

CONCORDAT TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCHERS: ACTION PLAN 2019-2021

Principle 1 - Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.		2021 Decision
Action	Evidence of good practice/compliance, action 2019-2021, lead and key actors, timeframe, indicator	
1.1 Maintain and improve on numbers receiving recruitment and selection training.	<p>The Recruitment Team manages recruitment and selection training and monitors the composition of recruitment panels, including completion of training and the diversity of the panel.</p> <p>COMPLETED: The 2015-2017 approach continues.</p>	Complete
1.2 Recruitment training to include more overt discussion of unconscious bias.	<p>The recruitment and selection training offered by HR addresses unconscious bias in recruitment. Every interview panel pack includes an Unconscious Bias sheet as a reminder to all interviewers.</p> <p>The Organisational Development Team (HR) has launched the new 'VITAL' Leadership and Management programme for research and early career academic staff; the programme contains a workshop on unconscious bias.</p> <p>Following the implementation of compulsory Equality, Diversity and Inclusion course in 2016, in September 2018 a compulsory course on Unconscious Bias was launched.</p> <p>COMPLETED: The 2015-2017 approach continues.</p>	Complete
1.3 Research staff invited to recruitment and selection training as a CPD opportunity to understand the process and what it entails from both sides of the table.	<p>Robust recruitment and selection practice is covered in the Doctoral College suite of career development workshops, such as "moving beyond your current contract", "transferring to a non-academic career" and "how to succeed at employment interviews". These courses were attended by 99 researchers during the period October 2017 to August 2019. In addition, there have been a series of career events featuring potential employers and their processes, these had 326 attendees over the same period.</p> <p>Members of interview panels are required to undertake recruitment and selection training.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>	Complete

1.4 Ensure continued increase (min. 90%) in number of research staff reporting detailed recruitment information and panel interviews.	<p>A comparison of CROS 2015, 2017 and 2019 data reveals a slight decrease in the most recent return. The number of responses for CROS 2019 was significantly higher than previous iterations, which does affect the validity of previous repos slightly.</p> <table><tr><th>Measure</th><th>CROS 2015</th><th>CROS 2017</th><th>Russell Group 2017</th><th>CROS 2019</th><th>Russell Group 2019</th></tr><tr><td>Job description</td><td>86.2%</td><td>88.4%</td><td>91.9%</td><td>87.5%</td><td>92.5%</td></tr><tr><td>Qualifications</td><td>75.9%</td><td>90.7%</td><td>92.3%</td><td>85.6%</td><td>93.5%</td></tr><tr><td>Specialist research skills</td><td>75.9%</td><td>86%</td><td>89.8%</td><td>84.6%</td><td>87.9%</td></tr><tr><td>Transferable skills</td><td>75.9%</td><td>79.1%</td><td>75.4%</td><td>75%</td><td>77.8%</td></tr></table> <p>In CROS 2019 Transferable skills had 12.5% recording “I don’t remember”, whereas the other fields had 3.8% for “I don’t remember”. These are in line with the Russell Group.</p> <p>Action 2019-2021: Maintain the high percentage of CROS respondents being given detailed recruitment information. Lead: HR (Recruitment) Other Key Actors: Departments, Pls Timeframe: ongoing Indicator: Minimum of 90% of CROS 2021 respondents reporting detailed candidate information.</p> <p>2021 review: The closest CEDARS question set is: “To what extent do you agree that your recruitment, selection and appointment process was: fair/inclusive/transparent/merit-based”. Our responses to this new question are in line with the benchmark agree and agree strongly categories. Given stability of responses over the 6 year period covered by CROS, the implementations as a result of the concordat action seem effective and no further action is needed.</p>	Measure	CROS 2015	CROS 2017	Russell Group 2017	CROS 2019	Russell Group 2019	Job description	86.2%	88.4%	91.9%	87.5%	92.5%	Qualifications	75.9%	90.7%	92.3%	85.6%	93.5%	Specialist research skills	75.9%	86%	89.8%	84.6%	87.9%	Transferable skills	75.9%	79.1%	75.4%	75%	77.8%	To end
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1.5 A 10% increase in CROS respondents finding induction useful/very useful.	<p>Institutional induction processes have undergone further change over the last two years, and there are of more tailored college- and departmental-level inductions.</p> <p>a. Analysis of the CROS 2019 data has shown a marked increase in the effectiveness of all 3 inductions in comparison to CROS 2017. Leicester is now markedly above the bench mark group in 2 of the 3 categories:</p> <table><tr><th>Measure</th><th>CROS 2015</th><th>CROS 2017</th><th>Russell Group 2017</th><th>CROS 2019</th><th>Russell Group 2019</th><th>CEDARS 2021</th></tr><tr><td>Local induction</td><td>60.3%</td><td>60.5%</td><td>63%</td><td>77.4%</td><td>65.9%</td><td>65%</td></tr></table>	Measure	CROS 2015	CROS 2017	Russell Group 2017	CROS 2019	Russell Group 2019	CEDARS 2021	Local induction	60.3%	60.5%	63%	77.4%	65.9%	65%	To Continue (E12)																
Measure	CROS 2015	CROS 2017	Russell Group 2017	CROS 2019	Russell Group 2019	CEDARS 2021																										
Local induction	60.3%	60.5%	63%	77.4%	65.9%	65%																										

	Departmental induction	32.8%	32.6%	48%	57.5%	48.9%	58.3%	
	Institutional induction	34.5%	16.3%	35.8%	34.9%	35.7%	36.7%	
	b. The CROS 2017 trend has continued with a marked decrease in respondents reporting not being offered an induction at local, departmental and institutional levels in CROS 2019. Leicester is now markedly below the bench mark group in 2 of the 3 categories:							
	Measure	CROS 2015	CROS 2017	Russell Group 2017	CROS 2019	Russell Group 2019	CEDARS 2021	
	Local induction	32.8%	20.9%	21%	11.3%	19.8%	18.3%	
	Departmental induction	51.7%	32.6%	26.8%	22.6%	26.7%	16.7%	
	Institutional induction	34.5%	30.2%	27%	27.4%	26%	35%	
	Action 2019-2021: Continue the 2017-2019 approach. Lead: HR (OD) Other Key Actors: College and departmental administration, Pls Timeframe: ongoing Indicator: maintain the level of respondents finding induction useful/very useful at local, departmental and institutional levels for CROS 2021. 2021 review: The usefulness of inductions are similar to the 2019 in general, with exception for local induction, which returned to 2017 level. Inductions not being offered has increased at institutional level and local level but decreased at School/departmental level. There is a need to encourage the local and institutional inductions and also increase awareness of the existence of these inductions for new starters. This action will be continued in the new action plan.							
1.6 Continue to champion Concordat and the need for local-level induction.	There has been a further decrease in understanding of the Concordat. 34.9% of CROS 2017 respondents reported some understanding, compared with 27.2% in CROS 2019. This decrease was contrary to what was expected due to the creation of the ECR and research staff career enhancement group to help review and implement measures. The only probable counter is due to the significantly higher response rate to CROS 2019. There was no staff survey in 2018 to help capture further information in the University environment on these activities. Action 2019-2021: a. Examine the ways in which Charter activities are positioned and understood by the target populations.							To continue (E1 & 2)

	<p>Lead: HR (EDI) Other Key Actors: Departments, PIs</p> <p>Timeframe: 2021</p> <p>Indicator: 10% increase of CROS 2021 respondents reporting an understanding of Charters.</p> <p>2021 review: 32.4% reported some understanding of the Concordat, with a further 25% being aware of its existence. This is comparable to the CEDARS benchmark and previous response years. There is still work to be performed to increase awareness.</p>	
1.7 Ensure research staff participation in leadership and management development programmes including a PI toolkit for life cycle of a research project	<p>This action was incorporated into three key Organisational Development interventions following the recommendations of the 2015 Task and Finish Group on Developing and Enhancing Careers. These are:</p> <ul style="list-style-type: none"> a. Conversations with purpose (training on challenging conversations), which has trained a further 53 academic and related staff since August 2017 (total now 198) b. The Future Leaders Programme (for senior lecturers and equivalent), which has trained 62 academic delegates in academic year 2017/18 and a further 19 in 2018/19. c. The 'VITAL' Leadership and Management programme – targeted at research and early career academics was deemed a success following the pilot and a total of 34 academic and related staff since August 2017. <p>Action 2019-2021: Continue to deliver a PI Toolkit to demonstrate the lifecycle of the research project, with financial, research integrity, contractual and people management responsibilities.</p> <p>Lead: Research Support Services Other Key Actors: HR (OD), Departments, PIs</p> <p>Timeframe: 2019-21</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. At least 12 early career academic and research staff participating in each cohort of the VITAL programme. <p>2021 review: This programme of delivery has been affected directly by the pandemic and related training provision. Many sessions that comprise these programme could not be effectively reshaped for virtual delivery. The University is reshaping its leadership training to increase the offering and increase ease of participation for all researchers (more open training and less cohort limited offerings). To ensure the new provision fulfils the needs of researchers going forwards, we will look to incorporate this metric in the new action plan.</p>	To continue (EI4 & EM1)
1.8a Support for research staff exiting the university, including exit	<p>The type of current contract is not currently captured through the exit interview forms and so it isn't currently possible to monitor uptake of exit interviews by research staff. The current system is being reviewed and addition of this data has been requested.</p>	To continue (PCDI5)

