

## HREiR Action plan template (2023-2026)



<b>Institution name:</b>	University of Leicester
<b>Cohort number:</b>	3
<b>Date of submission:</b>	24/09/2023
<b>Institutional context:</b>	We are an inclusive university and encourage and support our staff and students to be inclusive, inspiring, and impactful. Our strategic themes are Research-inspired Education, World changing Research, and Our Citizens. A core component of our World-changing research theme is to <b>nurture the next generation of researchers</b> .

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	483	Those on Research only and/or fixed term contracts. Includes clinicians
Research and teaching staff	271	Those considered ECRs. For approximate count, considered as: junior academic position and/or not fully research independent, within 10 years of appointment. Includes Clinicians

Complete for submission								To be completed only when reporting on action plan		
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
<b>Environment and Culture</b>										
<b>Awareness and engagement</b>										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										
ECI1	Ensure all relevant staff are aware of the Concordat.	To increase awareness of the Concordat, through researcher inductions, events, and communications	Yes	May-25	Doctoral College and ECR Academic Leads	i) Improve awareness of the Concordat above 84% as measured through CEDARS ii) embedded Concordat links and referrals in key webpages, documents, and sessions including: ECR training pages, researcher induction, appraisal guidance, and other key webpages iii) further development of a series of standard presentations and roadshow materials to broaden engagement and awareness to all staff, not just researchers and the core research community				
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.									
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	To continue delivery of ECR forums and engagement workshops for researchers: i) Regular suite of RS/ECR Concordat engagement events, with frequency reviewed and set by ECR-RS-CE-SC ii) College or DPVC led townhalls for ECRs iii) Report outcomes from I-REACCH received at appropriate committees for review and action	No	Aug-26	Doctoral College & DPVC R&E	increase the value of recognition for contributions to the institution, measured through CEDARS with a target to increase from 63% to 70% for ECR respondents ECR representatives report to ECR-RS-CE-SC updates and feedback on research environment and culture and action taken to share and implement further best practice i) Concordat engagement sessions to be regularly delivered and improved each iteration based on attendee feedback ii) College/DPVC Townhalls for ECRs to become an annual event across all Colleges iii) reports from I-REACCH project are incorporated into standard practice and measured change reported to ECR-RS-CE-SC and REC				
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.									
<b>Wellbeing and mental health</b>										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.									
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.									

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ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.									
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	To capture and promote job shares in research roles	Yes	Aug-24	HR	i) identify and publish job share case studies in research roles on the University employment& career pages ii) to encourage job sharers to act as mentors and monitor requests for mentors and monitor uptake and demand for job sharing mentors/mentee through reports to ECR-RS-CE-SC iii) to maintain managers confidence in managing flexible working requests, measured through CEDARS keeping confidence above 90%				
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	To promote wellbeing and mental health support for staff. To promote sessions and events that promote and support healthy working, including wellbeing month		Aug-25	Health and Wellbeing team	i) ECR attendance at wellbeing events continues, with uptake and demand reviewed annually through ECR-RS-CE-SC ii) Listening event created for ECRs and researchers to feedback on their needs and support expectations with report going to the Wellbeing, people, and EDI Committee and Head of Staff Wellbeing for review and action iii) maintaining the response level of 80% of ECRs and Research Staff agreeing that they are encouraged to take positive action to maintain their wellbeing (through CEDARS) iv) To increase those that agree strongly that they are encouraged to take positive action to maintain their wellbeing by 10%, as captured in CEDARS				
<b>Bullying and harassment</b>										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	To continue work on discrimination and support for those that have felt discriminated against and to ensure clear communication for reporting of incidents.	Yes	Aug-25	EDI team	i) review existing policies and circulate updates for bullying and harassment through University newsletters and webpages ii) to share and promote best practice for inclusive research environments as identified through the I-REACCH project iii) to include reporting routes and expected behaviours as part of induction processes iv) decrease in those reporting feeling discriminated against, to 15% as measured in CEDARS v) increase in those having an understanding of reporting mechanisms and/or having reported incidents				
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.									
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.									
<b>Equality, diversity and inclusion</b>										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.										
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	i) To continue to promote and monitor the completion of the equality, diversity, and inclusion training, including the mandatory and additional training available. ii) Create a Cross College EDI in Research Group, with representatives from ECR and RS community, to review, report and make recommendations for change in training, practice, and policy.	No	Annual review in Autumn Apr 24 for group creation	Heads of School/Department with EDI Team REC	i) EDI Team to promote training and report on uptake to Heads of School/Department ii) EDI champions in each School to promote best practice iii) EDI in Research Group to be created with ECR and RS representatives and to meet at least 3 times a year iv) EDI in Research Group to report to REC and Wellbeing Committee for required changes to training and practice to promote a more diverse and inclusive research environment				
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.									

