

CONCORDAT TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCHERS: ACTION PLAN 2017-2019

Principle 1 - Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.	
Action 2015-2017	Evidence of good practice/compliance, action 2017-2019, lead and key actors, timeframe, indicator
1.1 Maintain and improve on numbers receiving recruitment and selection training, particularly with a view to ensuring that it is not just good citizens, or only senior staff members who are repeatedly asked to sit on selection panels.	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. COMPLETE: The 2015-2017 approach continues.
1.2 Recruitment training to include more overt discussion of unconscious bias.	The recruitment and selection training offered by HR addresses unconscious bias in recruitment. The Organisational Development Team (HR) is piloting the new 'VITAL' Leadership and Management programme for research and early career academic staff; the programme contains a workshop on unconscious bias. In July 2016 the University launched a compulsory E and D Blackboard course, with 82% completion at August 2017. COMPLETE: The 2015-2017 approach continues.
1.3 Research staff (by college) invited to recruitment and selection training twice a year as a CPD opportunity to understand the	Robust recruitment and selection practice is covered in the Researcher Development suite of career development workshops 'Moving your career in the right direction', which 76 researchers have attended during the period October 2015 to August 2017. Members of interview panels are required to undertake recruitment and selection training.

<p>process and what it entails from both sides of the table.</p>	<p>COMPLETE: The 2015-2017 approach continues.</p>																	
<p>1.4 Ensure continued increase (at least 5%) in number of research staff reporting detailed recruitment information and panel interviews.</p>	<p>A comparison of CROS 2015 and CROS 2017 data reveals an increase in candidates receiving detailed recruitment information:</p> <table border="1" data-bbox="672 486 2004 726"> <thead> <tr> <th data-bbox="672 486 1108 558">CROS 2015</th> <th data-bbox="1108 486 1523 558">CROS 2017</th> <th data-bbox="1523 486 2004 558">Russell Group (for benchmarking purposes)</th> </tr> </thead> <tbody> <tr> <td data-bbox="672 558 1108 598">Job description 86.2%</td> <td data-bbox="1108 558 1523 598">Job description 88.4%</td> <td data-bbox="1523 558 2004 598">Job description 91.9%</td> </tr> <tr> <td data-bbox="672 598 1108 638">Qualifications 75.9%</td> <td data-bbox="1108 598 1523 638">Qualifications 90.7%</td> <td data-bbox="1523 598 2004 638">Qualifications 92.3%</td> </tr> <tr> <td data-bbox="672 638 1108 678">Specialist research skills 75.9%</td> <td data-bbox="1108 638 1523 678">Specialist research skills 86%</td> <td data-bbox="1523 638 2004 678">Specialist research skills 89.8%</td> </tr> <tr> <td data-bbox="672 678 1108 718">Transferable skills 75.9%</td> <td data-bbox="1108 678 1523 718">Transferable skills 79.1%</td> <td data-bbox="1523 678 2004 718">Transferable skills 75.4%</td> </tr> </tbody> </table> <p>Action 2017-2019: Maintain the high percentage of CROS respondents being given detailed recruitment information. Lead: HR (Recruitment) Other Key Actors: Departments, Pls Timeframe: ongoing (review July 2018) Indicator: Minimum of 90% of CROS 2019 respondents reporting detailed candidate information.</p>			CROS 2015	CROS 2017	Russell Group (for benchmarking purposes)	Job description 86.2%	Job description 88.4%	Job description 91.9%	Qualifications 75.9%	Qualifications 90.7%	Qualifications 92.3%	Specialist research skills 75.9%	Specialist research skills 86%	Specialist research skills 89.8%	Transferable skills 75.9%	Transferable skills 79.1%	Transferable skills 75.4%
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<p>1.5 Create central online induction pack template for research staff, to be tailored at departmental level.</p>	<p>Institutional induction processes have undergone some changes over the last two years, and there are discussions ongoing of more tailored college- and departmental-level inductions. The need for a central online induction template has given way to discussions on how best to embed staff better in their local environments.</p> <p>a. Analysis of induction data from CROS 2015 and CROS 2017 demonstrates that while local induction is perceived as useful or very useful by 60% of respondents, we need to re-examine the nature of departmental, and particularly, institutional induction:</p>																	