<p>interviews, and capturing destinations</p>	<p>Likewise, it isn't currently possible to assess how many fixed-term staff are accessing coaching towards the end of their contracts. A request for capture of this data has been made.</p> <p>Action 2019-2021:</p> <ul style="list-style-type: none"> a. Encourage research staff to participate in exit interviews. b. Develop a mechanism for disaggregating the research staff experience from exit interview feedback. c. Develop a mechanism for capturing research staff destinations following employment at Leicester. <p>Lead: HR Other Key Actors: Departments, Pls</p> <p>Timeframe: 2019-2021</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. 20% of research staff access coaching or other careers support at the end of a fixed-term contract. b. Evidence of changes to practice that can be incorporated into subsequent Concordat Action Plans and other Charter activities as a result of exit interview feedback. c. Evidence of transferability of research and transferable skills into other professional environments. <p>2021 review: a) staff exit interview uptake b) feedback c) destinations</p> <p>There is a clear process for those leaving the University, which starts with the line manager and the researcher being invited to complete an exit survey. As part of this, the leaver can request an exit interview. If any concerns are raised as part of the exit process, the HR Business Partner may offer an exit discussion with the employee. If further action is required, this is assigned to an appropriate HR staff member and recorded on a central log, which is monitored to ensure completion of the actions.</p> <p>43.7% of research staff completed an exit survey since they were introduced in the current format in November 2019. Of those that provided a next destination: 53% have stayed in HEIs in the UK; 20% moved to the private sector; 9% remained in HEIs but outside the UK; 9% to Government bodies; 6% to research institutes; 3% to NGOs.</p> <p>The process for capturing is now established, embedding and increased uptake is required. Monitoring of destinations will continue.</p>	
<p>1.8b Provide further careers support that includes career aspirations in</p>	<p>Since September 2017, the provision of training has been facilitated through the new Doctoral College.</p> <p>Questions were added to CROS 2017 to elicit more information on where research staff expect to gain careers advice, and what it means for them. The key issues explored were job security, tensions between project commitments and the need to</p>	<p>To continue (PCDR3 & PCID5)</p>

academia and beyond.

develop an individual professional profile, access to information, and the difficulty of securing grant funding as a research staff member. These were also added for CROS 2019.

There has been an increase in respondents agreeing/strongly agreeing that they take ownership of their career development (CROS 2019: 88.2%; CROS 2017: 80.8%), and a large increase for agree/strongly agree that they have a clear career development plan (CROS 2019: 59.8%; CROS 2017 39.5%).

From CROS 2019, 78.6% of respondents aspire to stay in academia which is a similar level from CROS 2017 (78.1%).

Action 2017-2019: Continue 2017-2019 approach

Lead: Doctoral College

Timeframe: 2017-2019 (review with research staff groups in June 2018)

Indicator:

- 65% of CROS 2019 respondents reporting a clear career development plan.
- 2% increase in aspirations to work in other careers sectors (comparing results from CROS 2019 and CROS 2021).

2021 review:

- The additional questions on career management were not added to CEDARS due to survey length concerns and that they also partially map to CEDARS question set 30, particularly:

	UoL (% agree/agree strongly)	Benchmark (% agree/agree strongly)
You have discussed your career options with a careers specialist?	14.4%	14.9%
You have a clear career development plan?	33.3%	38.3%
You maintain a formal record of your continuing professional development activities?	68.4%	60.7%

Leicester's responses are similar to the sector.

- Aspirations for work in different sectors:

	CROS 2019		CEDARS 2021		CEDARS Benchmark 2021	
Sector	Aspire	Expect	Aspire	Expect	Aspire	Expect
Academic career	79%	59%	67%	47%	60%	52%

	Other role in academia	2%	5%	6%	7%	4%	9%	
	Research beyond academia	7%	12%	11%	17%	17%	16%	
	Self-employment	4%	0%	4%	1%	6%	2%	
	Teaching outside HE	0%	1%	0%	1%	1%	1%	
	Other occupations	7%	9%	7%	12%	6%	8%	
	Don't know	2%	14%	5%	14%	7%	11%	
	The proportions of those aspiring or expecting to pursue an academic career have dropped considerably, resulting in an increase to most other employment sectors. The aspirations and expectations will need to be monitored but the action that carries over will be in relation to career development plans.							
1.9 Collate examples of good redeployment practice (particularly for research staff).	All members of staff who are identified as being at risk of redundancy are considered for suitable redeployment opportunities where there is a defined match of skills and professional responsibilities. Pls report positive opportunities and benefits from redeployment (e.g. immediate local knowledge, potential for forging new collaborations, learning about skills and equipment held in other parts of the institution, no issues over relocation). For those on fixed term contracts with a definite continuation of external funding, the Doctoral College has provided bridge funding to prevent unemployment. Two such instances were supported in 2018/19. Action 2017-2019: Publish examples of good redeployment practice. Lead: HR (Recruitment) Other key actors Doctoral College Timeframe: October 2021 Indicator: Minimum of 2 examples for each basic scenario where redeployment could be used for researchers on fixed-term contracts. 2021 review: It has not been possible to collate examples of redeployment due to the pandemic and priorities within HR. There is a new and extensive guide for all staff on redeployment that was published January 2021. A new policy and procedure document on redeployment was revised in May 2020 and further revised in March 2021. Examples are provided in this policy document, based on real instances, but not tailored to researchers.							End
1.10 Maintain current levels of advisory workshops,	The following workshops are available for managers: <ul style="list-style-type: none">• Practical Skills for Managing Performance, Conduct and Conflict at Work• Introduction to the Role of the Line Manager							Complete

<p>retaining flexibility to add new ones depending on specific needs of research staff or PIs as needs be.</p>	<ul style="list-style-type: none"> • Managing Probationary Staff • Managing Researchers: Supervising research degree candidates, Examining research degree theses, Good Practice in DL Supervision • Maximising Attendance at Work: Short and Long Term Absence Issues • Maximising Performance: Giving Feedback and Setting Objectives • Planning Change • Promoting a Positive Working Environment: Dealing with Bullying and Harassment • The Management of the Stress Policy and Procedure Training • Conversations with Purpose (Workshop Session) • Leadership in Research & Other Work Settings <p>COMPLETE: The 2017-2019 approach continues.</p>	
<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.</p>		
<p>2.1 Maintain current suite of opportunities for communication and participation.</p>	<p>In the 2016 Staff Survey, 82% of research staff respondents reported receiving information from the University in a timely way, and 81% reported that information from the University is straightforward and easy to understand. In 2017, this dropped slightly to 81% and 78% respectively for University-wide communications.</p> <p>There has not been a further staff survey to track changes but the communication style within the University has changed significantly since 2017, which include more frequent University wide communication and an internal feed on developments.</p> <p>The ECR and Research Staff Career Enhancement Group report to the Research and Enterprise Committee (Chaired by PVC for Research) as a route for strategic influence.</p> <p>Action 2019-2021: continue the 2017-2019 approach</p> <p>2021 review: There has not been a further staff survey since 2017 and so assessing against this metric is not possible. Anecdotal reports in the ECR and Research Staff Career Enhancement Sub-Committee indicate that communications improved directly as a consequence of the pandemic, with more regular central communications being sent out that appraised them of all aspects of University "life".</p>	<p>End.</p>

2.2 Embed career planning into PDD/appraisal process.

Since 2017, the number participating appraisals has increased as well as the effectiveness of appraisals. The CROS 2019 responses are more positive than the 2019 benchmarking group.

