

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.	
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>COMPLETE: The 2017-2019 approach continues.</p>
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>COMPLETE: The 2017-2019 approach continues.</p>
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>

<p>1.4 Ensure continued increase (min. 90%) in number of research staff reporting detailed recruitment information and panel interviews.</p>	<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 reports slightly.</p> <table border="1" data-bbox="638 295 1960 542"> <thead> <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> </thead> <tbody> <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> </tbody> </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>	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%
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<p>1.5 A 10% increase in CROS respondents finding induction useful/very useful.</p>	<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 border="1" data-bbox="638 1077 1960 1268"> <thead> <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> </thead> <tbody> <tr> <td>Local induction</td> <td>60.3%</td> <td>60.5%</td> <td>63%</td> <td>77.4%</td> <td>65.9%</td> </tr> <tr> <td>Departmental induction</td> <td>32.8%</td> <td>32.6%</td> <td>48%</td> <td>57.5%</td> <td>48.9%</td> </tr> <tr> <td>Institutional induction</td> <td>34.5%</td> <td>16.3%</td> <td>35.8%</td> <td>34.9%</td> <td>35.7%</td> </tr> </tbody> </table> <p>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:</p>	Measure	CROS 2015	CROS 2017	Russell Group 2017	CROS 2019	Russell Group 2019	Local induction	60.3%	60.5%	63%	77.4%	65.9%	Departmental induction	32.8%	32.6%	48%	57.5%	48.9%	Institutional induction	34.5%	16.3%	35.8%	34.9%	35.7%						
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Measure	CROS 2015	CROS 2017	Russell Group 2017	CROS 2019	Russell Group 2019
Local induction	32.8%	20.9%	21%	11.3%	19.8%
Departmental induction	51.7%	32.6%	26.8%	22.6%	26.7%
Institutional induction	34.5%	30.2%	27%	27.4%	26%

Action 2019-2021: Continue the 2017-2019 approach.
Lead: HR (OD) **Other Key Actors:** College and departmental administration, PIs
Timeframe: ongoing
Indicator: maintain the level of respondents finding induction useful/very useful at local, departmental and institutional levels for CROS 2021.

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.
Lead: HR (EDI) **Other Key Actors:** Departments, PIs
Timeframe: 2021
Indicator: 10% increase of CROS 2021 respondents reporting an understanding of Charters.

1.7 Ensure research staff participation in leadership and management development programmes including a PI toolkit for life cycle of a research project

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:

- Conversations with purpose (training on challenging conversations), which has trained a further 53 academic and related staff since August 2017 (total now 198)
- 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.

	<p>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> <p>Action 2017-2019: Continue to deliver a PI Toolkit to demonstrate the lifecycle of the research project, with financial, research integrity, contractual and people management responsibilities. Lead: Research Support Services Other Key Actors: HR (OD), Departments, Pls Timeframe: 2019-21 Indicator:</p> <p>a. At least 12 early career academic and research staff participating in each cohort of the VITAL programme.</p>
<p>1.8a Support for research staff exiting the university, including exit interviews, and capturing destinations</p>	<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> <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> <p>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> <p>Lead: HR Other Key Actors: Departments, Pls Timeframe: 2019-2021 Indicator:</p> <p>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>
<p>1.8b Provide further careers support that includes career aspirations in academia and beyond.</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 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.</p>

	<p>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%).</p> <p>From CROS 2019, 78.6% of respondents aspire to stay in academia which is a similar level from CROS 2017 (78.1%).</p> <p>Action 2017-2019: Continue 2017-2019 approach Lead: Doctoral College Timeframe: 2017-2019 (review with research staff groups in June 2018) Indicator:</p> <ol style="list-style-type: none"> a. 65% of CROS 2019 respondents reporting a clear career development plan. b. 2% increase in aspirations to work in other careers sectors (comparing results from CROS 2019 and CROS 2021).
<p>1.9 Collate examples of good redeployment practice (particularly for research staff).</p>	<p>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. PIs 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).</p> <p>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.</p> <p>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.</p>
<p>1.10 Maintain current levels of advisory workshops, retaining flexibility to add new ones depending on specific needs of research staff or PIs as needs be.</p>	<p>The following workshops are available for managers:</p> <ul style="list-style-type: none"> • Practical Skills for Managing Performance, Conduct and Conflict at Work • Introduction to the Role of the Line Manager • Managing Probationary Staff