	CROS 2015	CROS 2017	Russell Group (for benchmarking purposes)
	Local induction 60.3%	Local induction 60.5%	Local induction 63%
	Departmental induction 32.8%	Departmental induction 32.6%	Departmental induction 48%
	Institutional induction 34.5%	Institutional induction 16.3%	Institutional induction 35.8%
	<p>b. It is encouraging, however, that the percentage of CROS 2017 respondents to report not being offered an induction has decreased at local, departmental and institutional levels:</p>		
	CROS 2015	CROS 2017	Russell Group (for benchmarking purposes)
	Local 32.8%	Local 20.9%	Local 21%
	Departmental 51.7%	Departmental 32.6%	Departmental 26.8%
	Institutional 34.5%	Institutional 30.2%	Institutional 27%
	<p>Action 2017-2019: Examine the ways in which induction is currently offered and delivered in local, departmental and institutional settings. Lead: HR (OD) Other Key Actors: College and departmental administration, Pls Timeframe: ongoing Indicator: 10% increase in CROS 2019 respondents finding induction useful/very useful at local, departmental and institutional levels.</p>		
1.6 Continue to champion Concordat and the need for local-level induction.	<p>There has been a decrease in understanding of the Concordat. 38.9% of CROS 2015 respondents reported some understanding, compared with 34.9% in CROS 2017. Understanding of Athena SWAN has increased from 70.8% in 2015 to 81.9% in 2017, as changes to the internal gender equality governance structure has seen greater synergies between the Concordat and Athena SWAN.</p>		

	<p>Action 2017-2019:</p> <ol style="list-style-type: none"> Examine the ways in which Charter activities are positioned and understood by the target populations. Identify proxy measures from CROS, PIRLS and the Staff Survey (for example professional development uptake; job satisfaction; staff involvement; effectiveness of manager) to ensure that Charters are mainstreamed rather than synthetic 'standalone' activities. <p>Lead: HR (EDI) Other Key Actors: Departments, PIs Timeframe: 2018 (pending the launch of the 2018 Staff Survey) Indicator: 10% increase of CROS 2019 and PIRLS 2019 respondents reporting an understanding of Charters.</p>
<p>1.7 Provide training for PIs to help them set out clear expectations for probation period and support continued management of research staff</p>	<p>This action has been 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> <ol style="list-style-type: none"> Conversations with purpose (training on challenging conversations), which as of August 2017 has trained 145 members of academic staff across all grades. The Future Leaders Programme (for senior lecturers and equivalent), which has trained 23 academic delegates in two cohorts since January 2017, with 15 academic delegates currently in cohort 3. The 'VITAL' Leadership and Management programme – targeted at research and early career academics (currently in the pilot stage). <p>72% of research staff responded to the first Staff Survey in February 2016, with very high responses around understanding expected levels of performance (92%) and behaviour (96%).</p> <p>Action 2017-2019: Develop 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, PIs Timeframe: 2017-18 (review progress October 2017) Indicator:</p> <ol style="list-style-type: none"> Numbers of academic and research staff participating in leadership and management development programmes (benchmark to be established after the first iteration of the VITAL programme).

	<p>b. High levels (90% or higher) of awareness of expected levels of behaviour and performance in the Staff Survey (research-only staff category).</p>
<p>1.8a Maintain current levels of support for managers in handling consultation meetings on end of fixed term contracts.</p>	<p>The University of Leicester follows its own internal procedures to comply with legislation, in consultation with the trade unions.</p> <p>Action 2017-2019:</p> <ol style="list-style-type: none"> Encourage research staff to participate in exit interviews. Develop a mechanism for disaggregating the research staff experience from exit interview feedback. Develop a mechanism for capturing research staff destinations following employment at Leicester. <p>Lead: HR Other Key Actors: Departments, PIs Timeframe: 2017-2019 (review April 2018) Indicator:</p> <ol style="list-style-type: none"> 20% of research staff access coaching or other careers support at the end of a fixed-term contract. 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. Evidence of transferability of research and transferable skills into other professional environments.
<p>1.8b Research Staff Development Advisor to informally attend meetings with PIs and research staff to assess the levels of career guidance/advice required.</p>	<p>In 2015-2016, there were 251 attendees at research staff only events, workshops and consultations. In 2016-2017, there were 140 attendees at research staff only events, workshops and consultations.</p> <p>In March 2017, the Research Staff (RS) Development Advisor targeted the ‘hard to reach’ with two focus groups (with 17 attendees in total), to discuss barriers to engaging with careers support. The RS Development Advisor has also facilitated work with academic departments on their Athena SWAN applications, providing a vehicle for intelligence-gathering and integration of cognate approaches to career development (e.g. mentoring). 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.</p>

