: Family friendly and flexible working policies further promoted; monitor through survey and staff data</b>  The University of Kent now offers a tax-efficient Workplace Nursery Salary Exchange Scheme – for childcare facilities provided to employees, usually through the Oaks Nursery on Canterbury Campus.  Family friendly and flexible working policies are now further promoted through the <a href="#">researcher development on-line resource portal</a>
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 research cannot be done differently.	The University's policy on flexible working is applicable to all eligible staff, with 6 months employment for which serious consideration is given to any request for flexible working in relation to care for a child, or adult in need of care ( <a href="#">Staff Policies</a> ). Refusal can only be made on the basis of eight specified grounds	<b>2015 Action: Further promote work-life balance policies &amp; procedures</b>  Work-life balance policies and procedures are now further promoted through the <a href="#">Researcher Development portal</a>

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	University policy for fixed term contract staff means that the University covers maternity pay (according to employee's eligibility) during the funded period. Fellowship Grants allow for take maternity, paternity, adoption or parental leave in accordance with the terms and conditions of employment. Consideration is given to allowing a fellowship grant to be placed in abeyance during the absence of the Fellow for maternity/paternity/adoption/parental leave, and the fellowship extended by the period of leave. Many funders commit to meet maternity leave payment costs where they are not covered by Statutory Pay arrangements. The same applies to paternity and adoption.	<b>No actions in 2015</b> The University follows funders' acceptance (such as the Research Councils) to support researchers funded by them. Funder guidance ' <a href="#">allow[s them] to take maternity, paternity and adoption leave and make provision for additional costs of maternity where appropriate</a> '  2017 survey showed that 8 participants had taken maternity leave, 1 paternity leave and 1 parental leave. Most reporting that they were well supported, particularly at a local level by their manager.
6.7	Employers should aim for a representative balance ( <i>gender, disability, ethnicity, age</i> ) at all levels of staff, including at managerial level. This should be achieved on the basis of a transparent equal opportunity policy at all career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the institution and research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments should reflect the percentage in the available pool at the level immediately below	The <a href="#">Equality, Diversity and Inclusion report</a> identifies current employee representation across protected characteristics.  Recruitment policy is outlined in applications information.  The University's promotions committee is organised to have an appropriate gender balance and where possible this is aimed for in recruitment committees including training in E&D and unconscious bias for recruitment committee members in all schools.  Each year the three Faculty's all partake in a formal planning round meeting with the Dean and other relevant stakeholders. The Human Resources department has provided data on 3 of the protected characteristics for both academic and administrative staff.  School planning data includes age, ethnicity and gender, with plans to extend this data to include other protected characteristics when available through the new HR system.	<b>2015 Action: Promote EDI networks ('researcher development' portal)</b> 70% of research staff are aware of Kent's commitment to Equality, Diversity and Inclusivity (2017 survey), 65% are aware of available training and 36% have attended available training.  Analysis of statistics in the Athena SWAN initiative reveal demographics at faculty level. Actions have been noted to address imbalances.  For contract researchers 54% are female, 46% male.  Male-only selection/promotion panels are avoided, so decision-making is representative of wider, more diverse expectations. Where fewer available senior women mean male-only panels occur, members are aware of mitigating any unconscious bias.  EDI <a href="#">networks</a> are included in the 'researcher development' portal.
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	Staff are protected in University employment policies including • Leave for dependents ; •Harassment; • Grievance; • Dignity at work; •Work-life balance; •Redundancy A positive recruitment message is presented to applicants with disabilities who will be interviewed if they meet the essential requirements of the role.  Staff have priority access to places for their children at Oaks Day Nursery on campus. Staff with English as a 2 <sup>nd</sup> language can take language courses (funds cover 50% of costs).  REF 2014 preparations included an awareness programme for research managers on EDI/Staff Circumstances provisions to promote equality practice. 131 staff attended.  Network meetings are arranged at times sympathetic to needs of carers. Membership (e.g. Early Career Researchers) is open to allow people with non-traditional backgrounds.	<b>2015 Action: Researcher perceptions of other policies in future surveys</b> The 2017 survey of contract researchers revealed that 10 people (17%) had taken parental leave (8 maternity, 1 paternity, 1 parental). All indicated that they had been well supported a local level, although some respondents commented that rules governing leave of this type were inflexible.  These results support the 2015 finding where nine respondents had taken maternity leave an all were positive/very positive about the process at Kent.