Measure	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021
Had an appraisal	75.9%	81.7%	68.4%	83.9%
Overall usefulness	52.4%	67.3%	59.0%	60.3%
Useful for highlighting issues	62.9%	74.6%	64.0%	N/A
Useful for focus on career aspirations	47.6%	69.6%	58.6%	N/A
Have a clear career development plan	38.8%	59.8%	55.3%	33.3%

Reviewing the PIRLS 2019 survey responses show that PIs see the appraisal process as important for those they manage in line with the sector average. However, whilst confidence is high for conducting appraisals, a large proportion recognise the need for further development around this aspect. The new forms were launched in 2017 and are being reviewed but there is clearly a shortfall in training provisions to complement this.

Measure	PIRLS 2017	PIRLS 2019	PIRLS Benchmark 2019	CEDARS 2021
Appraising staff I manage is important	85.6	82.0%	82.4%	N/A
Confident in conducting appraisals (options 3 and 4)	76.9%	70.4%	70.4%	72.4%
I would benefit from additional development for appraising staff	43.1%	45.0%	43.4%	28.1%

Action 2017-2019: to provide further support and development for staff conducting appraisals

Lead and key actors: HR

Timeframe: PIRLS 2021

Indicator: PIRLS 2021 response decreased by 10% for those requiring further development for conducting appraisals

2021 review: As can be seen in the data above, the responses indicate that uptake and provision is comparable to the 2019 responses. There has been an increase in training and support for those conducting appraisals, which has led to the large

To continue (PCDR3 & PCDI2)

	<p>decrease in those desiring additional training. Appraisals are an important part of development for researchers and whilst we have retained a high percentage of participation, there is a desire to keep monitoring this measure.</p> <p>There is a decrease in those having a career development plan, which may be due to sector uncertainty as result of the pandemic. Irrespective, this element will be monitored for the next period.</p>						
2.3 Integrate 'VITAL' and 'RLP' into a suite of options for emergent research leaders.	<p>For detail of progress on leadership and management development, please see item 1.7 above.</p> <p>The blended researcher development programme 'Research Leaders Programme' (RLP) was rolled out in January 2018 providing a research skin to the 'VITAL' Leadership and Management programme. Two Cohorts have completed RLP and of those, only 30% have accessed VITAL elements.</p> <p>Action 2017-2019: Continuation of the RLP provision for research staff Lead and key actors: Doctoral College Other key actors: HR (OD) Timeframe: Roll out January 2018 Indicator:</p> <ul style="list-style-type: none">a. Maintain provision of RLP with at least 1 cohort per yearb. Increased uptake of VITAL courses by RLP participants (to 50%) <p>2021 review: Recruitment of the 2020 cohort was started but the programme was postponed because of the pandemic. As listed above, the delivery of leadership courses is changing and should be more inclusive for all researchers. Bespoke and/or tailored delivery just for researchers is still applicable.</p>	To continue (EM1)					
2.4a. Research Staff promotion criteria and external academic and non-academic appointments. Create opportunities to support transition to research independence.	<p>The current academic career map outlines three academic career trajectories from Grade 8 (lecturer equivalent) upwards – research-focused, teaching-focused and teaching and research-focused. The contribution domains are: research, teaching, impact & knowledge exchange, and leadership and citizenship.</p> <p>A task and finish group has been set-up to create a researcher career path for grades 7 – 9 (primarily for those on non-academic, fixed term contracts or externally funded positions). This includes a review and creation of standard descriptions for certain roles and corresponding grades.</p> <p>In review of the respondents answers to how your institution treats you fairly as a researcher in comparison with other types of staff, there is generally a reported increase since CROS 2017 as reported below:</p> <table><tr><td>Measure (fair treatment with regards to):</td><td>CROS 2017</td><td>CROS 2019</td><td>Russell Group Benchmark 2019</td><td>CEDARS 2021</td></tr></table>	Measure (fair treatment with regards to):	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021	To continue (PCDI2 & EI3)
Measure (fair treatment with regards to):	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021			

	Access to training and development	90.2%	85.7%	82.6%	68.5%		
	Participate in decision making processes	29.2%	43.1%	46.2%	50.2%		
	Opportunities for promotion and progression	20.7%	26.8%	29%	32.3%		
	Requests for flexible working	61%	67.8%	68.5%	66.6%		
	<p>There is a significant increase with involvement of researchers in decision making processes (up 14%) but this is still below the benchmark group. With the exception of training, the other two measures are also slightly below the benchmark group. Respondents feel that their access to training and development compared to other staff is slightly less fair than previous but this is still above the benchmarking group. A redesign of the website and visibility of training provision is underway and expected to complete October 2019.</p> <p>The Doctoral College administered a researcher and research staff fellowship fund in academic year 2018-19. This fund enabled contract researchers to undertake short collaborative visits or research experiments to increase their career development opportunities. 37 awards were allocated in this period.</p> <p>See 1.3 and 2.6 for career events and opportunities</p> <p>Action 2019-2021:</p> <ul style="list-style-type: none"> a. Continue to create opportunities to support the transition to research independence b. Continue to provide the Doctoral College researcher and research staff fellowship fund <p>Lead: Doctoral College and HR Other key actors: Departments, Research staff, PIs</p> <p>Timeframe: 2019-2021 (review August 2020)</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. 5% increase in CROS 2021 respondents agreeing or strongly agreeing to fair treatment for: <ul style="list-style-type: none"> i. Access to training and development ii. Opportunities for promotion and progression <p>2021 review: There is a marked decrease between the CEDARS result and previous CROS outcomes for access to training and development. The “demographic” returning the survey has changed. Whilst considerably lower than previous surveys, it is also 10% lower than the CEDARS benchmarking group.</p>						