	<p>80.8% of CROS 2017 respondents agree/strongly agree that they take ownership of their career development, yet only 39.5% agree/strongly agree that they have a clear career development plan. 76 members of research staff have attended 'Moving your career in the right direction' in the period October 2015 to August 2017, representing 17% of the eligible population.</p> <p>Action 2017-2019: Develop a model of careers support which takes account of career aspirations in academia and beyond, with a view to increasing reported rates of career planning and diversifying aspirations. Lead: Doctoral College Timeframe: 2017-2019 (review with research staff groups in June 2018) Indicator:</p> <ol style="list-style-type: none"> a. 45% 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 2017 and CROS 2019).
<p>1.9 Collate examples of good redeployment practice (particularly for research staff) and communicate these to research staff and PIs.</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>Action 2017-2019: Publish examples of good redeployment practice. Lead: Doctoral College Other key actors HR (Recruitment) Timeframe: October 2018 Indicator: Evidence of transferability of research and generic skills into other research and professional environments (and please see Action 1.8 for details of available data).</p>
<p>1.10 Maintain current levels of advisory workshops, retaining flexibility to add new ones</p>	<p>The following workshops are available for managers:</p> <ul style="list-style-type: none"> • Handling Conduct Issues • Handling Conflict

<p>depending on specific needs of research staff or PIs as needs be.</p>	<ul style="list-style-type: none"> • Introduction to the Role of the Line Manager • Investigating Officer Training • Managing Probationary Staff • Managing Researchers: Guidance for PIs • Managing Secondments • 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 <p>COMPLETE: The 2015-2017 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>2.1a. Maintain calendar of facilitated discussion sessions, at least one each semester, with senior management (including Director of HR and PVC Research and Enterprise) to keep communication lines open for research staff to influence strategic conversations.</p>	<ol style="list-style-type: none"> a. Following the results of the 2016 Staff Survey, a new range of internal communications have been developed to disseminate the new Strategic Plan. Members of University Leadership Team (ULT) have instituted ‘ULT Live’ to communicate changes and offer all staff an opportunity to ask questions. The impact of this new consultation activity will be ascertained following the second Staff Survey in October 2017. b. Reports on all Task and Finish Groups are available on the University website. c. 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.
<p>2.1b. Ensure visibility of final review and report of ‘Strategic Task and Finish Group on Developing and</p>	<p>Action 2017-2019: Maintain the current suite of opportunities for communication and participation. Lead: University Leadership Team Other key actors: Internal Communications</p>

<p>Enhancing Careers', with promotion also through research staff newsletter.</p>	<p>Timeframe: 2017-2019 (pending the dates of subsequent Staff Surveys) Indicator: % responses (minimum 80%) in the 2017 Staff Survey from the research-only staff category to questions on communication from the University.</p>
<p>2.2 Ensure a shared understanding of the purpose and role of appraisal, together with guidance and training for appraisers and appraisees, and monitor uptake of appraisals. Share good practice examples. Review numbers of staff receiving regular annual reviews with an aim to increase numbers above the national average for PIs and research staff as measured by CROS and PIRLS in 2017.</p>	<p>Following the results of the Task and Finish Group on Developing and Enhancing Careers in 2015, the University of Leicester has instituted a new appraisal system – the Performance and Development Discussion (PDD) (details here: https://www2.le.ac.uk/offices/organisational-development/pdd/pdd-form). 145 academic staff have participated in the training 'Conversations with purpose' to complement the new system. Completion rates are monitored by Heads of Departments and College Leadership Teams.</p> <p>In the 2015 CROS, 62.8% of respondents had had an appraisal. In the 2017 CROS, 75.9% had participated. From the 2017 survey, it was most useful for highlighting issues (62.9% rated it useful/very useful).</p> <p>Action 2017-2019: To embed career planning discussions into the PDD (consultation with staff in the form of focus groups, and CROS 2017 answers reveal low levels of career planning and a dissonance between career aspirations and career expectations). Lead and key actors: HR (OD) Other Key Actors: Departments, Research Staff, PIs Timeframe: Review in October 2017 (Staff Survey) Indicator:</p> <ol style="list-style-type: none"> 100% of research staff completing an appraisal (Staff Survey). 5% increase of CROS 2019 respondents reporting usefulness of appraisal to focus on career aspirations and reviewing personal progress (comparing results from CROS 2017 and CROS 2019). 45% of CROS 2019 respondents who report having a clear career development plan.