6.9	Managers of research should ensure that measures exist through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties	Kent has <a href="#">policies, procedures and structures</a> to combat discrimination including: <ul style="list-style-type: none"> <li>• Harassment contacts</li> <li>• Emergency Response Team available outside office hours and via Campus Watch</li> <li>• Equality Diversity &amp; Inclusion reps in every department (circa 40 trained people)</li> <li>• Counselling Service</li> </ul> <p style="text-align: right;">HR Support • Mediation services</p>	<b>No Action in 2015</b> A confidential <a href="#">Harassment Contact Network</a> has been implemented and members revised in November 2016. This covers all Faculties and at our locations in Canterbury, Medway and Brussels. Staff may approach a contact outside their own department if they wish.
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 actively engaged in <a href="#">Athena SWAN</a> , Project Juno (Physics) and its Code of practice, and London Mathematical Society Good Practice Scheme ( <a href="http://www.lms.ac.uk/women/good-practice-scheme">http://www.lms.ac.uk/women/good-practice-scheme</a> ) for women in mathematics ( <a href="http://www.kent.ac.uk/smsas/">http://www.kent.ac.uk/smsas/</a> )  The University as a whole is engaged with Stonewall since 2011 and has shown continued score improvements on the Stonewall Equality Index.  The University is committed to the Disability Confident scheme (formerly 'Two Ticks').  The University was benchmarked in the top 150 employers on the Stonewall Workplace Equality Index in 2015, a rise of 176 places and ranking 15 <sup>th</sup> out of 47 HE institutions.	<b>2015 Action: Extend Athena SWAN.</b> New schools pursuing the award since 2015 are: <ul style="list-style-type: none"> <li>• School of History</li> <li>• School of English</li> <li>• School of Sport &amp; Exercise Sciences</li> <li>• Politics &amp; International Relations</li> <li>• School of Anthropology &amp; Conservation</li> <li>• School of European Culture &amp; Languages</li> <li>• Architecture</li> <li>• School of Arts</li> <li>• Economics</li> </ul> Kent is pursuing institutional accreditation for November 2017.

F. Implementation and Review			
Concordat Principle 7: The sector and all stakeholders will undertake regular and collective review of progress in strengthening the attractiveness and sustainability of research careers in the UK.			
no	Concordat Paragraph	Existing evidence of compliance	Action since 2015 (see 2015-17 HRER plan)
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.	<p>Researchers at Kent access the core induction, training, (RPD) appraisal, mentoring, and networks as for other employees in the University.</p> <p>The University's Researcher Development Working Group oversees 'HR Excellence in Research' including implementation of action (see p2-3 of the summary). It reviews all aspects of the University's compliance to maintain and update forward action plans.</p> <p>RDWG members, including representatives from Research Services, Graduate School, UELT and HR (Learning &amp; Development) continue to engage in national developments and initiatives relating to the Concordat and researcher development (with Vitae etc.)</p> <p>Researcher development is standing item on all Faculty research committee meetings (Sciences, Social Sciences, Humanities) and in the Research and Innovation Board meetings</p>	<p><b>2015 Action: Further promotion of Vitae events and provision through the Researcher Development at Kent' website.</b></p> <p><a href="#">Members of the RDWG</a> (senior Academics, professional services) and colleagues attended and presented at the <a href="#">Vitae Researcher Development International Conference in 2016</a>. Our aim is to create a community of researchers at Kent. The presentation described how this was achieved and its benefits.</p> <p>Develop engagement with new Vitae South East Region and Vitae on-line communities.</p> <p>Further promotion of Vitae events and provision through the 'researcher development at Kent' website. (Assess: participation).</p>
7.2	The signatories agree ( <i>paraphrased thus</i> ): <i>a. to oversee the implementation of the Concordat with sector bodies</i> <i>b. to assess the state of the sector at the launch of this Concordat</i>	<i>c. to contribute an appropriate share of the costs of implementation</i> <i>d. to draw up an implementation plan for the Concordat,</i> <i>e. to undertake and publish a major review of the Concordat after three years</i>	Not applicable
7.3	The signatory funders will ensure that their terms and conditions include expectation that Research Organisations adopt principles of the Concordat	Grant funding terms are monitored by Research Services. Kent has a good working relationship with funders such as RCUK and are tied in with national and international developments including its <a href="#">Careers and Diversity Strategy</a> .	