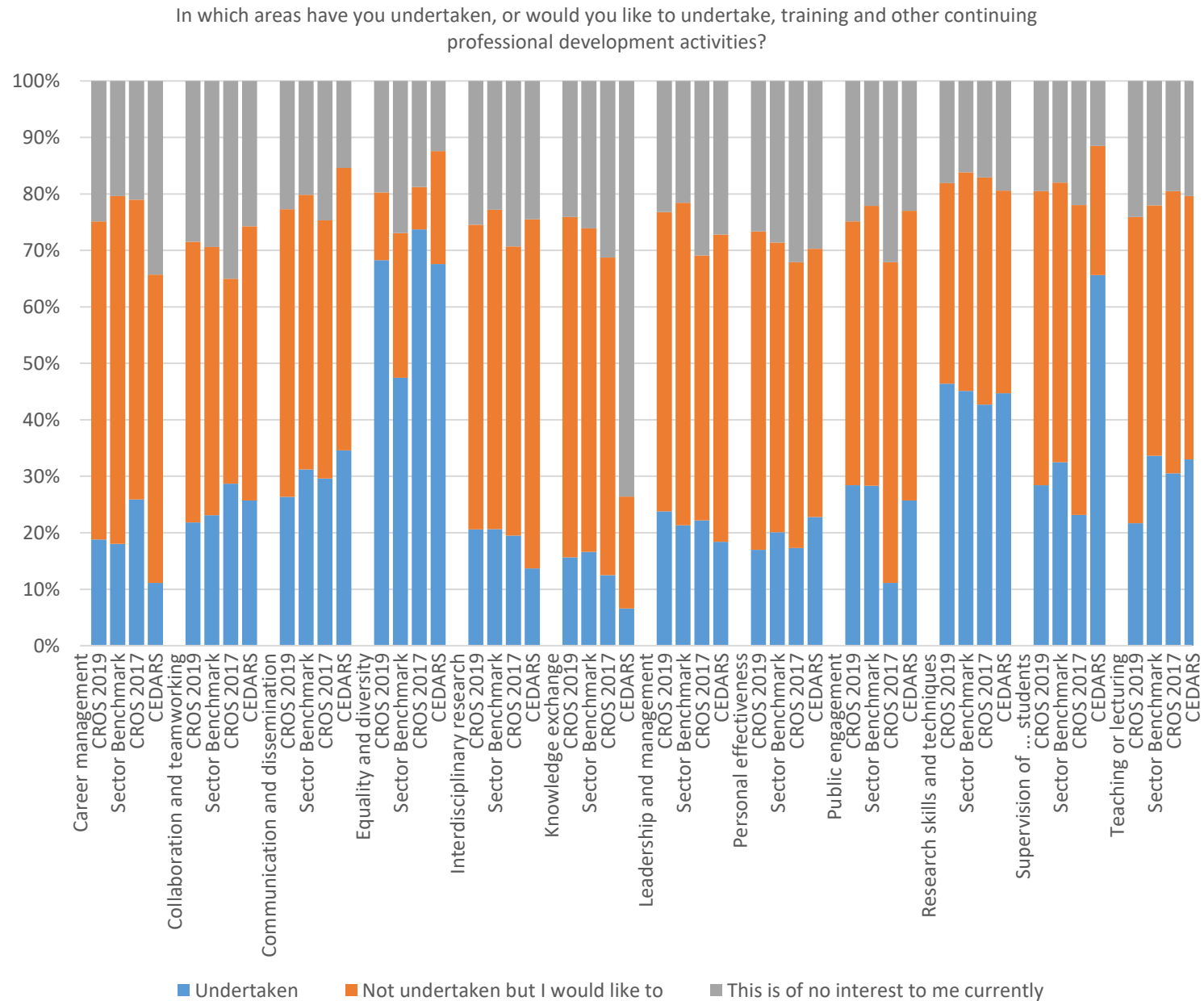
	<p>The perceived fair treatment for promotion and progression is notably higher than previous CROS survey results but lags quite far behind the CEDARS benchmark of 47.9%.</p> <p>The pandemic has caused a reduction in live training and development opportunities being made available. There is an increased number of static resources and pre-recorded materials to assist with normal development but has not met the perceptions of the intended audiences according to survey responses.</p> <p>The positive uplift in fairer treatment for promotion and progression is welcome but behind the sector. This will need to be actioned in the new concordat action plan in order to further understand and address this issue.</p>	
2.4b. Facilitate workshops on preparing for the REF.	<p>The Research Strategy and Policy Team have implemented the REF Strategy.</p> <p>Colleges have provided workshops around REF output quality, which included general guidance on the REF process, to which research staff were invited. Workshops, training and communication have continued in order to provide clarity and support for all REF eligible staff.</p>	Complete
2.5a. Integration of research staff into the workings of the department/colleges, and sharing of good practice.	<p>Since 2017, all 3 Colleges now include an Early Career Researcher and Research Staff Action Group, led by the Colleges academic ECR lead. These groups report to the ECR and Research Staff Career Enhancement Group and also have representatives at Research and Enterprise Committees (Both at College and Institutional levels).</p> <p>An established mentoring programming within the College of Life Sciences is being rolled out to the other two Colleges. This will enable cross discipline mentoring (if desired or appropriate) for mentor-mentee relationships.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>	Complete
2.5b. Ensure key research staff contact in every department gets an up-to-date mailing list of all research staff in their department.	<p>Research staff representatives and departmental managers receive updates on new starters.</p> <p>The majority of schools and departments now notify all staff of new arrivals.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>	Complete
2.5c. Ensure research staff representatives on committees are aware of their responsibility to act as a conduit between	<p>Research staff representatives are included in University committees where appropriate. All University committees have terms of reference.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>	Complete

research staff and the concerned committee.																																
2.6 Support research staff engagement in activities to develop their careers across teaching, committee membership, supervision, enterprise and public engagement.	<p>A contributions mapping exercise in the University has plotted the key areas of activity for academic staff in research-focused, research and teaching, and teaching focused routes and this is being extended to non-academic research staff (see Action 2.4a)</p> <p>The Doctoral College website is currently being redeveloped and will contain more substantive examples of researchers' achievements in interdisciplinarity, outreach and public engagement, and enterprise.</p> <p>The CROS responses for “ To what extent do you agree that your institution both recognises and values the contributions that you make as a researcher” are shown below:</p> <table><tr><th>Measure (agree or Strongly agree)</th><th>CROS 2017</th><th>CROS 2019</th><th>Russell Group Benchmark 2019</th><th>CEDARS 2021</th></tr><tr><td>Grant/funding applications</td><td>43.9%</td><td>45.5%</td><td>44.7%</td><td>44.4%</td></tr><tr><td>Knowledge transfer and commercialisation activities</td><td>28.1%</td><td>34.7%</td><td>37.4%</td><td>23.7%</td></tr><tr><td>Public engagement with research</td><td>41.5%</td><td>53.9%</td><td>52.6%</td><td>N/A</td></tr><tr><td>Supervising research students</td><td>24.4%</td><td>38.3%</td><td>39.8%</td><td>39.5%</td></tr><tr><td>Teaching and lecturing</td><td>23.2%</td><td>27.4%</td><td>33.2%</td><td>37.4%</td></tr></table> <p>With the exception of Grant/funding applications, there has been increases of 4% to 16% in the other categories between 2017 and 2019. Whilst they demonstrate a significant improvement, the values are roughly in line with the benchmarking group.</p> <p>Action 2019-2021: Support research staff engagement in activities to develop their careers including, but not limited to:</p> <ul style="list-style-type: none">• teaching• committee membership• supervision of doctoral students• enterprise• public engagement	Measure (agree or Strongly agree)	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021	Grant/funding applications	43.9%	45.5%	44.7%	44.4%	Knowledge transfer and commercialisation activities	28.1%	34.7%	37.4%	23.7%	Public engagement with research	41.5%	53.9%	52.6%	N/A	Supervising research students	24.4%	38.3%	39.8%	39.5%	Teaching and lecturing	23.2%	27.4%	33.2%	37.4%	To continue (PCDR5 & PCDR6)
Measure (agree or Strongly agree)	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021																												
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	<p>Lead: Doctoral College Other key actors: Leicester Learning Institute, Departments, Pls, Research Staff</p> <p>Timeframe: 2019-2021 (review uptake of opportunities August 2020)</p> <p>Indicator: % of CROS 2019 respondents reporting recognition and value across a range of professional contributions (increases of: 5% grant/funding applications, 5% for teaching, 5% for supervising doctoral students, 5% for public engagement, 5% for knowledge transfer and commercialisation).</p> <p>2021 review: recognition of Grant Funding Applications and Supervising Research Students has remained at similar levels to previous CROS survey results. There has been development and delivery of a grant writing workshop series, delivered by the Research and Business Development team within our Research and Enterprise Division targeted at Early Career Researchers, to help development of research proposals.</p> <p>Recognition of activities associated with Knowledge Transfer has reduced significantly and is now about 5% lower than the CEDARS benchmark. It should be noted that over 50% of responses at Leicester replied with Don't know or Not applicable, which will alter perception of data. The "don't know" grouping is larger than for the benchmarking group. It is suspected that the drop here correlates in part with the rise in value of teaching related activity (see below). There is currently development of a KEF strategy, which should increase awareness and value of this activity within Leicester.</p> <p>The perceived value of teaching related activity has increased greatly, this is likely a direct result of the pandemic whereby many staff involved in both teaching and research were requested to prioritise teaching due to the increased workload associated with the transition to virtual delivery. There has also been increased support from the Leicester Learning Institute to assist with individuals acquiring a teaching related qualification (Fellow of the HEA).</p> <p>These responses and insights are important to help understand the perceived value of researchers within the organisation, particularly when the environment, landscape or culture change and we will continue to monitor, report and take action as appropriate.</p>	
<p>Principle 3 - Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p> <p>Principle 4 - The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>		
3&4.1 The right of all employees to time for professional development (including non-project related).	<p>This action has been approached via HR, following the recommendations of the Task and Finish Group on Developing and Enhancing Careers (mentioned elsewhere in this document). The specifics of professional development have been approached via Human Resources.</p> <p>The updated PDD forms (please see action 2.2 above) are sufficiently flexible to take account of career planning, and capture the full range of academic activities to support research staff. The PDD guidance documents support appraisers to</p>	Complete

	ask open questions; all participants have access to Eliesha Training 'Pearls of Wisdom' videos on a large range of topics. Completion rates for PDDs are monitored by College Leadership Teams. COMPLETE: The 2017-2019 approach continues.	
3&4.2 Maintain sessions on Concordat and its implications on staff induction programmes, meetings with departments, and on leadership programmes targeting managers/principal investigators as well as research staff.	For detailed explanations of the ways in which the Concordat has been mainstreamed, and attendant 2019-2021 actions, please see actions 1.6, 1.7, 2.2, 2.3, 2.4, and 3&4.1. COMPLETE: The 2017-2019 approach continues.	Complete
3&4.3 Enhance and diversify delivery of suite of training sessions for research staff, maintaining or improving on current levels of satisfaction.	Researcher Development courses are grouped thematically: <ul style="list-style-type: none"> a. Research Effectiveness b. Grant Writing Skills c. Governance d. Quantitative skills e. Qualitative skills f. Supporting Postgraduate Research g. Career Development <p>Throughout 2017-2019, research staff have been amongst the 8,000+ attendees at workshops for PGRs, research and academic staff on a range of these areas.</p>	To continue (EI4, EM1, PCDI1, PCDR5)