<p>2.3a. Following pilot, roll out leadership training programme for principal investigators and research leaders, with a component on managing people, and ensuring understanding of Concordat principles.</p>	<p>For detail of progress on leadership and management development, please see item 1.7 above.</p> <p>The blended researcher development programme ‘Professional Skills for Research Leaders’ (PSRL) will be rolled out in January 2018 providing a research skin to the ‘VITAL’ Leadership and Management programme, currently being piloted.</p> <p>Action 2017-2019: Integrate ‘VITAL’ and ‘PSRL’ into a suite of options for emergent research leaders. Lead and key actors: Doctoral College Other key actors: HR (OD)</p>
<p>2.3b. Facilitate early career research leadership development through Epigeum ‘Professional Skills for Research Leaders’ online, blended with face-to-face workshops and discussion fora, and monitor take-up.</p>	<p>Timeframe: Roll out January 2018</p> <p>Indicator:</p> <ol style="list-style-type: none"> a. % PIRLS 2019 respondents expressing confidence across a range of professional activities (in line with sector benchmarks). b. Uptake of VITAL modules and self-evaluation of effectiveness upon completion (benchmarks to be determined following completion of the VITAL pilot).
<p>2.4a. Workshop on promotion from Grade 7 to 8</p>	<p>This action has been in abeyance while the consultation on academic promotions took place. Following the recommendations of the Task and Finish Group on Developing and Enhancing Careers in 2015, a consultation on academic promotions took place. The resulting 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 teaching, research, enterprise, engagement, and leadership and citizenship.</p> <p>Posts can be regraded from a Grade 7 to a Grade 8 at any time (http://www2.le.ac.uk/offices/hr/pay/ann-review/regrading).</p> <p>CROS 2017 respondents note that the institution treats them fairly in comparison with other staff groups across a range of indicators, such as training and development, conference attendance, and flexible working for</p>

	<p>example. However, opportunities for promotion and progression and participation in decision-making processes remain low (only 21.7% agree/strongly agree and 30.1% agree/strongly agree respectively).</p> <p>Action 2017-2019:</p> <ol style="list-style-type: none"> Through the PDD, continue to develop research staff capabilities across the contribution domains to support the transition to internal promotions, and external academic and non-academic appointments. Create opportunities to support the transition to research independence (and see also Action 3&4.3). <p>Lead: HR (OD) Other key actors: Departments, Research staff, PIs</p> <p>Timeframe: 2017-2019 (review July 2018)</p> <p>Indicator:</p> <ol style="list-style-type: none"> % CROS 2019 respondents finding the PDD useful for focusing on career aspirations (5% increase), and leading to development opportunities (5% increase). % Staff Survey research-only respondents responding positively to questions around implementing a development plan (minimum of 70%) and managers assisting respondents in addressing learning and development needs (minimum of 70%). 75% Staff Survey (research-only) reporting being given the same opportunities to develop as other staff Minimum of 70% of research staff reporting feeling their work is valued (Staff Survey). Case studies on research career progression (e.g. testimonials of Fellows funded by the Wellcome Trust Institutional Strategic Support Fund).
<p>2.4b. Facilitate workshops on preparing for the REF and making CVs REF-proof by broad discipline areas targeting research staff</p>	<p>The Research Strategy and Policy Team will implement the REF Strategy when it is published.</p> <p>Colleges are currently organising workshops around REF output quality, which will include general guidance on the REF process, to which research staff will be invited.</p>
<p>2.5a. Email departmental research directors on what departments already do to integrate research staff into the workings of the department, and share good practice.</p>	<p>Departments and Athena SWAN Self-Assessment Teams maintain oversight of research staff integration into departmental life. Knowledge of good practice is brokered by the Researcher Development Team and gender equality governance. Examples include:</p> <ul style="list-style-type: none"> replicating the Health Sciences Research Staff Advisory Group in the Department of Geology

	<ul style="list-style-type: none"> • a research staff representative on College Research Committees to convey key information to the research staff population • the Research Staff Development Adviser coaching departments on inclusive cultures as part of the Athena SWAN internal quality review process • The College of Social Sciences, Arts and Humanities (CSSAH) has an Early Career Researcher (ECR) Action Group which has ECR researcher reps from all the CSSAH Schools and departments, and an informal research pairing and mentoring group • The College of Life Sciences has a dedicated academic lead for the Early Career Researcher Development Group (ECRDG) on the College Research Committee, who brokers information back to the ECRDG committee for discussion and action. The ECRDG has an academic and research staff member from each department in the College of Life Sciences. Academic departments also have a research staff member invited to their staff meetings who then takes matters raised back to their departmental research staff colleagues. <p>COMPLETE: The 2015-2017 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.</p> <p>COMPLETE: The 2015-2017 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 2015-2017 approach continues.</p>
<p>2.6a. Develop exemplars of good practice in teaching, research, interdisciplinary research and public engagement and highlight differing</p>	<p>A contributions mapping exercise in the University has plotted the key areas of activity for staff in research-focused, research and teaching, and teaching focused routes, and it is expected that this will soon include exemplars of teaching and research. Please see Action 2.4a for information on the academic career map which outlines areas of professional contribution.</p>

routes to reward, recognition and promotion and communicate to research staff and PIs via dedicated research staff pages

Interdisciplinary research has gained impetus with the setting up of four interdisciplinary institutes (CAMEo – Research Institute for Cultural and Media Economies; LISEO - Leicester Institute for Space and Earth Observation; LISCB - Leicester Institute of Structural and Chemical Biology; LPMI - Leicester Precision Medicine Institute) to consolidate existing research strengths, and stimulate interdisciplinarity, public engagement and enterprise. Supporting this cross-institutional endeavour are also the newly created Institute for Advanced Studies and the Doctoral College, both of which will work together to develop skills in interdisciplinary and collaborative, as well as public engagement, for all researchers.

