

Gap Analysis and Action Plan for the Implementation of the Concordat to Support the Career Development of Researchers

The University of Essex is committed to sustaining and building on our research excellence, and to increasing our research intensity and the benefits to the wider world outside the academy that result from our research. The University is applying for the HR Excellence in Research Award in order to reflect our commitment to harnessing the talents of all the members of its academic community, supporting those engaged in research to reach their full potential and recognising that individual members of staff can contribute to the University's research excellence in different ways.

The University of Essex offers wide-ranging support to research staff to maximise opportunities for personal and professional development and career progression. This includes the training offered by the Learning and Development department, the activities of the Research and Enterprise office, career coaching for research staff, and research student training and support offered by the Graduate school. Additionally, researchers have representation on the University's Research Committee which has oversight of research strategy at University and departmental levels. The Committee works on behalf of the senate, the supreme academic authority of the University, and is responsible for monitoring and reviewing progress and development of the University's research performance.

A gap analysis against The Concordat the Support the Career Development of Researchers was carried out between October 2013 and March 2014 and was informed by the publication of the University's draft strategic plan for 2013-19. The draft University Research Strategy was published online as part of a period of consultation and members of the University community were invited to provide feedback via email or at an open consultation meeting. There was also a specific consultation meeting for Departmental Directors of Research. Furthermore, a number of academic staff sat on the University Research Strategy Task and Finish Group. The Gap Analysis was led by the Learning and Development department. Following this, action points to address gaps in practice were developed in consultation with the Director of Human Resources, the Equality and Diversity Manager, the Research and Enterprise Office and the Graduate School.

Operational responsibility for this analysis and action plan lies with Learning and Development with strategic level oversight by PVC Research and Director of HR.

Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.				
Clause	Evidence for current compliance	Actions	Responsibility	Timescale
1. All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	The <i>University of Essex Strategic Plan 2013-19</i> outlines a commitment to sustaining and building upon our research excellence, in particular setting out an aim to put in place mechanisms for recruiting and retaining world-leading and rising-star researchers and rewarding staff for achieving excellence in relation to research: https://www.essex.ac.uk/about/strategy/documents/strategic-plan.pdf	Development of a research strategy encompassing the recruitment of staff in line with our commitment to excellence in research.	PVC Research, REO Director	Autumn Term 2014-15
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.	The University of Essex Policy statement on equality and diversity in recruitment and the requirements for job descriptions and person specifications to align with this clause are set out in <i>the Recruitment and Selection Handbook and Guidance for recruiters</i> : http://www.essex.ac.uk/hr/policies/docs/RecruitmentSelectionBooklet.pdf Essex was awarded an Athena SWAN Bronze Award in September 2013.	School of Biological Sciences and School of Health and Human Sciences to apply for Athena SWAN Silver Award.	School of Biological Sciences/School of Health and Human Sciences	Summer Term 2015
3. Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Where a request is made to advertise a fixed-term post or to issue a fixed-term contract, the individual making the request must justify it by reference to one or more of the reasons set out in section [2] of <i>Guidance on use of fixed-term contracts</i> : http://www.essex.ac.uk/hr/policies/docs/Guidance_FixedTermContracts%20.pdf			
4. To assure fairness, consistency	The University's webpage for <i>Procedures for</i>			

<p>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>	<p><i>recruitment and selection into academic posts</i> http://www.essex.ac.uk/hr/managers/recruitment/academic-posts.aspx) states requirements for members of selection panels to either attend face-to-face training or complete an online "Recruitment and Selection Essentials" course. This site also states requirements for panels to have a gender mix and include members of under-represented groups if possible.</p> <p>Progression and promotion is managed centrally through the process of <i>Annual Review for Academic and Research Staff</i>. http://www.essex.ac.uk/hr/grading/annual-review-academic-staff.aspx). Applications are discussed and approved by Heads of Department and considered by a central panel.</p> <p>For both recruitment and promotion applications, feedback to unsuccessful candidates is provided on request.</p>			
<p>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>	<p>Academic and research posts are graded via HERA (Higher Education Role Analysis)-based national role profiles and by the University's <i>Annual review procedures for academic and research staff</i>. http://www.essex.ac.uk/hr/grading/annual-review-academic-staff.aspx).</p> <p>Related information can be found at http://www.essex.ac.uk/hr/salary/).</p>			

Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.				
Clause	Evidence for current compliance	Actions	Responsibility	Timescale
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.	All researchers have full access to our researcher development programme (see http://www.essex.ac.uk/ldev/training/research/default.aspx), irrespective of their type of contract.			
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.	The University's commitment to engaging fixed-term employees on terms and conditions of employment and giving access to services on terms that are no less favourable to those enjoyed by permanent employees, in line with current regulations, are laid down in <i>Guidance on use of fixed-term contracts</i> : http://www.essex.ac.uk/hr/policies/docs/Guidance_FixedTermContracts%20.pdf			
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	The appraisal and personal development scheme applies to all staff, and research staff appraisals should be carried out by research managers, at Professor level if possible. This scheme encompasses career development guidance. HR managers also provide appraiser training for managers; see	Review processes for supporting appraisal and personal development scheme, including annual monitoring.	Director of HR	Autumn Term 2015

<p>research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	<p>"Managers" section of (http://www.essex.ac.uk/ldev/training/default.aspx).</p> <p>Equality and diversity training, "Managing Diversity" is provided for all managers, as set out at (http://www.essex.ac.uk/eo)</p>	<p>Embed equality and diversity training within training for managers and Head of Department inductions. Monitor attendance of "Managing Diversity" training.</p> <p>Revise formal job descriptions for Heads of Department and departmental research directors to provide clarity on roles and responsibilities.</p>	<p>Equality and Diversity Manager</p> <p>Director of HR</p>	<p>Autumn Term 2014</p> <p>Summer Term 2015</p>
<p>4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	<p>The Research and Enterprise Office (REO) provides support to researchers for applying for extensions to grants where a case can be made on the strength of the research.</p> <p>The University has a redeployment policy aimed at ensuring security of employment for all its employees. See (http://www.essex.ac.uk/hr/policies/docs/RedemploymentPolicy.pdf) for details.</p>			
<p>5. Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility</p>	<p>Salary information for all staff is set out at (https://www.essex.ac.uk/hr/prospective-staff/salary.aspx).</p>			

that institutions have in implementing the Framework.				
<p>6. Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers for early stage researchers are outlined in organisational HR strategies.</p>	<p>Promotion opportunities are transparent and open to all staff; applications are embedded in the process of Annual review for academic and research staff: http://www.essex.ac.uk/hr/grading/annual-review-academic-staff.aspx.</p>			

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

Clause	Evidence for current compliance	Actions	Responsibility	Timescale
<p>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>	<p>The Learning and Development department offer training, such as grant writing, and disseminate resources, targeted at developing careers of researchers: see (http://www.essex.ac.uk/ldev/training/research/default.aspx).</p> <p>The Research and Enterprise Office (REO) organises opportunities for researchers to meet with funders and partake in further training, for example on research impact.</p> <p>Research students have full access to the Employability and Careers Centre (http://www.essex.ac.uk/careers/).</p> <p>Research students all have equal access to Proficio, the University's scheme for ongoing professional development for doctoral students. (http://www.essex.ac.uk/study/pgr/proficio/)</p>	<p>Annual monitoring and reviewing of uptake, additional training opportunities offered as appropriate.</p>	<p>Director of Research Training</p>	<p>Autumn Term 2014 onwards</p>
<p>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>	<p>The Learning and Development department offer workshops on possible career paths and career coaching for research staff. Furthermore, information on career paths of researchers, as well as links to Vitae and EURAXESS resources for researcher careers within and outside academia is available (see (http://www.essex.ac.uk/ldev/training/research/default.aspx))</p> <p>Recent "Your Career, Your Move" event for</p>	<p>Roll out full university-wide coaching service, to be available to all research staff</p> <p>Hold "Your Career, Your Move" event</p>	<p>Head of Learning and Development</p> <p>Employability</p>	<p>Autumn Term 2014</p> <p>Spring</p>