	<p>According to CROS 2017, the three highest-scoring areas of CPD were equality and diversity, ethical research conduct and research skills and techniques. The three lowest-scoring areas were public engagement, knowledge exchange, and personal effectiveness.</p> <p>In CROS 2019, the three highest scoring areas of CPD are unchanged but public engagement is no longer in the lowest-scoring area and is replaced by career management. Despite entering the three lowest scoring at Leicester, it is still above the Russell Group benchmark.</p>	
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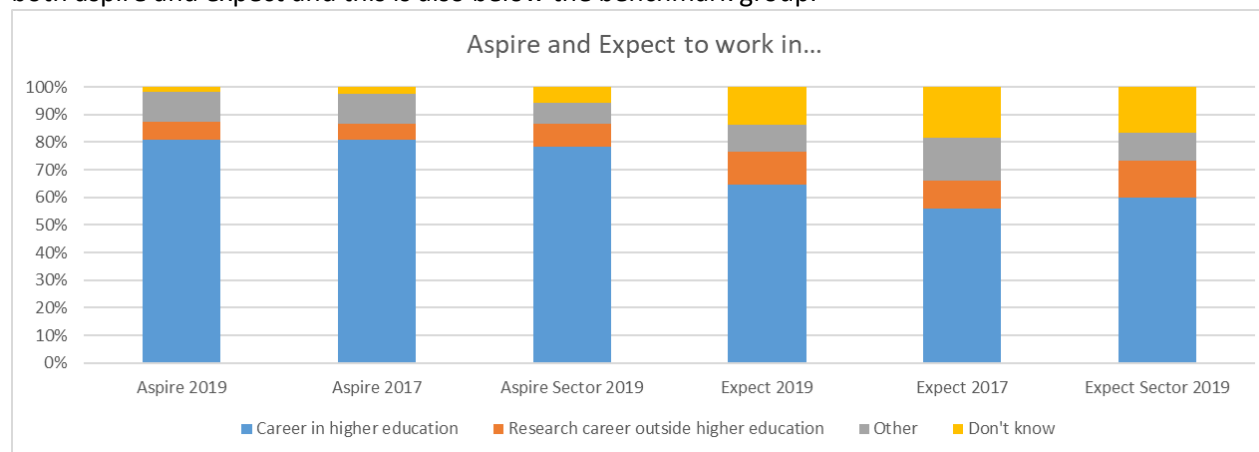


	<p>Action 2019-2021:</p> <ul style="list-style-type: none"> a. Maintain the current suite of CPD provision and continue to advertise opportunities through Doctoral College website and newsletter b. Through the PDD, encourage research staff to participate in the breadth of professional development available. c. The Doctoral College will, where possible, encourage research staff to act as third supervisors on doctoral projects to gain experience. <p>Lead: Doctoral College Other key actors: Colleges</p> <p>Timeframe: 2019-2021</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. % of CROS 2021 respondents participating in training and development across a range of professional domains and reporting that contributions are recognised and valued (in line with sector benchmarks, and please see Action 2.6a). <p>2021 review: The Doctoral College has enabled mechanisms for formal recognition of any research related staff to be formal members of a supervisory team. There are some Departments/Schools where uptake is higher but this will continue to be promoted.</p> <p>The Doctoral College has increased communications of available courses and sessions through an increase in email dissemination to Research Staff as a result of the pandemic. The website hosting available training has been revamped for ease of use.</p> <p>From the data in the graph above, there is a surprising increase in the number of respondents that have no desire to partake in Knowledge Exchange activity.</p> <p>The large increase in supervision is believed to be linked to the change in responder type, coupled with the change in allowance for different staff to be formerly part of a supervisory team.</p> <p>The rest of the responses are roughly in line with previous survey responses, and taking into account the change in audience/responder type for CEDARS. Ensuring the needs of the community are provided for is an important aspect of reviewing provision and delivery.</p>	
3&4.4 Enhance opportunities for research staff to engage with employers, and explore opportunities	The Career Development Advisor organises Evening Careers Events and Careers Symposia to facilitate PGR and research staff interactions with representatives from different employment sectors. Since Autumn 2017 there have been six evening careers events (three per year), covering opportunities outside of academia for different disciplines. The College of Life Sciences hosts an annual careers symposium with external speakers and workshops on career management.	To continue (PCDI5, PCDR2)

in and outside higher education.

The Leicester Innovation Hub provides monthly opportunities for all researchers to engage and interact with regional businesses. In addition, the Hub team will broker introductions on particular thematic areas between regional businesses and researchers as appropriate. The primary reason is for facilitating research development here, which can provide developmental opportunities for research staff.

With regards to expected and aspiration careers, the numbers of those aspiring to stay in Higher Education are largely unchanged between CROS 2017 and CROS 2019. However, as can be seen in the chart, there is a slight decrease in the separation between aspire and expect in the 2 year period. There is also a positive decrease in those that “don’t know” for both aspire and expect and this is also below the benchmark group.



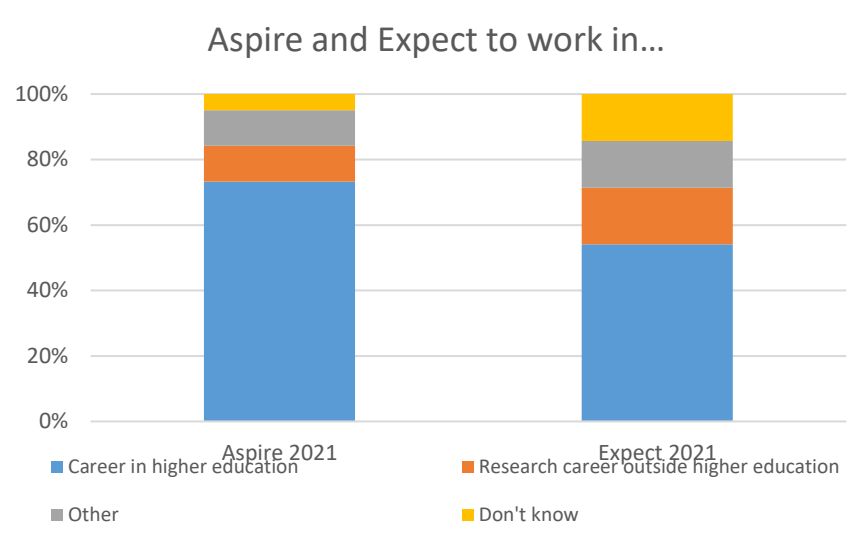
Action 2019-2021: Maintain the current suite of activities to broker interactions between researchers and non-academic employers.

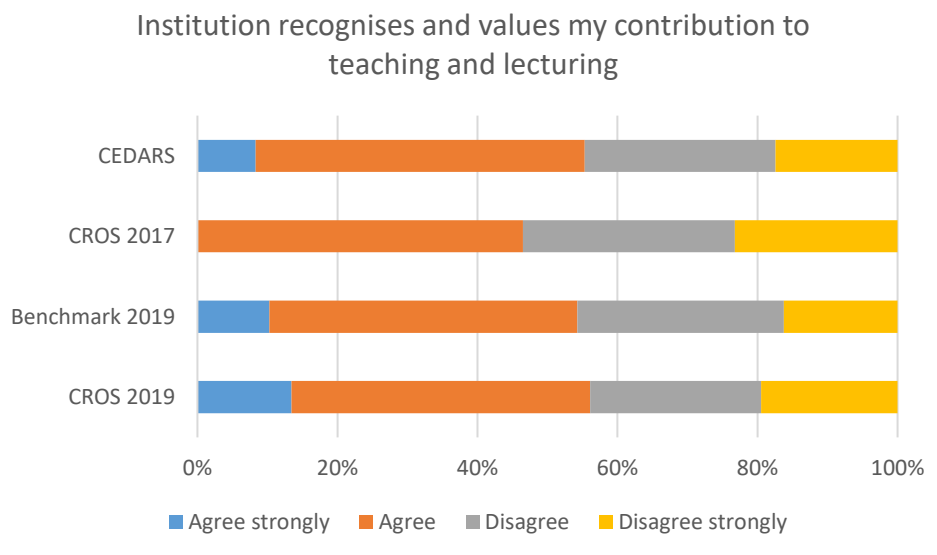
Lead: Doctoral College **Other key actors:** Colleges

Timeframe: 2019-2021

Indicator: 5% reduction in gap between career expectations and aspirations in CROS 2021.