Leicester has been successful in a Wellcome Trust Institutional Strategic Support Fund (WT-ISSF) bringing in research staff, and a key component of their career development offer is short-term interdisciplinary engagement, researcher visits to partner institutions to learn new skills, and public engagement.

The Doctoral College website is currently being developed and will contain more substantive examples of researchers' achievements in interdisciplinarity, outreach and public engagement, and enterprise.

Action 2017-2019: Support research staff engagement in activities to develop their careers including, but not limited to:

- teaching
- committee membership
- supervision of doctoral students
- enterprise and public engagement

Lead: Doctoral College **Other key actors:** Departments, PIs, Research Staff

Timeframe: 2017-2019 (review uptake of opportunities July 2018)

Indicator: % of CROS 2019 respondents reporting recognition and value across a range of professional contributions (increases of: 5% for teaching, 5% for supervising doctoral students, 5% for public engagement, 5% for knowledge transfer and commercialisation).

Principle 3 - Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

<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>	
<p>3&4.1 Draft paper for college management boards of all three colleges on responsibilities of PIs, including 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 RS Development Advisor has continued to brief academic departments on the Concordat and the benefits of HR Excellence in Research accreditation, and has engaged College Leadership Teams on discrete elements of Concordat implementation, for example mentoring and academic career development. The specifics of professional development have been approached via Human Resources. In February 2016 the RS Development Advisor briefed the HR Advisory Team, the HR Business Partners, Equalities and the Recruitment Team on the 2015 CROS results and the 2015-2017 Concordat Action Plan, to underscore the unique position of research staff in the organisation.</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 2015-2017 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 2017-2019 actions, please see actions 1.6, 1.7, 2.2, 2.3a and 2.3b, 3&4.1, and 6.4, 6.5 and 6.6.</p> <p>COMPLETE: The 2015-2017 approach continues.</p>

3&4.3 and 8 Enhance and diversify delivery of suite of training sessions for research staff, maintaining or improving on current levels of satisfaction, including CPD sessions on career development, guidance on both academic and non-traditional/non-academic career paths, skills required for jobs outside academia and how to present these.

Researcher Development courses are grouped thematically:

- a. Research methods and methodologies
- b. Research environment and governance
- c. Impact, enterprise and public engagement
- d. Career development (including teaching, supervision, public engagement, impact and enterprise)

Throughout 2015-2017, research staff have been amongst the almost 4,000 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 (74.1%), ethical research conduct (42.7%) and research skills and techniques (43.4%). The three lowest-scoring areas were public engagement (11%), knowledge exchange (12.3%), and personal effectiveness (17.1%).

Uptake of career management training was 25.6%. For comparison, the Russell Group equivalent was 20%, and the sector average 18.4%.

We will use the large investment secured through the Wellcome Trust Institutional Strategic Support Fund (WTISSF) (internal and external Fellows) to model professional development opportunities and pathways for research staff and their PIs, whilst also increasing the level of support for writing successful grant proposals, and writing for publication.

Action 2017-2019:

- a. Maintain the current suite of CPD provision and continue to advertise opportunities through Doctoral College website and newsletter
- b. Explore take up of enhanced opportunities (e.g. teaching, and teaching qualifications); doctoral supervision, often as third supervisor; enterprise training)
- c. Disaggregate research staff destination data from the compulsory HESA leavers' data
- d. Through the PDD, encourage research staff to participate in the breadth of professional development available.

	<ul style="list-style-type: none"> e. The Doctoral College will, where possible, encourage research staff to act as third supervisors on doctoral projects to gain experience. e. The Doctoral College will advertise opportunities for running masterclasses to develop research staff teaching experience in areas they are expert in f. Part of the new Doctoral College’s remit is to create a programme to support fellowships, including match-funding, seed corn money etc., which will include routes in for research staff who have had career breaks <p>Lead: Doctoral College Other key actors: Colleges</p> <p>Timeframe: 2017-2019 (review July 2018 once new opportunities have become fully visible)</p> <p>Indicator:</p> <ul style="list-style-type: none"> a. % of Staff Survey respondents (research-only category) citing usefulness of PDD for personal development planning (minimum 70%), participating in training and development as a result of the PDD (minimum 85%) and managers assisting research staff in addressing learning and development goals (minimum 70%). b. % of CROS 2019 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>3&4.4 Enhance opportunities for research staff to engage with employers, and explore opportunities in and outside higher education</p>	<p>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 2015 there have been three evening careers events: finance, consulting, and working in numerate professions. The College of Life Sciences hosts an annual careers symposium with external speakers and workshops on career management.</p> <p>The Innovation Hub, Charnwood Life Sciences Opportunity Zone and the National Space Park developments will facilitate new opportunities for business engagement.</p> <p>Action 2017-2019: Maintain the current suite of activities to broker interactions between research and non-academic employers and explore new opportunities via the Innovation Hub, Life Sciences Opportunity Zone and Space Park.</p> <p>Lead: Doctoral College Other key actors: Colleges</p>