	doctoral students showcase the breadth of career paths available to researchers, and featured Essex PhD alumni from academic and non-academic sectors as invited speakers	annually.	and Careers Centre, Learning and Development manager for doctoral skills development	Term 2015 onwards
3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	<p>The programme provided by the Learning and Development department includes a wide range of skills development opportunities for academic and research staff: http://www.essex.ac.uk/ldev/training/default.aspx.</p> <p>The Learning and Development department are accredited by the Institute of Leadership and Management to provide training in coaching methods.</p> <p>Communication and other professional skills delivered to doctoral students via Proficio. http://www.essex.ac.uk/study/pgpr/proficio/.</p>	Annual monitoring of take-up of skills development opportunities.	Head of Learning and Development	Autumn Term 2014 onwards
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.	Research students and staff have access to career coaching offered by the Learning and Development department.	Training to broaden awareness of other sectors needs to be made more regular within the current research student professional development offering.	Learning and Development Manager for doctoral skills development	Autumn Term 2014
5. Researchers benefit from clear systems that help them to plan their career development.	Discussion of career development is embedded within the appraisal and personal development process for all staff (see			

<p>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>	<p>(http://www.essex.ac.uk/hr/policies/docs/Appraisal&PDScheme.pdf).</p> <p>Policies for promotion and reward are transparent and available to all staff at (http://www.essex.ac.uk/hr/policies/performancemanagement-framework/).</p>			
<p>6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>New researchers attend the new-staff induction programme: (http://www.essex.ac.uk/ldev/induction/) and are required to complete Health and Safety and Equality and Diversity training.</p> <p>Research managers are encouraged to undertake their own training in providing an effective environment for researcher development through the "PI Series" or other management training offered by Learning and Development.</p> <p>Extensive induction processes are in place for research students, developed by the Learning and Development department.</p>	<p>Review current induction procedures with a view to the possibility of introducing a longer-term programme of induction.</p>	<p>Head of Learning and Development</p>	<p>2014-15</p>
<p>7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>		<p>Consideration of a statement of expectations outlining skills development expectations of research staff at all grades, both in terms of research output and other areas of activity (supervision, administration, budgeting etc) and encouraging staff to seek opportunities to acquire the necessary skills.</p> <p>The University is investing in an Epigeum online programme for the training of research supervisors.</p>	<p>PVC Research</p> <p>Dean of Postgraduate Research and</p>	<p>Autumn Term 2014</p> <p>Autumn Term 2014</p>

			Education	
8. Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	<p>The full professional development programme offered by the Learning and Development department (http://www.essex.ac.uk/ldev/training/research/default.aspx) is available to all researchers, regardless of their contractual situation.</p> <p>The Learning and Development department also offer one-to-one guidance, including coaching, on researcher development.</p> <p>Some departments, such as Essex Business School, assign a professional development mentor to each new researcher.</p>	Review the “Wise-up Wednesdays” training programme with the aim of giving PGR students and early career researchers access to the expertise of senior academics and university senior managers.	Learning and Development manager for Doctoral Skills Development	Autumn Term 2014 onwards
9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.	<p>PhD Supervision training is available to all academic and research staff (see the “Academics and Researchers” section of (http://www.essex.ac.uk/ldev/training/default.aspx))</p> <p>Research managers are required to discuss CPD activity and training needs with each member of their team as part of the Appraisal and Personal development scheme.</p> <p>The “Management Essentials” training highlights managers’ responsibilities for the encouraging CPD activity for all members of their team.</p> <p>Professional development for PhD students provided via Proficio programme. (http://www.essex.ac.uk/study/pgr/proficio/)</p>			
10. Researchers should be empowered by having realistic	Information about career direction options is made available to all staff (see			

<p>understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>http://www.essex.ac.uk/ldev/training/research/default.aspx).</p> <p>The Appraisal and Personal Development scheme is intended to assess professional performance and includes discussion of career development. Full information on the process is available to all staff at http://www.essex.ac.uk/hr/appraisal/).</p>			
<p>11. Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p>	<p>There are two University of Essex CPD schemes, <i>Cadenza</i> and <i>The Postgraduate Certificate in Higher Education Practice (PGCHEP)</i>, which offer training in academic practice. Both schemes allow staff to gain fellowship (or a higher level of membership) of the HEA and so are recognized sector-wide.</p> <p>Doctoral students who act as Graduate Teaching Assistants are now required to do level 1 of <i>Cadenza</i> during their first year of teaching.</p> <p>See http://www.essex.ac.uk/ldev/recognition/cadenza/default.aspx and http://www.essex.ac.uk/ldev/recognition/cheper/default.aspx for details.</p>			
<p>12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and</p>	<p>The University offers an extensive programme of training and support in teaching and demonstrating. This is available to all academics and researchers, either as part of the PGCHEP scheme or as</p>	<p>Monitor uptake of training in teaching and demonstrating and offer new training opportunities where requested</p>	<p>Learning and Development manager for teaching development</p>	<p>Autumn Term 2014 and onwards</p>