	<ul style="list-style-type: none"> • 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>2.2 Embed career planning into PDD/appraisal process.</p>	<p>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.</p> <table border="1" data-bbox="636 1321 2040 1430"> <thead> <tr> <th>Measure</th> <th>CROS 2017</th> <th>CROS 2019</th> <th>Russell Group Benchmark 2019</th> </tr> </thead> <tbody> <tr> <td>Had an appraisal</td> <td>75.9%</td> <td>81.7%</td> <td>68.4%</td> </tr> </tbody> </table>	Measure	CROS 2017	CROS 2019	Russell Group Benchmark 2019	Had an appraisal	75.9%	81.7%	68.4%
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	Overall usefulness	52.4%	67.3%	59.0%																
	Useful for highlighting issues	62.9%	74.6%	64.0%																
	Useful for focus on career aspirations	47.6%	69.6%	58.6%																
	Have a clear career development plan	38.8%	59.8%	55.3%																
	<p>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.</p>																			
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	<p>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</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>																			

	<p>a. Maintain provision of RLP with at least 1 cohort per year b. Increased uptake of VITAL courses by RLP participants (to 50%)</p>																				
<p>2.4a. Research Staff promotion criteria and external academic and non-academic appointments.</p> <p>Create opportunities to support transition to research independence.</p>	<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 border="1" data-bbox="636 778 1966 1182"> <thead> <tr> <th>Measure (fair treatment with regards to):</th> <th>CROS 2017</th> <th>CROS 2019</th> <th>Russell Group Benchmark 2019</th> </tr> </thead> <tbody> <tr> <td>Access to training and development</td> <td>90.2%</td> <td>85.7%</td> <td>82.6%</td> </tr> <tr> <td>Participate in decision making processes</td> <td>29.2%</td> <td>43.1%</td> <td>46.2%</td> </tr> <tr> <td>Opportunities for promotion and progression</td> <td>20.7%</td> <td>26.8%</td> <td>29%</td> </tr> <tr> <td>Requests for flexible working</td> <td>61%</td> <td>67.8%</td> <td>68.5%</td> </tr> </tbody> </table> <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 benchmark group. A redesign of the website and visibility of training provision is underway and expected to complete October 2019.</p>	Measure (fair treatment with regards to):	CROS 2017	CROS 2019	Russell Group Benchmark 2019	Access to training and development	90.2%	85.7%	82.6%	Participate in decision making processes	29.2%	43.1%	46.2%	Opportunities for promotion and progression	20.7%	26.8%	29%	Requests for flexible working	61%	67.8%	68.5%
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	<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 2019-2091:</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>2.4b. Facilitate workshops on preparing for the REF.</p>	<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>
<p>2.5a. Integration of research staff into the workings of the department/colleges, and sharing of good practice.</p>	<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>
<p>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>	<p>Research staff representatives and departmental managers receive updates on new starters. The majority of schools and departments now notify all staff of new arrivals.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>