2021 review:

	<p style="text-align: center;">Aspire and Expect to work in...</p>  <p>There are fewer researchers that are aspiring and expecting to stay in academia generally in CEDARS. This is partially balanced by an equivalent increase in those expecting to stay in research careers but outside of higher education.</p> <p>There has been an increase in participation to events that showcase alternative career pathways to research, such as employment symposia with a range of external speakers, mostly alumni of the University. We are also partners to the Wellcome Trust's Broadening Horizons mentoring scheme, which sees University researchers matched with mentors and coaches from non-academic organisations. However, these activities will not completely address the difference as the pandemic has removed some natural networking opportunities to find out more about these career pathways and so the rest of the difference could be the result of changes at the local and national level on the academic landscape. It is important that expectations are managed and both "traditional" and alternative careers for researchers are continually promoted, as such, this action will be carried over.</p>	
<p>3&4.5 Continued support for research staff to gain teaching experience and CPD in learning and teaching</p>	<p>Since 2017, there have been a further 22 new Fellows or associate Fellows recognised by the HEA in the research employee group. This is a total of 45 research staff now recognised with 29 being Associate Fellows and 16 being Fellows of the HEA.</p> <p>For recognition for teaching and lecturing (normalised for "don't know" and "not applicable"):</p>	<p>End</p>



For training and CPD in teaching:

	CROS 2019	Benchmark 2019	CROS 2017	CEDARS 2021
Undertaken	21.7%	33.7%	31.3%	33.0%
Not undertaken but I would like to	54.2%	44.3%	49.4%	46.6%
This is of no interest to me currently	24.1%	22.0%	19.3%	20.4%

Barriers to uptake of CPD and accreditation in learning and teaching relate to being released from research project commitments; being engaged in the UK PSF to the extent that professional activities can be accredited; and transparent routes to participation in teaching in academic departments. These barriers are being mitigated in different areas of the University.

Action 2019-2021: Continue to support research staff to gain teaching experience and CPD in learning and teaching

Lead and key actors: Leicester Learning Institute

Timeframe: 2019-2021

Indicator:

	<p>a. Number of research staff undertaking (accredited) CPD in learning and teaching (to be benchmarked by developmental need and demand, as outlined in CROS question 24 on the CPD respondents have undertaken, and would like to undertake)</p> <p>b. 5% increase in CROS 2019 respondents reporting recognition and value for their teaching activities</p> <p>2021 review: as mentioned above, there is an increase in the numbers of responders that have undertaken teaching activities and a decrease in those that would like to or are not interested. Part of this increase could be due to the pandemic, which caused a shift to virtual delivery that required more resource than normal to meet the teaching requirements; this may have afforded others an opportunity to undertake some teaching activity.</p> <p>In terms of value recognition, the response is almost identical to CROS 2019 (less than 1% lower).</p> <p>There is a consistent and established process to enable all researchers, from PGR to Professors to gain the relevant level of “Fellow of the HEA” qualification. As such, this activity is mostly complete and should continue without concordat related actions.</p>	
3&4.6 Research staff expertise – exposure and awareness.	<p>A central database does not exist but there are several different localised databases for specific purposes (e.g. for dissemination of potential thematic grant opportunities). Meanwhile, other routes have been devised to showcase research in interdisciplinary environments, including research bytes, images of research and events facilitated by the Innovation Hub.</p> <p>The Lunchtime lecture series allows researchers to present to a non-academic audience, with over 30 presentations given per year.</p> <p>Action 2019-2021: Develop and present opportunities to showcase research staff expertise. Lead: Doctoral College Other key actors: Colleges Timeframe: 2019-2021 Indicator: Research staff participation in showcase activities year-on-year (baseline to be created by 2020)</p> <p>2021 review: the pandemic unfortunately halted the majority of this provision. There were a few lunchtime lectures in the autumn 2019 and early 2020 but no delivery since then. This has meant a baseline could not be created.</p> <p>In November 2019, we had an Images of Research competition that had over 100 members of the public view and vote and this was briefly taken as a roadshow, with exhibits at local venues. Unfortunately this was halted due to the pandemic and the 2020 competition was fully virtual. The virtual exhibition garnered over 500 votes but difficult to measure engagement outside the academic community.</p>	End

	<p>The post-doc & research staff association (PDRSA) delivered a symposium in 2019 to showcase the research and work within the College of Life Sciences, with the intention of repeating this annually. Unfortunately, only one iteration was possible due to the pandemic restrictions.</p> <p>As it was not possible to create a baseline in 2020, we intend to end the action as described and remap against the new concordat action plan</p>																															
3&4.7 Embed career planning discussions into the appraisal, particularly career aspirations.	<p>See action 2.2 for specifics. Career planning discussions are an embedded part of the revised PDD. Uptake has improved but can be improved further.</p> <p>Action 2019-2021: Increase awareness of importance of career planning discussions in the PDD process Lead HR (OD) Other key actors: Departments, Research Staff, Pls Timeframe: 2019-2021 Indicator:</p> <ul style="list-style-type: none">a. 5% increase in CROS 2021 respondents reporting the usefulness of the PDD in focusing on career aspirationsb. 5% of CROS 2021 respondents report having a clear career development plan <p>2021 review: as with 2.2</p> <table><tr><th>Measure</th><th>CROS 2017</th><th>CROS 2019</th><th>Russell Group Benchmark 2019</th><th>CEDARS 2021</th></tr><tr><td>Had an appraisal</td><td>75.9%</td><td>81.7%</td><td>68.4%</td><td>83.9%</td></tr><tr><td>Overall usefulness</td><td>52.4%</td><td>67.3%</td><td>59.0%</td><td>60.3%</td></tr><tr><td>Useful for highlighting issues</td><td>62.9%</td><td>74.6%</td><td>64.0%</td><td>N/A</td></tr><tr><td>Useful for focus on career aspirations</td><td>47.6%</td><td>69.6%</td><td>58.6%</td><td>N/A</td></tr><tr><td>Have a clear career development plan</td><td>38.8%</td><td>59.8%</td><td>55.3%</td><td>33.3%</td></tr></table> <p>PDDs were mostly online for the period under review. A new online PDD system is being implemented to better support the process and so monitoring and reporting of the impact of the new online system will be continued.</p>	Measure	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021	Had an appraisal	75.9%	81.7%	68.4%	83.9%	Overall usefulness	52.4%	67.3%	59.0%	60.3%	Useful for highlighting issues	62.9%	74.6%	64.0%	N/A	Useful for focus on career aspirations	47.6%	69.6%	58.6%	N/A	Have a clear career development plan	38.8%	59.8%	55.3%	33.3%	To continue (PCDI2, PCDR3)
Measure	CROS 2017	CROS 2019	Russell Group Benchmark 2019	CEDARS 2021																												
Had an appraisal	75.9%	81.7%	68.4%	83.9%																												
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Have a clear career development plan	38.8%	59.8%	55.3%	33.3%																												
3&4.11 Review take-up and use of IRIS by research staff.	<p>All research staff are given an IRIS account when they join the University and are therefore able to enter details of their publications and professional activities similar to academic colleagues. Research staff can use IRIS to upload their manuscripts to the Leicester Research Archive (LRA), to comply with Open Access requirements and to increase the visibility of their research outputs, which is a benefit to using IRIS. Once deposited in the LRA their research outputs can be assessed</p>	Complete																														