support is provided.	standalone training sessions. See the "Academics and Researchers" section of (http://www.essex.ac.uk/ldev/training/default.aspx) for details.		and academic and research programmes	
13. Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	Researchers have representation on the University's Research Committee.	Establish a University-wide Postgraduate Researcher network.	Dean of Postgraduate Research and Education	Autumn Term 2015
14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	All probationary staff engaging in research have probation agreements developed in conjunction with mentors.	Formalise mentoring requirements for research staff across the university.	PVC Research	Autumn Term 2014

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning				
Clause	Evidence for current compliance	Actions	Responsibility	Timescale
1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	The University of Essex is committed to recruiting and retaining researchers with excellent records or potential, as outlined in The <i>University of Essex Strategic Plan 2013-19</i> : https://www.essex.ac.uk/about/strategy/documents/strategic-plan.pdf			
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's Research and Enterprise office (REO) offers Knowledge Exchange support to researchers, including a programme of one-off events, and the University Consultancy Service: see http://www.essex.ac.uk/reo/research_community/knowledge_exchange/ .	Implement Annual Research Impact training session for PhD students.	Learning and Development Manager for doctoral skills development	Spring Term 2015
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.	The Research and Enterprise office holds university policy information on ethics in research as well as a University statement of research integrity and good scientific practice. http://www.essex.ac.uk/reo/research_community/research_governance/research_integrity/ . Training on ethical use of research data is part of the university's research staff training offer: see the "Academics and Researchers" section of http://www.essex.ac.uk/ldev/training/default.aspx . Research Ethics training is provided annually to doctoral students at the University's Doctoral Welcome Conference and as part of			

	the "Wise-Up Wednesday" training programme: see https://shortcoursesgateway.essex.ac.uk/Portal/DesktopDefault.aspx .			
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.	The University offers doctoral students and research staff extensive training opportunities to develop transferrable skills and consider their career progression, through the Proficio programme. http://www.essex.ac.uk/study/pgr/proficio/			
5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility.	Identification of training needs and seeking opportunities for further learning and development is part of the annual Appraisal and Personal Development scheme. Training needs analysis is conducted on a regular basis with/for PGR students.	Develop new training needs analysis procedures to allow PGR students to better identify their individual training needs and find out how to access these.	Director of Research Training	Autumn Term 2014
6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	Career development activities are discussed as part of the Appraisal and Personal Development scheme.	Planned developments to the <i>HR Organiser</i> system will allow all staff and their managers to monitor and record their professional development activities year-round. Implement Phase 4 of HR Organiser: see http://www.essex.ac.uk/staff/hr_organiser/ .	Director of HR	Summer Term 2015

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.				
Clause	Evidence for current compliance	Actions	Responsibility	Timescale
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.	<p><i>The University of Essex Equality Policy and Strategy 2011-14</i> acknowledges the university's legal responsibilities and commitment to equality and diversity. It contains an action plan containing five components, covering all the protected characteristics.</p> <p>The University is a Two Ticks Employer and has also signed the Mindful Employer Charter for employers who are positive about mental health. Essex is a Stonewall Diversity Champion. Essex was awarded an Athena SWAN Bronze Award in September 2013.</p> <p>For further information, see http://www.essex.ac.uk/eo</p>	We are currently participating in the Equality Challenge Unit's Gender Equality Charter Mark trial which extends the principles of Athena SWAN to humanities and social sciences.	Equality and Diversity Manager	Summer Term 2014
2. As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	<p>The University's commitment to ensuring equality and diversity law and policy is upheld in recruitment is outlined in <i>Recruitment and Selection Handbook and Guidance for Recruiters</i>: http://www.essex.ac.uk/hr/policies/docs/RecruitmentSelectionBooklet.pdf. This document also states the positive action that is allowed in order to increase equality and diversity in recruitment, including the Two Ticks scheme.</p> <p>We have just started to use a positive action statement in adverts for academic and research posts, encouraging women (apart from posts in HHS) and those from BME backgrounds to apply as they are under-represented in those departments and staff groups.</p>			
3. It should be emphasised that the	The University joined the Athena SWAN			