<p>2.5c. Ensure research staff representatives on committees are aware of their responsibility to act as a conduit between research staff and the concerned committee.</p>	<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>																								
<p>2.6 Support research staff engagement in activities to develop their careers across teaching, committee membership, supervision, enterprise and public engagement.</p>	<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 border="1" data-bbox="636 659 1964 1098"> <thead> <tr> <th>Measure (agree or Strongly agree)</th> <th>CROS 2017</th> <th>CROS 2019</th> <th>Russell Group Benchmark 2019</th> </tr> </thead> <tbody> <tr> <td>Grant/funding applications</td> <td>43.9%</td> <td>45.5%</td> <td>44.7%</td> </tr> <tr> <td>Knowledge transfer and commercialisation activities</td> <td>28.1%</td> <td>34.7%</td> <td>37.4%</td> </tr> <tr> <td>Public engagement with research</td> <td>41.5%</td> <td>53.9%</td> <td>52.6%</td> </tr> <tr> <td>Supervising research students</td> <td>24.4%</td> <td>38.3%</td> <td>39.8%</td> </tr> <tr> <td>Teaching and lecturing</td> <td>23.2%</td> <td>27.4%</td> <td>33.2%</td> </tr> </tbody> </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 	Measure (agree or Strongly agree)	CROS 2017	CROS 2019	Russell Group Benchmark 2019	Grant/funding applications	43.9%	45.5%	44.7%	Knowledge transfer and commercialisation activities	28.1%	34.7%	37.4%	Public engagement with research	41.5%	53.9%	52.6%	Supervising research students	24.4%	38.3%	39.8%	Teaching and lecturing	23.2%	27.4%	33.2%
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	<ul style="list-style-type: none"> • supervision of doctoral students • enterprise • public engagement <p>Lead: Doctoral College Other key actors: Leicester Learning Institute, Departments, PIs, Research Staff Timeframe: 2019-2021 (review uptake of opportunities August 2020) 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>Principle 3 - Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. Principle 4 - The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>	
<p>3&4.1 The right of all employees to time for professional development (including non-project related).</p>	<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 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.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>
<p>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.</p>	<p>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.</p> <p>COMPLETE: The 2017-2019 approach continues.</p>

3&4.3 Enhance and diversify delivery of suite of training sessions for research staff, maintaining or improving on current levels of satisfaction.