	<p>by anyone with an internet connection. Research has shown that open research outputs attract more attention and gain more citations than those behind a publisher paywall.</p> <p>Information in IRIS can be extracted and used as information as part of the PDD (please see Actions 2.2, 2.4a, 3&4.1, 3&4.3 and 3&4.7) because much of the information held can be used as part of that discussion. Additionally, information can be extracted and then used into CVs and webpages.</p> <p>COMPLETE: The 2015-17 approach continues.</p>																	
3&4.12 Enhance opportunities for mentoring/coaching by/for research staff and review issues of non-take-up of opportunities.	<p>Coordination of mentoring has been largely devolved to colleges and academic departments as part of their Athena SWAN activities; allocation, record keeping and evaluation of mentor and mentees’ experiences is operated departmentally. The College of Life Sciences has an active mentor programme for research staff and early career researchers, which is being rolled out to the other colleges with assistance of the Doctoral College. A database is stored on the University’s intranet and is open for new mentors and mentees to join.</p> <table><tr><th>Mentor and support other researchers</th><th>CROS 2017</th><th>CROS 2019</th><th>Russell Group Benchmark 2019</th></tr><tr><td>I have done this</td><td>47%</td><td>38.1%</td><td>38.5%</td></tr><tr><td>I would like to do this</td><td>38.6%</td><td>46.4%</td><td>45.8%</td></tr><tr><td>I have no interest in this</td><td>14.5%</td><td>15.5%</td><td>15.7%</td></tr></table> <p>There is a growing demand for mentoring in the 2 year period, the current CROS response rate is in line with the benchmark group but behind the provision in 2017.</p> <p>Action 2019-2021:</p> <ul style="list-style-type: none">a. Facilitate roll-out and implementation of mentoring for research staff and early career researchersb. Improve awareness of coaching opportunities <p>Lead and key actors: HR (OD) Other key actors: Doctoral College, Departments, Pls, Research Staff</p> <p>Timeframe: 2017-2019 (review July 2018)</p> <p>Indicator: 10% increase in CROS 2019 respondents having been mentored.</p> <p>2021 review: The University is implementing a pan-institutional mentoring software solution, which experienced delays because of the pandemic (financial). This is due for rollout in 2022 and uptake by the researcher community will be reviewed accordingly in the new action plan.</p>	Mentor and support other researchers	CROS 2017	CROS 2019	Russell Group Benchmark 2019	I have done this	47%	38.1%	38.5%	I would like to do this	38.6%	46.4%	45.8%	I have no interest in this	14.5%	15.5%	15.7%	To continue (PCDR2)
Mentor and support other researchers	CROS 2017	CROS 2019	Russell Group Benchmark 2019															
I have done this	47%	38.1%	38.5%															
I would like to do this	38.6%	46.4%	45.8%															
I have no interest in this	14.5%	15.5%	15.7%															

Principle 5 - Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.					
5.1a Share relevant sections of monthly research staff list updates, published by HR, with departments/colleges .	Nominated representatives are updated on new starters.				Complete
	Since 2017, respondents feel better integrated into the University in general as shown below:				
	Agree/strongly agree that they are integrated into:	CROS 2017	CROS 2019	Russell Group Benchmark 2019	
	Department's research community	73.5%	77.2%	73.3%	
	Departmental community	56.6%	71.3%	66.0%	
	Institution's research community	49.4%	50.3%	53.9%	
	wider disciplinary community	56.6%	61.8%	62.5%	
COMPLETE: The 2017-19 approach continues.					
5.1b Maintain the current suite of opportunities for research staff to engage with a range of employers.	Please see items 3&4.4 and 3&4.7 above for provision of support for career development opportunities and interaction with employers.				Complete
	Those respondents with Career development plans exceeds 50% (nearly 15% above the previous aspiration), see section 1.8b for further details.				
5.1c Continue to embed careers conversations through existing mechanisms, e.g. Athena SWAN.	COMPLETE: The 2017-2019 approach continues.				
Principle 6 - Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.					

<p>6.1 Identify pockets of best process/practice (e.g. parental cover for research staff on grants) and disseminate to wider researcher community</p>	<p>Best practice is described in departmental Athena SWAN submissions (please see item 6.3 for details of award-holding departments) and is brokered through the gender equality governance structure.</p> <p>Maternity leave is funded by the University, and clarification of the current position is available here: http://www2.le.ac.uk/institution/womenatleicester/maternity-and-childcare/grants</p> <p>There is now a Maternity and Shared Parental Leave online Blackboard module to provide further details in addition to new guidance documents on KIT and SPLIT days.</p> <p>There is breastfeeding support on campus and is supported in our catering outlets with further provision in new building developments, particularly George Davis Centre.</p>	<p>Complete</p>
<p>6.2 Ensure PIs and research staff are aware of RCUK's statement and provision for maternity, paternity and parental leave</p>	<p>The University have also launched a Carers and Parents Network with engagement from ECR</p> <p>Action 2019-2021: Through Athena SWAN, develop and disseminate good practice around parental leave, including backfill and the transition of the post holder back into the role. Lead: HR (EDI) Other key actors: Departments, PIs Timeframe: 2019-2021 Indicator: Evidence of bridging parental leave and successful integration of the post holder back into work.</p> <p>The University has clear policy and procedures for all types of parental leave, including: paternity, maternity, shared parental leave, and adoption. The University also provides guidance for KIT and SPLIT days, which help with reintegration of staff. Of those researchers that have taken parental leave since Sept. 2019, 94% have returned to work. 6% of those that took maternity leave did not return.</p> <p>The University provides facilities to support staff who wish to express milk in the workplace. There have also been events delivered in conjunction with Breastfeeding Celebration Week to raise awareness of the support available.</p> <p>Case studies of KIT days are provided and one example: <i>Female member of Research staff:</i> 'I made use of 5 of my KIT days on my recent maternity leave. I would have used more if I had not returned back to work earlier than planned. As a post-doc researcher, they were extremely useful for me to keep abreast of future funding opportunities. I used them to come into the department to meet with my PI and a future collaborator about ideas for what has now been a turned into a grant proposal. I contributed to the idea development and exploring case study data from home, skyping in to subsequent meetings when possible. As well as doing larger pieces of work like this the KIT days were also unbelievably useful for simply dedicating some time to keeping on top of your emails</p>	

	<p>and helping answer queries from my maternity cover who was running my research project in my absence. I cannot stress how useful it is to have this time. Financially they are a huge help too!’</p> <p>The Parents and Carers network is supported by Equalities and HR staff to provide awareness of support available and to facilitate numerous network meetings, which have included external speakers.</p>																					
6.3 Continue to support departments and schools in preparation of Bronze and Silver awards, with a view to identifying relevant concerns for the Concordat.	<p>Understanding of Athena SWAN has decreased from 81.9% in 2017 to 71.0% in 2019 but general awareness has increased by 10.3%.</p> <p>The Gender Equality Action Group oversee the Athena SWAN institutional Action Plan. The University was awarded an Institutional Silver Athena SWAN award in November 2018. Currently 8 departmental awards are held as of August 2021. In April 2020, the College of Life Sciences were successful in achieving a College level silver award (which replaces 7 previously existing awards).</p> <table><tr><th>Bronze Award</th><th>Silver Award</th></tr><tr><td>Leicester Law School (2020)</td><td>College of Life Sciences (2020), replacing previous awards for:</td></tr><tr><td>School of Museum Studies (2019)</td><td>Cardiovascular Sciences</td></tr><tr><td>Informatics (2018)</td><td>Genetics and Genome Biology</td></tr><tr><td>Mathematics (2018)</td><td>Leicester Cancer Research Centre</td></tr><tr><td>Physics & Astronomy (2018)</td><td>Health Sciences</td></tr><tr><td></td><td>Molecular and Cell Biology</td></tr><tr><td></td><td>Neuroscience, Psychology and Behaviour</td></tr><tr><td></td><td>Respiratory Sciences</td></tr><tr><td></td><td>Chemistry (2017, extended for submission 2021)</td></tr></table> <p>COMPLETE: Continue the 2017-2019 approach</p>	Bronze Award	Silver Award	Leicester Law School (2020)	College of Life Sciences (2020), replacing previous awards for:	School of Museum Studies (2019)	Cardiovascular Sciences	Informatics (2018)	Genetics and Genome Biology	Mathematics (2018)	Leicester Cancer Research Centre	Physics & Astronomy (2018)	Health Sciences		Molecular and Cell Biology		Neuroscience, Psychology and Behaviour		Respiratory Sciences		Chemistry (2017, extended for submission 2021)	Complete
Bronze Award	Silver Award																					
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	Respiratory Sciences																					
	Chemistry (2017, extended for submission 2021)																					