Research Integrity										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.										
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	To continue to improve communication and dissemination of research integrity and conduct internally	Yes	Aug-25	REGI	i) re-design and annually update webpages on research integrity to improve awareness and changes ii) to promote best practice through clear guidance on expected behaviours as part of the research integrity committee and their representatives iii) Via CEDARS, measuring a decrease to the "don't know" category for the institutional promotion of research integrity to 10% for ECR responses.				
ECM3	Ensure managers report and address incidents of poor research integrity.									
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.									
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.									
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	To continue use of ECRs, Research Staff, and managers of researchers on Committees, mirror groups and similar institutional structures. This includes Research Enterprise Committee, REF, Research Ethics, Research Integrity and ECR-RS-CE-SC		Aug-26	DPVC R&E	i) ensure all committees membership is published and reviewed at least annually to ensure accuracy with membership ii) ensure all committees have roles for representatives from a range of research backgrounds, encompassing: RS, ECRs, and managers of researchers iii) to increase those that feel policy contributions are valued, monitored through CEDARS with a target increase from 53% to 60% iv) to monitor and ensure the RS and/or ECR voice is present on key committees through direct representative attendance and having the members listed on the core appropriate webpages. Reported to the DPVCR&E				
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.									
EM5	Engage with opportunities to contribute to relevant policy development within their institution.									
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.									
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.									
Employment										
Recruitment and induction										
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.									

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EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	To continue promotion and encouragement to attend inductions, aiming to have all new research staff and ECRs invited to the institutional induction	Yes	Aug-25	Doctoral College and Organisational Development	i) to increase the offer of the institutional induction and researcher induction to all new research staff to 100% ii) to keep feedback satisfaction scores above 85% for researcher induction. Reviewing delivery and adjusting from feedback received iii) to provide additional resources for new researchers as part of an induction toolkit iv) to increase satisfaction and usefulness of attendees of all staff respondents to 60% and ECRs to 65%, as measured through CEDARS				
<b>Recognition, reward and promotion</b>										
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.										
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	To launch and publicise the grade 7/8 promotion pathway, which also recognises and provides guidance for those involved in team science	No	Apr-24	DPVC R&E HR Doctoral College	i) launch of process reported to ECR-RS-CE-SC ii) promotion pathway process published on webpages iii) increased agreement rate to "The promotion pathways and processes at my institution are clear to me", going from 32% to 45% in CEDARS 25				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.									
<b>Responsibilities and reporting</b>										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.									
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	To provide researchers with the appropriate information through: i) institutional induction ii) researcher induction iii) signpost to policies and employment information through newsletters iv) provide key links in welcome emails from DPVC Research and Enterprise v) communicate out changes to policies and procedures to researchers in addition to centrally issued communications	No	Annual review in Sept	DPVC R&E HR Doctoral College	i) institutional induction is offered to all new staff starters (attendance monitored) ii) researcher induction is offered to all new research staff starters (attendance monitored and reported to ECR-RS-CE-SC) iii) key policies are clearly stated on webpages and contained within welcome resources iv) newsletters and welcome emails contain links to the above webpages v) changes to existing policies are clearly communicated out to staff				
ER2	Researchers understand their reporting obligations and responsibilities.									
<b>People management</b>										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.									
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	To promote and encourage engagement for research staff and ECRs to undertake meaningful appraisals.	Yes	Aug-25	HR	i) feedback requested from ECRs and RS through anonymous reporting as well as engagement events to explore experiences with appraisal process ii) toolkits and case studies published to assist RS and ECRs with appraisal process and ensuring usefulness iii) to increase appraisal uptake amongst the ECR and Research Staff population to 90%, whilst increasing usefulness to 70% as measured in CEDARS. Using data provided by HR to monitor more broadly and reporting to ECR-RS-CE-SC annually (coupled with ER3).				
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.									