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 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	<p>RDWG members actively engage with Vitae and other institutions in sharing of good practice. Engagement with Vitae South East Region and Vitae on-line communities. Graduate School, L&amp;D and Research Services all engage with Vitae.</p> <p>Members of RDWG (Faculty Associate Deans of Research and others) engage with Vitae and other institutions, sharing good practice at Vitae Researcher Development International Conference (September 2016).</p> <p>New connections now developed to make skills development and networking available.</p> <p>Other partnerships include:  Santander Universities Partnership  Universities UK</p>	<p><b>2015 Action: Develop engagement with Vitae on-line communities.</b></p> <p><b>2015 Action: Connect with <a href="#">Eastern ARC</a> and <a href="#">Universities at Medway</a> .</b></p> <p><a href="#">Eastern ARC</a> (Academic Research Consortium: Kent, Essex, UEA):  East Anglia (Norwich) conference in September 2015  Kent (Canterbury) Digital Humanities Group meeting October 2015  Kent (Canterbury) Qualitative Social Science Workshop, March 2016  Kent (Canterbury) Psychological Experimental Workshop April 2016  Kent (Canterbury) conference in November 2016  QSS seedcorn funding for collaborative projects across Eastern ARC  <a href="#">Universities at Medway</a> partners including:  Medway Research Network (June 2016)  Medway Research Fair (planned for May 2017)</p>
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. There is a strong presumption that in implementing the Concordat, emphasis will be placed on the use of existing data and information and sharing of good practice between institutions and to provide evidence of its impact	<p>Kent is committed to implementation of <a href="#">Equality Diversity and Inclusivity</a> as part of its strategic commitments with Executive Group members each being diversity champions.</p> <p>The University collects data on all protected characteristics to inform the Equality, Diversity and Inclusivity Work Plan and to support all policy development.</p> <p>The Group reports to, and work with, the <i>Joint Staff Negotiating and Consultation Committee</i> (JSNCC) and <i>Staff Policy Committee</i> (SPC) and the <i>Student Inclusivity and Diversity Working Party</i> as well as other committees and groups as appropriate. The Group's terms of reference also include the embedding and promotion of equality and diversity policies, procedures, practice, training and networks and supporting the work of Equality and Diversity Champions for staff and students.</p>	<p><b>2015 Action: More detailed monitoring</b></p> <p>Oversight of EDI for staff matters has moved to the Staff Policy Committee from autumn 2015</p> <p>Further collation of data by faculty and school has been driven by the Athena SWAN initiative, with a view to improve the gender composition of staff in key areas.</p> <p>The Kent leadership behaviour framework includes expectations for embedding Equality, Diversity &amp; Inclusivity values across the University.</p> <p><b>2015 Action: Develop HR Excellence in Research links with <a href="#">Medway</a> and <a href="#">Eastern ARC</a> Partners.</b> See 7.4 above</p>

## Glossary of Terms

- CEWL: Centre for English and World Language – this is the language training service at Kent
- CHASE (AHRC): Consortium for the Humanities and the Arts South-East, funded by the Arts and Humanities Research Council
- Concordat: Concordat for the Career Development of Researchers
- DVC: Deputy Vice Chancellor
- Eastern ARC: Eastern Academic Research Consortium (Universities of Kent, East Anglia, Essex)
- ECRN/ECR: Early Career Researcher Network – open to all postdoc researchers and early career academics at Kent
- EDI: Equality, Diversity and Inclusivity
- EG: Executive Group - the executive management team at Kent, led by the Vice Chancellor
- EnvEast (NERC): Environment East Doctoral Training Partnership, funded by the Natural Environment Research Council
- HRER: HR Excellence in Research Award – the recognition for institutions adhering to the Principles of the Concordat to Support the Career Development of Researchers
- KIE: Kent Innovation and Enterprise –the University's enterprise department
- KEIN: Kent Enterprise & Innovation Network – provision of support and events to academics and researchers by the University's enterprise department
- L&D: Learning and Development – the team within the Human Resources directorate at Kent responsible for general staff development and training across the institution
- liP: Investors in People (the UK standard for people management) - defines what it takes to lead, support and manage people well for sustainable results
- PI: Principle Investigator (academic manager of a grant-funded research project)
- RDF: Researcher Development Framework – the competency document provided by Vitae which describes the knowledge , behaviour and attributes of successful researchers
- RDS: Research Design Service, provided by the National Institute for Health Research
- RDWG: Researcher Development Working Group – the group of researchers, senior research managers and support services which oversees researcher development at Kent
- REF: Research Excellence Framework - the system for assessing the quality of research in UK Higher Education institutions
- RPD: Kent's Reflect-Plan-Develop staff appraisal system
- SeNSS (ESRC): South-East Network for Social Sciences, funded by the Economic and Social Research Council
- UEA: University of East Anglia
- UELT: Unit for Enhancement of Learning & Teaching (Kent's academic teacher training, teaching technology and student academic support department)
- UKRSA: UK Research Staff Association