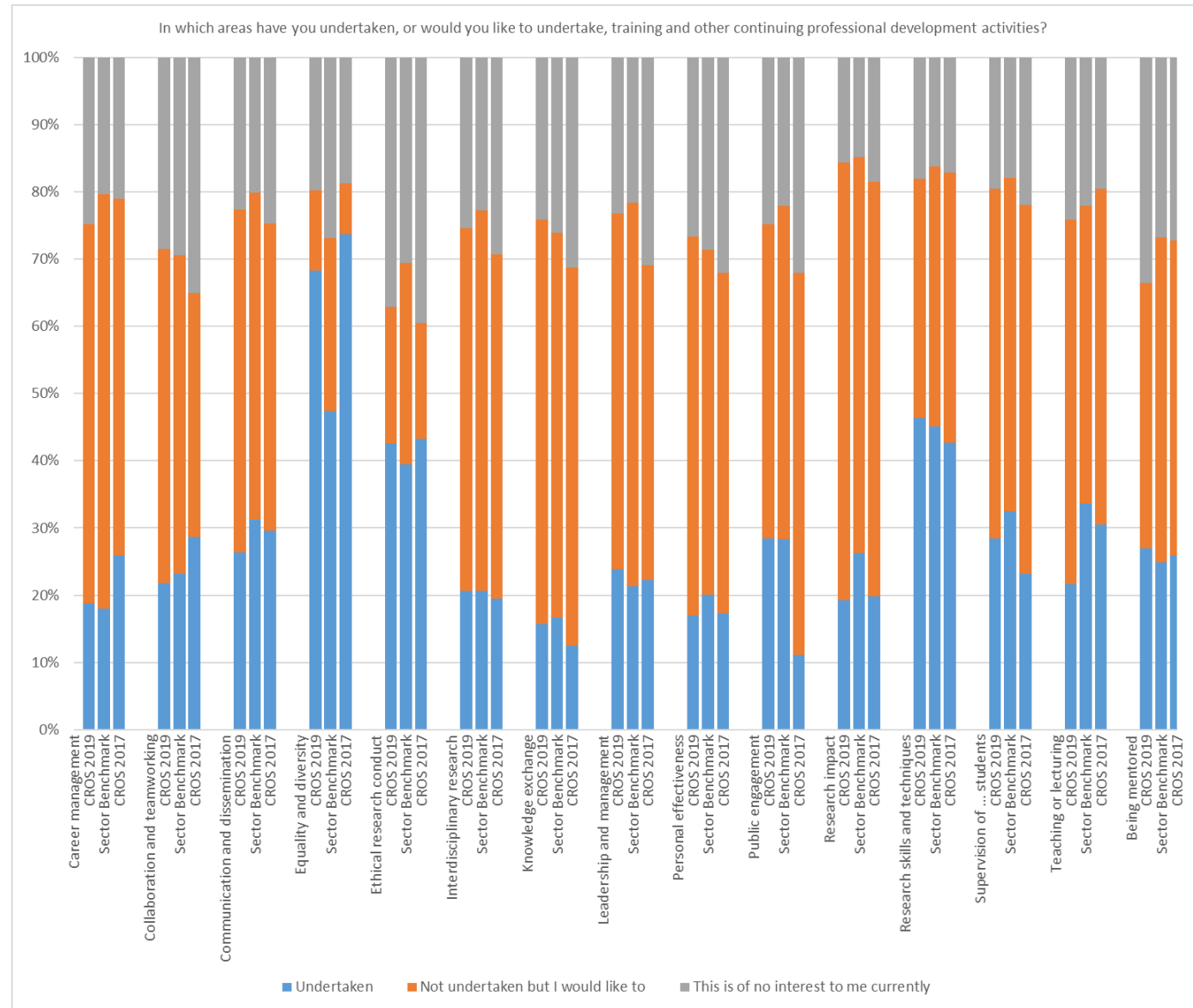
Researcher Development courses are grouped thematically:

- a. Research Effectiveness
- b. Grant Writing Skills
- c. Governance
- d. Quantitative skills
- e. Qualitative skills
- f. Supporting Postgraduate Research
- g. Career Development

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.

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.

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.



Action 2019-2021:

- 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.

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

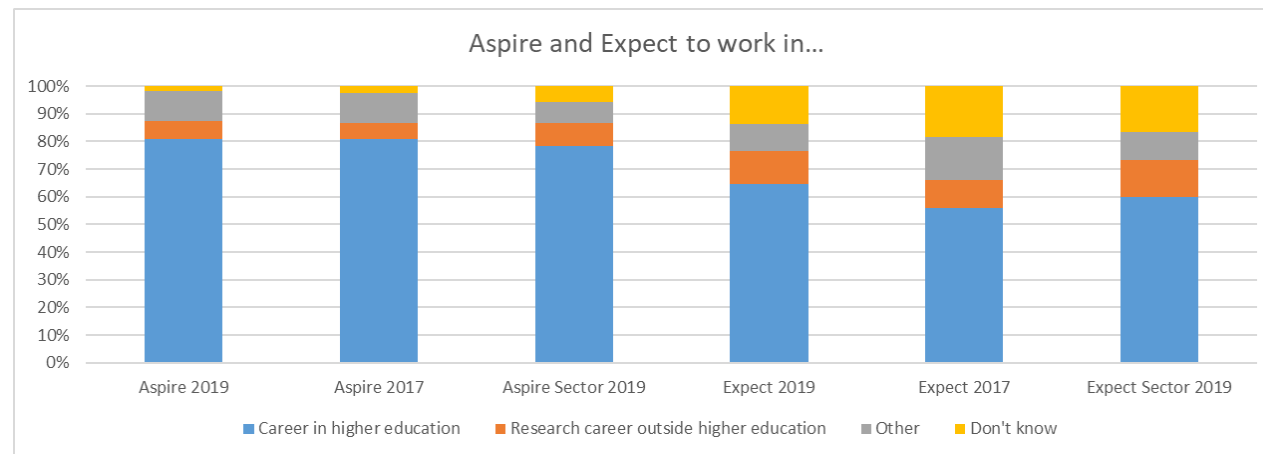
Timeframe: 2019-2021

Indicator:

- 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).