	<p>Timeframe: 2017-2019 (review uptake by research staff July 2018) Indicator: 5% reduction in gap between career expectations and aspirations in CROS 2019.</p>
<p>3&4.5 Review take-up of teaching-related CPD by research staff and address barriers</p>	<p>399 people have attended 'Preparing to teach' since January 2016, which is targeted directly at research staff and postgraduate researchers. 9 members of research staff have gained Associate or full Fellowship of the HEA since January 2016.</p> <p>In CROS 2017, 31.3% of respondents have undertaken CPD in learning and teaching, and 49.4% would like to. 24.1% of respondents feel valued for their contribution to learning and teaching (for 41% of respondents this question was not applicable).</p> <p>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. For example, the School of Biological Sciences now allows all researchers to register their interest in obtaining teaching experience, which gets recorded into a central database for transparency.</p> <p>Action 2017-2019: Continue to support research staff to gain teaching experience and CPD in learning and teaching Lead and key actors: Leicester Learning Institute Timeframe: 2017-2019 (review uptake July 2018) Indicator:</p> <ol 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. 10% increase in CROS 2019 respondents reporting recognition and value for their teaching activities c. Number of staff holding AFHEA or FHEA (to be benchmarked by developmental need and demand, as outlined in CROS questions on the CPD respondents have undertaken, and would like to undertake).

<p>3&4.6 Launch database of research staff expertise</p>	<p>This is in abeyance as the University website undergoes a major transformation. Meanwhile, other routes are being envisaged to showcase research staff expertise, including themed elevator pitch and poster presentations on research to support interdisciplinary links across the institution.</p> <p>An initiative already underway (beginning 2016) is the opportunity for research staff to publicly disseminate their research under the auspices of the Leicester Adult Education Centre lunchtime lecture series. In 2015-16, five members of research staff gave talks. In 2016-17, four members of research staff gave talks.</p> <p>Action 2017-2019: Develop and present opportunities to showcase research staff expertise. Lead: Doctoral College Other key actors: Colleges Timeframe: 2017-2019 (review uptake July 2018) Indicator: Research staff participation in showcase activities year-on-year (baseline to be created for 2018)</p>
<p>3&4.7 Ensure protected time over appraisal/other meeting with PI to step back and look at longer term career development issues/opportunities</p>	<p>Following the results of the Task and Finish Group on Developing and Enhancing Careers in 2015, UoL has instituted a new appraisal system – Performance and Development Discussion (PDD) (details here: https://www2.le.ac.uk/offices/organisational-development/pdd/pdd-form). Completion rates are monitored by Heads of Departments and College Leadership Teams. CROS 2017 results show that 75.9% of respondents have had an appraisal and found it useful for highlighting issues (62.9% useful/very useful), identifying strengths and achievements (58.7% useful/very useful) and reviewing personal progress (57.2% useful/very useful).</p> <p>Action 2017-2019: Embed career planning discussions into the PDD, to increase its usefulness for focusing on career aspirations. Lead HR (OD) Other key actors: Departments, Research Staff, PIs Timeframe: Review in October 2017 (Staff Survey) and June 2019 (CROS) Indicator:</p> <ol style="list-style-type: none"> 100% research only staff completing a PDD (Staff Survey) 5% increase in CROS 2019 respondents reporting the usefulness of the PDD in focusing on career aspirations 45% of CROS 2019 respondents report having a clear career development plan

<p>3&4.9 and 10 Roll-out training on research integrity and facilitate discussions on research staff experience of REF 2014</p>	<p>Please see Action 2.4b.</p>
<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 2015-2017 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>The University of Leicester is currently training coaches for its inaugural Coaching Academy. Seven members of research staff have volunteered to be coached by coaches-in-training since the beginning of 2017.</p> <p>The Organisational Development Team in HR is currently developing an organisation-wide self-service mentoring database. 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 Lead for the Early Career Researcher Development Group in the College of Life Sciences convened a working group to analyse good practice and brief the College Leadership Team on putting mentoring into practice at a College-wide level.</p> <p>Mentorship is a critical component of the Aurora Women's Leadership programme, with mentors drawn from the professoriate and Heads of Professional Services Divisions. In 2015/16, 4 out of 23 Aurora delegates were research staff; in 2016/2017 2 out of 23 Aurora delegates were research staff.</p>