EM4	Managers actively engage in regular constructive performance management with their researchers.	increase usefulness of appraisals for ECRs and Research Staff to 80%	Yes	Dec-25	Organisational Development and Doctoral College	i) Collate feedback from researchers and managers of researchers for the existing guidance through a series of workshops and listening events. ii) Compile reports to Organisational Development for incorporation into existing guidance and processes. iii) To implement changes to system and guidance as needed and report changes to ECR-RS-CE-SC as appropriate				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	With the completion of the integration of the new PDD system, to monitor and track ECR and RS uptake	Yes	Aug 24 and review annually	Organisational Development and Doctoral College	i) Ensure PDD manager can monitor appraisal uptake by research staff ii) Yearly report on uptake to ECR-RS-CE-SC and establish baseline for Autumn 2024 iii) Promote guidance and encourage participation through ECR Academic leads				
<b>Job security</b>										
The aim of this obligation is to improve the job security of researchers.										
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	To continue working on conversion of repeated fixed term contracts to open but limited by funding.	Yes	Annual review of fixed contracts usage	HR	i) to reduce the number of fixed term researchers on more than successive 4 contracts ii) to increase usage of open but limited by funding contracts iii) to provide guidance and information about the nature of the contract types on webpages				
<b>Professional and Career Development</b>										
<b>Championing professional development</b>										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	i) To increase awareness of opportunities for Research Integrity. ii) To continue promotion of EDI opportunities. iii) To provide and promote opportunities for researcher development	Yes	Aug-25	Doctoral College and Organisational Development	i) develop new suite of training for research integrity and processes ii) increase to those that have undertaken research integrity training based on CEDARS responses iii) circulate EDI development opportunities and ensure training and development provision and resources are visible iv) increase to those that have undertaken EDI training based on CEDARS v) promote Concordat expectations for time spent on development through concordat workshops, inductions, and committees vi) increase to researchers undertaking 10 days or more development time				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.									
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	To encourage managers or researchers to ensure their researchers are undertaking development opportunities	Yes	Aug-25	ECR Academic Leads	i) share development opportunities through established communication channels to RS and ECRs ii) produce guidance and share examples for development activities for researchers iii) continue to include expected development time as part of the researcher induction iii) Increase to researchers undertaking 10 days or more development time as captured in CEDARS				
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.									
<b>Career development reviews</b>										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	To provide guidance for managers of researchers to provide career development discussions	No	Aug-25		See PCDR3				

PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.									
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.									
PCDR4	Researchers positively engage in career development reviews with their managers.									
<b>Career development support and planning</b>										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	To continue expanding the provision for research careers outside of academia, through resources and career events with invited external speakers		Aug-26	Doctoral College	i) to continue monitoring of session delivery for career support and increase session range and reporting via ECR-RS-CE-SC ii) annual consultation with College ECR groups to understand needs and adjust future approach accordingly iii) to share best practice across the University for researcher career events iv) to report uptake yearly to ECR-RS-CE-SC for them to set targets for sessions and attendance				
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	i) To provide further examples of career development plans and promote usage. ii) To encourage ECRs to keep records of CPD activities and provide toolkits to enable this.	Yes	Aug-25	Doctoral College	i) provide examples of development plans for a range of roles and career pathways ii) toolkit and guidance issued to support ECRs with development records, reviewed annually iii) career events hosted at least annually with featured discussion of career development planning. Feedback to be captured on both session and implementation of career plan support. iv) increase those with career development plan to 45% measured through CEDARS v) to increase those with a formal record of their CPD to 75% measured through CEDARS				
<b>Research identity and leadership</b>										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Implementation of the Research Leadership Academy		Mar-24	DPVC R&E	i) to launch the research leadership academy and recruit pilot cohort ii) for progress to be monitored and reported to the appropriate committees by the DPVCR&E iii) case studies of the pilot cohort to be published on the academy webpages iv) additional resources, toolkits, and framework to be available to those not recruited to cohorts				
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.									
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	see PCDI4								
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills									
<b>Diverse careers</b>										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										

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PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	i) To continue to encourage completion of exit surveys. ii) To use placements and exchanges through existing collaborative research projects	Yes	Aug-26	HR and DPVC R&E	i) increase to exit survey completion through promotion of activity to managers and those in the process of leaving ii) develop guidance for use of exchanges and placements in contract research. To establish mechanisms for tracking exchanges and placements of collaborations. iii) to display destination data as part of the career and employability pathway resources				
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.									
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	i) to increase participation from Research Staff and ECRs in the Coaching and Mentoring Academy ii) delivery of career events, which include speakers from outside the University sector, promoting research careers outside academia and research related careers	Yes	Yearly review	Organisational Development	i) circulate information related to the coaching and mentoring academy to enable ECRs and RS to engage ii) promote and work alongside external organisations that enable University-Industry pairings, including Broadening Horizons iii) continue to deliver and evolve the researcher career event series, which includes presenters from outside the University sector iv) to increase numbers of Research Staff and ECRs requesting a mentor through the Coaching and Mentoring Academy v) to ensure mentee requested from the Research Staff and ECR community are facilitated and matched with appropriate mentors				
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.									

\* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

Further hyperlinks and supplementary information	
1	<a href="https://le.ac.uk/research/culture">https://le.ac.uk/research/culture</a>
2	<a href="https://le.ac.uk/about">https://le.ac.uk/about</a>
3	<a href="https://le.ac.uk/about/strategy">https://le.ac.uk/about/strategy</a>

Abbreviations and glossary	
ECR-RS-CE-SC	Early Career Researcher and Career Enhancement Sub Committee
DPVC R&E	Deputy Pro Vice Chancellor for Research and Enterprise
REGI	Research Ethics Governance and Integrity team
ECR Academic Lead	Academic Lead for ECR researchers within their College
REC	Research and Enterprise Committee
I-REACCH	Wellcome Trust Funded Institutional Research Culture Award Project for Inclusive Research Environment Achieved Through Culture Change