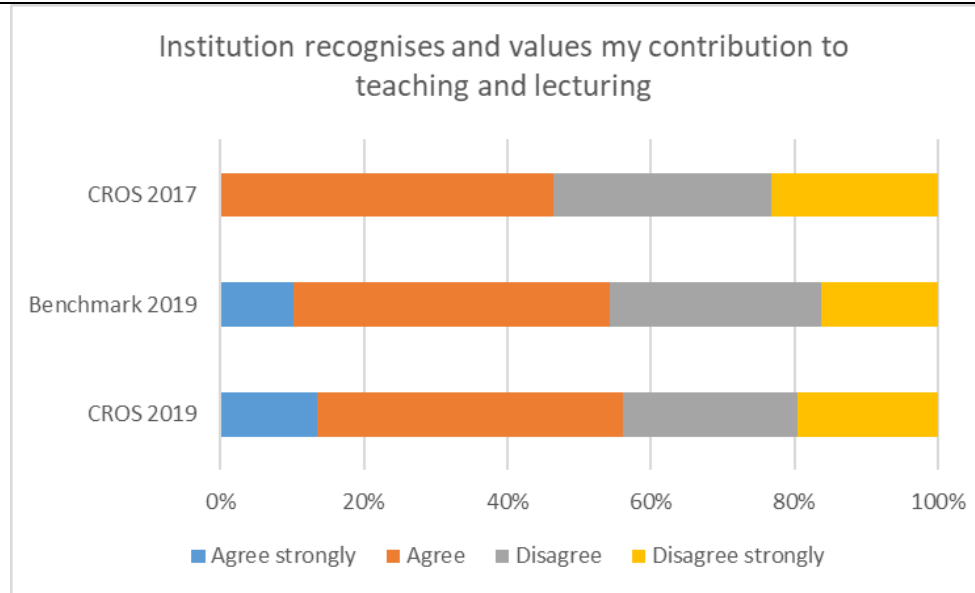
3&4.4 Enhance opportunities for research staff to engage with employers, and explore opportunities in and outside higher education.

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.



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

	<p>businesses and researchers as appropriate. The primary reason is for facilitating research development here, which can provide developmental opportunities for research staff.</p> <p>With regards to expected and aspiration careers, the numbers of those aspiring in 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.</p> <p>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.</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>



For training and CPD in teaching:

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

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

	<p>Timeframe: 2019-2021</p> <p>Indicator:</p> <ul style="list-style-type: none"> 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) b. 5% increase in CROS 2019 respondents reporting recognition and value for their teaching activities
<p>3&4.6 Research staff expertise – exposure and awareness.</p>	<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>3&4.7 Embed career planning discussions into the appraisal, particularly career aspirations.</p>	<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 aspirations b. 5% of CROS 2021 respondents report having a clear career development plan
<p>3&4.11 Review take-up and use of IRIS by research staff.</p>	<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 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 2017-19 approach continues.</p>																
<p>3&4.12 Enhance opportunities for mentoring/coaching by/for research staff and review issues of non-take-up of opportunities.</p>	<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 border="1" data-bbox="636 624 2036 807"> <thead> <tr> <th>Mentor and support other researchers</th> <th>CROS 2017</th> <th>CROS 2019</th> <th>Russell Group Benchmark 2019</th> </tr> </thead> <tbody> <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> </tbody> </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 researchers b. Improve awareness of coaching opportunities <p>Lead and key actors: HR (OD) Other key actors: Doctoral College, Departments, PIs, Research Staff</p> <p>Timeframe: 2017-2019 (review July 2018)</p> <p>Indicator: 10% increase in CROS 2019 respondents having been mentored.</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%
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<p>Principle 5 - Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</p>																	
<p>5.1a Share relevant sections of monthly research staff list updates,</p>	<p>Nominated representatives are updated on new starters.</p> <p>Since 2017, respondents feel better integrated into the University in general as shown below:</p>																