	<p>Action 2017-2019:</p> <ol style="list-style-type: none"> Implement an organisation-wide system for capturing mentor-mentee pairs Evaluate mentor and mentee experiences of the effectiveness of mentoring Develop communication mechanisms between HR (OD) and the Doctoral College to monitor numbers and disaggregate the data on research staff benefitting from coaching and mentoring <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: 25% increase in CROS 2019 respondents having been mentored.</p>
<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, published by HR, with departments/colleges</p>	<p>Nominated representatives are updated on new starters.</p> <p>One of the key areas for action in the period 2015-2017 has been research staff self-organisation. While pockets of good practice exist, notably in Health Sciences, staff-led activities are not well-developed. In March 2017, the RS Development Advisor conducted two focus groups on ‘non-engagement’ and community building to better understand barriers and enablers. There has been some traction in the intervening period, notably in the College of Life Sciences, where the Postgraduate and Post-Doc Forum has hosted talks on impact and developing fellowship applications.</p> <p>Action 2017-2019:</p> <ol style="list-style-type: none"> Work with the Internal Communications team to optimise existing communication channels. Support research staff self-organisation where appropriate and desirable. <p>Lead Doctoral College Other key actors: Research staff, Departments</p> <p>Timeframe: 2017-2019 (review April 2018)</p> <p>Indicator: Minimum 60% positive responses from the research-only staff category to Staff Survey questions on raising points of concern, voicing opinions, being able to put forward ideas and suggestions, being encouraged to improve the way things are done, and being listened to (all at a departmental level).</p>

<p>5.1b Increased uptake of opportunities on offer for widening perspective on employment opportunities within and outside academia</p>	<p>Please see items 3&4.4 and 3&4.7 above. Feedback from focus groups on non-engagement with careers support and free text comments from CROS 2017 reveal that research staff are enculturated into academia early in their career and view non-academic career options as a 'plan B', when academic options are exhausted. Numerous options for non-academic careers are presented throughout the year but until conversations about careers are normalised in day to day settings, attendance will continue to be low in proportion to the numbers who may eventually leave academia. CROS 2017 results also reveal that respondents are most likely to seek careers advice from their colleagues; Researcher Development and HR, where resource and expertise are embedded, are not in the forefront when considering the support available.</p>
<p>5.1c Increased uptake of training on how to present skills to potential non-academic employers</p>	<p>Action 2017-2019:</p> <ol style="list-style-type: none"> Maintain the current suite of opportunities for research staff to engage with a range of employers. Continue to embed careers conversations through existing mechanisms, e.g. Athena SWAN. Research 'train the trainer' and peer mentoring approaches so research staff can benefit from more immediate and local approaches to careers support. <p>Lead: Doctoral College Other key actors: Departments Timeframe: 2017-2019 (review October 2018) Indicator:</p> <ol style="list-style-type: none"> 45% of CROS 2019 respondents report having a clear career development plan. A 5% reduction in the percentage gap in CROS 2019 between career aspirations and expectations.
<p>Principle 6 - Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</p>	
<p>6.1 Review numbers of international research staff every six months with a view to identifying any special adjustment to UK systems that they might need</p>	<p>This action has been in abeyance pending the restructuring of the equality, diversity and inclusion governance structure, and will be taken up by the Race Equality Action Group under the auspices of the Race Equality Charter institutional submission.</p>

<p>6.2 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 6.4 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>Consultation with research staff reveals that they need to make critical career decisions prior to having children, so while cover for parental leave and grant funding is an issue, we need to consider those who leave prior to having children due to job insecurity (and please see 3&4.6 above for details on plans for supporting fellowships).</p>
<p>6.3 Ensure PIs and research staff are aware of RCUK's statement and provision for maternity, paternity and parental leave</p>	<p>Strategic approaches to parental leave are currently being explored, for example:</p> <ul style="list-style-type: none"> • the creation of a central maternity cost code to remove this from the realm of local budgets • transparent backfill of parental leave, depending on budgets and who is available to cover the work <p>Action 2017-2019: 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: 2017-2019 (April 2018, in line with the Athena SWAN institutional submission) Indicator: Evidence of bridging parental leave and successful integration of the post holder back into work.</p>
<p>6.4 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 increased from 70.8% in 2015 to 81.9% in 2017, as changes to the internal gender equality governance structure has seen greater synergies between the Concordat and Athena SWAN. As of August 2017, the University of Leicester holds an institutional AS Bronze award, seven departmental Bronze awards, and five departmental Silver awards.</p>