<p>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.</p>	<p>Charter in February 2011 and was awarded an Institutional Bronze Award in September 2013.</p>			
<p>4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p>	<p>The University is committed to supporting working parents and offers a childcare voucher scheme to staff: http://www.essex.ac.uk/hr/policies/docs/FlexibleBenefitsFAQs.pdf</p> <p>The University has a range of approaches, including flexible working and leave arrangements, to help staff balance work and family commitments: http://www.essex.ac.uk/hr/current-staff/policies.aspx.</p>			
<p>5. It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>	<p>The University is committed to considering all flexible working requests from its employees, as set out in the <i>Flexible Working</i> document at http://www.essex.ac.uk/hr/current-staff/policies.aspx.</p> <p>Requests for compressed hours may also be considered: http://www.essex.ac.uk/hr/policies/docs/com</p>			

	<p>pressed_hours.pdf).</p> <p>As part of our Athena SWAN action plan, we are now monitoring all requests for flexible working.</p>			
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 policies for doctoral students give them entitlement to take maternity leave.			
7. Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.	<p>The University's webpage for <i>Procedures for recruitment and selection into academic posts</i> (http://www.essex.ac.uk/hr/managers/recruitment/academic-posts.aspx) states requirements for selection committees to have a gender mix and include members of under-represented groups if possible.</p> <p>The equality profile of those applying for promotion, both successful and unsuccessful candidates, is audited annually and identified issues are considered by the HR & Equality and Diversity Group and Academic Staffing Committee.</p>	Revise Annual Review Procedures for Academic and Research Staff and carry out Equality Impact Audit on these revisions.	Equality and Diversity Manager	Summer Term 2015
8. Account should also be taken of the personal circumstances of	The University's equality and diversity policy acknowledges the university's legal			

<p>groups of researchers. Examples would include researchers who have responsibility for young children or adult dependents, 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.</p>	<p>responsibilities and commitment to equality and diversity.</p> <p>Essex University is a Two Ticks employer: see (http://www.essex.ac.uk/eo)</p> <p>Free English classes are provided to dependents of international staff: (http://www.essex.ac.uk/internationalacademy/study/el/default.aspx).</p> <p>New in 2014 is specific reference in the annual review procedures to ‘individual circumstances’ – following the same guidelines as the REF, inviting staff to disclose circumstances which have had an effect on their ability to fulfil their role.</p>			
<p>9. All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p>The Harassment Advisory Network allows confidential discussion of harassment and bullying. Advisors can suggest possible routes to support.</p> <p>The University’s policies are designed to protect the careers of all innocent parties.</p> <p>See the “Harassment” tab at (http://www.essex.ac.uk/equality/)</p>			
<p>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.</p>	<p>The University is a Two Ticks Employer and has also signed the Mindful Employer Charter for employers who are positive about mental health. Essex is a Stonewall Diversity Champion. Essex was awarded an Athena SWAN Bronze Award in September 2013.</p>	<p>Apply for accreditation under the Gender Equality Mark scheme.</p> <p>Application to Stonewall Workplace Equality Index.</p>	<p>Equality and Diversity Manager</p> <p>Equality and Diversity Manager</p>	<p>Summer Term 2014</p> <p>Spring Term 2015</p>

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Clause	Evidence for current compliance	Actions	Responsibility	Timescale
<p>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>	<p>The University is committed to implementation and review of the Concordat's principles, through this action plan.</p>	<p>Annual review of implementation progress against this document.</p>	<p>Director of HR</p>	<p>2014 onwards</p>
<p>2. The signatories agree:</p> <p>a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.</p> <p>b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</p> <p>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organizations operating in the</p>				

<p>sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>				
<p>3. The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>				
<p>4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the</p>				

<p>Concordat, as well as establishing strategic partnerships between funders.</p>				
<p>5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>The University is a member of a range of external equality schemes, including Two Ticks, the Mindful Employer Charter, Stonewall and Athena SWAN.</p>			