published by HR, with departments/colleges.	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.			
5.1c Continue to embed careers conversations through existing mechanisms, e.g. Athena SWAN.	Those respondents with Career development plans exceeds 50% (nearly 15% above the previous aspiration), see section 1.8b for further details.			
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.				
6.1 Identify pockets of best process/practice (e.g. parental cover for research staff on grants) and disseminate to wider researcher community	<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>6.2 Ensure PIs and research staff are aware of RCUK’s statement and provision for maternity, paternity and parental leave</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>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>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>	<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 15 (9 Bronze, 6 Silver) departmental awards are held as of 19th September 2019, with a further two awaiting results. The College of Life Sciences are now embarking on a College level silver award (which will replace 7 of the existing awards).</p> <table border="1" data-bbox="638 837 2038 1212"> <thead> <tr> <th>Bronze Award</th> <th>Silver Award</th> </tr> </thead> <tbody> <tr> <td>Genetics</td> <td>Cancer Studies</td> </tr> <tr> <td>Geology</td> <td>Cardiovascular Sciences</td> </tr> <tr> <td>Informatics</td> <td>Chemistry</td> </tr> <tr> <td>Mathematics</td> <td>Health Sciences</td> </tr> <tr> <td>Neuroscience, Psychology and Behaviour</td> <td>Infection, Immunity and Inflammation</td> </tr> <tr> <td>Physics & Astronomy</td> <td>Molecular and Cell Biology</td> </tr> <tr> <td>School of Archaeology and Ancient History</td> <td></td> </tr> <tr> <td>Medicine</td> <td></td> </tr> <tr> <td>Museum Studies</td> <td></td> </tr> </tbody> </table> <p>COMPLETE: Continue the 2017-2019 approach</p>	Bronze Award	Silver Award	Genetics	Cancer Studies	Geology	Cardiovascular Sciences	Informatics	Chemistry	Mathematics	Health Sciences	Neuroscience, Psychology and Behaviour	Infection, Immunity and Inflammation	Physics & Astronomy	Molecular and Cell Biology	School of Archaeology and Ancient History		Medicine		Museum Studies	
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<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>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.</p>	
<p>7.1 Ensure continued commitment to the process from senior leadership team.</p>	<p>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.</p> <p>Complete: The 2017-2019 approach continues.</p>

<p>7.2 Review visibility for Concordat on HR and college websites.</p>	<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>7.3 Work with Marketing to ensure the University is effectively harnessing Euraxess advertising routes.</p>	<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 county • Creates 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>																												
<p>7.4 Increase PIRLS and CROS response rates to 30% and 40% respectively.</p>	<p>Response Rates:</p> <table border="1" data-bbox="636 1134 1834 1398"> <thead> <tr> <th>CROS Year</th> <th>Responses</th> <th>Pool</th> <th>Percentage</th> </tr> </thead> <tbody> <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> </tbody> </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%
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PIRLS Year	Responses	Pool	Percentage
2019	207	789*	26%
2017	105	300	35%
2015	148	448	33%
2011	88	500	17.6%

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.

Action 2019-2021:

- a. Investigate all collectible data.
- b. Disaggregate relevant research and academic staff data from whole-staff initiatives.

Lead and key actors: Doctoral College, HR (OD)

Timeframe: 2019-2021

Indicator:

- a. Evidence of changes to practice that can be incorporated into subsequent Concordat Action Plans and other Charter activities as a result of feedback.