<p>6.5 Continue to engage with the expanded Athena SWAN Charter as well as HeForShe, Leicester being one of the first UK universities to sign up with a comprehensive commitment document to close the gender gap in key academic and career areas in both directions</p>	<p>Bronze Museum Studies Genetics Neuroscience, Psychology and Behaviour Molecular and Cell Biology Informatics Mathematics Geology</p> <p>Silver Infection, Immunity and Inflammation Cancer Studies Health Sciences inc Diabetes Research Centre Cardiovascular Sciences Chemistry</p>
<p>6.6 Continue to ensure communication and synergies between Athena Swan and other equality initiatives and the Concordat Steering Group</p>	<p>The RS Development Advisor was seconded to HR in the role of Equalities Project Manager from March-July 2016, and carried out a strategic review of Athena SWAN. The RS Development Advisor, as part of a multi-disciplinary team, coaches departmental teams as they prepare their Athena SWAN submissions, to include Concordat and Researcher Development considerations.</p> <p>The RS Development Advisor and the Deputy PVC for Equality, Diversity and Inclusion presented a workshop at the Vitae 2016 Conference on the convergence of Athena SWAN and the Concordat.</p> <p>Action 2017-2019:</p> <ol style="list-style-type: none"> Maintain membership of Working Groups and Self-Assessment Teams to reflect a pan-organisational, multi-disciplinary approach. Continue to support the preparation and retention of Athena SWAN and other Charters. <p>Lead: HR (EDI) Other key actors: Departments, Doctoral College Timeframe: 2017-2019 (review April 2018, to coincide with the Athena SWAN institutional submission) Indicator:</p> <ol style="list-style-type: none"> Minimum 75% of CROS 2019 respondents agree/strongly agree that staff are treated fairly across the protected characteristics. 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 Bring new Pro Vice Chancellor (Research and Enterprise) up-to-speed with progress on Concordat Action Plan, and ensure continued commitment to the process from senior leadership team</p>	<p>An Interim PVC (Research and Enterprise) maintained leadership of the Concordat Steering Group from October 2015 to January 2016; thereafter the new PVC was fully briefed on Concordat activities. From October 2015 to March 2016 a Task and Finish Group was convened to examine support for postgraduate researchers. One of its recommendations was to restructure the Graduate School into a Doctoral College, to maintain strategic oversight of the entire research endeavour from PGRs to principal investigators and research leaders. The development phase of the Doctoral College, which will lead the implementation of Concordat principles, has been led by the interim Graduate Dean, and an academic director at senior level has just been recruited. Data on staff-related issues (from CROS and PIRLS) will also be reported to the Research Strategy, Policy and Performance Committee (RSPPC) which is chaired by the PVC for Research and Enterprise.</p> <p>Delivering and monitoring the principles of the Concordat are actively built into the written research strategies and KPIs of the three Colleges, as well as within the major externally funded strategic research awards.</p> <p>Action 2017-2019: Identify routine data reports that will inform Doctoral College strategy, operations and key performance indicators. Lead: Doctoral College Timeframe: Autumn 2017 Indicator: Success in maintaining ‘HR Excellence in Research’ accreditation.</p>
<p>7.2 Review visibility for Concordat on HR and college websites</p>	<p>Concordat-related material is currently hosted on the Researcher Development website, and will be migrated to 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</p>

	<p>(http://www2.le.ac.uk/staff/working/research-support/issf/fellowships/early-career-fellowships), thus the focus of Concordat is positioned to make the University of Leicester an employer of choice.</p> <p>Action 2017-2019: 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: 2017-2019 Indicator: Number of research staff starting or developing their career at the University of Leicester, for example through fellowship routes such as the Wellcome Trust Institutional Strategic Support Fund.</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 2015-2017 approach continues.</p>
<p>7.4 Increase PIRLS and CROS response rates by at least 5%</p>	<p>CROS 2015 had a response rate of 25%, compared with an 18% response rate in 2017.</p> <p>PIRLS 2015 had a response rate of 33%, compared with a 35% response rate in 2017.</p> <p>The first Staff Survey (2016) had an overall response rate of 66%. 72% of staff in the research-only category responded; 60% of teaching and research staff responded.</p> <p>Action 2017-2019:</p> <ol style="list-style-type: none"> 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: 2017-2019 (October 2017, March 2019)

Indicator:

- a. 30% response rate to CROS 2019 and 40% response rate to PIRLS 2019.
- b. 60% response rate to Staff Survey 2017.
- c. Evidence of changes to practice that can be incorporated into subsequent Concordat Action Plans and other Charter activities as a result of feedback.