<p>6.4 Continue to ensure communication and synergies between Athena Swan and other equality initiatives and the Concordat Steering Group.</p>	<p>Understanding of the ECU Race Equality Charter is significantly lower than Athena Swan, with 16.0% understanding it and a further 23.7% knowing it exists in 2019. This is overall higher than the 2017 responses (12.0% and 25.3% respectively).</p> <p>Respondents' treatment has seen a reduction of 5% in those that have felt discriminated against (from 13.6% to 8.5%) and is below the sector benchmark.</p> <p>Treatment of staff irrespective of different characteristics was generally perceived as fair from the vast majority of respondents (CROS 2019). Only Gender had greater than 10% (10.1%) that disagreed or disagreed strongly but this is a significant decrease compared to 18.1% in 2017. For the other 10 characteristics, 2 had disagreements of 8-10% and the remaining 8 were less than 5%. This is a marked reduction since 2017, particularly for: age, adoption and parental leave, and pregnancy and maternity.</p> <p>Action 2019-2021:</p> <ul style="list-style-type: none"> a. Continue to support the preparation and retention of Athena SWAN and other Charters. <p>Lead: HR (EDI) Other key actors: Departments, Doctoral College</p> <p>Timeframe: 2019-2021</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. Minimum 10% of CROS 2019 respondents disagreeing/strongly disagreeing that staff are treated fairly across the protected characteristics b. Success in attaining and maintaining AS departmental and institutional submissions c. Progress in Charter activities e.g. Race Equality Charter, Stonewall, Disability Confident <p>2021 review: The responses to the question: "I think staff at my institution are treated fairly irrespective of any protected characteristics" in CEDARS indicate that 55.8% believe staff are treated fairly; 23.5% do not believe staff are treated fairly; and 20.7% "don't know".</p> <p>In the CEDARS question set, 18.8% personally felt discriminated against, but only 6.7% reported any discrimination. Whilst the numbers of those experiencing discrimination are unacceptably high, they are comparable to the sector. Equally, those reporting is much lower than desired (given the number of individuals feeling discriminated against) but again is comparable to the sector. There have been recent changes to policies that relate to bullying, harassment and discrimination in 2021 and communication and dissemination will be critical to all staff. These documents also provide further details on what is unacceptable behaviour and reporting mechanisms for such incidents as well.</p> <p>Synergies between the different equality initiatives and the concordat, working together and increasing visibility of the appropriate policies will be ongoing.</p>	<p>To continue (ECI3)</p>
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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.																												
7.1 Ensure continued commitment to the process from senior leadership team.	The Concordat steering group has been transformed into a formal committee within the University structure and formally reports to the Research and Enterprise Committee. Reports on exceptional progress or required support are received by the Pro-Vice Chancellor for Research and Enterprise directly and presented at the University Executive Board. Complete: The 2017-2019 approach continues.						Complete																					
7.2 Review visibility for Concordat on HR and college websites.	<p>The University is currently going through a revision of the University websites and so review is in abeyance.</p> <p>Concordat-related material is currently hosted on the Doctoral College website. The College of Life Sciences hosts a series of research staff pages signposting Concordat and other key initiatives. Concordat implementation is explicitly referenced in departmental webpages, for example in Physics and Astronomy. Leicester’s commitment to the Concordat is a key component of the Wellcome Trust Institutional Strategic Support Fund (https://www2.le.ac.uk/staff/working/research-support/issf), thus the focus of Concordat is positioned to make the University of Leicester an employer of choice.</p> <p>Action 2019-2021: Continue to position the HR Excellence in Research logo on recruitment documentation and fellowships advertisements where appropriate. Lead: HR (Recruitment) Other key actors: Doctoral College Timeframe: 2019-2021 Indicator: Increased number (10%) of respondents with an understanding of the Concordat for Career Development of Researchers and HR EIR as measured in CROS 2021</p> <p>2021 review: The Concordat action plan, review documents and other guidance exists on both the external and internal websites. It is linked to in key documents and other relevant web pages.</p> <table><tr><th></th><th colspan="3">CEDARS 2021</th><th colspan="3">CROS 2019</th></tr><tr><th></th><th>Some Understanding</th><th>Know it exists</th><th>Never heard of it</th><th>Some Understanding</th><th>Know it exists</th><th>Never heard of it</th></tr><tr><td>Concordat to Support the Career Development of Researchers</td><td>32.4%</td><td>25.1%</td><td>42.5%</td><td>27.2%</td><td>29.0%</td><td>43.8%</td></tr></table>							CEDARS 2021			CROS 2019				Some Understanding	Know it exists	Never heard of it	Some Understanding	Know it exists	Never heard of it	Concordat to Support the Career Development of Researchers	32.4%	25.1%	42.5%	27.2%	29.0%	43.8%	To continue (EC1)
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	<table><tr><td>European 'HR Excellence in Research' Award recognition</td><td>15.1%</td><td>29.6%</td><td>55.3%</td><td>7.1%</td><td>29.6%</td><td>63.3%</td></tr></table> <p>With both the concordat and award there is an increase in the number of people that have some understanding. For the concordat, this appears to be a move from those that know of its existence to finding out more. For the HR Excellence in Research Award, the conversion is from those that have never heard of it to having some understanding. This implies the increased internal communications and digital presence have increased awareness, including hosting some College RS/ECR pages on the Doctoral College core site. Whilst a positive increase, this does not meet the previous aim and is still far lower than desired. This action and activity will continue.</p>	European 'HR Excellence in Research' Award recognition	15.1%	29.6%	55.3%	7.1%	29.6%	63.3%																																										
European 'HR Excellence in Research' Award recognition	15.1%	29.6%	55.3%	7.1%	29.6%	63.3%																																												
7.3 Work with Marketing to ensure the University is effectively harnessing Euraxess advertising routes.	<p>The University of Leicester People Strategy outlines innovative approaches to attracting the best people. The Recruitment Strategy:</p> <ul style="list-style-type: none">Builds on the employer brand by working in collaboration with key internal and external partners, including the student recruitment team and local strategic partners across the city and countyCreates innovative, imaginative and targeted campaigns, leveraging social media capabilities where appropriate, to attract staff from a wider range of backgrounds and from underrepresented groups. <p>COMPLETE: The 2017-2019 approach continues.</p>	Complete																																																
7.4 Increase PIRLS and CROS response rates to 30% and 40% respectively.	<p>Response Rates:</p> <table><tr><th>CROS Year</th><th>Responses</th><th>Pool</th><th>Percentage</th></tr><tr><td>2019</td><td>169</td><td>412</td><td>41%</td></tr><tr><td>2017</td><td>83</td><td>461</td><td>18%</td></tr><tr><td>2015</td><td>113</td><td>452</td><td>25%</td></tr><tr><td>2011</td><td>107</td><td>465</td><td>23%</td></tr><tr><td>2009</td><td>120</td><td>500</td><td>24%</td></tr><tr><td>2006</td><td>50</td><td>417</td><td>12%</td></tr></table> <table><tr><th>PIRLS Year</th><th>Responses</th><th>Pool</th><th>Percentage</th></tr><tr><td>2019</td><td>207</td><td>789*</td><td>26%</td></tr><tr><td>2017</td><td>105</td><td>300</td><td>35%</td></tr><tr><td>2015</td><td>148</td><td>448</td><td>33%</td></tr><tr><td>2011</td><td>88</td><td>500</td><td>17.6%</td></tr></table>	CROS Year	Responses	Pool	Percentage	2019	169	412	41%	2017	83	461	18%	2015	113	452	25%	2011	107	465	23%	2009	120	500	24%	2006	50	417	12%	PIRLS Year	Responses	Pool	Percentage	2019	207	789*	26%	2017	105	300	35%	2015	148	448	33%	2011	88	500	17.6%	To continue (EC1)
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	<p>The response rates to both CROS and PIRLS were significantly increased in 2019 and yielded the highest return so far. Whilst the percentage return is lower for PIRLS, there was a change in the metrics used to select eligible staff to include supervisors, grant holders and senior academic staff.</p> <p>Action 2019-2021:</p> <ul style="list-style-type: none"> a. Investigate all collectible data. b. Disaggregate relevant research and academic staff data from whole-staff initiatives. <p>Lead and key actors: Doctoral College, HR (OD)</p> <p>Timeframe: 2019-2021</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. Evidence of changes to practice that can be incorporated into subsequent Concordat Action Plans and other Charter activities as a result of feedback. <p>2021 review: despite the high return 2 years previous, the response to CEDARS was far lower than desired with only 210 responses. The full reasoning is not known but suspected to be a result of survey fatigue, other activity at the University and the current low profile that CEDARS carries compared to CROS and PIRLS. CEDARS was also conducted as a fully open/anonymous survey and so tracking response rates and targeted reminders was not possible.</p>	
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